



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Secondary Education
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GCSE History
Specification B

Unit 2 Twentieth Century Depth Studies

Final

Mark Scheme

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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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION B

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 **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of 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.

Move up or down from this mid-range mark by considering 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 **written communication skills** (see Section D).

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 L2A/3. Also write a brief comment to explain why this alternative has been awarded.

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

Unit 2: Twentieth Century Depth Studies

- 0 1** What does **Source A** suggest about the power of Tsar Nicholas II over the Russian Empire in 1914? **4**
- Target: Comprehension and inference from a source (AO3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Answer that takes information from the source** **1-2**
e.g. Most Russian peasants were very loyal to the Tsar. They thought of the Tsar as a father-figure. The army was loyal to the Tsar.
- Level 2: Answer shows understanding and is able to make inference(s) from the source** **3-4**
e.g. The power of the Tsar rested on traditional loyalty from the peasants who viewed the Tsar as a god-like figure. However, although there was the impression of stability with an all-powerful Tsar, there were some people within the Empire who wanted change, and this could threaten his power.

0 2	After the Bolsheviks seized power in October/November 1917, there was a civil war from 1918 to 1921. Explain the reasons why the weaknesses of the Whites led to their failure in this civil war.	6
Target:	Causation and analysis of key features (AO1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment and/or identifies one reason e.g. the Whites had lots of different leaders.	1-2
Level 2:	EITHER Identifies several reasons e.g. Whites had several different leaders; not fighting for a common cause; foreign intervention made Whites appear to be unpatriotic to Russia; foreign armies unenthusiastic after fighting in World War I; difficulties in communications for White armies scattered around periphery of Russia; execution of Tsar and Romanov family removed a possible figurehead for the Whites. OR Explains one reason e.g. One of the above explained in detail. The answer may also mention other causes.	3-4
Level 3:	Explains two or more reasons e.g. At least two of the above explained in detail, probably with some names of White generals, such as Denikin and Yudenich. NB – Answers which explain the advantages of the Reds can be given credit within the level that has been reached on the basis of “White” weaknesses.	5-6

0 3	How useful is Source B for studying the Bolshevik seizure of power in October/November 1917? Use Source B and your knowledge to explain your answer.	10
Target: Evaluation of a source for utility using own knowledge (AOs 1,2 and 3)		
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	EITHER Accepts the content of the source at face value e.g. The painting shows what happened – and describes the picture. OR Generalised or learned response which could apply to any source e.g. It is a painting, not a photograph, and therefore of little use because it will not be accurate.	1-2
Level 2:	EITHER Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge e.g. The painting is limited in use, because there was no grand assault on the Winter Palace. Some Bolsheviks found a way in at night, and took control with little trouble. OR Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias. e.g. The painting is unreliable because it was painted to show that the Bolsheviks had fought hard to get control. The painting is biased.	3-5
Level 3:	EITHER Developed explanation about the utility/limitations of the source using the source and own knowledge e.g. The painting is limited in use because there was no “storming” of the Winter Palace. Some Bolshevik guards overpowered the Cadets and the Women’s Battalion defending the palace, and accepted the surrender of members of the Provisional Government. Prime Minister Kerensky had fled. There were very few injuries or deaths. OR Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge. e.g. The painting is part of Stalin’s propaganda to glorify the seizure of power by the Bolsheviks and present it as part of the heroic struggle by the Russian people, fighting bravely to establish Communism in Russia.	6-8
Level 4:	Both strands above, one at Level 3, the other at standard/good Level 2 Both strands above at Level 3	9 10

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- 0 4** What does **Source C** suggest about Stresemann's achievements in Germany in the later 1920s? **4**
- Target: Comprehension and inference from a source (AO3)** **0**
- Candidates either submit no evidence or fail to address the question.
- Level 1: Answer that takes information from the source** **1-2**
e.g. Germany was stable. Support for extremist parties went down. Support for the moderate Social Democrats grew.
- Level 2: Answer shows understanding and is able to make inference(s) from the source** **3-4**
e.g. Although Stresemann achieved much stability and extremist parties had little support, there were danger signals, with dependence on foreign loans, problems in the farming industry and a general slowing down of industrial growth near the end of the 1920s.

