



Q1. How does Interpretation A differ from Interpretation B about...? (4 marks)

Guidance

- ❖ Find two differences on the topic between A and B.
- ❖ Support your points of difference with specific detail from the interpretations e.g. direct quotations.
- ❖ Two sentences.

2%



Thinking (the hard bit)

READ - Start by reading interpretation A.

- What overall viewpoint does it give?
- What does it tell us about the topic of the question? (TOQ)

READ - Then read interpretation B.

- What overall viewpoint does it give?
- What does it tell us about the topic of the question? (TOQ)



THINK - Now identify two differences in terms of the views that the interpretations have about a topic – where do they differ?

Structure: 2x PE

P

Point

PE1: "Interpretation A has a different view to interpretation B about..."

PE2: "A and B also differ about..."

Ev

Evidence

PE1: "A states/suggests that... whereas B states/suggests..."

PE2: "Interpretation A states/suggests that... whereas B states/suggests..."

You should either use a quote to reinforce your point

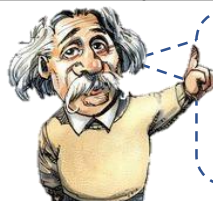
OR

Paraphrase or describe the part of the interpretation you want to discuss

IDEALLY A MIXTURE OF BOTH

Mark Scheme

| Band / Marks | Description |
|-------------------------------|--|
| Band 1 Basic 1-2 marks | The response identifies simple differences between the viewpoints given in the two interpretations. Answer does not support this with detail from the Interpretations. |
| Band 2 Simple 3-4 marks | The response identifies and describes the differences between the viewpoints given in the interpretation and supports this by describing the main argument each author gives to support their viewpoint. |



Interpretation A John Gates, in his book 'The Story of an American Communist' published in 1959.

We planned a demonstration of the unemployed during President Roosevelt's inauguration on March 4, 1933. I was chosen to open the demonstration and was arrested because we didn't have a permit to hold it. Listening to the broadcast when I was in jail, it did not sound exactly like a New Deal to me. I did not believe the President and had no confidence in him. He announced the closing of the banks and the introduction of a New Deal for the American people. It sounded to me like a possible dictatorship.

Interpretation B Rexford Tugwell in his book 'The Democratic Roosevelt' published in 1957.

When Roosevelt died our society was much further forward than when he became President. It is true that there was a change from the old rugged individualism and laissez-faire ideas towards more government regulation. And a move away from individual responsibility for sickness, unemployment and old age to security for all. This helped those with the least power to bargain. We are a lucky people. If it had not been for this democrat we might have fallen to a dictatorship. For that being talked about when he took charge.

Why not read these 2 sets of interpretations about flappers, identify 2 key differences between them and then select a quote from A and B to support each of your chosen differences. If it isn't your copy then use a piece of paper!



Interpretation A From a book written by Doris E Fleischman, published in 1932.

It was totally confusing to read the adverts in the magazines that showed vacuum cleaners, fridges and hundreds of other household devices which should lighten the jobs of women in the home.

Women living on farms did a great deal of work besides caring for their children, washing clothes and cooking, as they worked in the fields and looked after the animals. The largest group of American women were the families of labourers, miners, steel workers and unskilled workers. The wages of the men were generally so small that the women had to do extra work.

Interpretation B From an article written about flappers by F. Scott Fitzgerald published in the 1930s.

It was an age of miracles and an age of over indulgence. There was a generation of women who saw themselves as flappers – the wildest of all generations deciding to take as much pleasure as they could. 'Eat, drink and be merry for tomorrow we die' was their motto. Although their grandmothers didn't know it, these young women had discovered alcohol and jazz.

Q2. Why might the authors of Interpretations A and B have a different interpretation about...? (4 marks)

Guidance

- At least two reasons why the interpretations differ using Nature/Origin/Purpose of the interpretation.
- Specific supporting factual detail.
- 2-4 sentences explaining two reasons why they differ.

2%



Thinking (the hard bit)

NATURE - Think about what type of interpretation it is e.g. an official report, newspaper, photograph etc. What impact might this have upon the content?

ORIGIN - Think about who produced the interpretation as well as where and when. What impact might this have upon the content?

PURPOSE - Think about why the interpretation was produced. What impact might this have upon the content?

Structure: 2x PEE (little PEEs)

P
Point

PEE1: "The first reason why the interpretations differ is..."

