



**General Certificate of Secondary Education**  
**June 2012**

**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 events which all examiners participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for standardisation each examiner analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, examiners encounter unusual answers which have not been raised 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 students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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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 students, 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"> <li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>• key features and characteristics of the periods studied and the relationship between them</li> </ul>	32
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> <li>• a range of source material as part of an historical enquiry</li> <li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>	36

- **Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students 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 students' attainment by **outcome** and to reward **positively** what the students 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.

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**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 students 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 students and in more sophisticated ways by students 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 students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student'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 student 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 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 question, award the highest level that has been sustained.

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

In making decisions away from the middle of the level, examiners should ask themselves several questions relating to student 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 students 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student’s level of critical thinking determines this**. Remember that the **number** of points made by a student 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 student'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 students in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **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.

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**Paper 2: Twentieth Century Depth Studies**

- 0 1** What does **Source A** suggest about the effects of the First World War on Russia? **4**
- Target: Comprehension and inference from a source (AO3)**
- Students either submit no evidence or fail to address the question. **0**
- Level 1: Answer that takes information from the source** **1-2**  
e.g. The war did not go well for Russia. There was a slide towards revolution. Prices increased faster than wages. There were food shortages. Problems of food distribution were the major problem in Russia.
- Level 2: Answer that shows understanding and is able to make inference(s) from source** **3-4**  
e.g. The bad effects of the war led to revolution in 1917, but it was the economic consequences of the war (inflation, food shortages, transport problems) that were more critical than Russia's military defeats.  
e.g. Living standards were falling.



<b>0 2</b>	<p>In February/March 1917 the rule of the Tsar ended.          In October/November 1917 the Bolsheviks seized control from the Provisional Government.          Explain what the Bolsheviks had done during 1917 to make this possible.</p>	<b>6</b>
	<p><b>Target: Causation and analysis of key features (AO1 and 2)</b></p> <p>Students either submit no evidence or fail to address the question.</p>	<b>0</b>
	<p><b>Level 1: Simple descriptive comment and/or identifies one reason</b>          e.g. Lenin had returned to Russia.          The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	<b>1-2</b>
	<p><b>Level 2: EITHER</b>  <b>Identifies several reasons</b>          e.g. Lenin’s return to Russia; slogans such as “Peace, Bread and Land”; the Bolshevik’s role in the Kornilov revolt; control of the Petrograd Soviet; Trotsky’s work in planning the take-over.  <b>OR</b>  <b>Explains one reason</b>          e.g. An answer that explains clearly the appeal of each of the words in the slogan “Peace, Bread and Land”.          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>	<b>3-4</b>
	<p><b>Level 3: Explains more than ONE reason</b>          e.g. Two or more reasons from the above list and/or other factors.          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> <p><b>NB</b> Credit can be given for events of actual takeover, but maximum Level 2 if this is the only explanation.</p> <p><b>NB</b> Limited credit can be given within the level reached for details reached for details on weaknesses/unpopularity of Provisional Government.</p> <p><b>NB</b> Credit ‘July Days’ if made relevant.</p>	<b>5-6</b>

