

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' 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.

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Set and published by the Assessment and Qualifications Alliance.

A: INTRODUCTION

- **Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- **Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	32
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance within an historical context • key features and characteristics of the periods studied and the relationship between them 	32
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of source material as part of an historical enquiry • how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	36

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded in the margin. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

- **Some things to remember**

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

Topic 1

- (01)** In 1911 Germany sent a gunboat to the Moroccan port of Agadir. **4**
Describe the main events of the Second Moroccan Crisis which took place in 1911.
- Target: Description of key features and characteristics (AO1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description.** **1**
e.g. the gunboat was called the Panther and it was sent to embarrass the French etc.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Background to the crisis showing understanding of its nature – rivalry between Germany and France in Morocco – rebellion in Fez and French response – what Germany hoped to gain etc.
Response of GB to gunboat at Agadir Mansion House Speech – explanation of GB’s concern - preparations for war etc.
End of crisis: German backdown – French control of Morocco – Germany compensated in French Congo –effect on alliances etc.
- OR**
Limited description of a wider range of aspects
e.g. outline description of Agadir Crisis.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(02) Study Source A.	6
Source A suggests a reason why Austria-Hungary should declare war on Serbia in 1914.	
Do you agree that this was the main reason Austria-Hungary went to war against Serbia in 1914?	
Explain your answer by referring to the purpose of the source, as well as using its content and your own knowledge .	
Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1, AO2, AO3)
	Candidates either submit no evidence or fail to address the question. 0
Level 1:	General response relying on source or learned response. 1
	e.g. Franz Ferdinand was assassinated by a Serb and it led to A/H declaring war on Serbia;
	Source is by an Austrian who is leader of the war party therefore biased.
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
Level 2:	Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. 2-3
	e.g. shows awareness of how the assassination led to war breaking out by describing the assassination; the events leading to the war with little analysis or explanation.
	OR simple comments on the provenance: a member of the war party – what this means – he supported a war against Serbia.
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.
Level 3:	Agrees/disagrees using either source or own knowledge 4-5
	e.g.
	EITHER
	Evaluation of provenance of source: trying to rouse up feeling against Serbia explains why some people in A/H wanted a war against Serbia, to protect their own Empire from disintegration, makes link to military or war party etc.
	OR
	Develops ideas of why A/H went to war e.g. – mentions the problem of the Slavs and other nationalities in A/H – the role of the Black Hand in the assassination – challenges source by playing down the role of Serbia, explaining why they probably did not want war in 1914 – effect of German blank cheque to A/H on their policy in 1914. Credit the Bosnian Crisis if made relevant; the ultimatum to Serbia with comment etc.
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.
Level 4:	Uses source and knowledge to reach conclusion 6
	Both parts of Level 3.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

(03) Which was the more important reason for Britain joining the war against Germany in 1914: **10**

- the Entente Cordiale, 1904
- the use of the Schlieffen Plan in 1914?

You must refer to **both** reasons when explaining your answer

Target: Analysis and explanation of events leading to causation (AO1 AO2)

Candidates either submit no evidence or fail to address the question.

0

Level 1: Simple descriptive comment and/or gives one reason.

1-2

e.g. the Entente was an agreement between GB and France.

Schlieffen Plan was Germany's attack on Belgium in 1914.

Britain joined the war to support her ally; Britain joined the war to defend Belgium.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER

3-6

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

e.g. explanations could cover why GB made the Entente Cordiale; the colonial nature of its terms; led to GB supporting France in Morocco etc.

Assesses the effect of this on GB's entry to the war – commitment to France – military talks 1907 – promise to defend the North coast of France after Agadir – did these talks/promises mean that GB was committed to going to war if Germany attacked France through Alsace Lorraine?

Explains the importance of the Schlieffen Plan – why it upset GB: - neutral country; security of GB etc.

Assesses its effect on GB in 1914: attack on Belgium united the British Parliament – explains why it was regarded as a danger to the security of GB – Treaty of London and the sanctity of Treaties etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 7-9

e.g. assesses the part played by the Entente on GB's declaration of war and explains the effect of the Schlieffen Plan.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 10

e.g. assesses both parts in depth with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 2

