

# INTERNATIONAL GCSE **HISTORY**

## **9245/2**

Paper 2: Studies in change

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Mark scheme

Specimen

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Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from [oxfordaqaexams.org.uk](https://www.oxfordaqaexams.org.uk)

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## Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

### Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

### Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

**Section A****Life in Germany, 1919-1949**

Question	Answer	Total marks
1.1	<p><b>Identify three features of ‘denazification’.</b></p> <p>Award one mark for each relevant feature identified, up to a maximum of three marks.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Aimed to remove Nazi party members from German society and politics.</li> <li>• Denazification was also motivated by the desire to remove the influence of Nazi ideology.</li> <li>• It led to the closure of Nazi organisations.</li> <li>• It also led to trials of Nazi officials for war crimes.</li> <li>• The details of denazification were largely decided at the Potsdam conference.</li> <li>• The Soviet Union was seen as most responsible for the implementation of the policy.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>3</b></p> <p><b>AO1 = 3</b></p>

Question	Answer	Total marks															
1.2	<p><b>Explain one way in which the lives of women in Nazi Germany changed.</b></p> <table border="1" data-bbox="260 416 1273 1189"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> <p>Demonstrates a developed explanation of change. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p> </td></tr> <tr> <td>2</td><td>3-4</td><td> <p>Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support the explanation.</p> </td></tr> <tr> <td>1</td><td>1-2</td><td> <p>Demonstrates a basic explanation of change. This may be general in nature or asserted.</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Nazi policies stressed the role of women as housewives and mothers. This was linked to the cultural ideal of KKK (Kinder, Küche, Kirche) and family life.</li> <li>Emphasis on traditional roles rather than liberal values associated with Weimar Germany.</li> <li>As a result of Nazi policies of the 1930s, women were removed from professional occupations and the world of work.</li> <li>Aimed to promote new generations of Nazi followers and to guarantee Germany's military strength.</li> <li>Policies towards women changed after the start of the Second World War due to demand for a larger labour force and the need for industrial production/ war materials.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Marks	Description	3	5-6	<p>Demonstrates a developed explanation of change. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p>	2	3-4	<p>Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support the explanation.</p>	1	1-2	<p>Demonstrates a basic explanation of change. This may be general in nature or asserted.</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>		0	No relevant content.	<p><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
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3	5-6	<p>Demonstrates a developed explanation of change. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p>															
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Question	Answer	Total marks															
1.3	<p><b>Why did the Nazi Party become increasingly popular in Germany between 1929-1933?</b></p> <p><b>Explain two reasons.</b></p> <table border="1" data-bbox="260 477 1273 1440"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td> <p>Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations.</p> </td></tr> <tr> <td>2</td><td>4-6</td><td> <p>Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanations.</p> <p>Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.</p> </td></tr> <tr> <td>1</td><td>1-3</td><td> <p>Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• The impact of the depression on German people - increased unemployment and poverty – made the party more appealing to voters who were unhappy with the more moderate parties.</li> <li>• Hitler's speaking skills and Goebbels' use of propaganda were also important factors in their popularity.</li> <li>• The failure of Weimar governments between 1929-33 to solve the problems caused by the depression made them unpopular.</li> <li>• The Nazis used violence towards the opposition to silence their opponents.</li> <li>• Responses could also focus on support for Nazi ideas and policies, and the impact of finance from industrialists to explain Nazi popularity.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Marks	Description	3	7-9	<p>Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations.</p>	2	4-6	<p>Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanations.</p> <p>Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.</p>	1	1-3	<p>Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>		0	No relevant content.	<p><b>9</b></p> <p><b>AO1 = 5</b> <b>AO2 = 4</b></p>
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1	1-3	<p>Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>															
	0	No relevant content.															