<b>0 3</b>	How useful is <b>Source B</b> for studying why the Whites lost the Civil War, 1918–1921? Use <b>Source B and your knowledge</b> to explain your answer.	<b>10</b>
<b>Target: Evaluation of a source for utility using own knowledge (AOs 1,2 and 3)</b>		
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>EITHER</b> <b>Accepts the content of the source at face value</b> e.g. The Whites lost the Civil War because, as it says in Source B, they did not have much support, even in the areas they controlled. <b>OR</b> <b>Generalised or learned response which could apply to any source</b> e.g. The report is from a US army commander. He was there and would be able to see what was happening. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
<b>Level 2:</b>	<b>EITHER</b> <b>Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge.</b> e.g. Although what the source says is largely correct, the Reds were just as vicious as the Whites. They conducted the Red Terror to make sure that local peasants were loyal to the Communist side. <b>OR</b> <b>Comments on the usefulness or the limitations of the source in terms of reliability or bias</b> e.g. The source is written during the Civil War. It is likely to be an accurate account to the American government of what he had recently observed as it is from a report. 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.	<b>3-5</b>
<b>Level 3:</b>	<b>EITHER</b> <b>Developed explanation about the utility/limitations of the source using own knowledge</b> e.g. This source is useful for providing some of the reasons why the Whites were at a disadvantage. But there were others. E.g. the very presence of US troops in Siberia alarmed patriotic Russians. The White leaders were disunited in their aims. Some wanted to restore the monarchy, but this became more questionable once the assassination of the Romanov family had been announced in July 1918. The Bolsheviks themselves had advantages, such as a tightly-knit Red Army under Trotsky, and they had the advantage of internal lines of communication. <b>OR</b> <b>Developed explanation about the utility/limitations of the source focusing on its provenance</b> e.g. The source is written by an American Commander, who may want to be blaming the White leader, Kolchak, for the lack of progress against the Bolsheviks. He himself may well not have been sympathetic to the prospect of the return of Tsarist rule, as shown in his reference to all its hated aspects.	<b>6-9</b>

He appears to understand why the ordinary peasants did not support the Whites. Answers may focus on the date – 1919 – as being early in the war.

**NB – Answers which achieve L3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3.**

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 Both strands above at Level 3.**

**10**

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.

<b>0 4</b>	What does <b>Source C</b> suggest about the Weimar Constitution?	<b>4</b>
	<b>Target: Comprehension and inference from a source</b>	
	Students either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Answer that takes information from the source</b>	<b>1-2</b>
	e.g. The Weimar Constitution tried to set up a democratic government. The constitution had weaknesses.	
	<b>Level 2: Answer shows understanding and is able to make inference(s) from source</b>	<b>3-4</b>
	e.g. The Weimar Constitution was very new and was likely to face difficulties and problems. Many Germans preferred forms of government other than democracy. The other problems facing the Weimar Republic were made more difficult to solve because of the weaknesses of its constitution.	

**0 5** Explain the changes in Germany's international relations under Stresemann, 1924–1929. **6**

**Target: Analysis of key features (A0 1 and 2)**

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

**Level 1: Simple descriptive comment and/or identifies one feature** **1-2**  
e.g. Stresemann got Germany into the League of Nations.

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

**Level 2: EITHER** **3-4**  
**Identifies several features**

e.g. Locarno Pact 1925, League of Nations 1926, Kellogg-Briand Pact 1928. (Dawes Plan and Young Plan can be included if made relevant to international relations).

**OR**

**Explains one feature**

e.g. one of the above, such as explaining the significance of the Locarno Pact for Germany and other signatories.

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: Explains two or more features** **5-6**

e.g. two or more from the list above explained in relation to changes in international relations for Germany, 1924-1929.

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.

**NB** Credit withdrawal of French from the Ruhr if made relevant to changes in Germany's international relations, 1924–1929.

- 0 6** How useful is **Source D** for studying the German economy in the early 1920s? **10**  
Use **Source D** and your **knowledge** to explain your answer.

**Target: Evaluation of a source for utility using own knowledge. (AOs 1,2 and 3)**

Students 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. The source says that Germany is teeming with wealth. There is very little poverty in the country.

**OR**

**Generalised or learned response which could apply to any source.**

e.g. The writer had just visited the country and had seen personally what conditions were like. Therefore, it is likely to be accurate.

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

**Level 2: EITHER 3-5**

**Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge.**

e.g. This source is not very useful because I know that Germany was suffering after the war. Prices were rising rapidly, leading to hyperinflation in 1923.

**OR**

**Comments on the usefulness or the limitations of the source in terms of reliability or bias.**

e.g. The source comes from a reliable British newspaper, and the letter was written after a personal visit.

e.g. The writer is British and biased. In fact, it is not known what he actually saw.

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: EITHER 6-9**

**Developed explanation about the utility/limitations of the source using own knowledge**

e.g. The source is not very useful because it largely contradicts my knowledge. The reparations bill of £6600 million agreed in 1921 was crippling. Many Germans were unemployed; many manufacturing export markets had been lost; the German government was suffering rebellions and revolts from both left and right wing. There was a lot of anger at the Treaty of Versailles which had punished Germany severely.