- (04)** The Italian dictator Mussolini invaded Abyssinia in 1935. **4**
Describe how the League of Nations tried to solve the Abyssinian Crisis
- Target: Description of key features and characteristics (AO1)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
e.g. they placed sanctions on Italy.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Attitude of GB and France to Mussolini – Stresa Front – ally against Hitler –
Hoare’s veiled warning in speech to League etc.
Sanctions: arms, exclusions with explanation of excuses given for exclusion,
Suez Canal and effect of this etc.;
Private agreements: Hoare Laval Pact.
- OR**
Limited description of a wider range of aspects
e.g. outline description of the actions of the League.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(05) Study Source B	6
<p>Source B explains one of the weaknesses of the League of Nations in 1920. Do you agree that the lack of an armed force was the main weakness of the League of Nations when it was set up in 1920? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	
Target:	0
Use of knowledge and evaluation of source to reach a conclusion (AO1 AO2 AO3)	
Candidates either submit no evidence or fail to address the question.	
Level 1: General response relying on source or learned response	1
e.g. Yes, because a rabbit cannot defend itself against a serpent and the League could not act against great powers. It is a British cartoon meant to amuse therefore it will be exaggerated. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2: Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about.	2-3
e.g. general reference to weaknesses of the League such as the USA did not join so it was weak; failure in Manchuria/Abyssinia not explained etc. OR simple comments on the provenance: cartoon of the time so it would be reflecting what people thought etc. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
Level 3: Agrees/disagrees using either source or own knowledge	4-5
e.g. EITHER Evaluation of provenance of source: a cartoon whose purpose is to point out to people a weakness of the League so it exaggerates and uses animals to get its point across etc. OR Explains the weaknesses of the League and why it collapsed: explains the idea of sanctions, how they were expected to work and their weakness – could challenge cartoon by explaining other reasons for failure of the League: e.g. League of Victors gave it no credibility from the start - effect of Manchuria and Abyssinia – effect of Wall St Crash on countries in the League – attitude of GB and France to the League in the 1930s; structure of League with consequences, e.g. slow decisions etc. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	
Level 4: Uses source and knowledge to reach conclusion	6
Both parts of Level 3. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	

- (06) Which part of the Treaty of Versailles made the German people more angry 10
- the land taken from Germany
 - reparations?
- You must refer to **both** parts when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 1, AO2)

Candidates either submit no evidence or fail to address the question.

0

Level 1: Simple descriptive comment and/or gives one reason.

1-2

e.g. Germany lost Danzig and wanted it back;

Germany was blamed for the war and had to pay the costs.

Germany thought that some of the land they had lost rightfully belonged to them;

Germany thought reparations payments were too much.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER

3-6

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

e.g. explanations could cover why the loss of land was hated in Germany in terms of amount of land, population, separation of land etc.

Assesses the effect of this on the German people – some losses unjustified – no self determination, against the Fourteen Points – led to hatred and desire for revenge etc.;

Explanations why reparations were hated – believed they were fighting a war of defence, Kaiser to blame, could not afford reparations etc.;

Assesses the effect of this on the German people: moral condemnation, economic ruin etc.

Accept hyperinflation if linked to reparations–could be explanation or assessment depending on use.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. 7-9

e.g. assesses the anger caused by the loss of territory and explains the effect of war guilt/reparations.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. 10

e.g. assesses both parts in depth with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 3

- (07)** In August 1939 Germany signed the Nazi Soviet Pact with the USSR. Describe how this pact led to the outbreak of war in September 1939. **4**
- Target: Description of key features and characteristics (AO1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
e.g. Germany and the USSR attacked Poland immediately afterwards and the war broke out.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Nature of the Pact – surprising alliance – secret division of Poland meant they were planning an attack etc.
What Hitler gained from it – ended fear of war on two fronts – thought it would prevent GB interfering – reference to Hitler’s aims to show why it made war inevitable etc.
Attack on Poland: why GB defended Poland and went to war with Hitler etc.
OR
Limited description of a wider range of aspects
e.g. outline description of Pact.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(08) Study Source C	Source C gives Churchill's view of the Munich Agreement which Chamberlain had made with Hitler over Czechoslovakia in 1938. Do you agree that this was the main result of the Munich Agreement? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.	6
Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1 AO2 AO3) Candidates either submit no evidence or fail to address the question.	0
Level 1:	General response relying on source or learned response. e.g. It was a defeat because Chamberlain gave in to Hitler who got what he wanted at Munich. It is by an opponent of Chamberlain so it will be biased. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1
Level 2:	Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general reference to the Sudetenland, terms of Munich etc. OR simple comments on the provenance: Churchill's views on appeasement, why he thought it was a defeat etc.? The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	2-3
Level 3:	Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: by Churchill in a debate – what would be his purpose? Trying to discredit appeasement/Chamberlain? Attempting to persuade others? Genuine in his belief even though he realises it is unpopular? OR Develops understanding of the source by relating it to knowledge of Munich and what happened afterwards. Could support Churchill be referring to how easy it was for Hitler to take the rest of Czechoslovakia in 1939 or could oppose his view by mentioning other reasons for reaching an agreement with Hitler in 1938: lack of readiness for war; more time to re-arm; end of appeasement; popular opinion etc. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	4-5
Level 4	Uses source and knowledge to reach conclusion Both parts of Level 3. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	6