Question	Answer			Total marks
1.4	<p>‘The main problem facing people in Weimar Germany in the years 1919-1923 was hyperinflation’.</p> <p>How far do you agree with this statement?</p> <p>Explain your answer with reference to hyperinflation and at least one other problem.</p>			12  AO1 = 4 AO2 = 8
	Level	Marks	Description	
	4	10-12	<p>Demonstrates complex analysis of causes/ consequences. Explains the stated reason and at least one other reason, which are directly related to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning.</p> <p>Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement.</p> <p>Extends Level 3.</p>	
	3	7-9	<p>Demonstrates developed analysis of causes/consequences. Explains the stated reason and at least one other reason. These may be related to the issue in the question.</p> <p>Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning.</p> <p>Evaluation and judgement may show some simple reasoning.</p> <p>Note: award level 3 if response shows a combination of developed and simple explanations</p>	
	2	4-6	<p>Demonstrates simple analysis causes/ consequences. Explains the stated reason and/or other reason(s). These may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.</p> <p>Evaluation and judgement may be asserted.</p> <p>Note: award level 2 if response shows a single developed explanation only</p>	

1	1-3	<p>Demonstrates basic analysis of cause/ consequence. Explains the stated reason and/or other reason(s) in a general or asserted way.</p> <p>Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning</p>	
	0	No relevant content.	
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Hyperinflation led to a decrease in the value of money and caused a dramatic increase in prices, leading to severe financial problems for the people of Germany.</li> <li>• Hyperinflation led to a loss of income and savings for the middle classes, workers and those on pensions.</li> <li>• Another problem facing people in Germany in this period was the occupation of the Ruhr by France and Belgium, leading to strikes and unrest.</li> <li>• The Treaty of Versailles was a problem. It was hated throughout Germany as it was seen as humiliation and offended national pride</li> <li>• There was widespread political violence in this period: Spartacists, Kapp, Freikorps, National Socialists.</li> <li>• There were other economic problems in the period of 1919-23, including poverty, reparations, unemployment and taxation.</li> <li>• The Weimar Republic was blamed by many for Germany's problems.</li> <li>• Evaluation and judgement may consider the relative impact of different factors, eg hyperinflation, political and social threats, the effects of the Treaty of Versailles.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>			



**Life in Russia and the USSR, 1914-1953**

Question	Answer	Total marks
2.1	<p><b>Identify three features of ‘High Stalinism’.</b></p> <p>Award one mark for each relevant feature identified, up to a maximum of three marks.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• High Stalinism was an extreme form of Stalin’s totalitarian rule</li> <li>• It traced from the 1930s but reached its peak after the Second World War</li> <li>• It entailed a Cult of Personality and ‘hero’ worship of Stalin, which was most extreme after 1945</li> <li>• Stalin’s paranoia led to further purges and Terror</li> <li>• High Stalinism encouraged class conflict and social control</li> <li>• Command economy further developed</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>3</b></p> <p><b>AO1 = 3</b></p>

Question	Answer	Total marks															
2.2	<p><b>Explain one way in which the lives of women were affected by Stalin's modernisation of the USSR.</b></p> <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>5-6</td><td>Demonstrates a developed explanation of change. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.</td></tr><tr><td>2</td><td>3-4</td><td>Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.  Uses some relevant contextual knowledge and understanding to support the explanation.</td></tr><tr><td>1</td><td>1-2</td><td>Demonstrates a basic explanation of change. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table>	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of change. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.  Uses some relevant contextual knowledge and understanding to support the explanation.	1	1-2	Demonstrates a basic explanation of change. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	<p><b>6</b></p> <p><b>AO1 = 3</b></p> <p><b>AO2 = 3</b></p>
	Level	Marks	Description														
	3	5-6	Demonstrates a developed explanation of change. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.														
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	1	1-2	Demonstrates a basic explanation of change. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.														
		0	No relevant content.														
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>• There was a change in focus to traditional family values</li><li>• At the same time, Stalin's modernisation of Russia required large scale employment of women in industry, though wages and living conditions were poor.</li><li>• Propaganda set expectations for women to become mothers of large families while also continuing employment.</li><li>• Divorce became more difficult, and there was a reduction in gender equality despite the Constitution guaranteeing it</li><li>• Some women gained opportunities for professional employment as engineers and doctors</li></ul>																	
<p><b>Note:</b></p> <p>This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>																	