0 5	Explain the consequences of the Munich Putsch for Hitler and the Nazi Party in the years 1923-1929.	6
Target:	Consequences and analysis of key features (AO1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment and/or identifies one consequence e.g. Hitler was arrested and put in prison.	1-2
Level 2:	EITHER Identifies several consequences e.g. Hitler was arrested; put on trial; sentenced to 5 years; only served 9 months. Support for Nazi Party was low in later 1920s during recovery period under Stresemann. Hitler wrote "Mein Kampf" in which he explained his views on Jews, Treaty of Versailles, Aryan Race, etc. OR Explains one consequence e.g. One of the above explained in depth. The answer may also mention other consequences.	3-4
Level 3:	Explains more than one consequence e.g. Two or more consequences explained in depth from the list above and what follows. At this Level answers may show an awareness of the Nazis gaining more support in some rural areas. Also Hitler realised that the best way to gain power was by winning votes at elections, and therefore working through democracy – even though he wanted to destroy it. Answers at this level will show good understanding.	5-6

0 6	How useful is Source D for studying Germany's reaction to the terms of the Treaty of Versailles? Use Source D and your knowledge to explain your answer.	10
	Target: Evaluation of a source for utility using own knowledge (AOs 1, 2 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: EITHER	1-2
	Accepts the content of the source at face value e.g. It is useful because it shows Clemenceau sucking the blood from Germany.	
	OR	
	Generalised or learned response which could apply to any source e.g. It is a cartoon, intended to amuse, and is therefore not useful.	
	Level 2: EITHER	3-5
	Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge e.g. It is useful because it reflects Clemenceau at the peace negotiations in 1919 demanding huge amounts of land and money from Germany.	
	OR	
	Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias. e.g. It is of limited use because it is biased. It shows a defenceless Germany being attacked by an evil vampire. It is propaganda.	
	Level 3: EITHER	6-8
	Developed explanation about the utility/limitations of the source using the source and/or own knowledge. e.g. It is useful for highlighting German thoughts about the terms of the Treaty of Versailles (with some key details) and how the French had tried at the peace negotiations to bleed Germany dry. However, it is not totally useful, because it ignores the fact that the French did not get as much as they wanted, and it glosses over the fact that the Treaty of Brest-Litovsk imposed on Russia by Germany was far harsher.	
	OR	
	Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge. e.g. The propaganda element of the cartoon in a German magazine is designed to appeal to Germans who hate the Treaty of Versailles. It is clearly drawn by an artist who opposes the Treaty and views the new Republic with suspicion, and depicts Clemenceau as the villain who has caused all Germany's suffering.	
	Level 4: Both strands above, one at Level 3, the other at standard/good Level 2	9
	Both strands above at Level 3.	10

0 7	What does Source E suggest about the popularity of Jazz in the 1920s in the USA?	4
	Target: Comprehension and inference from a source (AO3)	
	Candidates either submit no evidence or fail to address the question	0
	Level 1: Answer that takes information from the source	1-2
	e.g. Jazz was a new form of music. It appealed to young people. Jazz became a craze. It was wild and dramatic.	
	Level 2: Answer shows understanding and is able to make inference(s) from the source	3-4
	e.g. Jazz was popular – but partly because it was linked with other exciting things such as illegal alcohol and bars and clubs. Young people were able to associate jazz with excitement, novelty, risk and shock-value.	

