

GCSE

History B

Unit 2: 20th Century Depth Studies

Mark scheme

9145

Additional Specimen for June 2015 only

Version: Additional Specimen for June 2015 only

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available from aqa.org.uk

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 and 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, eg Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no ‘totting up’ of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

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

• What is a sustained response?

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

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

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them in the margin as you proceed. At the end of the sub-question, award the highest level that has been sustained.

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

C Deciding on marks within a level

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

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

Consider whether the answer is:

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

• Note about indicative content

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

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

• Some things to remember

Mark positively at all times.

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

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

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

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

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

Do not use half marks.

D Some practical points

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

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

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

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 03, 06, 09, 11, 13, 15, 17, 19, 21 and 23. Three marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

High performance

3 marks

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance

2 marks

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance

1 mark

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

0	1	What does Source A suggest about the reasons for Bolshevik success in seizing power in October/November 1917?	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	
		Eg Trotsky did most of the planning.	
		Eg there was little fighting.	1-2
		Eg success was achieved by a small group of dedicated revolutionaries.	
Level 2		Answer shows understanding and is able to make inference(s) from the source	
		Eg the success would have been a surprise at the time because the event was small-scale.	3-4
		Eg the success was due to their dedication.	
		Eg the reasons for success were later changed by Communist propaganda.	

0 2 Explain why Tsar Nicholas II became increasingly unpopular during the First World War. **6**

Target Knowledge of causation and analysis of key features (AO1 2 marks and AO2 4 marks)

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

Level 1 Simple descriptive comment and/or identifies one reason

Eg Russia suffered military defeats and many soldiers died.

1-2

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

Level 2 EITHER

Identifies several reasons

Eg defeats in the war led to loss of morale.

Shortages in the cities of fuel and food.

Inflation – many could not afford to buy bread, etc.

The effect of the Tsarina being left in charge while the Tsar was at the front.

The effect of Rasputin having so much influence over the Tsarina – brought the monarchy into disrepute.

3-4

OR

Explains one reason

Eg one of the above explained in detail. The answer may also mention other causes.

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 reasons

Eg at least two of the above explained in detail, probably with names of battles and/or some statistics to quantify extent of problems.

5-6

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 3	<p>How useful is Source B for studying why the Bolsheviks won the Civil War, 1918–1921?</p> <p style="text-align: right;">10</p> <p>Use Source B and your knowledge to explain your answer.</p> <p style="text-align: right;">SPaG 3</p>
Target	<p>Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks and AO3 6 marks)</p> <p>Candidates either submit no evidence or fail to address the question. 0</p>
Level 1	<p>EITHER Accepts the content of the source at face value Eg The cartoon shows what happened...Answer describes the content. OR Generalised or learned response which could apply to any source 1-2 Eg It is a cartoon, not a photograph, and is of limited use.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>
Level 2	<p>EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic own knowledge Eg The cartoon is of limited use because it does not tell us why the Bolsheviks won the Civil War. OR Comments on the usefulness or the limitations of the source in terms of reliability or bias 3-5 Eg The cartoon is unreliable because it is biased against the whites as they are shown as vicious dogs.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>

Level 3	<p>EITHER Developed explanation about the utility/limitations of the source using own knowledge Eg The cartoon is of limited use. It does not tell us the reasons why the Bolsheviks won, such as better communications, a unified aim, the organisation achieved by Trotsky, etc. It is useful for showing how foreign countries intervened to help the Whites...with details of countries and their motives, and how they helped the dogs – Denikin, Kolchak, Wrangle, etc.</p> <p>OR Developed explanation about the utility/limitations of the source focusing on its provenance Eg The purpose of the cartoon is to show the Civil War as a patriotic struggle by the Reds against foreigners who were helping the Whites in their aim of re-establishing aristocratic government as it was under the Tsar by showing them as evil greedy capitalists. Hence the source is useful because its purpose is testimony of these attitudes which existed at the time.</p> <p>The answer demonstrates highly developed 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.</p>	6-9
Level 4	<p>Both strands above at Level 3</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	10
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2</p> <p>3</p>

0 4 What does **Source C** suggest about the consequences of hyperinflation in Germany in 1923? **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

Eg the German currency became worthless.