PEE2: "The second reason is..."

Ev
Evidence

PEE1: Use the aspect of NOP/W questions that is relevant to the difference and briefly describe

PEE2: Use the aspect of NOP/W questions that is relevant to the difference and briefly describe

Ex
Explain

PEE1: "This explains the difference because..."

PEE2: "This explains the other difference because..."

Mark Scheme

| Band / Marks | Description |
|----------------------------------|---|
| Band 1 Simple 1-2 marks | The response <u>identifies two reasons</u> , based on the Nature, Origin and Purpose of the Interpretations, to <u>suggest why</u> the interpretations might be different. |
| Band 2 Developed 3-4 marks | The response <u>identifies two reasons</u> based on the Nature, Origin and Purpose of the Interpretations, to <u>suggest why</u> the interpretations might be different and <u>can explain HOW</u> this explains why the two interpretations are different. |

Interpretation A From a book written by Doris E Fleischman, published in 1932.

Doris was writing about what life was like for women in the 1920s. She was a famous campaigner for the rights of women.

It was totally confusing to read the adverts in the magazines that showed vacuum cleaners, fridges and hundreds of other household devices which should lighten the jobs of women in the home.

Women living on farms did a great deal of work besides caring for their children, washing clothes and cooking, as they worked in the fields and looked after the animals. The largest group of American women were the families of labourers, miners, steel workers and unskilled workers. The wages of the men were generally so small that the women had to do extra work.

Interpretation B From an article written about flappers by F. Scott Fitzgerald published in the 1930s.

F. Scott Fitzgerald was an American novelist who, both in his personal life and in his books, showed what it was like to be a rich playboy during the boom of the 1920s. He and his wife Zelda, who he called 'the first American Flapper', became symbols of the Jazz Age.

It was an age of miracles and an age of over indulgence. There was a generation of women who saw themselves as flappers – the wildest of all generations deciding to take as much pleasure as they could. 'Eat, drink and be merry for tomorrow we die' was their motto. Although their grandmothers didn't know it, these young women had discovered alcohol and jazz.

Fleischman was a campaigner for women's rights, so focuses on those women who were trapped by poverty and tradition who did not enjoy the freedoms offered by the economic boom. Fitzgerald, by contrast, was writing about the women he knew; he was wealthy and his wife was a flapper, so he was writing about the lifestyle he and his wife experienced. As a novelist who wrote about the fun life of wealthy women who lived in the cities, and he probably knew nothing about the lives of the 'ordinary' women that Fleischman was interested in.

Student response 1 gets full marks because he/she identifies 2 valid reasons and supports them using reasons about provenance

Fleischman (the author of interpretation A) was a famous campaigner for women's rights. At the time, this was written Fleischman was living through the beginning of the depression. She talks about the largest groups of women as 'families of labourers' suggesting that most women did not see the benefits of the boom. The reason the interpretation may be this way was due to the area she lived where in rural America the boom was not as widely felt as in the cities.

However, Fitzgerald (author of interpretation B) was a novelist living in the cities. Therefore, his opinion of women in the 1920s would be very different as women in some cities saw a greater deal of freedom and new opportunities. As a rich playboy, he would have lived in social circles where men and women would have had increased freedom and would not necessarily have needed to work like those from outside the cities so able to enjoy time that is more social.

Student response 2 gets full marks because he/she identifies 2 valid reasons and supports them using reasons about provenance, just in a more structured way



Q3. Which interpretation do you find more convincing about...? (8 marks)

Guidance

- Reference both interpretations.
- Explain WHY the interpretations are more or are less convincing.
- The use of precise historical evidence / contextual knowledge to support explanation.
- Two paragraphs AND a judgement about which is more convincing in a conclusion.

5% CROSSOVER



Structure: 2 x PEE (SPECIAL) + a judgement

P Point

PEE1: "Firstly, interpretation A is partially/fairly/very convincing about TOQ."

PEE2: "Contrastingly, interpretation B is more/less convincing than A."

TOP TIP: YOU NEED TO DO Ev+Ex STEPS 2-3 TIMES IN EACH PEE

Ev Evidence

"The author of A/B states "QUOTE""
 "Interpretation A/B says "QUOTE""
 "The interpretation implies..."
 "A/B suggests that..."
 "The part of the interpretation that I find convincing/unconvincing is..."
 "The aspect of A/B that is/isn't convincing is..."