0 8	Explain why the Stock Market boom developed in the 1920s.	6
Target:	Causation and analysis of key features (AO1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment and/or identifies one cause. e.g. Many Americans were keen to buy shares in the 1920s and the prices kept on going up in value.	1-2
Level 2:	EITHER Identifies several causes e.g. Keeness to buy shares; more demand led to higher prices; government encouraged process with little regulation (<i>laissez-faire</i>); low taxes meant people had more money to invest; many investors borrowing money (with low interest rates) were able to buy more shares; banks did this too. Helped by developments in mass production and growth of hire purchase. OR Explains one cause e.g. Detailed answer based on one of the above causes. The answer may also mention other causes.	3-4
Level 3:	Explains two or more causes e.g. Detailed answer based on at least two causes. At this level answers <u>may</u> show interconnections between the causes in order to explain why the boom developed.	5-6

0 9	How useful is Source F for studying American attitudes towards organised crime and gangsters during the period of Prohibition? Use Source F and your knowledge to explain your answer.	10
Target:	Evaluation of a source for utility using own knowledge (AOs 1,2 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	EITHER Accepts the content of the source at face value. e.g. It is useful because it shows what Al Capone looked like. OR Generalised or learned response which could apply to any source. e.g. It is a photograph from a popular magazine which will want to make Al Capone look interesting.	1-2
Level 2:	EITHER Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge. e.g. It is useful for showing that many Americans looked favourably on Al Capone because he supplied what they wanted – alcohol. OR Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias. e.g. It is useful because, although a magazine cover, it does reflect the fact that most Americans recognised Al Capone as he was a well-known figure.	3-5
Level 3:	EITHER Developed explanation about the utility/limitations of the source using the source and own knowledge. e.g. It is useful for reflecting American attitudes towards Al Capone. He controlled much of the publicity surrounding himself, and he was portrayed in the media as a businessman supplying what many Americans wanted. He was seen by many as the “good guy” who tried to outwit the Prohibition agents. They played down the disregard for the law and violence associated with his activities. On the other hand many Americans were horrified by the violence of events such as the St Valentine’s Day Massacre. OR Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge. e.g. It is useful because it shows how a popular American magazine showed Al Capone. He was being seen, at the beginning of the Depression, as a successful entrepreneur, envied by many Americans for his success. “Time” magazine was reflecting the popular American mood – especially at a time when many American businessmen were coming to terms with their own personal failures. However, the magazine will only be reflecting the views of certain more wealthy and educated sections of society.	6-8
Level 4:	Both strands above, one at Level 3, the other at standard/good Level 2 Both strands above at Level 3	9 10

Section B

- 1 0** Use **Source G and your knowledge** to describe the Purges and Show Trials of the 1930s in Stalin's USSR. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source and/or own knowledge** **1-2**
 e.g. At the show trials everyone pleaded guilty.
 e.g. Stalin killed anyone suspected of being a possible rival.
- Level 2: EITHER** **3-6**
Detailed description of limited aspects(with or without use of source)
 e.g. details on the murder of Kirov and leading to the first wave of purges.
 e.g. details on the show trials, 1936-1937
 (with perhaps some other items being identified but not described in depth).
OR
Limited description of wider range of aspects (with or without use of source)
 e.g. the murder of Kirov; the development of the purges; Kamenev and Zinoviev; show trials; fate of almost all Old Bolsheviks; fate of many lesser party officials, including some of NKVD; armed forces.
 (NB – Allow credit for the Terror – that is, the wider range of killings around the USSR – as part of the Purges).
- Level 3: Detailed description of several aspects using source and own knowledge.** **7-8**
 e.g. At least two areas from the list above described in detail. The answer must include a reference to Source G and the Show Trials.

1 1	<p>“Stalin’s Five Year Plans were a great success in the years 1928-1941.” Do you agree? Explain your answer.</p>	12
	<p>Target: Analysis of key features and extent of success (AOs 1 and 2)</p> <p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or identifies one feature e.g. The USSR was very backward before Stalin’s rule, and the amount of industry increased rapidly as a result of the Five Year Plans.</p>	1-3
	<p>Level 2: EITHER Identifies several features e.g. rising output in heavy industries; effects on USSR’s economic strength; Stakhanovites; cities such as Magnitogorsk; appalling working conditions for industrial workers. OR Explains one feature using knowledge and understanding e.g. Details on achievements of five-year plans. (NB – Other aspects may also be identified, but not explained in depth).</p>	4-6
	<p>Level 3: Explains more than one feature. The answer will probably attempt a conclusion about the extent of success; it may not be balanced. e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion, such as the opinion that rapid progress was made, but also much needed to be done to build up the USSR’s strength using its newly-developed heavy industries. Also credit answers which contrast economic success with personal suffering.</p>	7-10
	<p>Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion about the extent of success. e.g. Details on several aspects, with a balanced conclusion, and set in the wider context of the USSR’s economic position in the world at the start of the Second World War; or the view that the achievements were more apparent in the national context than in the ordinary lives of many citizens except for the privileged few.</p>	11-12

