

INTERNATIONAL GCSE **HISTORY**

9245/2A

Paper 2A: Societies in change

Mark scheme

Additional Specimen

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

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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	Identify three features of the Edelweiss Pirates. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • German youth movement opposed to Hitler Youth. • Disliked Hitler Youth activities such as camps, hiking and marching. • Sang anti-Hitler songs which mocked Nazi leaders. • Wore American style clothes and fought with Nazi patrols. • Minor resistance at first but escalated to assassinating Gestapo officers in Cologne in 1944, resulting in arrests and executions. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
1.2	Explain one way in which life for those living in Berlin became more difficult during the Berlin Blockade, 1948-49. <table border="1" data-bbox="301 445 1272 1220"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <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> </tbody> </table> Indicative content: • Basic needs were in short supply, including food, fuel and clothing. • There was widespread fear that large Soviet forces could overwhelm Berlin and impose Soviet style repression. • Initial concerns that the Western Allies would abandon Berlin because of costs, difficulties of maintaining air corridors and whether it would be possible to supply Berlin by air. • The impact of Communist bribery and intimidation, eg Feb 1946 when electricity supplies were cut off. • People were affected by the risk of escalating conflict as western sectors surrounded by Soviet zones. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	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.	6 AO1 = 3 AO2 = 3
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1.3	Why did people living in Germany face problems during 1919 and 1920? Explain two reasons.	9 AO1 = 5 AO2 = 4															
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	Indicative content: • The shock of unexpected defeat and armistice lead to food shortages, the return of soldiers from the front exposed unemployment and poverty. • The lack of law and order threatened people’s security. This included political discontent when army leaders blamed the Weimar government for the armistice of 1918 and humiliating peace terms; Spartacist revolt in Berlin; Weimar relied on Freikorps to restore order exposed its weakness. • Problems caused by anger from nationalists and monarchists who wanted a return of the Kaiser; Kapp’s Freikorps revolt only defeated by a general strike to support the government. • The direct impact of peace terms on people: reparations increased taxes and inflation and made recovery of prosperity more difficult; anger and loss of national pride because of war guilt; some Germans denied self-determination due to territorial changes.																

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1.4	‘The main reason why the Nazis were able to control the German people was because of the success of Hitler’s economic policies, 1933-1939.’ How far do you agree with this statement? Explain your answer with reference to Hitler’s economic policies and at least one other reason. <table border="1" data-bbox="284 678 1267 2033"> <thead> <tr> <th data-bbox="284 678 411 719">Level</th><th data-bbox="411 678 544 719">Marks</th><th data-bbox="544 678 1267 719">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="284 719 411 1196">4</td><td data-bbox="411 719 544 1196">10-12</td><td data-bbox="544 719 1267 1196"> 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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3. </td></tr> <tr> <td data-bbox="284 1196 411 1680">3</td><td data-bbox="411 1196 544 1680">7-9</td><td data-bbox="544 1196 1267 1680"> 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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations </td></tr> <tr> <td data-bbox="284 1680 411 2033">2</td><td data-bbox="411 1680 544 2033">4-6</td><td data-bbox="544 1680 1267 2033"> 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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. </td></tr> </tbody> </table>	Level	Marks	Description	4	10-12	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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	3	7-9	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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations	2	4-6	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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted.	12 AO1 = 4 AO2 = 8
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2	4-6	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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted.												

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	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: - Some people benefited from Nazi economic policies and were willing to support the Nazis making control easier. For example, large businesses gained from the rearmament programme, people were happy to have jobs with falls in unemployment, benefits were provided through Strength Through Joy, while farmers benefitted from price guarantees. - Many Germans were proud of Nazi public works and achievements such as roads, sport facilities, full employment, and growing military strength. - Consideration could also be given to the impact of other factors such as the impact of the Nazi police state and secret police, propaganda, control of the youth, and suppression of opposition such as socialists and communists. - Evaluation and judgement could consider the relative impact and importance of different factors. Eg, depending on who you were, many were impressed and satisfied with Nazi policies because they shared with pride in Germany's recovery, itself the subject of propaganda; others were frightened into silence by the police state. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.			