Ex Explain

"This seems accurate/inaccurate because..."
 "This agrees/disagrees with what I know because..."
 "This is/isn't convincing because..."
 "This is factually accurate/inaccurate because..."

(use CK to explain why the parts you selected of the interpretation are either convincing or unconvincing)

JUDGEMENT: "Overall, I think that interpretation A is more convincing / equally as convincing / less convincing than interpretation B. The main reason(s) for this is/are..."

Mark Scheme

| Marks | Description |
|----------------------------------|---|
| Band 2 Simple 3-4 marks | The response <u>supports one interpretation</u> by using <u>some contextual knowledge</u> . This is well <u>linked to the arguments</u> put forward in the interpretation. Second interpretation may be described, but without focus on the question |
| Band 3 Developed 5-6 marks | The response supports <u>BOTH interpretations</u> by using <u>good contextual knowledge</u> . This is accurate and well linked to the arguments put forward in the interpretations. The response <u>begins to make a judgement</u> as to which interpretation is more convincing, however this will not be well explained or developed. <u>1-2 bits of evidence for A and B</u> |
| Band 4 Complex 7-8 marks | <u>As at band 3</u> , but also <u>reaches a strong and justified conclusion</u> as to which interpretation is the most convincing and uses <u>2-3 bits of evidence for A and B</u> Answer <u>may be written comparatively</u> when evaluating which one is more convincing. |



TOQ – TOPIC OF QUESTION



Thinking

NOPE N.O.P – You do NOT analyse the N.O.P in this answer, you need to compare the content of the interpretation with your contextual knowledge of the time period and question focus.

JUDGEMENT DAY!

CK vs CONTENT – How does what is in each interpretation compare to what you know? Does one show a more specific, broader or accurate picture than the other? Are there any inaccuracies in the information given? Maybe one more than the other?

CONTENT vs Q FOCUS – How well does each interpretation focus on / contribute towards the enquiry in the question.

Guidance

- ❖ Reference two distinct problems/issues/causes.
- ❖ The use of precise historical evidence.
- ❖ 2-4 sentences.



Thinking (usually the hard bit, but not on this Q)

RECALL – Think about a bullet point list of problems relating to this issue. If you have a long list in your head then choose the 2 you know the most about.

RECALL... MORE – Dig deep inside your teenage brain to discover key details about the 2 things you have chosen. For example, you know that the depression was a problem between 1929-32, but what specifically were the effects?, you might want to recall some of the specific terms of it



WRITE – Quickly hammer out a few sentences telling your reader about the 2 problems, being as specific as you can with the knowledge. Ideally you should complete this question in 3 minutes to bank the time for harder questions earlier or later in the paper

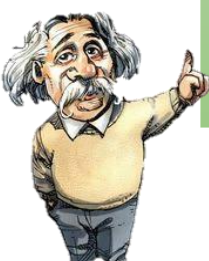
Structure: 2x PE

P
Point

PE1: "One problem __TOQ__ was..."
PE2: "A further problem was..."

Ev
Evidence

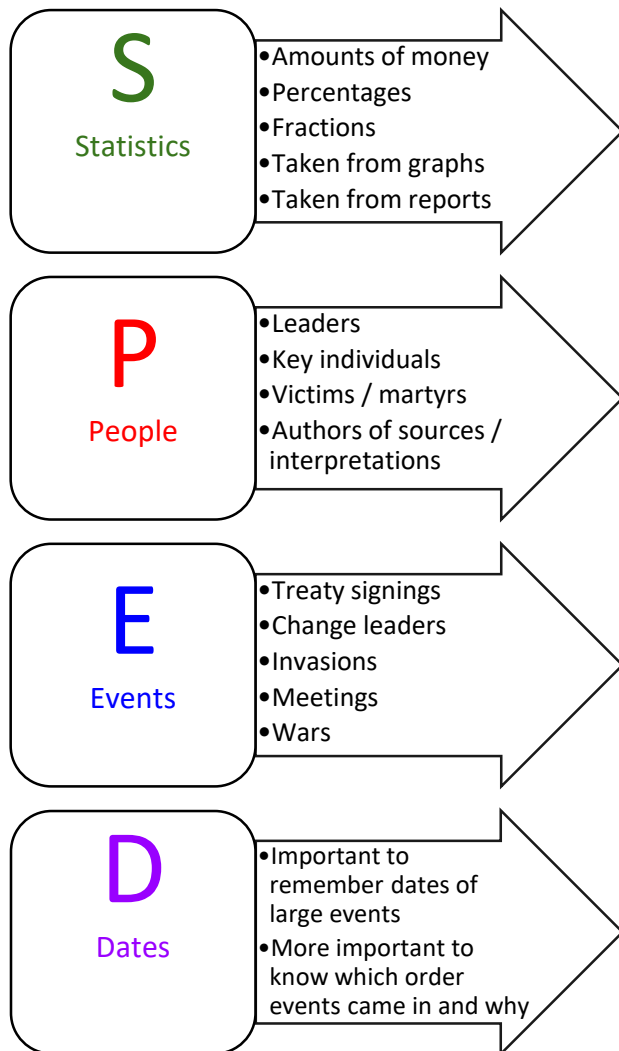
"This was..."
"This included..."
"As part of this..."
Or any other phrase to start describing something further