Eg many Germans were ruined.

Eg many Germans believed that their new democracy had only brought them trouble. **1-2**

Level 2 Answer shows understanding and is able to make inference(s) from the source

Eg the effects of hyperinflation varied – some were ruined while others profited.

Eg the collapse of the currency had been very quick.

Eg Many Germans were likely to oppose their new form of government. **3-4**

0	5	Explain what Stresemann did to help the German economy recover in the years 1924 to 1929.	6
Target	Knowledge of causation and analysis of key features (AO1 2 marks and AO2 4 marks)		
	Candidates either submit no evidence or fail to address the question.		0
Level 1	Simple descriptive comment and/or identifies one feature		
	Eg Stresemann set up a new currency. Eg Stresemann made agreements with other countries to help Germany.		1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		
Level 2	EITHER		
	Identifies several features		
	Eg Stresemann set up the Rentenmark to replace the old currency. Eg loans from USA to Germany (Dawes Plan, 1924) Eg treaties that guaranteed borders and made Germans feel more secure (Locarno Treaties, 1925) Eg Germany allowed to join League of Nations, 1926 Eg Scaling down of reparations payments and extension of time to pay (Young Plan, 1929). Eg Kellogg-Briand Pact of 1928 only relevant if linked to stable conditions helping economic recovery.		3-4
	OR		
	Explains one feature		
	Eg one of the above explained in depth. The answer may also mention other consequences.		
	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 more than one feature		
	Eg two or more consequences explained in depth from the list above and what follows. At this level it is expected that explanations will explicitly link Stresemann's actions with economic recovery.		5-6
	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	6	How useful is Source D for studying the political situation in Germany at the start of the Weimar Republic in 1919?	10
		Use Source D and your knowledge to explain your answer.	SPaG 3
Target		Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks and AO3 6 marks)	
		Candidates either submit no evidence or fail to address the question.	0
Level 1		EITHER Accepts the content of the source at face value Eg it is useful because it shows the Spartacists carrying weapons in the streets of Berlin.	
		OR Generalised or learned response which could apply to any source Eg it is a photograph and can be relied on to show what was happening.	1-2
		The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2		EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic own knowledge Eg it is useful because it shows that the Spartacists (who wanted a communist revolution) were aiming to seize control.	
		OR Comments on the usefulness or the limitations of the source in terms reliability or bias. Eg it is of use because it was seen in a newspaper. It tells us what German people could see and know.	3-5
		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	<p>EITHER Developed explanation about the utility/limitations of the source using own knowledge Eg it is useful for showing that the political situation was not calm. The Spartacists were openly carrying machine guns in the streets of the capital city. The government of the Weimar Republic was not in full control. Eg it is of limited use because the Spartacists were only one of several groups who were creating political instability. The Freikorps were also armed and they wanted to set up a government that would see the return of strong rule. There was also unrest in some other German cities. Eg it is useful for indicating the level of violence on the streets of Berlin and thus explaining why the new government first met at the relatively calm town of Weimar and not in the capital.</p> <p>OR Developed explanation about the utility/limitations of the source focusing on its provenance Eg the photograph would have been published for a purpose – to show how weak the authority of the Weimar Republic was. Indeed, newspaper reporting would serve to undermine the new government’s credibility. Hence the source is useful because its purpose is testimony of these attitudes which existed at the time.</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>	6-9
Level 4	<p>Both strands above at Level 3</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.</p>	10
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2</p> <p>3</p>

0 7

What does **Source E** suggest about American attitudes towards immigrants?

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

Eg there was a quota system.

1-2

Eg it was a victory for the WASPs who did not like southern and eastern Europeans.

Level 2 Answer shows understanding and is able to make inference(s) from the source

Eg many Americans wanted to control who came to the USA.

3-4

Eg attitudes had become less tolerant following the influx of southern and eastern European immigrants in the first two decades of the twentieth century.

0 8

Explain the consequences of Prohibition for the USA in the 1920s.

6

Target Knowledge of consequences and analysis of key features (AO1 2 marks and AO2 4 marks)

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

0

Level 1 Simple descriptive comment and/or identifies one consequence

Eg many Americans broke the law and were arrested.

Eg there were many gangsters.