Question	Answer			Total marks
2.3	<p><b>Why did the Provisional Government become so unpopular in Russia?</b></p> <p><b>Explain two reasons.</b></p>			<p><b>9</b></p> <p><b>AO1 = 5</b> <b>AO2 = 4</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	3	7-9	Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.	
			Uses specific and relevant contextual knowledge and understanding to support explanations.	
	2	4-6	Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.	
		Uses some relevant contextual knowledge and understanding to support explanations.		
		Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.		
1	1-3	Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted		
		Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		
	0	No relevant content.		
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>One of the key reasons for unpopularity was the failure to distribute land to the peasantry, which led to impatience and frustration.</li><li>The government lost authority. For example, it was undermined by Soviets which had increasing support</li><li>The continued participation in the First World War was unpopular due to military disasters. Desertion from the army was common.</li><li>The government failed to adequately distribute food to cities for starving workers</li><li>Lenin's programme of 'Peace, Land and Bread' had broad popular support.</li><li>By contrast, Kerensky's relied on Bolshevik support to suppress revolts</li></ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>				

Question	Answer			Total marks
2.4	<p><b>‘The main problem facing people in Russia during the Civil War was War Communism.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer with reference to War Communism and at least one other problem.</b></p>			<p><b>12</b></p> <p><b>AO1/2 = 12</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	4	10-12	<p>Demonstrates complex analysis of causes/ consequences. Explains the stated reason and at least one other reason, which are directly related to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning.</p> <p>Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement.</p> <p>Extends Level 3.</p>	
	3	7-9	<p>Demonstrates developed analysis of causes/consequences. Explains the stated reason and at least one other reason. These may be related to the issue in the question.</p> <p>Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning.</p> <p>Evaluation and judgement may show some simple reasoning.</p> <p>Note: award level 3 if response shows a combination of developed and simple explanations.</p>	
	2	4-6	<p>Demonstrates simple analysis causes/ consequences. Explains the stated reason and/or other reason(s). These may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.</p> <p>Evaluation and judgement may be asserted.</p> <p>Note: award level 2 if response shows a single developed explanation only.</p>	

1	1-3	Demonstrates basic analysis of cause/ consequence. Explains the stated reason and/or other reason(s) in a general or asserted way.  Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning			
	0	No relevant content.			

**Indicative content:**

- War Communism enforced food requisitioning by Red Guards. This meant that any surplus food owned by the peasantry could be taken by the government
- It led to food rationing and shortages. There was famine in the Volga and Ural River regions which lead to the deaths of millions of people.
- Responses could also focus on harsh discipline and conditions for industrial workers, and the end of private ownership of factories and businesses.
- Other problems facing people included the Red Terror, the activities of Cheka, and atrocities in areas of fighting during the Civil War
- Responses could also focus on the impact Trotsky's strict military discipline. The suppression of the Kronstadt rebellion/ sailors' mutiny could also be reference.
- Evaluation and judgement may consider the relative impact of different factors, eg War Communism, conditions in industry and urban centres, secret police, Red Terror, Trotsky and the effects of military action

**Note:**  
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.

**Life in the USA, 1919-1968**

Question	Answer	Total marks
3.1	<p><b>Identify three features of ‘the American Dream’.</b></p> <p>Award one mark for each relevant feature identified, up to a maximum of three marks.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Opportunity for all Americans to share wealth and increase their standard of living.</li> <li>• Based on the idea that it could be achieved by hard work and perseverance.</li> <li>• Prosperity was associated with house ownership, cars and material domestic goods.</li> <li>• Linked to post Second World War consumerism and economic boom.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>3</b></p> <p><b>AO1 = 3</b></p>