DO NOT EXPLAIN HOW OR WHY IT WAS A PROBLEM – YOU WON'T GET ANY MARKS FOR THIS!

Mark Scheme

| Band / Marks | Description |
|-------------------------------|--|
| Band 1 Basic 1-2 marks | The response identifies two points that are relevant to the question and begins to give some knowledge to support these, although this may lack detail . |
| Band 2 Simple 3-4 marks | The response identifies two points that are relevant to the question and supports these with specific and detailed evidence . The points are well focussed on what the question is asking . |





Q5. In what ways were ... affected by...? (8 marks)

Guidance

- Explain two changes
- Identify briefly what the situation was before and what changed.
- Explain the impact of change in a multi-layered way.
- The use of precise historical evidence.

5% 12 mins 8 marks

Change (breaking it down)

| Type | Pace | Extent | Significance |
|-----------|---------------|--------------|---------------|
| Social | Instantaneous | Drastic | Comprehensive |
| Political | Sudden | Radical | Extensive |
| Economic | Rapid | Pivotal | Enduring |
| Religious | Fast | Considerable | Significant |
| Military | Steady | Major | Insignificant |
| | Moderate | Great | Far-reaching |
| | Gradual | Large | Long-lasting |
| | Paced | Minimal | Short-lived |
| | Slow | Negligible | Temporary |
| | Sluggish | Slight | |
| | | Small | |

Mark Scheme

| Marks | Description |
|----------------------------------|---|
| Band 2 Simple 3-4 marks | The response <u>identifies and describes</u> one or more changes relevant to the question and provides <u>supporting detail/examples</u> . |
| Band 3 Developed 5-6 marks | The response <u>identifies and describes two or more</u> changes and <u>explains the effects</u> of these changes on the group given in the question in a well developed way. The answer contains <u>specific details/examples</u> to support the arguments that are made. |
| Band 4 Complex 7-8 marks | The response <u>analyses changes</u> and their effects e.g. by developing <u>detailed explanations</u> of the <u>type, extent, pace and/or significance</u> of change. This might be different effects on different groups, positive and negative effects, different changes and effects over time. |


Structure: Optional intro and 2 x PEELs

FANCY PANTS OPTIONAL INTRODUCTION USING TABLE ABOVE:

"__TOQ__ caused __SIGNIFICANCE__ changes to the lives of __GIQ__ in a way which was __PACE__. They led to __TYPE(S)__ changes to a __EXTENT__ extent"

EXAMPLE:

"Roosevelt's economic policies caused far reaching changes to the lives of the U.S people in a way which was rapid. They led to economic and social change for different sub groups to a considerable extent.

- TOQ – TOPIC OF QUESTION
 - SIGNIFICANCE – SELECT WORD FROM COLUMN TO INDICATE SIGNIFICANCE
 - GIQ – GROUP IN QUESTION
 - PACE – SELECT WORD TO INDICATE PACE OF CHANGE
 - TYPE(S) – SPECIFY TYPE(S) OF CHANGE
 - EXTENT – SELECT WORD TO SHOW EXTENT
- 

Thinking (the hard bit)



SOCIAL GROUPS - Think about what changes might have happened to that particular group of people (you might get a general group ie) U.S population OR you might get a specific group ie) women – did different people within that group experience more or less change than others? Why?