- 1 2** Use **Source H and your knowledge** to describe Nazi policies towards the Jews in the years 1933-1939. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source and/or own knowledge.** **1-2**
 e.g. Jews treated as inferior race; shops were attacked.
 e.g. Germans marched with placards telling German people not to buy from Jews.
- Level 2: EITHER** **3-6**
Detailed description of limited aspects (with or without use of source)
 e.g. Nuremberg Laws of 1935, taking away Jewish rights as citizens and banning “mixed” marriages (with perhaps other items being identified but not described in depth).
OR
Limited description of wider range of aspects (with or without use of source).
 e.g. boycott of shops; general propaganda (as in Source H); Nuremberg Laws, restrictions on Jews in professions; Kristallnacht.
- Level 3: Detailed description of several aspects using source and own knowledge.** **7-8**
 e.g. At least two items from the list above described in detail. The best answers will show some chronological progression. The answer must include a reference to Source H and the botcott of Jewish shops.

N.B. No credit should be given for the Holocaust.

1 3	<p>“Hitler was able to establish a dictatorship because he banned other political parties.” Do you agree? Explain your answer.</p>	12
	<p>Target: Analysis of key features and causation. (AOs 1 and 2)</p>	
	<p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or identifies one feature e.g. Hitler banned all other political parties so that only Nazis met in the Reichstag.</p>	1-3
	<p>Level 2: EITHER Identifies several features e.g. Getting rid of Communists after Reichstag Fire; Enabling Act; abolition of other political parties; abolition of other political opposition such as Trade Unions. Other methods towards dictatorship include use of SS and Gestapo; adopting title of Fuhrer; propaganda methods including use of film, posters, newspapers, speeches and parades; censorship; control of education and youth movements; control of churches. OR Explains one feature using knowledge and understanding. e.g. Detailed answer on Reichstag Fire and its consequences. (NB – Other aspects may also be identified, but not explained in depth).</p>	4-6
	<p>Level 3: Explains more than one feature. The answer will probably attempt a conclusion about the extent of agreement; it may not be balanced. e.g. Details on several aspects (as in Level 2), probably attempting some balance between banning political parties and other methods of establishing a dictatorship.</p>	7-10
	<p>Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion about the extent of agreement. e.g. Details of several aspects, with a balanced conclusion, and set in the context of Hitler’s methods of dictatorship, not just a narrow perspective on politics.</p>	11-12