1-2

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

Level 2 EITHER

Identifies several consequences

Eg the creation of speakeasies

Eg raids on illegal drinking clubs

Eg moonshine

Eg bootleggers

Eg attempts by prohibition agents to make arrests

Eg role of gangsters in supplying alcohol

Eg rise in violent crime linked with gangs.

3-4

OR

Explains one consequence

Eg detailed answer based on one of the above consequences. The answer may also mention other consequences.

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 consequences

Eg detailed answer based on at least two consequences. At this level answers will be precise with names and/or statistics.

5-6

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 towards the Ku Klux Klan in the USA in the 1920s?	10
		Use Source F and your knowledge to explain your answer.	SPaG 3
Target		Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks and AO3 6 marks)	
		Candidates either submit no evidence or fail to address the question.	0
Level 1		EITHER Accepts the content of the source at face value Eg it is useful because it shows the flag of the USA and what the KKK wore. OR Generalised or learned response which could apply to any source Eg it tells us about songs about the KKK that were published in the USA in the 1920s.	1-2
		The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2		EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic own knowledge Eg it is useful for showing that many Americans saw the KKK members as being true Americans – loyal to the flag. OR Comments on the usefulness or the limitations of the source in terms reliability or bias Eg it is of little use because it is just using the images of the flag and the KKK costumes to sell copies.	3-5
		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	<p>EITHER Developed explanation about the utility/limitations of the source using own knowledge Eg it is useful for identifying the traditional virtues of the USA with support for the KKK. The KKK was at the height of its influence in the early 1920s, with up to 5m supporters. Later, after the disgrace of the Grand Wizard, support fell away quickly.</p> <p>OR Developed explanation about the utility/limitations of the source focusing on its provenance Eg it is useful because it is published in a northern state of the USA and shows that, even though it had most of its strength as a movement in the southern states, there was a lot of interest in and support for the KKK in the north. The KKK was being identified with American patriotism. Hence the source is useful because its purpose is testimony of these attitudes which existed at the time. Eg it is of limited use because we do not know how many copies it sold, how much its songs were sung, or whether they were criticised.</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>	6-9
Level 4	<p>Both strands above at Level 3</p> <p>The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, specialist vocabulary is used effectively.</p>	10
SPaG	<p>Spelling, Punctuation and Grammar</p> <p>Threshold performance Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2</p> <p>3</p>

1 0 Why did Stalin start a policy of rapid industrialisation in the late 1920s? **8**

Target Explanation of key features (AO1 4 marks, AO2 4 marks)

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

Level 1 Simple descriptive comment or identifies one reason.

Eg the USSR was backward and needed more industry.

1-2

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

Level 2 EITHER

Identifies several reasons

Eg industry limited in output.

Industry limited in modern machinery.

Needed more electricity produced.

Needed mechanisation of farms to increase agricultural output.

Fear of foreign invasion – USSR lacked defence capability.

OR

Explains one reason

Eg from list above.

3-6

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 more than one reason

Eg at least two areas from the list above explained in detail.

7-8

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.

1 1

‘Stalin was able to strengthen his dictatorship in the 1930s mainly through a cult of personality.’

12

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg Stalin put up statues and posters all over the USSR.

Eg Stalin made himself more powerful through his secret police.

1-3

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

Level 2 EITHER

Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Cult of personality developed through propaganda (paintings, statues, poetry, music, etc).

Eg Disagrees The use of censorship, politically and in the arts.
The elimination of rivals – purges and show trials.
The use of the secret police – the NKVD and the Terror.
Constitution of 1936 looked democratic but it wasn't.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

4-6

Eg explanation of one aspect (eg from above list).

Eg may explain how the interpretation came about on the basis of Stalin's strong character dominating the USSR and masking the ruthlessness he used to maintain his position as dictator.

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 Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about

Will explain **more than one** interpretation as above.

7-10

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	<p>Analyses how and why different interpretations have come about An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3</p> <p>A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations.</p>	11-12
----------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

1

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

2

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

3

1 2 Why did unemployment fall in Germany in the years 1933 to 1945? **8**

Target Explanation of key features (AO1 4 marks, AO2 4 marks)

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

Level 1 Simple descriptive comment or identifies one reason

Eg Hitler provided jobs for the unemployed.