Life in Russia and the USSR, 1914-1953

Question	Answer	Total marks
2.1	Identify three features of the Kronstadt Rising of 1921. Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • The Kronstadt Rising was a rebellion against the Bolshevik government. • Sailors and naval infantry demanded reforms by the government it had helped put in power. • It was caused by opposition to War Communism and the hardships endured by people resulting from Bolshevik repression of freedoms during the Civil War. • It lasted 16 days and the sailors took over the Kronstadt naval base. • It was crushed by Trotsky, and thousands of the sailors were executed or sent to labour camps. • The Rising made Lenin realise that changes were needed and it forced an end to War Communism, leading to the New Economic Policy. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

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2.2	Explain one way in which the lives of people in the Soviet Union were controlled by Stalin after the Second World War. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>5-6</td><td> 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. </td></tr> <tr> <td>2</td><td>3-4</td><td> 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. </td></tr> <tr> <td>1</td><td>1-2</td><td> 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. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: • High Stalinism meant that people were affected by terror and control of society which increased after the end of the Second World War. This led to an intensification of purges. • This period was also characterised by the actions of Beria and the NKVD and the expansion of the Gulag system leading to repression of dissent. • Propaganda and cult of personality reached new heights. For example, Soviet ideology and the portrayal of Stalin as the wartime 'saviour' of the USSR was widespread. • There were strict controls on peoples' lives such as travel, marriage and through culture. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	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.	6 AO1 = 3 AO2 = 3
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	Indicative content: • The impact of the war increased his unpopularity. For example, defeat was linked to Tsar’s Nicholas command of the army on the Eastern Front, leading to military failures and huge casualties. • His unpopularity was linked to government corruption and incompetence. Rasputin turned popular opinion against the Tsar. When the Tsar went to the front, the Tsarina took responsibility for running Russia. People were suspicious of her because she was German. • Rasputin was equally unpopular because of his private conduct and yet served as her adviser. Regular sackings of ministers reflected weak leadership in government. Rasputin ruined the reputation of the royal family – he and the Tsarina were accused of being pro-German. Despite Rasputin’s death in 1916, this had severely damaged the Tsar’s credibility.																												

	By 1917, freezing temperatures, food shortages, starvation and high prices badly affected those living in the cities; there were protests against the Tsar who was blamed. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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2.4	'The main result of collectivisation was its success in supporting Stalin's efforts to modernise the USSR.' How far do you agree with this statement? Explain your answer with reference to the success of collectivisation and at least one other result. <table border="1" data-bbox="284 689 1291 2076"> <thead> <tr> <th data-bbox="284 689 411 725">Level</th><th data-bbox="411 689 544 725">Marks</th><th data-bbox="544 689 1291 725">Description</th></tr> </thead> <tbody> <tr> <td data-bbox="284 725 411 1178">4</td><td data-bbox="411 725 544 1178">10-12</td><td data-bbox="544 725 1291 1178"> 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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3. </td></tr> <tr> <td data-bbox="284 1178 411 1659">3</td><td data-bbox="411 1178 544 1659">7-9</td><td data-bbox="544 1178 1291 1659"> 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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations. </td></tr> <tr> <td data-bbox="284 1659 411 2076">2</td><td data-bbox="411 1659 544 2076">4-6</td><td data-bbox="544 1659 1291 2076"> 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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only. </td></tr> </tbody> </table>	Level	Marks	Description	4	10-12	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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	3	7-9	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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.	2	4-6	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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only.	12 AO1 = 4 AO2 = 8
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Indicative content: - Collectivisation resulted in long term increases in food and especially grain production as there had been food shortages; improvements resulted from large units of land farmed more efficiently; pooling of tractors, tools and animals; each household had private land workers and a percentage of the profit rather than a wage; selling grain abroad raised foreign currency which helped modernisation. Urban and industrial areas were fed and peasants were freed to move to cities for work. - In Soviet society, collectivisation led to other improvements; education spread to collectives and eventually standards of living improved in the late 1930s - Consideration of the relative impact of other important factors, eg short term impact of collectivisation on Kulaks and Ukraine; catastrophes – human misery, famine and starvation; collapse of animal stocks and grain harvests; suppression of opposition, deportations and executions. Social dislocation and violence – work of requisitioning parties for example. - Evaluation and judgement could consider the relative impact and importance of different factors. Eg links modernisation and changes to living standards in the cities (long term strategic aims) with short term catastrophic effects for people - the destruction of the Kulak class plus Holodomor famine. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.			

Life in the USA, 1920-1968

Question	Answer	Total marks
3.1	Identify three features of the Red Scare in America during the 1920s Award one mark for each relevant feature identified, up to a maximum of three marks. Indicative content: • The Red Scare focused on a fear of Communism or Bolshevism, • It also included a fear of anarchist ideas and violence, spreading from Italy, and from eastern Europe following the Bolshevik Revolution in Russia. • There was an anti-immigration element to the Red Scare, as some American's feared that those immigrating to American were bringing dangerous ideas with them. • Strikes and race riots were blamed on the spread of communist ideology. • Bomb were sent to Mitchell Palmer, the Attorney-General, and were blamed on radical socialist labour leaders, communists and anarchists leading to the Palmer raids in which thousands were arrested and deported. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	3 AO1 = 3