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- 1 4** Use **Source J and your knowledge** to describe criticism of, and opposition to, the policies of the New Deal in the years 1933-1939. **8**
- Target: Use of source and knowledge to describe key features (AOs 1, 2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source and/or own knowledge.** **1-2**
e.g. The New Deal was opposed by those who said it was costing too much.
e.g. The Supreme Court sometimes opposed the New Deal, and refused to follow the wishes of the President and Congress.
- Level 2: EITHER** **3-6**
Detailed description of limited aspects (with or without use of source)
e.g. detailed description of opposition by the Supreme Court to parts of the New Deal legislation (with perhaps some other items being identified but not described in depth).
OR
Limited description of wider range of aspects (with or without use of source)
e.g. The cost of the New Deal; the Supreme Court judgements finding some laws unconstitutional; some such as Senator Huey Long arguing that the new Deal was not going far enough to help the poor; Father Coughlin's radio broadcasts; insufficient help for Black Americans; Republican Party preference for return of "rugged individualism".
- Level 3: Detailed description of several aspects using source and own knowledge.** **7-8**
e.g. At least two items from the list above described in detail. The answer must include a reference to Source J and the Supreme Court.
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- 1 5** “President Hoover’s failure to deal with the Depression in the years 1929-1932 made sure that Roosevelt would be elected as President.” **12**
Do you agree? Explain your answer.
- Target: Analysis of key features and causation (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or identifies one feature** **1-3**
e.g. Hoover failed to deal with the Depression; unemployment remained high; Roosevelt promised a New Deal.
- Level 2: EITHER** **4-6**
Identifies several features
e.g. Hoover’s belief in rugged individualism; his economic failures; Hoovervilles; attitude to bonus marchers; his limited attempts to revive economy through Hawley-Smoot Tariff 1930, help for construction industries (e.g. through Hoover Dam project), and 1932 Emergency Relief Act; Roosevelt’s background; his style of campaigning; his promises of a New Deal.
OR
Explains one feature using knowledge and understanding
e.g. Hoover’s failures.
(NB – Other aspects may also be identified, but not explained in depth).
- Level 3: Explains more than one feature. The answer will probably attempt a conclusion about the extent of agreement; it may not be balanced.** **7-10**
e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion. The answer may also challenge the assumption that Hoover failed to act at all and include some of his attempts to revive the economy.
- Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion about the extent of agreement.** **11-12**
e.g. Details on several aspects, with a balanced conclusion. The answer will also probably try partly to rescue Hoover’s reputation (as in Level 2 list). It may also explain that Roosevelt’s election was not a foregone conclusion – Roosevelt only received 57% of the popular vote; Hoover received 40%, and 6 states voted for Hoover.

1 6	Use Source K and your knowledge to describe the Freedom Rides and Freedom Marches in the USA in the early 1960s.	8
	Target: Use of source and knowledge to describe key features (AOs 1, 2 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Basic description, using source and/or own knowledge e.g. Mixed groups of blacks and whites travelled on long distance buses, and they were often attacked.	1-2
	Level 2: EITHER Detailed description of limited aspects (with or without use of source) e.g. Detailed description of freedom rides such as the one from Washington DC to the south of the USA in 1961. e.g. March on Washington, 1963, with Martin Luther King's famous speech. (with perhaps some other items being identified but not described in depth). OR Limited description of wider range of aspects (with or without use of source) e.g. outline of the Freedom Rides; role of SNCC (Student Nonviolent Coordinating Committee) and/or CORE (Congress of Racial Equality); how the "riders" were often treated; the attitude of racially-prejudiced police; freedom marches and demonstrations e.g. at Albany with many arrests; the march to Washington 1963 and M L King's speech.	3-6
	Level 3: Detailed description of several aspects using source and own knowledge e.g. At least two items from the list above described in detail. The answer must include a reference to Source K and Freedom Rides.	7-8

- 1 7** “In the 1950s the most important victories won by Black Americans were in the area of education.” **12**
Do you agree? Explain your answer.
- Target: Analysis of key features and extent of change (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or identifies one feature** **1-3**
e.g. Black students got the right to go to Little Rock Central High School, but many Whites fought against this.
- Level 2: EITHER** **4-6**
Identifies several features
e.g. Yes – Desegregation court decision, 1954; Little Rock Central High School
e.g. No – Rosa Parks and Bus Boycott; activities of KKK and poor living standards of Blacks made any victories small in terms of daily lives.
OR
Explains one feature using knowledge and understanding.
e.g. Details on Little Rock Central High School – attitude of Governor Faubus of Arkansas; attitude of President Eisenhower and the intervention of Federal troops; role of media in influencing public opinion, etc.
(NB - Other aspects may also be identified but not explained in depth).
- Level 3: Explains more than one feature. The answer will probably attempt a conclusion about the extent of change; it may not be balanced.** **7-10**
e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion, such as the opinion that major changes were beginning to happen for Blacks in education and/or transport, helped by the Supreme Court.
- Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion about the extent of change.** **11-12**
e.g. Details on several aspects with a balanced conclusion, set in the context of attitudes towards Blacks in the 1950s and the extent to which these attitudes were changing. Both were important because both victories involved the Supreme Court siding against segregation.