- (09)** Which of these two events was the greater success for Hitler in his foreign policy: **10**
- the remilitarisation of the Rhineland, 1936
 - the Anschluss with Austria, 1938?
- You must refer to **both** events when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 1, AO2)

Candidates either submit no evidence or fail to address the question.

0

Level 1: Simple descriptive comment and/or gives one reason.

1-2

e.g. Hitler sent his troops into the Rhineland in 1936 and he was not opposed.

The Austrians voted for Hitler in a plebiscite.

The remilitarisation was his first use of his army.

Hitler was Austrian so this was more important to him.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER

3-6

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

E.g. explanations could cover why Hitler was successful in the Rhineland – why GB and France did not resist.

Assesses the success of this – what Hitler had risked – what he had gained in terms of success (could cover increased power in Germany as well as foreign policy) etc.

Explains the reasons for Anschluss and the preparations Hitler made, the methods he used etc.;

Assesses its success – what Hitler had gained, how it had strengthened his position in Europe; how it fitted in to his foreign policy plans; danger to Czechoslovakia etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. **7-9**

e.g. assesses the success of Hitler's occupation of the Rhineland and explains the Anschluss.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **10**

e.g. assesses both parts in depth with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 4

- (10)** In 1950 North Korea invaded South Korea. The United Nations sent an army under the command of General MacArthur to Korea to support South Korea. Describe the part played by General MacArthur in the Korean War. **4**
- Target: Description of key features and characteristics (AO1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description** **1**
e.g. MacArthur and the army drove the North Koreans out of South Korea and back to the Chinese border.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Inchon landings – cut off supplies of N Koreans - relief of Pusan pocket – re-captured Seoul etc. (allow this information if answer describes N Korean attack and then states they retreated when Mac Arthur landed).
Advance over 38th parallel into N Korea capture of Pyongyang and reached border with China (Yellow River) – could include comment on containment.
Response of communist China - MacArthur and atom bomb – dismissal of MacArthur etc.
- OR**
Limited description of a wider range of aspects
e.g. outline description.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(11) Study Source D	Source D suggests that the Berlin Blockade Crisis of 1948-1949 was caused by the USA and ended in victory for the Soviet Union. Do you agree with this view of the Berlin Blockade? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.	6
Target:	Use of knowledge and evaluation of source to reach a conclusion (AO1 AO2 AO3) Candidates either submit no evidence or fail to address the question.	0
Level 1:	General response relying on source or learned response e.g. It was caused by the USSR because they blockaded Berlin. It is a Soviet version therefore it is biased. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1
Level 2:	Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general reference to the Blockade or Airlift and its results OR simple comments on the provenance: a Soviet version which was giving their view of the situation and the Soviet role in a positive light. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	2-3
Level 3:	Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: Soviet source whose purpose will be to boost the credibility of Stalin/communism and blame the whole crisis on the USA because it is at the beginning of the Cold War and there is hostility between USSR and USA. OR Develops knowledge of the causes of the Blockade – new currency in West Germany – Stalin’s aim in the Blockade – allied response with Airlift – end of Blockade. The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	4-5
Level 4:	Uses source and knowledge to reach conclusion Both parts of Level 3. The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	6

- (12) Which was the more important in causing the Cold War: 10
- the Potsdam Conference 1945;
 - the Truman Doctrine, 1947?
- You must refer to **both** causes when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 1, AO2)

Candidates either submit no evidence or fail to address the question. 0

Level 1: Simple descriptive comment and/or gives one reason. 1-2

e.g. the leaders disagreed at Potsdam.

The Truman Doctrine was put forward by the USA against the USSR.

Potsdam was the first disagreement since the war.

Truman Doctrine was the start of open opposition to the USSR from the USA.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER 3-6

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

E.g. explanations could cover why there were disagreements at Potsdam – change of personnel; Truman’s views on communism; differing views on the recovery of Germany etc.

Assesses the effect of these disagreements on the start of the Cold War? How it led to a souring of relations and the beginning of rivalries illustrated by examples such as Stalin’s failure to allow free elections in Czechoslovakia as had been agreed at Yalta, Truman and the atom bomb, Stalin’s fear etc.