**OR**

**Developed explanation about the utility/limitations of the source focusing on its provenance**

e.g. The source is useful for highlighting anti-German feeling in Britain after the war. Many people did not believe Germany when it was claimed that the 2<sup>nd</sup> instalment of reparations payments could not be afforded. The tone of the

letter reflects hatred of Germans, and is designed to deprive Germans of any sympathy. It is imprecise in where was visited and what was seen. Its conclusions about “teeming with wealth” are unsupported with evidence.

**NB – Answers which achieve Level 3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3.**

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: Both strands above at Level 3.**

**10**

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.

**NB** Early 1920s can include 1923.

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<b>0 7</b>	What does <b>Source E</b> suggest about the cinema in the USA in the 1920s?	<b>4</b>
	<b>Target: Comprehension and inference from a source (AO 3)</b>	
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Answer that takes information from the source.</b> e.g. Hollywood had become the film-making capital of the world. Movie-going was a popular leisure pursuit. There was a picture palace in almost every town.	<b>1-2</b>
<b>Level 2:</b>	<b>Answer shows understanding and is able to make inference(s) from source</b> e.g. Cinema going increased by 150% during the 1920s, and therefore it must have become more and more important in American life during this decade. The title “picture palace” suggests a place of luxury and somewhere to escape from every-day life.	<b>3-4</b>



<b>0 8</b>	Explain how the Ku Klux Klan affected the USA in the 1920s.	<b>6</b>
<b>Target: Analysis of key features (AO 1 and 2)</b>		
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Simple descriptive comment and/or identifies one feature</b> e.g. The KKK was very violent towards Black Americans.	<b>1-2</b>
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
<b>Level 2:</b>	<b>EITHER</b> <b>Identifies several features</b> e.g. the racist beliefs of the KKK; violence towards Black Americans including lynchings; the membership of the KKK, including judges, policemen, etc; the effects on the everyday lives of Black Americans, including the drift to the North to escape from the South where KKK membership was strongest and how this affected cities in the north of the USA. <b>OR</b> <b>Explains one feature</b> One of the above explained in detail.	<b>3-4</b>
	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.	
<b>Level 3:</b>	<b>Explains two or more features</b> e.g. two or more from the list above. Answers may at this level differentiate within the 1920s, highlighting a peak of KKK membership in 1925 before the Grand Dragon of Indiana, D.C. Stephenson, was disgraced after being found guilty of rape.	<b>5-6</b>
	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.	

- 0 9** How useful is **Source F** for studying attitudes in the USA in 1919 towards the League of Nations? **10**  
Use **Source F and your knowledge** to explain your answer.
- Target: Evaluation of a source for utility using own knowledge. (AOs 1,2 and 3)**
- Students 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. The source says that the USA does not want to get involved in the League. The USA did not want to waste time in disputes in Europe.
- OR**
- Generalised or learned response which could apply to any source**  
e.g. The source is from a speech by a politician. He will know the situation well.  
The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.
- Level 2: EITHER 3-5**
- Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge**  
e.g. The source is useful because it states why the USA did not want to join the League of Nations. Many Americans had been killed in Europe in 1917-1918, and many returned home not wanting to see further US involvement.
- OR**
- Comments on the usefulness or the limitations of the source in terms of reliability or bias.**  
e.g. The source is of limited use because it is biased. The Republican Party was totally against the policies of Wilson and the Democrats.
- 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: EITHER 6-9**
- Developed explanation about the utility/limitations of the source using own knowledge**  
e.g. The source is useful in helping to understand the attitudes of many Americans, who saw more economic possibilities in Asia and the Pacific. Many wanted the USA to withdraw into its traditional policy of isolationism and avoid being entangled in European affairs. This had served the country well before 1914, and many wanted to go back there, having “made the world safe for democracy” with 100,000 deaths and other casualties.
- OR**
- Developed explanation about the utility/limitations of the source focusing on its provenance**  
e.g. The source is useful for studying the attitudes of the Republicans. They were keen to defeat the Democrats in the elections the following year. Meanwhile, it was important for them to whip up support against the League of Nations, as shown in this speech, where biased arguments are presented to the American public via newspapers. The speech would have played on

the emotions of many Americans who saw no obvious US gains from the war and no desire to police the Treaty of Versailles that had just been signed.