Question	Answer	Total marks															
3.2	<p><b>Explain one way in which the lives of Americans were affected by developments in entertainment during the 1920s.</b></p> <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>3</td><td>5-6</td><td>Demonstrates a developed explanation of change. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.</td></tr><tr><td>2</td><td>3-4</td><td>Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.  Uses some relevant contextual knowledge and understanding to support the explanation.</td></tr><tr><td>1</td><td>1-2</td><td>Demonstrates a basic explanation of change. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</td></tr><tr><td></td><td>0</td><td>No relevant content.</td></tr></table> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>• The 1920s saw increased opportunities for leisure time and greater car ownership</li><li>• There was a boom in sports (particularly baseball and boxing), and increasing popularity and wealth</li><li>• There was an expansion of cinematic industry. Movie stars and celebrities became influential and linked to changing fashions and morals</li><li>• Radio ownership gave access to entertainment and contributed to societal change</li><li>• The Jazz Age popularised dance and associated with the image of the flapper</li><li>• Developments in entertainment drove social change. Eg the liberating effect on the young and women</li><li>• Exposed contrasts in wealth and social attitudes. Eg a sense of rebellion against those who still held traditional values</li></ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Marks	Description	3	5-6	Demonstrates a developed explanation of change. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.	2	3-4	Demonstrates a simple explanation of change. This may be descriptive or implicitly linked to the issue in the question.  Uses some relevant contextual knowledge and understanding to support the explanation.	1	1-2	Demonstrates a basic explanation of change. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.		0	No relevant content.	<p><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
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	0	No relevant content.															

Question	Answer		Total marks	
3.3	<p><b>Why was President Hoover so unpopular with many people in America during the Depression?</b></p> <p><b>Explain two reasons.</b></p>		<p><b>9</b></p> <p><b>AO1 = 5</b> <b>AO2=4</b></p>	
	Level	Marks		Description
	3	7-9		Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.
	2	4-6		Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.
	1	1-3		Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted
	0	No relevant content.		
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>• The impact of the Depression on different groups affected his popularity. The Depression led to urban unemployment and rural poverty, and Hoover was blamed.</li><li>• Hoover was associated with failing Republican policies such as laissez-faire and rugged individualism. He was seen as a ‘do nothing’ President.</li><li>• People lost faith in his promises that ‘prosperity is just around the corner’.</li><li>• Hoover’s actions were attacked as too little, and the policy of tariffs appeared to worsen the Depression.</li><li>• His personal reputation suffered; Bonus Marchers and blocking efforts to create jobs.</li><li>• By contrast, with Hoover, Roosevelt’s election campaign offered hope, relief and a ‘New Deal’.</li></ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>				



Question	Answer			Total marks
3.4	<p><b>‘The Black Power Movement was the main reason why civil rights developed in the USA during the 1960s.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer with reference to the Black Power Movement and at least one other reason.</b></p>			<p><b>12</b></p> <p><b>AO1 = 4</b></p> <p><b>AO2 = 8</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	4	10-12	<p>Demonstrates complex analysis of causes/ consequences. Explains the stated reason and at least one other reason, which are directly related to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning.</p> <p>Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement.</p> <p>Extends Level 3.</p>	
	3	7-9	<p>Demonstrates developed analysis of causes/consequences. Explains the stated reason and at least one other reason. These may be related to the issue in the question.</p> <p>Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning.</p> <p>Evaluation and judgement may show some simple reasoning.</p> <p>Note: award level 3 if response shows a combination of developed and simple explanations.</p>	
	2	4-6	<p>Demonstrates simple analysis causes/ consequences. Explains the stated reason and/or other reason(s). These may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.</p> <p>Evaluation and judgement may be asserted.</p> <p>Note: award level 2 if response shows a single developed explanation only.</p>	