Eg when Hitler took over as Chancellor unemployment was at a record level.

1-2

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

Level 2 EITHER

Identifies several reasons

Eg providing positions in the expanding armed forces.

Providing jobs in road construction built autobahns.

Providing places in industry – especially those geared for weapons and military transport.

Women being forced to give up working and not counted as unemployed if a housewife.

Jews being forced out of jobs and not counted in the statistics.

3-6

OR

Explains one reason

Eg from 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 Explains more than one reason

Eg at least two effects (eg) from the list above explained in detail. The best answers may show some chronological progression.

7-8

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.

1 3 'The most important reason why Hitler was able to become Chancellor of Germany in January 1933 was because of the effects of the Wall Street Crash.' **12**

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg the Crash led to a lot of unemployment.

Eg the Wall Street Crash caused a lot of problems in Germany for businesses.

1-3

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

Level 2 EITHER

Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Wall Street Crash led to industries going bankrupt and millions becoming unemployed.
 Many German workers turned to extremist parties to find a solution to problems – that is, Communists or Nazis.
 Many industrialists and bankers were afraid of Communism and so supported the Nazis against them.
 Many saw collapse as evidence of failure of Weimar Republic.

Eg Disagrees Weaknesses of Weimar Constitution – such as proportional representation and Article 48 – difficult to establish a strong government.
 Policies of Nazis (eg against Communists and Treaty of Versailles) appealed to many.
 Methods of Nazis using threats and violence, and propaganda – including Hitler's strength shown in Presidential Election 1932.
 Weaknesses of coalitions under Von Papen and Von Schliecher with no lead from President Hindenburg.

4-6

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis of how many German people tried to blame the success of Hitler on economic circumstances that were beyond their control.

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 **Answers that explain more than one interpretation in depth**
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about

Will explain **more than one** interpretation as above. **7-10**

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 **Analyses how and why different interpretations have come about**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3

Balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. **11-12**

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**

1 4 Why was there criticism of the New Deal in the USA in the years 1933 to 1939? **8**

Target Explanation of key features (AO1 4 marks, AO2 4 marks)

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

Level 1 Simple descriptive comment and/or identifies one cause

Eg some people said it was costing too much.

Eg some sections of society did not benefit much eg Black Americans.

1-2

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

Level 2 EITHER

Identifies several causes

Eg the cost of the New Deal

New Deal only appeared to be working when Federal Government poured in lots of money.

Some (eg Senator Huey Long) saying New Deal not doing enough.

Criticism from Republican Party over “socialist” aspects of the New Deal.

Criticism by Supreme Court arguing that some aspects of New Deal were unconstitutional.

3-6

OR

Explains one cause

Eg from 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 Explains more than one cause

Eg at least two effects (eg) from the list above explained in detail. The best answers may contain details of the judgements by the Supreme Court.

7-8

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.

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**

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation
 Eg Hoover failed to deal with the Depression – unemployment remained high.
 Eg Roosevelt promised a New Deal as President.

1-3

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

Level 2 EITHER Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Hoover’s failure to restore economic prosperity, with unemployment reaching 12 m by 1932.
 Hoover’s belief in rugged individualism
 Hoovervilles as visible symbol of housing failure.
 Attitude to bonus marchers

Eg Disagrees Hoover did try to deal with Depression – eg Hawley-Smoot Tariff (1930).
 Did try to revive industry – for example through Hoover Dam Project.
 Did try to provide relief – Emergency Relief Act, 1932.
 Roosevelt’s positive campaign, meeting the people.
 Roosevelt’s promises to restore confidence and prosperity through a New Deal.

4-6

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis of Hoover often being unfairly criticised while Roosevelt being seen as the hero.

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 **Answers that explain more than one interpretation in depth**
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about
 Will explain **more than one** interpretation as above. **7-10**

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 **Analyses how and why different interpretations have come about**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3
 A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. **11-12**

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**

1 6 Explain how much Black Americans gained social and political change in the decade after the Second World War. **8**

Target Knowledge of and analysis of key features (AO1 4 marks and AO2 4 marks)

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

Level 1 Simple descriptive comment and/or identifies one features

Eg Black Americans had fought for their country in the Second World War.