**NB – Answers which achieve Level 3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3.**

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: Both strands above at Level 3**

**10**

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.

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**Section B**

- 1 0** Use **Source G and your knowledge** to describe Stalin's Five Year Plans in the period 1928–1941. **8**

**Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)**

Students 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. Lots of industry was built including new cities such as the one shown in Source G. Life was very hard.

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**

**Detailed description of limited aspects**

e.g. details on one of the Plans;

e.g. the aims of the plans in relation to the situation in the USSR in 1928;

e.g. the building of new cities and industries in Siberia, such as Magnitogorsk

e.g. the role of the workers, including harsh conditions for working and living;

e.g. overall achievements of the Plans up to 1941.

**OR**

**Limited description of wider range of aspects**

e.g. Outline of the three plans in the period;

e.g. Basic description of some of items listed above.

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: Detailed description of several aspects using source and own knowledge** **7-8**

e.g. Several aspects described in detail. This must include a reference to Source G.

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.

**NB** Collectivisation can be credited only if made relevant to Five Year Plans.

1 1	‘Stalin was able to strengthen his dictatorship in the 1930s mainly through a cult of personality.’ Do you agree? Explain your answer.	<b>12</b>
<b>Target: Analysis of key features and causation (AOs 1 and 2)</b>		
Students either submit no evidence or fail to address the question.		<b>0</b>
<b>Level 1: Simple descriptive comment(s)</b> e.g. Stalin had statues and posters put all over the USSR. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		<b>1-3</b>
<b>Level 2: Identifies several reasons or gives limited description</b> e.g. Yes - cult of personality through types of propaganda (paintings, statues, poetry, music, etc) No - the use of censorship, politically and in the arts; purges; show trials; - elimination of rivals; purges - use of secret police – the NKVD the terror.		<b>4-6</b>
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.		
<b>Level 3: Explains one or more reasons. The answer may attempt a conclusion on agreement/disagreement.</b> <b>Reward argument based on description as explanation.</b> e.g. Explains one or more reasons in detail from list above, and may attempt to reach a conclusion in relation to the quotation.		<b>7-10</b>
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.		
<b>Level 4: Balanced detailed explanation, with judgement for top of level.</b> e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level. 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. <b>NB</b> Details on 1920s not relevant.  <b>NB</b> 1936 Constitution to be credited if made relevant.		<b>11-12</b>

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- 1 2** In early 1929 the Nazis had very few seats in the Reichstag, yet by 1932 they had more than any other political party. **8**  
 Use **Source H and your knowledge** to describe how the Nazis achieved this in the years 1929–1932.
- Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)**
- Students 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 Nazis used violence and propaganda. Many people agreed with them about hating the Treaty of Versailles.  
 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**  
**Detailed description of limited aspects**  
 e.g. details on the effects of the Wall Street Crash on Germany and how this helped the Nazis to gain support.  
 e.g. the Nazi propaganda messages, including methods of propaganda.  
 e.g. the use of violence, including role of SA and SS.  
 e.g. the weaknesses of the Weimar constitution with an aged President  
 e.g. the importance of elections, especially in July and November 1932 and Presidential election in April 1932.  
**OR**  
**Limited description of wider range of aspects**  
 e.g. basic description of some of the aspects in the list above.  
 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: Detailed description of several aspects using source and own knowledge** **7-8**  
 e.g. Several aspects described in detail. Reference must be made to Source H in the answer.  
 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.
- NB** Details on events of 1933 are irrelevant.

