Unit 3 Modern Depth Paper

Weimar and Nazi Germany 1918-1939

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| **Question 1**  Give two things you can infer from Source A about ……………..  Target: Source analysis (making inferences). AO3: 4 marks. |
| Award 1 mark for each valid inference up to a maximum of two inferences. The second mark for each example should be awarded for supporting detail selected from the source. |

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| **Question 2**  Explain why ………………  You may use the following in your answer:   * .. * ..   You must also use information of your own  Target: Analysis of second order concepts: causation[AO2] 6 marks. ; Knowledge & understanding of features and characteristics [AO1] 6 marks. | | |
|  | Mark |  |
| 1 | 1-3 | * A simple or generalised answer is given, lacking development and organisation. [AO2] * Limited knowledge & understanding of the topic is shown[AO1] |
| 2 | 4-6 | * An explanation is given, showing limited analysis and with implicit or unsustained links to the conceptual focus of the question. It shows some development and organisation of material, but a line of reasoning is not sustained. [AO2] * Accurate and relevant information is included, showing some knowledge and understanding of the period. [AO1]   **Maximum 5 marks for Level 2 answers that do not go beyond aspects prompted by the stimulus points** |
| 3 | 7-9 | * An explanation is given, showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation. [AO2] * Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]   **Maximum 8 marks for Level 3 answers that do not go beyond aspects prompted by the stimulus points.** |
| 4 | 10-12 | * An analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained & logically structured [AO2] * Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied. [AO1]   **No access to Level 4 for answers which do not go beyond aspects prompted by the stimulus points.** |

Marking instructions :Performance in AO1 and AO2 is interdependent.

An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1: The expectation for AO1 is that candidates demonstrate both knowledge and understanding.

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

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| **Question 3a**  How useful are Sources B and C for an enquiry into the attitudes of young people towards the Hitler Youth movement? Explain your answer, using Sources B and C and your knowledge of the historical context.  Target: Analysis and evaluation of source utility. AO3: 8 marks. | | | |
|  | Mark |  | |
| 1 | 1-2 | | A simple judgement on utility is given, and supported by undeveloped comment on the content of the sources and/or their provenance1. Simple comprehension of the source material is shown by the extraction or paraphrase of some content. Limited contextual knowledge is deployed with links to the sources. |
| 2 | 3-5 | | Judgements on source utility for the specified enquiry are given, using valid criteria. Judgements are supported by developed comment related to the content of the sources and/or their provenance1. Comprehension and some analysis of the sources is shown by the selection and use of material to support comments on their utility. Contextual knowledge is used directly to support comments on the usefulness of the content of the sources and/or their provenance. |
| 3 | 6-8 | | Judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance1 affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility. |

Provenance=nature, origin, purpose

Marking instructions: No credit may be given for contextual knowledge unless it is linked to evaluation of the sources. No credit may be given for generic comments on provenance which are not used to evaluate source content.

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| **Question 3b**  Study Interpretations 1 & 2. They give different views about …………  What is the main difference between the views? Explain your answer, using details from both interpretations.  Target: Analysis of interpretations (how they differ). AO4: 4 marks. | | |
|  | Mark |  |
| 1 | 1-2 | Limited analysis of the interpretations is shown by the extraction or paraphrase of some content, but differences of surface detail only are given, or a difference of view is asserted without direct support. |
| 2 | 3-4 | The interpretations are analysed and a key difference of view is identified and supported from them. |

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| **Question 3c**  Suggest one reason why Interpretations 1 & 2 give different views about…….. You may use Sources B and C to help explain your answer.  Target: Analysis of interpretations (why they differ). AO4: 4 marks. | | |
|  | Mark |  |
| 1 | 1-2 | A simple valid explanation is offered but displaying only limited analysis. Support for the explanation is based on simple undeveloped comment or on the selection of details from the provided material or own knowledge, with only implied linkage to the explanation. |
| 2 | 3-4 | An explanation of a reason for difference is given, analysing the interpretations. The explanation is substantiated effectively. |

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| **Question 3d**  How far do you agree with Interpretation 2 about ……? Explain your answer, using both interpretations and your knowledge of the historical context.  Target: Analysis and evaluation of interpretations. AO4: 16 marks.  Spelling, punctuation, grammar and the use of specialist terminology (SPaG): up to 4 additional marks. Total 16 & 4 | | | | |
|  | Mark | |  | |
| 1 | 1-4 | | * Answer offers simple valid comment to agree with or counter the interpretation. * Limited analysis of one interpretation is shown by selection and inclusion of some detail in the form of simple paraphrase or direct quotation. * Generalised contextual knowledge is included and linked to the evaluation. | |
| 2 | 5-8 | | * Answer offers valid evaluative comment to agree with or counter the interpretation. * Some analysis is shown in selecting and including details from both interpretations to support this comment. * Some relevant contextual knowledge is included & linked to evaluation * An overall judgement is given but its justification is insecure or undeveloped and a line of reasoning is not sustained. | |
| 3 | 9-12 | | * Answer provides an explained evaluation, agreeing or disagreeing with the interpretation. * Good analysis of the interpretations is shown indicating difference of view and deploying this to support the evaluation. * Relevant contextual knowledge is used directly to support evaluation * An overall judgement is given with some justification and a line of reasoning is generally sustained. | |
| 4 | 13-16 | | * Answer provides an explained evaluation reviewing the alternative views in coming to a substantiated judgement. * Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. * Relevant contextual knowledge is precisely selected to support the evaluation. * An overall judgment is justified and the line of reasoning is coherent, sustained and logically structured. | |
| Marks for SPAG | | | | |
|  | |  | | Descriptor |
|  | | 0 | | Writes nothing.   Response does not relate to the question.  SPaG does not reach the threshold level, e.g. errors in spelling, punctuation and grammar severely hinder meaning |
| Threshold | | 1 | | Spells and punctuates with reasonable accuracy.   Uses rules of grammar with some control of meaning & any errors do not significantly hinder meaning overall.  Uses a limited range of specialist terms as appropriate. |
| Interm-ediate | | 2-3 | | Spells and punctuate with considerable accuracy.  Uses rules of grammar with general control of meaning  Uses a good range of specialist terms as appropriate. |
| Higher | | 4 | | Spells and punctuates with consistent accuracy.   Uses rules of grammar with effective control of meaning  Uses a wide range of specialist terms as appropriate. |