	1	1-3	<p>Demonstrates basic analysis of cause/ consequence. Explains the stated reason and/or other reason(s) in a general or asserted way.</p> <p>Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning</p>	
		0	No relevant content.	
	<p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• The Black Power Movement advanced civil rights through a range of tactics, including protest, more assertive direct action and self-defence. It also developed social programmes, organised in communities and promoted cultural pride and identity.</li> <li>• Radical leaders such as Malcolm X gained support from those critical of the non-violent tactics endorsed by other civil rights organisations.</li> <li>• Encouraged those who led and participated in more aggressive tactics to force the government to advance civil rights</li> <li>• Responses could also focus on other factors, such as non-violent direct action or legal challenges and campaigns for voting rights, which led to important political changes (eg the Civil Rights Act, 1964)</li> <li>• Roles of key individuals such as Martin Luther King could also be explained for their influence in persuading important ordinary people to take action. Actions of ordinary people included sit-ins, boycotts, freedom rides, marches, rallies</li> <li>• Evaluation and judgement may consider the relative impact of different factors, eg violent protest, non-violent direct action, legal/court challenges, the roles of individuals</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>			

**Section B**  
**Technology and change, c800-present day**

Question	Answer	Total marks
4.1	<p><b>Identify three features of an astrolabe.</b></p> <p>Award one mark for each relevant feature identified, up to a maximum of three marks.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• An astrolabe was tool or mechanical device used for navigation</li> <li>• It was an ancient calculator for the sky</li> <li>• It helped to find location or tell the time</li> <li>• It also helped to find the direction to pray</li> <li>• Al-Farghani, who worked in the 800s, and later Al-Sufi (in the 900s) made the astrolabe easier to use and more accurate.</li> <li>• Use of quadrants and sextants increased the accuracy of celestial observation</li> <li>• Astrolabes helped merchants navigate trade routes safely and accurately</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p style="text-align: center;"><b>3</b></p> <p><b>AO1 = 3</b></p>

Question	Answer			Total marks
4.2	Explain one way in which Ford's mass production of cars worked.			6  AO1 = 3 AO2 = 3
	Level	Marks	Description	
	3	5-6	Demonstrates a developed explanation of cause/ consequence. This is directly linked to the issue in the question.  Uses specific and relevant contextual knowledge and understanding to support the explanation.	
	2	3-4	Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question.  Uses some relevant contextual knowledge and understanding to support the explanation.	
	1	1-2	Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted.  Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.	
	0	No relevant content.		
Indicative content:				
<ul style="list-style-type: none"><li>• Before mass assembly-line production each worker up carried out several processes.</li><li>• Before mass assembly-line production workers were craftsmen or highly skilled.</li><li>• Henry Ford was perfected the use of an assembly line to mass produce cars.</li><li>• Each worker did one job or fixed one part repeatedly, as the car progressed down the assembly line.</li><li>• This allowed more cars to be made more cheaply and to a more consistent standard.</li><li>• This allowed more cars to be made more quickly. A Model T Ford came off the assembly line every 3 minutes. A single car took 1.5 hours to make rather than 12.5 hours.</li><li>• Assembly-line work was repetitive and dull for the workers.</li></ul>				
Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.				

Question	Answer			Total marks
4.3	<p><b>Why was the printing revolution important for science?</b></p> <p><b>Explain two reasons.</b></p>			<p><b>9</b></p> <p><b>AO1 = 5</b></p> <p><b>AO2 = 4</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	3	7-9	<p>Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations.</p>	
	2	4-6	<p>Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanations.</p> <p>Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.</p>	
	1	1-3	<p>Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>	
	0	No relevant content.		
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>• The printing revolution shared and spread knowledge of scientific discoveries.</li><li>• It allowed examination of scientific/mathematical proofs and accurate presentation of findings and illustrations.</li><li>• It encouraged standardisation of scientific/mathematical notation.</li><li>• Developments in printing changed how science was taught in universities.</li><li>• Established ‘Priority’ of discovery as important in science.</li><li>• Improved wider scientific knowledge and spread literacy.</li></ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>				