<b>1 3</b>	‘Germans benefited from Nazi rule in the years 1933–1939.’ Do you agree? Explain your answer.	<b>12</b>
<b>Target: Analysis of key features (AOs 1 and 2)</b>		
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1: Simple descriptive comment(s)</b>		
	e.g. The Nazis provided jobs. This reduced unemployment greatly. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-3</b>
<b>Level 2: Identifies several aspects or gives limited description</b>		
	e.g. Yes – providing jobs and ending the Depression; allowing Germans to regain pride; provision of leisure activities; help for families; providing opportunities for children through Hitler Youth; creating apparent political stability No – end of democracy and freedoms; limitations on activities of women; cultural censorships; fate of minorities such as Jews and gypsies.	<b>4-6</b>
	NB – Credit can be given for references to increased German pride through foreign policy successes 1935- 1938. Similarly, for Germans suffering doubts as foreign policy expansion continued 1938-1939. However, main focus should be on domestic history. 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.	
<b>Level 3: Explains one or more aspect(s). The answer may attempt a conclusion on agreement/disagreement..</b>		
	<b>Reward argument based on description as explanation.</b> e.g. Explains one or more aspects in detail from list above, and may attempt to reach a conclusion in relation to the quotation. 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.	<b>7-10</b>
<b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b>		
	e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level. 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.	<b>11-12</b>

- 1 4** Use **Source J and your knowledge** to describe President Hoover's attempts to deal with the Depression, 1929–1932. **8**

**Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)**

Students 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 Hoover Dam was built and it created a lot of jobs.  
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**

**Detailed description of limited aspects**

e.g. Details on Hoover Dam project which symbolised action and determination (including geographical and/or statistical details).  
e.g. Money to help other major construction projects in building industries, totalling \$4000 million, e.g. Hoover Dam.  
e.g. Raising import duties even more (Hawley-Smoot Tariff, 1930).  
e.g. Providing states with \$300 million to help the unemployed (Emergency Relief Act, 1932)  
e.g. Giving loans to construction industries to help recovery (Reconstruction Finance Corporation, 1932).

**OR**

**Limited description of wider range of aspects**

e.g. Basic description of some of aspects listed above.  
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: Detailed description of several aspects using source and own knowledge** **7-8**

e.g. Several aspects described in detail. Reference must be made to Source J.

**NB** – Some answers will also include statements about the limited nature of his successes. Credit those who do within the Level reached in describing his attempts.

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.



<b>1 5</b>	‘By 1939 the New Deal had achieved its aims.’ Do you agree? Explain your answer.	<b>12</b>
<b>Target: Analysis of key features (AOs 1 and 2)</b>		
Students either submit no evidence or fail to address the question. <span style="float: right;"><b>0</b></span>		
<b>Level 1: Simple descriptive comment(s)</b> <span style="float: right;"><b>1-3</b></span>		
e.g. The New Deal introduced a lot of laws to help people without jobs or houses. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		
<b>Level 2: Identifies several factors or gives limited description</b> <span style="float: right;"><b>4-6</b></span>		
e.g. Yes - New Deal led to restoration of some confidence; Banking reforms; Alphabet Agencies provided a lot of relief; Alphabet Agencies tried to help economic recovery (with an example or two); Roosevelt was popular and kept getting re-elected; No - A lot of the agencies offered short-term temporary solutions; There was a recession in 1937; Unemployment was still high in 1939; It was Lend-Lease policies in 1941 and WW2 which led to full recovery of economy. 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.		
<b>Level 3: Explains one or more factors. The answer may attempt a conclusion on agreement/disagreement.</b> <span style="float: right;"><b>7-10</b></span>		
<b>Reward argument based on description as explanation.</b> e.g. Explains one or more factors in detail from list above, and may attempt to reach a conclusion in relation to the quotation. 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.		
<b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b> <span style="float: right;"><b>11-12</b></span>		
e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level. This may include details on what happened to the US economy 1939–1941 to explain the limited nature of the New Deal’s achievements, or it may assess 1933-1939 with detailed reference to the economic recession in 1937 following government reductions in spending on the New Deal. 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. <b>NB</b> Opposition to New Deal only to be credited if made relevant.		