Eg Black Americans were still suffering poor living standards.

1-2

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

Level 2 EITHER

Identifies several features

Eg Black Americans still suffering severe racial prejudice, especially in some southern states. KKK still active.

Segregation in education, transport, etc, deeply resented; Jim Crow laws.

Consequences of over 1m Black Americans in US armed forces during the Second World War.

Development of organisations pushing for moves towards racial equality such as NAACP.

Brown v Topeka Board of Education, 1954

OR

Explains one features

Eg from list above.

3-6

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 reason

Eg at least two reasons from the list above.

7-8

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.

1 7 'The Freedom Rides and Freedom Marches in the early 1960s were the main reason why the Civil Rights movement made so much progress at that time.'

12

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg the Freedom Marches attracted a lot of attention.

1-3

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

Level 2 EITHER

Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Impact of Freedom Rides – 60 rides involving 450 people, including white supporters.
Attacks on Freedom Riders by KKK mobs and police in Alabama.
Impact of Freedom Marches – e.g. Birmingham, May 1963.
Washington, August 1963 – huge numbers.
Selma, 1965
Speeches of Martin Luther King

Eg Disagrees Role of TV in influencing many voters, especially in the North.
Other forces at work as well and attitudes gradually changing.
Segregation in transport and schools gradually ending following Federal support in 1950s.

Importance of rulings by Supreme Court.
Support from Federal Government, including Presidents.
Civil Rights Act of 1964 supported by President Johnson.
Growing influence of Black Power movement, putting focus on inferior status of Black Americans. **4-6**

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis that glamour of Rides and Marches, with leadership of Martin Luther King, has encouraged these agents of change to be exaggerated compared with others.

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 **Answers that explain more than one interpretation in depth**
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about
 Will explain **more than one** interpretation as above **7-10**

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 **Analyses how and why different interpretations have come about**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3
 A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. **11-12**

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**

1 8 Explain the consequences of French defeat in Vietnam in 1954 for both Vietnam and the USA. **8**

Target Knowledge of and analysis of key features (AO1 4 marks and AO2 4 marks)

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

Level 1 Simple descriptive comment and/or identifies one consequence

Eg the French withdrew from Indo-China.

Eg the USA began to get involved.

1-2

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

Level 2 EITHER

Identifies several consequences

Eg French had suffered large casualties at battle of Dien Bien Phu.

Vietnam divided along 17th parallel (Geneva Conference)

North under Communist control – Ho Chi Minh.

South under Ngo Dinh Diem

USA afraid of spreading communism (Domino Theory).

USA provided aid and military advisers to S Vietnam in later 1950s.

3-6

OR

Explains one consequence

Eg from 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 Explains two or more consequences

Eg at least two reasons from list above.

7-8

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.

1 9 'Media coverage of the Vietnam War was the most important reason for growing demands for peace from the American public.'

12

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg – Yes – television in the US showed bloody details and how awful the war was.

Eg – No – the war cost so much that the US public objected.

1-3

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

Level 2 EITHER

Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Television could now be seen in colour and reporters described scenes in graphic detail.
My Lai massacre – details portrayed graphically 18 months after the event (and other acts of wanton violence).
Victims of chemical warfare shown in newspapers, etc.
Domestic violence, such as Kent State University deaths in 1970.

Eg Disagrees The cost of the war in terms of casualties and money.
Protest marches, demonstrations, speeches in the USA.
Effect of Fulbright hearings, 1971.
Media mostly pro-war initially – only turned against the war in late 1960s (eg Walter Kronkite).

4-6

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis that since the Vietnam War ended media coverage has continued to dominate attitudes to the war, especially with cinema films

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 **Answers that explain more than one interpretation in depth**
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about
 Will explain **more than one** interpretation as above. **7-10**

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 **Analyses how and why different interpretations have come about**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3
 A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. **11-12**

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**

2 0

Explain the political and economic inequalities that existed in Northern Ireland in the 1960s before the start of The Troubles.

8

Target Knowledge of and analysis of key features (AO1 4 marks and AO2 4 marks)

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

0

Level 1 Simple descriptive comment and/or identifies one feature

Eg Protestants had better jobs than Catholics.
Protestants tended to live in the better housing areas.