CHANGE - what type of change occurred? How quickly did it occur? How much change did this group experience? If the group of people given is broad (ie) U.S people) then did different sub groups experience the change differently

IMPACT - what impact did the changes have? How significant was the change? Can the change be broken down into different types when explaining?

SEEMS COMPLEX I KNOW, BUT YOU WILL SOON GET USED TO VIEWING CHANGE IN A DEEPER WAY.

P

Point

PEE1: "The first __EXTENT__ change experienced by __GIQ__ due to __TOQ__ is..."

PEE2: "Another __EXTENT__ change the __SIQ__ experienced is..."

(Another / A further / An additional / A more significant / A less significant / equally important / A further reaching / more extensive / more drastic)

Ev

Evidence

"I know that this change ..."

"This change occurred due to..."

"This happened as a result of..."

Describe what aspect of the TOQ caused the change, using precise contextual knowledge/SPED (Statistics, People, Events and Dates). Do not explain at this stage.

Ex

Explain

"The __GIQ__ were affected by this because..."

"This meant that the __GIQ__ saw __EXTENT__, __TYPE__ change because..."

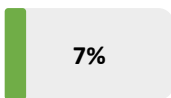
"This change can be viewed as __SIGNIFICANCE__ because..."

(You can either use the top sentence starter for a simple or developed explanation, however, if you want to be complex you can use the last 2. Or you can improvise using the Thinking box to help guide your written work!)

Q6. 'Which of the following was the more important reason why ...? (12 marks)

Guidance

- Consider the whole of the key event.
- Reference both factors given in the question.
- Explain the importance of factors in detail.
- The use of precise historical evidence and examples.
- Top marks – consider the extent of the importance of each factor.
- Sustained judgement.



Structure: 2xPEELs + judgement

P

Point

PEE1: "Of the two I think that POINT 1 is the more/less important reason why TOQ. One of the main reasons POINT 1 caused TOQ is because..."

PEE2: "However, POINT 2 was more/less important in causing TOQ because..."

Ev

Evidence

"This was..."

"This policy/agreement/meeting included..."

"For example..."

"POINT 1/2 was..."

Describe the factor/events using precise contextual knowledge. Use precise SPED (Statistics, People, Events and Dates) and be sure that all description is linked to the Q focus

Ex

Explain

"This contributed towards causing TOQ because..."

"This played a * part in causing TOQ because..."

"This was * responsible for TOQ because..."

(use CK to explain significance further and demonstrate your knowledge that events may be connected to each other and have different strands to them)

JUDGEMENT:

"Overall, there are a few reasons I believe that POINT1/2 was a more important cause."

"Firstly..."

"This means it played more of a role than POINT 1/2 because..."

"Additionally..."

"This contributed more to TOQ than POINT 1/2 because..."

The more thoroughly you argue your chosen judgement the better. If you have been arguing this from the start then your conclusion must agree to provide a consistent argument.

Mark Scheme

| Marks | Description |
|---------------------------------------|---|
| Band 2 Simple 3-6 marks | The response <u>begins to explain the importance</u> of the given factor or other factor(s) in relation to the question. This is <u>supported with some factual detail</u> . <u>Explanations will not be fully developed</u> . |
| Band 3 Developed 7-9 marks | The response includes a <u>developed explanation of both of the given factors</u> . This is focussed on the question and well <u>supported with specific factual detail and examples</u> . The answer may <u>begin to develop an overall judgement</u> , however this is not fully developed. |
| Band 4 Complete 10-12 marks | The response <u>explains both of the given factors in detail</u> . These are precisely focussed on the question and <u>well supported with specific factual detail</u> . Students will be <u>able to make links between factors</u> to help them reach a <u>sustained judgement</u> as to the relative importance of factors in response to the question. |

* - indicates where you might want to consider including a quantifying word to show how important this factor is (ie) minimal, fair, huge)

POINT 1 or 2 – THE POINTS GIVEN IN THE QUESTION

TOQ – TOPIC OF QUESTION



Thinking (the hard bit)



FACTORS - Think about the events in Germany within in the date range of the question – jot down a few facts you know about the factors given in the question, with a focus on precise knowledge / SPED.

IMPORTANCE – Now consider how important each one is and why. Give a number ranking and perhaps jot down a key reason if you have time, otherwise, just store the reasons in your head!

JUDGEMENT - Which factor do you think is most important and why? Think about the amount of influence or impact it had the topic of the question and how you could justify one being more important than the other.