<b>1 6</b>	Use <b>Source K and your knowledge</b> to describe the Montgomery Bus Boycott, 1955–1956.	<b>8</b>
<b>Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)</b>		
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Basic description, using source and/or own knowledge</b> e.g. During the bus boycott many Black Americans walked to work rather than using the buses. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
<b>Level 2:</b>	<b>EITHER</b> <b>Detailed description of limited aspects</b> e.g. details on what happened on the bus; e.g. details on the court case, and the decision to organise a boycott, including the role of Martin Luther King; e.g. the boycott being maintained for 11 months at expense of the bus company; e.g. role of the judiciary and Supreme Court in ending boycott by declaring segregated buses illegal. <b>OR</b> <b>Limited description of wider range of aspects</b> e.g. Basic description of some aspects listed above.  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.	<b>3-6</b>
<b>Level 3:</b>	<b>Detailed description of several aspects using source and own knowledge</b> e.g. Several aspects described in detail. Reference must be made to Source K. 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.	<b>7-8</b>

<b>1 7</b>	<p>'The leadership of Martin Luther King was the main reason for the success of the Civil Rights movement in the 1960s.'</p> <p>Do you agree? Explain your answer.</p>	<b>12</b>
<b>Target: Analysis of key features and causation (AOs 1 and 2)</b>		
Students either submit no evidence or fail to address the question. <span style="float: right;"><b>0</b></span>		
<b>Level 1: Simple descriptive comment(s)</b> <span style="float: right;"><b>1-3</b></span>		
e.g. Yes - Martin Luther King was very important in providing leadership, as in marches and speeches.		
The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		
<b>Level 2: Identifies several reasons or gives limited description</b> <span style="float: right;"><b>4-6</b></span>		
e.g. Yes – Martin Luther King provided inspiration through his speeches;		
<ul style="list-style-type: none"> <li>- His role as protest organiser and insistence on non-violent protests</li> <li>- Support for freedom riders</li> <li>- Freedom marches, especially Washington, August 1963</li> <li>- Selma, Alabama, 1965</li> <li>-</li> </ul>		
No – General movement towards more equality after the Second World War and it would have happened anyway;		
<ul style="list-style-type: none"> <li>- role of Supreme Court;</li> <li>- role of Presidents Kennedy and Johnson;</li> <li>- Black Power movement</li> </ul>		
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.		
<b>Level 3: Explains one or more reasons. The answer may attempt a conclusion on agreement/disagreement.</b> <span style="float: right;"><b>7-10</b></span>		
<b>Reward argument based on description as explanation.</b>		
e.g. Explains one or more aspects/reasons in detail from list above, and may attempt to reach a conclusion in relation to the quotation.		
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.		
<b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b> <span style="float: right;"><b>11-12</b></span>		
e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level.		
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.		
<b>NB</b> – The focus of the question is on the 1960s.		
Credit for events in the 1950s can only be given if the argument is made relevant to the 1960s. No marks for simple description of (for example) the Bus Boycott in Montgomery.		

<b>1 8</b>	Use <b>Source L and your knowledge</b> to describe the guerrilla tactics used in the Vietnam War against US troops in the 1960s.	<b>8</b>
	<b>Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)</b>	
	Students either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Basic description, using source and/or own knowledge</b>	<b>1-2</b>
	e.g. The “hit and run” tactics used by the Vietnamese meant that they attacked and then disappeared back into the countryside. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	<b>Level 2: EITHER</b>	<b>3-6</b>
	<b>Detailed description of limited aspects</b>	
	e.g. details on tunnel networks created by the NVA and Vietcong. e.g. building up local support networks in villages; e.g. “hit and run” tactics, including use of booby traps; e.g. development of Ho Chi Minh trail through tropical jungle.	
	<b>OR</b>	
	<b>Limited description of wider range of aspects</b>	
	e.g. Basic description of some aspects listed above. 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.	
	<b>Level 3: Detailed description of several aspects using source and own knowledge</b>	<b>7-8</b>
	e.g. Several aspects described in detail. Reference must be made to Source L. 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.	