1-2

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

Level 2 EITHER Identifies several features

Eg unequal political representation (Protestants had more council members than Catholics, but much smaller % of population).
Gerrymandering - political boundaries organised in favour of Protestant areas.
Housing inequalities; living conditions worse.
Different job opportunities (eg Protestants had most of jobs at well-paid shipyard in Belfast) and unemployment rates.

3-6

OR Explains one feature
Eg from 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 Explains two or more features

Eg at least two reasons from the list above.

7-8

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.

2 1

'The IRA bombings in Britain in 1983–1984 were the main evidence that showed that Northern Ireland was far from reaching a peaceful settlement in the 1980s.'

12

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg brief description of bombing at Harrods and/or Brighton.

1-3

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

Level 2 EITHER

Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Bombings – Airey Neave killed; Harrods, 1983; Brighton, 1984.
Effects on British public opinion.

Eg Disagrees Hunger strikes; Bobby Sands.
Devolution tried and not a success.
Sinn Fein and SDLP not participating in N Ireland Assembly.
Difficulties in reaching an Anglo-Irish Agreement 1985.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

4-6

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis that the bombings made it look as if the British government was not in control of the situation.

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 Answers that explain more than one interpretation in depth
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about**

Will explain **more than one** interpretation as above.

7-10

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	<p>Analyses how and why different interpretations have come about An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context Answers will emerge out of level 3</p> <p>A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons.</p>	11-12
----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------

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.

SPaG Spelling, Punctuation and Grammar

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**

2 2 Explain the consequences of the meeting at Camp David in 1978 between President Sadat and Prime Minister Begin of Israel. **8**

Target Knowledge of and analysis of key features (AO1 4 marks and AO2 4 marks)

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

Level 1 Simple descriptive comment and/or identifies one consequence

Eg the meetings were very successful and an agreement was reached. **1-2**

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

Level 2 EITHER Identifies several consequences

Eg agreement was reached after 13 days of negotiations.
 Israel would withdraw from the West Bank and Gaza.
 Egypt and Israel would not go to war but work through the UN.
 Egypt would get back Sinai.
 Israeli airfields left in Sinai could only be used for civilian purposes.
 Egypt accepted the right of Israel to exist.
 There were hopes of a long-term peace. **3-6**
 Problems over occupied territories, Israeli settlements and Jerusalem remained.

OR Explains one consequence

Eg from 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 Explains two or more consequences

Eg at least two reasons from the list above. **7-8**
 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.

2 3 'The formation of the Palestinian Liberation Organisation (PLO) in 1964 made a peaceful solution impossible in the Middle East in the 1960s.'

12

How far do you agree with this interpretation? Explain your answer.

SPaG 3

Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)

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

Level 1 Simple descriptive comment or comments about the interpretation

Eg the PLO intended to attack Israel.

1-3

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

Level 2 EITHER Identifies or describes different ways in which the issue has been interpreted

Eg Agrees Arab countries promised to fund the PLO.
 PLO had army made up of exiled Palestinians; Yasser Arafat became leader in 1968.
 PLO had terrorist wing, Fatah, which attacked Israeli buses, markets, tourist resorts, etc.
 PLO activities led to growth in later 1960s of Palestinian nationalism and pride.

Eg Disagrees Legacy of Suez Crisis – hostility between Egypt and Israel continued.
 Hostility between Israel and Syria (occupying Golan Heights). Syria and Egypt signed agreement to help each other in 1966.
 Israeli attack on Syria and Egypt in 1967 – Six Day War.
 Israeli success led to more hostility from Arab states – especially as large number of Arabs lived in Israeli-controlled territory.

4-6

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg explanation of one aspect (eg from above list).

Eg may explain how interpretation came about on basis that British news reporting and government bias were always pro-Israeli in tone.

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 **Answers that explain more than one interpretation in depth**
Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about
 Will explain **more than one** interpretation as above. **7-10**

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 **Analyses how and why different interpretations have come about**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context
Answers will emerge out of level 3
 A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explained reasons. **11-12**

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.

SPaG **Spelling, Punctuation and Grammar**

Threshold performance

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. **1**

Intermediate performance

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. **2**

High performance

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. **3**