Explains why Truman adopted the Doctrine – fear of the spread of communism – idea of containment - situation in Greece etc

Assesses the importance of this on the start of the Cold War: Soviet view of containment – USA fighting against communists in Greece (beginning of Cold War to many Soviets) credit answers which link the Doctrine to the Marshall Plan and comment on Stalin’s attitude to this (dollar imperialism) etc.

NB when credit is given for the Marshall Plan, answers must link it to the Truman Doctrine, not confuse the two.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. **7-9**

e.g. assesses the part played by the Truman Doctrine in the start of the Cold War and explains the part played by the Potsdam Conference.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **10**

e.g. assesses both parts in depth, with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 5

- (13)** In October 1956, Nagy again became Prime Minister of Hungary. The rioting in Hungary stopped and the Soviet troops withdrew. **4**
Describe what happened in Hungary in 1956 when Nagy was Prime Minister.
- Target: Description of key features and characteristics (AO1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description.** **1**
e.g. Nagy introduced reforms in Hungary.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
the nature of Nagy's reforms: free elections etc – withdrawal from Warsaw Pact;
Reaction of the USSR to these reforms - invasion – could explain why the Soviet troops returned – Hungarian resistance – street fighting – thousands killed – Soviets gained control;
Fate of Nagy – replaced by Kadar – Nagy appealed to the West but gained no support – over 200,000 Hungarians fled to the West.
- OR**
- Limited description of a wider range of aspects**
e.g. outline description Nagy and the invasion.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(14) Study Source E	6
<p>Source E gives one view of the effect of the U2 Crisis. Do you agree that this was the main effect of the U2 Crisis of 1960? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	
Target:	0
<p>Use of knowledge and evaluation of source to reach a conclusion (AO1 AO2 AO3) Candidates either submit no evidence or fail to address the question.</p>	
Level 1:	1
<p>General response relying on source or learned response e.g. yes, it shows a U2 bringing down the dove of peace before the leaders can meet etc. British cartoon meant to amuse therefore exaggerated. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	
Level 2:	2-3
<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general reference to the shooting down of the U2 and the collapse of the Paris Summit. OR simple comments on the provenance: cartoon published at the time so it would be reflecting people's views.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	
Level 3:	4-5
<p>Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: a British cartoon which is trying to illustrate the effect of the U2 Crisis by using the imagery of the hill and the dove colliding with the plane before the leaders can reach the summit. Critical of USA even though British-ally of USA.</p> <p>OR Develops knowledge of the U2 Crisis – how it affected the Summit – attitude of Eisenhower and Khrushchev to the shooting down of the U2 - could comment on peaceful co-existence or on events which occurred afterwards which led to further division such as the Berlin Wall etc?</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	
Level 4:	6
<p>Uses source and knowledge to reach conclusion Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	

- (15) Which of these two events was the greater threat to world peace in the 1960s: 10
- the building of the Berlin Wall, 1961;
 - the Prague Spring in Czechoslovakia, 1968?

You must refer to **both** events when explaining your answer.

- Target: Analysis and explanation of events leading to causation (AO 1, AO2)**
Candidates either submit no evidence or fail to address the question. 0
- Level 1: Simple descriptive comment and/or gives one reason.** 1-2
e.g. The USSR built the Berlin Wall to divide East and West Berlin.
The USSR used force to prevent reforms in Czechoslovakia.
The Wall cut off the communists;
In Czechoslovakia the Soviet troops prevented rebellion etc.
MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

- Level 2: EITHER** 3-6
Develops one cause
This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.
E.g. explanations could cover why the Soviets built the Berlin Wall – different standard of life in East and West – defections – spies etc.;
Assesses the effect of this on world peace: - explains how USA made propaganda use of it – but how it stabilised the economy of East Germany – the danger of war – stand off at Checkpoint Charlie etc.
Explains why the Soviets invaded Czechoslovakia (break up of buffer state etc) or the reaction of the Czechs to the invasion;
Assesses the effect of this on world peace: - disapproval but no intervention – could comment on the importance of the Brezhnev Doctrine – did it strengthen or weaken Soviet position in the East within the Warsaw Pact countries etc?