<b>1 9</b>	<p>‘Media coverage of the Vietnam War was the most important reason for growing demands for peace from the American public.’ Do you agree? Explain your answer.</p>	<b>12</b>
<b>Target: Analysis of key features and causation (AOs 1 and 2)</b>		
Students either submit no evidence or fail to address the question.		<b>0</b>
<b>Level 1: Simple descriptive comment(s)</b>		
e.g. Yes – Television in the US for the first time covered a major war, showing bloody details and how awful it was for US troops. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		<b>1-3</b>
<b>Level 2: Identifies several reasons or gives limited description</b>		
e.g. Yes		<b>4-6</b>
<ul style="list-style-type: none"> <li>- Television could now be seen in colour and reporters at the scene described bloody events in graphic detail;</li> <li>- My Lai massacre – details graphically portrayed 18 months after the event;</li> <li>- Victims of chemical warfare such as use of napalm;</li> <li>- Film of fighting in Saigon during Tet Offensive;</li> <li>- Domestic violence, such as Kent State University deaths.</li> </ul>		
No		
<ul style="list-style-type: none"> <li>- the cost of the war in terms of casualties and money;</li> <li>- protest marches, demonstrations and speeches in the USA;</li> <li>- Fulbright Hearings, 1971.</li> </ul>		
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.		
<b>Level 3: Explains one or more reasons. The answer may attempt a conclusion on agreement/disagreement.</b>		
<b>Reward argument based on description as explanation.</b>		
e.g. Explains one or more reasons in detail from list above, and may attempt to reach a conclusion in relation to the quotation. 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.		<b>7-10</b>
<b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b>		
e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level. 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.		<b>11-12</b>

<b>2 0</b>	Use <b>Source M and your knowledge</b> to describe internment and the results from its introduction in 1971 up to Bloody Sunday in 1972.	<b>8</b>
	<b>Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)</b>	
	Students either submit no evidence or fail to address the question.	<b>0</b>
	<b>Level 1: Basic description, using source and/or own knowledge</b> e.g. Suspects were rounded up and put in prison. It was aimed at the IRA. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
	<b>Level 2: EITHER</b> <b>Detailed description of limited aspects</b> e.g. Street harassment (as shown in Source M) and arrests and imprisonment of 350 people in 1971 – mostly alleged IRA terrorists. None of those arrested was Protestant. Many were totally innocent, but in prison they were targeted as potential terrorist recruits. e.g. Gun battles in streets between British troops and IRA. e.g. Imprisonment without trial under Special Powers Act. e.g. Effects of policy – widely seen as unfair and created sympathy for IRA, especially in USA - helping to raise funds and weapons from America. IRA members even more determined to succeed. <b>OR</b> <b>Limited description of wider range of aspects</b> e.g. Basic description of some aspects listed above. 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.	<b>3-6</b>
	<b>Level 3: Detailed description of several aspects using source and own knowledge</b> e.g. Several aspects described in detail. Reference must be made to Source M. 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. <b>NB</b> Bloody Sunday, 1972, <b>is</b> to be credited.	<b>7-8</b>

<b>2 1</b>	<p>'Terence O'Neill was the Prime Minister of Northern Ireland from 1963 to 1969. The failure of his policies was the main reason for the outbreak of the Troubles in the late 1960s.'</p> <p>Do you agree? Explain your answer.</p>	<b>12</b>
	<p><b>Target: Analysis of key features and causation (AOs 1 and 2)</b></p>	
	<p>Students either submit no evidence or fail to address the question.</p>	<b>0</b>
	<p><b>Level 1: Simple descriptive comment(s)</b></p> <p>e.g. In the 1960s things did not improve for the Catholics in N. Ireland and O'Neill was blamed.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	<b>1-3</b>
	<p><b>Level 2: Identifies several reasons or gives limited description</b></p> <p>e.g. Yes – His talks with Republic of Ireland were unpopular with Unionists;</p> <ul style="list-style-type: none"> <li>- Establishment of new University of Ulster in Coleraine in Protestant area;</li> <li>- Problems over creation of Craigavon.</li> </ul> <p>No – Deep underlying tensions, made worse by other Unionist challenges to O'Neill by Ian Paisley;</p> <ul style="list-style-type: none"> <li>- Economic inequalities continued in jobs, education and housing;</li> <li>- Creation of NICRA and its activities</li> <li>- Local government voting inequality.</li> </ul> <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>	<b>4-6</b>
	<p><b>Level 3: Explains one or more reasons. The answer may attempt a conclusion on agreement/disagreement.</b></p> <p><b>Reward argument based on description as explanation.</b></p> <p>e.g. Explains one or more reasons in detail from list above, and may attempt to reach a conclusion in relation to the quotation.</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>	<b>7-10</b>
	<p><b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b></p> <p>e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level.</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>	<b>11-12</b>