Question	Answer			Total marks
4.4	<p><b>‘The main impact of the steam engine was on transport’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer with reference to transport and at least one other impact.</b></p>			<p><b>12</b></p> <p><b>AO1 = 4</b></p> <p><b>AO2 = 8</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	4	10-12	<p>Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning.</p> <p>Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement.</p> <p>Extends Level 3.</p>	
	3	7-9	<p>Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question.</p> <p>Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning.</p> <p>Evaluation and judgement may show some simple reasoning.</p> <p>Note: award level 3 if response shows a combination of developed and simple explanations.</p>	
2	4-6	<p>Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.</p> <p>Evaluation and judgement may be asserted.</p> <p>Note: award level 2 if response shows a single developed explanation only.</p>		

1	1-3	Demonstrates basic analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequence(s) in a general or asserted way.  Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

**Indicative content:**

- Responses may explore the introduction and impact of the railways, particularly in relation to their costs, speed, materials and products.
- Students could also focus on their impact on people and everyday life, particularly in relation to time, work and opportunities.
- Other forms of transport could also be explored, such as the uses and impact of steam-powered shipping, particularly in relation to costs, speed, economics, empires.
- The steam engine also had other impacts outside of transport, for example: factories e.g. growth, location; agriculture e.g. machinery, rural unemployment, food processing; urban development e.g. housing, social effects; the environment e.g. air and water pollution, improvement movements, landscape.
- Evaluation and judgement may consider the relative importance of transport in relation to other impacts.

**Note:**  
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.

**Medicine and change, c800-present day**

Question	Answer	Total marks
5.1	<p><b>Identify three features of a medieval Islamic hospital.</b></p> <p>Award one mark for each relevant feature identified.</p> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>• Islamic hospitals were called bimaristans.</li> <li>• They were in places that had clean air and water.</li> <li>• There were separate boards for men and women.</li> <li>• Some wards were for specific illnesses.</li> <li>• The hospitals were used to train doctors and give lectures.</li> <li>• Only licensed doctors could care for the sick.</li> <li>• They aimed at cure rather than just care as in Western hospitals.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	<p><b>3</b></p> <p><b>AO1 = 3</b></p>



Question	Answer	Total marks															
5.2	<p><b>Explain one way in which Florence Nightingale influenced medicine.</b></p> <table border="1" data-bbox="260 416 1273 1223"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> <p>Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p> </td></tr> <tr> <td>2</td><td>3-4</td><td> <p>Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support the explanation.</p> </td></tr> <tr> <td>1</td><td>1-2</td><td> <p>Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted.</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p> </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> <p><b>Indicative content:</b></p> <ul style="list-style-type: none"> <li>Nightingale ran a hospital at Scutari in the Crimean War caring for wounded soldiers. She became well known as the ‘Lady with the Lamp’.</li> <li>She practised hygienic medicine, with a focus on cleaning and hand washing.</li> <li>She helped professionalise nursing and hospital care, and was a pioneer for women who sought a career in medicine.</li> <li>She established the Nightingale School of nursing at St Thomas’s Hospital in London.</li> <li>She advocated improvements in public health sanitation and hospital design.</li> </ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>	Level	Marks	Description	3	5-6	<p>Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p>	2	3-4	<p>Demonstrates a simple explanation of cause/consequence. This may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support the explanation.</p>	1	1-2	<p>Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted.</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>		0	No relevant content.	<p><b>6</b></p> <p><b>AO1 = 3</b> <b>AO2 = 3</b></p>
Level	Marks	Description															
3	5-6	<p>Demonstrates a developed explanation of cause/consequence. This is directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support the explanation.</p>															
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1	1-2	<p>Demonstrates a basic explanation of cause/consequence. This may be general in nature or asserted.</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>															
	0	No relevant content.															