- 1 8** Use **Source L and your knowledge** to describe the US withdrawal from Vietnam and the fall of Saigon, 1973-1975. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source and/or own knowledge** **1-2**
e.g. The war ended when Saigon fell to the Communists. The last Americans left by helicopter.
- Level 2: EITHER** **3-6**
Detailed description of limited aspects (with or without use of source)
e.g. Detailed description of the fall of Saigon, the refugees, the helicopter airlift of remaining US officials (with perhaps some other items being identified but not described in depth).
OR
Limited description of wider range of aspects (with or without use of source)
e.g. Paris Peace Conference; US armed forces to withdraw from Vietnam; US prisoners of war to be released; US advisers remained; fighting between N and S re-started; N. Vietnamese troops advanced from north and from Cambodia and Laos; fall of Saigon; helicopter airlifts; fleeing of remaining Americans.
- Level 3: Detailed description of several aspects using source and own knowledge.** **7-8**
e.g. At least two aspects from list above described in detail. The answer must include a reference to Source L and the air-lift from the embassy roof.

- 1 9** “The My Lai Massacre (1968) was the main reason why American public opinion turned against US involvement in Vietnam.” **12**
Do you agree? Explain your answer.
- Target: Analysis of key features and causation (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or identifies one reason** **1-3**
e.g. Brief details about My Lai massacre.
- Level 2: EITHER** **4-6**
Identifies several reasons
e.g. My Lai – the massacre; role of media; the trial of Lt. Calley in 1970.
e.g. Wider role of media – brutality exposed; napalm attacks; growing number of deaths; protest movements in universities and elsewhere, including deaths at Kent State University.
OR
Explains one reason using knowledge and understanding
e.g. My Lai massacre described in detail with some explanation of its importance in terms of US public opinion.
(NB - Other aspects may also be identified but not explained in depth)
- Level 3: Explains more than one reason. The answer will probably attempt a conclusion about the most important reason; it may not be balanced.** **7-10**
e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion, such as the opinion that My Lai was very important in comparison with other reasons. Answer may not be very developed in its argument.
- Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion about the most important reason.** **11-12**
e.g. Details on several aspects, with a balanced conclusion, which will probably see My Lai as the trigger for either causing or enhancing other anti-war views to gain support.

- 2 0** Use **Source M and your knowledge** to describe the political and economic inequalities that existed in Northern Ireland before the start of the Troubles. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source and/or own knowledge.** **1-2**
e.g. Protestants did better in gaining key jobs in the Londonderry council than Catholics. They had more council members than Catholics, even though they were only 24% of the population of the area.
- Level 2: EITHER** **3-6**
Detailed description of limited aspects (with or without use of source)
e.g. Details on ways in which political boundaries were organised so that the maximum number of Protestant councillors were elected, even where Catholics were a majority of the population; gerrymandering. (with perhaps some other items being identified, but not described in depth)
OR
Limited description of wider range of aspects (with or without use of source)
e.g. unequal political representation; housing inequalities; different job opportunities; differing unemployment rates; political boundaries – all showing that Catholics were treated unfairly.
- Level 3: Detailed description of several aspects using source and own knowledge.** **7-8**
e.g. At least two items from the list above described in detail. The answer must include a reference to Source M and political life in Londonderry in the 1960s.