<b>2 2</b>	Use <b>Source N and your knowledge</b> to describe the events of the Six Day War in 1967.	<b>8</b>
<b>Target: Use of source and knowledge to describe key features (AOs 1,2, and 3)</b>		
	Students either submit no evidence or fail to address the question.	<b>0</b>
<b>Level 1:</b>	<b>Basic description, using source and/or own knowledge</b> e.g. The Israelis mounted a surprise attack and won lots of territory. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	<b>1-2</b>
<b>Level 2:</b>	<b>EITHER</b> <b>Detailed description of limited aspects</b> e.g. Details of first day when Israeli air force destroyed many Arab aircraft on the ground and prevented Egyptians mounting their planned attack. e.g. Advance of Israeli troops in the Sinai and the West Bank, and gaining control of part of Jerusalem, with Egypt agreeing to a ceasefire. e.g. Israeli attack on Syria and capture of the Golan Heights.  <b>OR</b> <b>Limited description of wider range of aspects</b> e.g. Basic description of some aspects listed above. 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.	<b>3-6</b>
<b>Level 3:</b>	<b>Detailed description of several aspects using source and own knowledge</b> e.g. Several aspects described in detail. Reference must be made to Source N. 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.	<b>7-8</b>



<b>2 3</b>	<p>'The meeting at Camp David in September 1978 was the most important step towards peace in the Middle East in the 1970s.'</p> <p>Do you agree? Explain your answer.</p>	<b>12</b>
<b>Target: Analysis of key features (AOs 1 and 2)</b>		
Students either submit no evidence or fail to address the question.		
<b>0</b>		
<b>Level 1: Simple descriptive comment(s)</b>		
e.g. The Camp David talks between Sadat and Begin led to peace agreements.		
The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		
<b>1-3</b>		
<b>Level 2: Identifies several aspects or gives limited description</b>		
e.g. Yes – the Camp David talks led to Egypt and Israel agreeing not to fight wars, but use UN;		
<ul style="list-style-type: none"> <li>- Israeli military would withdraw from West Bank and Gaza; these areas would be “neutral”.</li> <li>- mere fact of Sadat and Begin meeting was important indication that both wanted peace.</li> </ul>		
No – Sadat had already visited Jerusalem and discussed with Begin;		
<ul style="list-style-type: none"> <li>- other pressures for peace included economic pressures over oil;</li> <li>- USA keen to improve relations with Arab nations and not favour Israelis so much;</li> <li>- role of PLO and Yasser Arafat at UN;</li> <li>- earlier in 1973 Yom Kippur War had shown Egyptians that Israelis could not be easily defeated in war.</li> </ul>		
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.		
<b>4-6</b>		
<b>Level 3: Explains one or more aspects. The answer may attempt a conclusion on agreement/disagreement.</b>		
<b>Reward argument based on description as explanation.</b>		
e.g. Explain two or more aspects in detail from list above, and may attempt to reach a conclusion in relation to the quotation.		
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.		
<b>7-10</b>		
<b>Level 4: Balanced detailed explanation, with judgement at top of Level.</b>		
e.g. In addition to Level 3, the answer is detailed and balanced, with a substantiated judgement regarding the quotation for top of Level.		
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.		
<b>11-12</b>		