Question	Answer			Total marks
5.3	<p><b>Why were medieval epidemics so devastating?</b></p> <p><b>Explain two reasons.</b></p>			<p><b>9</b></p> <p><b>AO1 = 5</b> <b>AO2 = 4</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	3	7-9	<p>Demonstrates a developed response relating to causes/ consequences. Explains two reasons, which are directly linked to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations.</p>	
	2	4-6	<p>Demonstrates a simple response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanations.</p> <p>Note: award Level 2 if response shows a combination of developed and simple explanations OR a single developed explanation only.</p>	
	1	1-3	<p>Demonstrates a basic response relating to cause(s)/ consequence(s). Explains one or more reasons, which may be general in nature or asserted</p> <p>Identifies some basic contextual knowledge and understanding that is relevant to the issue in the question.</p>	
	0	No relevant content.		
<p><b>Indicative content:</b></p> <ul style="list-style-type: none"><li>• The Black death in 1347 killed 30 – 60% of Europe’s population. Huge numbers in of people were also killed in Asia and Africa too.</li><li>• The symptoms were terrifying, and the remedies used had no effect.</li><li>• There were no effective preventions or cures for medieval epidemics. Only quarantine provided valid protection against epidemics in this period.</li><li>• There was no understanding of Germ Theory in the middle ages, meaning that there was no understanding of how disease was transmitted from person to person.</li></ul> <p><b>Note:</b> This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.</p>				

Question	Answer			Total marks
5.4	<p><b>‘The main achievement of modern surgery has been organ transplantation.’</b></p> <p><b>How far do you agree with this statement?</b></p> <p><b>Explain your answer with reference to organ transplantation and at least one other achievement.</b></p>			<p><b>12</b></p> <p><b>AO1 = 4</b></p> <p><b>AO2 = 8</b></p>
	<b>Level</b>	<b>Marks</b>	<b>Description</b>	
	4	10-12	<p>Demonstrates complex analysis of causes/ consequences. Explains the stated consequence and at least one other consequence, which are directly related to the issue in the question.</p> <p>Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning.</p> <p>Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement.</p> <p>Extends Level 3.</p>	
	3	7-9	<p>Demonstrates developed analysis of causes/consequences. Explains the stated consequence and at least one other consequence. These may be related to the issue in the question.</p> <p>Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning.</p> <p>Evaluation and judgement may show some simple reasoning.</p> <p>Note: award level 3 if response shows a combination of developed and simple explanations</p>	
	2	4-6	<p>Demonstrates simple analysis of cause(s)/ consequence(s). Explains the stated consequence and/or other consequences(s). These may be descriptive or implicitly linked to the issue in the question.</p> <p>Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning.</p> <p>Evaluation and judgement may be asserted.</p> <p>Note: award level 2 if response shows a single developed explanation only</p>	
	1	1-3	<p>Demonstrates basic analysis of cause(s)/ consequence(s). Explains the stated consequence</p>	

		and/or other consequences(s) in a general or asserted way.  Identifies some basic contextual knowledge that is relevant to the issue in the question, showing basic explanation(s) and reasoning
	0	No relevant content.

**Indicative content:**

- Different types of organ transplantation may be explored and their impact, including skin grafts, kidney transplants, heart transplants, liver transplants and, bone marrow.
- A responses may also reference other aspects related to organ transplantation, such as organ rejection, cyclosporine, and organ donation, xenotransplantation, and bioprinting.
- Other aspects of modern surgery such as blood transfusion, X-rays and CT scanning, brain surgery, modern anaesthesia, keyhole surgery, robotic surgery and bio printing may be explored.
- Evaluation and judgement may consider the relative impact of organ transplantation in relation the other achievements of modern surgery.

**Note:**  
This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.