OR
Covers both with some development or explanation
This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. **7-9**

e.g. assesses the effect of the Berlin Wall on the position of the USSR in the world and explains the effect of the invasion of Czechoslovakia.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **10**

e.g. assesses both parts in depth with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Topic 6

- (16)** In November 1989 the Berlin Wall came down. **4**
Describe the events of 1989 and 1990 in Germany which led to the unification of East and West Germany.
- Target: Description of key features and characteristics (AO1)**
Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description.** **1**
e.g. a crowd marched to the wall and began pulling it down.
- Level 2: EITHER** **2-3**
Detailed description of limited aspects
e.g. develops one of the following:
Situation in 1989: effect of glasnost and perestroika; events in Hungary and opening up of border etc.
Demonstrations in East Germany: attitude of Honecker - visit of Gorbachev – Honecker replaced by Krenz – resignation of communist government and opening of border etc.
March of crowd on wall – opening of Brandenburg Gate – elections – E and W Germany reunited etc.
- OR**
Limited description of a wider range of aspects
e.g. outline description of events.
- Level 3: Detailed description of several aspects** **4**
e.g. at least **two** of the points mentioned in the first part of level 2.

(17) Study Source F	6
<p>Source F gives one reason for the end of the Cold War. Do you agree that this was the main reason for the end of the Cold War? Explain your answer by referring to the purpose of the source, as well as using its content and your knowledge.</p>	
Target:	0
<p>Use of knowledge and evaluation of source to reach a conclusion (AO1 AO2 AO3) Candidates either submit no evidence or fail to address the question.</p>	
Level 1:	1
<p>General response relying on source or learned response e.g. Reagan did make peace with Gorbachev and the Soviets etc. Agree because Mrs Thatcher was PM therefore it must be true. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	
Level 2:	2-3
<p>Uses general knowledge to agree/disagree with the interpretation/ gives simple explanation of how the interpretation came about. e.g. general description of Reagan's policies and how he improved relations with the Soviet Union or how he forced the USSR to reach an agreement. OR simple comments on the provenance: Mrs Thatcher was a Western leader who lived at the same time as Reagan so she would be biased towards him as she was an ally etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	
Level 3:	4-5
<p>Agrees/disagrees using either source or own knowledge e.g. EITHER Evaluation of provenance of source: said at his death therefore would tend to concentrate on his achievements and therefore tend to exaggerate especially as a friend and ally. OR Develops knowledge of Reagan's policies of increased spending on the military to force USSR to give in. Could consider the claims of Gorbachev to have ended the Cold War because of his changed attitude to the USA or was this because of the ruined Soviet economy caused by trying to keep up with Reagan's spending on arms; Gorbachev's policies of glasnost and perestroika and effects etc.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	
Level 4:	6
<p>Uses source and knowledge to reach conclusion Both parts of Level 3.</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	

- (18) Which of these two reasons was more important in making the USSR weaker in the 1980s: 10

- the activities of Solidarity in Poland;
- the war in Afghanistan?

You must refer to **both** reasons when explaining your answer.

Target: Analysis and explanation of events leading to causation (AO 1, AO2)

Candidates either submit no evidence or fail to address the question.

0

Level 1: Simple descriptive comment and/or gives one reason.

1-2

e.g. Solidarity was a Trade Union in Poland which organised strikes against the communists.

USSR invaded Afghanistan in 1979 and was forced to withdraw in 1989.

Solidarity's efforts encouraged other countries to rebel against communism.

Soviet defeat in Afghanistan weakened their army.

MUST COVER BOTH BULLET POINTS FOR TOP OF LEVEL.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: EITHER

3-6

Develops one cause

This starts with description at the bottom of the level, then explanation and obtains top of level for assessment and focus on the question.

E.g. explains why Solidarity opposed the communists and why they were successful at the end of the 1980s etc.;

Assesses the effect of this on the USSR – was the USSR weakened by having to give support to communists in Poland? Importance of Walesa and Poland being the first country to overcome the communists in an election etc. Explains why the USSR became involved in the war in Afghanistan; why they were unable to achieve victory; why their involvement was opposed by other powers etc.;

Assesses the effect of this: how it weakened the USSR – cost of war – effect on economy – effect of the defeat of the Red Army - why the USSR pulled out in 1989 and its effect etc.

OR

Covers both with some development or explanation

This will involve description or explanation of both with no analysis or assessment and little focus on the question.

N.B. An answer which explains both and supports the explanations with good depth and command of knowledge can be placed at the bottom of level 3.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question or establishing some argument. **7-9**

e.g. assesses the part played by the war in Afghanistan in weakening the USSR and explains the effect of Solidarity.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Balanced, well argued answer linking both parts, focused on the question. **10**

e.g. assesses both parts in depth with a reasoned judgement.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.