2 1	<p>“The IRA bombings in Britain 1983-1984 were the main evidence that showed that Northern Ireland was far from reaching a peaceful settlement.”</p> <p>Do you agree? Explain your answer.</p>	12
	<p>Target: Analysis of key features (AOs 1 and 2)</p> <p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or identifies one feature e.g. Brief description of bombing at Harrods and/or Brighton</p>	1-3
	<p>Level 2: EITHER Identifies several features e.g. Bombings – Airey Neave killed; Harrods 1983; Brighton 1984. Other evidence - hunger strikes; Bobby Sands; Sinn Fein and SDLP not participating in N I Assembly; difficulties in reaching Anglo-Irish Agreement 1985.</p> <p>OR Explains one feature using knowledge and understanding e.g. Details on one aspect. (NB – Other aspects may also be identified, but not explained in depth).</p>	4-6
	<p>Level 3: Explains more than one feature. The answer will probably reach a conclusion; it may not be balanced. e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion, such as the opinion that the IRA bombings were very important in influencing public opinion; but not developed in its argument.</p>	7-10
	<p>Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion. e.g. Details on several aspects, with a balanced conclusion, and arguing that the bombings were simply evidence of the uneasy situation that existed in spite of the political attempts at reaching a peace. The whole notion of power sharing was not acceptable to some of the key parties, and no party had a majority.</p>	11-12

2 2	Use Source N and your knowledge to describe the Suez Crisis of 1956.	8
Target:	Use of source and knowledge to describe key features (AOs 1, 2 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Basic description, using source and/or own knowledge e.g. The President of Egypt took over the Suez Canal from Britain and France. e.g. The Suez Canal was very important to Western Europe as the main route for oil to be moved from the oil-producing states to Europe.	1-2
Level 2:	EITHER Detailed description of limited aspects (with or without use of source) e.g. British and French ownership since 19 th century; Nasser getting military help from USSR; nationalising of Suez Canal (with perhaps some other items being identified but not described in depth). OR Limited description of wider range of aspects (with or without use of source) e.g. History of the Suez Canal; ambitions of President Nasser; help from USSR; nationalisation of Suez Canal; military reactions of British and French governments; Israeli attack on Egypt; Egypt's response; fears of oil shortages in Britain, etc.	3-6
Level 3:	Detailed description of several aspects using source and own knowledge e.g. At least two aspects from the list above described in detail. The answer must include a reference to Source N and the importance of the Suez Canal oil route.	7-8

2 3	<p>“The Yom Kippur War (1973) showed that the Arab nations had no chance of defeating Israel in battle.”</p> <p>Do you agree? Explain your answer.</p>	12
	<p>Target: Analysis of key features (AOs 1 and 2)</p> <p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or identifies one feature</p> <p>e.g. Egypt and Syria attacked Israel at the start of the festival of Yom Kippur.</p>	1-3
	<p>Level 2: EITHER</p> <p>Identifies several features</p> <p>e.g. Attack on Israel at beginning of Yom Kippur; Syria recaptured Golan Heights; Egyptians entered Sinai Desert; Israel counter-attacked; Israelis attacked Egyptians in Sinai Desert and crossed Suez Canal; ceasefire agreed through UN, USA and USSR.</p> <p>OR</p> <p>Explains one feature using knowledge and understanding</p> <p>e.g. Details of Israeli counter-attack on Syrians in Golan Heights and on Egypt in Sinai Desert and crossing Suez Canal – showing how successful Israelis were in fighting after their initial defeats.</p> <p>(NB – Other aspects may also be identified but not explained in depth).</p>	4-6
	<p>Level 3: Explains more than one feature. The answer will probably attempt a conclusion; it may not be balanced.</p> <p>e.g. Details on several aspects (as in Level 2), but also probably reaching a conclusion about whether the Arab nations had a chance of winning. This conclusion will not be developed.</p> <p>Answers may refer to the aid given by the USSR to Egypt and the USA aid to Israel. Answers may argue that the Arab nations had a chance of success because they had co-operated together and had shown that Israel could be defeated with a surprise attack. On the other hand, answers could argue that the Arab nations had no chance of long-term success so long as the USA was supporting Israel as it did in 1973.</p>	7-10
	<p>Level 4: An analytical, linked answer clearly focused on the question, reaching a balanced conclusion</p> <p>e.g. Details on several aspects, with a balanced conclusion, and set in the wider context of the Arab-Israeli conflicts of the later 20th century.</p>	11-12

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Convert raw marks into marks on the Uniform Mark Scale (UMS) by using the link below.

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