Question	Answer	Total marks															
3.2	Explain one way in which the lives of Americans were affected by developments in popular culture such as rock and roll and television, after 1945. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <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> </tbody> </table> Indicative content: • Post war prosperity reflected a boom in consumerism and cultural changes in family lifestyle. This was associated with the American Dream, car ownership, advertising and suburban living. • Television and cinema took over from radio and nurtured national, shared cultural ideas. Not only were Americans attitudes to traditional family life shaped by hit TV shows but also attitudes to consumerism and the acquisition of material goods. Although some social groups accepted and agreed certain cultural norms, such as suburban living and the American Dream, others didn't (see below) • Media underpinned the Rock and Roll revolution was linked to youth culture and rebellion, where traditional values were challenged, • Rock and Roll led to the emergence of popular artists, such as Elvis Presley, through an expanding media. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	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.	6 AO1 = 3 AO2 = 3
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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	0	No relevant content.															

Question	Answer	Total marks															
3.3	Why was the New Deal successful in helping workers and the unemployed? Explain two reasons. <table border="1"> <thead> <tr> <th>Level</th><th>Marks</th><th>Description</th></tr> </thead> <tbody> <tr> <td>3</td><td>7-9</td><td> 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. </td></tr> <tr> <td>2</td><td>4-6</td><td> 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. </td></tr> <tr> <td>1</td><td>1-3</td><td> 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. </td></tr> <tr> <td></td><td>0</td><td>No relevant content.</td></tr> </tbody> </table> Indicative content: - Public Works schemes and projects led to employment and economic growth/ For example, the National Industrial Recovery Act (NIRA) set up the Public Works Administration supported construction projects such as dams, bridges, hospitals, roads and schools. - The New Deal provided temporary employment for young people in the agencies such as Civilian Conservation Corps (CCC). - The New Deal also led to huge increases in funding to other industries, such as concrete and steel, which led to further job creation. - The National Recovery Administration (NRA) attempted to improve working conditions, hours and pay, and to deal with child labour. Workers gained the right to collective bargaining and there was support for trade union membership. - Employers who agreed to fair wages and conditions displayed the NRA's logo of a blue eagle.	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. 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.	9 AO1 = 5 AO2 = 4
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. Uses specific and relevant contextual knowledge and understanding to support explanations.															
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	0	No relevant content.															

	Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.	
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Question	Answer	Total marks												
3.4	‘The main change for all American women in the 1920s was that they had more opportunities to work.’ How far do you agree with this statement? Explain your answer with reference to work and at least one other change. <table><tr><th>Level</th><th>Marks</th><th>Description</th></tr><tr><td>4</td><td>10-12</td><td> 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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3. </td></tr><tr><td>3</td><td>7-9</td><td> 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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations. </td></tr><tr><td>2</td><td>4-6</td><td> 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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only. </td></tr></table>	Level	Marks	Description	4	10-12	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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.	3	7-9	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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.	2	4-6	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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only.	12 AO1 = 4 AO2 = 8
	Level	Marks	Description											
	4	10-12	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. Uses specific and relevant contextual knowledge and understanding to support explanations in a substantiated line of reasoning. Evaluates the relative importance of the stated factor and other factor(s), leading to a reasoned judgement. Extends Level 3.											
	3	7-9	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. Uses relevant contextual knowledge and understanding to support explanations in a line of reasoning. Evaluation and judgement may show some simple reasoning. Note: award level 3 if response shows a combination of developed and simple explanations.											
2	4-6	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. Uses some relevant contextual knowledge and understanding to support explanation(s) in a simple line of reasoning. Evaluation and judgement may be asserted. Note: award level 2 if response shows a single developed explanation only.												

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: - Many women gained increased opportunities to work in new industries, and employment rates rose dramatically by one-quarter in the 1920s.- up to 10 million by 1929. Their skills had been recognised during wartime. Middle class women's employment increased the most and extra income changed lifestyles and permitted consumer spending; household goods allowed for more leisure time. - Consideration of the impact of other aspects – changes took other forms such as improved rights, eg women gained the vote, or improved welfare such as through the Sheppard-Towner Act. - Flappers came to symbolise social change - how women expressed their freedom, eg smoking, dress, no chaperones. This represented a change from pre-war modesty and discretion. There were important developments in advertising and consumerism aimed at women, eg cars, new materials, make-up. - Many did not have the same opportunities– eg in rural areas, traditional values dominated and limited lifestyles; poverty amongst communities where traditional industries were in decline; lack of pay equality; women who were discriminated against. - Evaluation and judgement could consider the relative impact and importance of different factors. Eg the extent of the opportunities for women was more apparent than real; it depended on geographical location, areas where traditional values dominated culture, and income opportunities; by scale, eg most women were not affected by the image of the 'roaring twenties'. Note: This indicative content is not exhaustive, other creditworthy responses should be awarded marks as appropriate.			