

GCSE

# History B

91452 Twentieth Century Depth Studies  
Specimen Mark Scheme for June 2015 examinations

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Version: 1.0

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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](http://aqa.org.uk)

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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION B

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#### 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	
<b>AO1</b>	Recall, select and communicate their knowledge and understanding of history
<b>AO2</b>	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>
<b>AO3</b>	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>

- **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**
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- **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 the 10 mark questions in Section A and the 12 mark questions in Section B. 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.***

**Topic 1 From Tsardom to Communism: Russia, 1914–1924**

<b>0</b>	<b>1</b>	What does <b>Source A</b> suggest about the power of Tsar Nicholas II over the Russian Empire in 1914?	<b>4</b>
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**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 most Russian peasants were very loyal to the Tsar. They thought of the Tsar as a father-figure. The army was loyal to the Tsar. **1-2**

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

eg the power of the Tsar rested on traditional loyalty from the peasants who viewed the Tsar as a god-like figure. However, although there was the impression of stability with an all-powerful Tsar, there were some people within the Empire who wanted change, and this could threaten his power. **3-4**

**0 2**

After the Bolsheviks seized power in October/November 1917, there was a civil war from 1918 to 1921.

Explain the reasons why the weaknesses of the Whites led to their failure in this civil war.

**4**

**Target Knowledge of causation and analysis of key features (AO1 2 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 reason**

eg the Whites had lots of different leaders.

**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 Whites had several different leaders; not fighting for a common cause; foreign intervention made Whites appear to be unpatriotic to Russia; foreign armies unenthusiastic after fighting in World War I; difficulties in communications for White armies scattered around periphery of Russia; execution of Tsar and Romanov family removed a possible figurehead for the Whites.

**Or**

**Explains one reason**

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

**3-4**

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 some names of White generals, such as Denikin and Yudenich.

NB – Answers which explain the advantages of the Reds can be given credit **within the level** that has been reached on the basis of “White” weaknesses.

**5-6**

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**

How useful is **Source B** for studying the Bolshevik seizure of power in October/November 1917?

**10**

Use **Source B and your knowledge** to explain your answer.

**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 the painting shows what happened – and describes the picture.

**Or**

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

**1-2**

eg it is a painting, not a photograph, and therefore of little use because it will not 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**

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

eg the painting is limited in use, because there was no grand assault on the Winter Palace. Some Bolsheviks found a way in at night, and took control with little trouble.

**Or**

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

**3-5**

eg the painting is unreliable because it was painted to show that the Bolsheviks had fought hard to get control. The painting is biased.

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>	<p><b>Either</b></p> <p><b>Developed explanation about the utility/limitations of the source using own knowledge</b></p> <p>eg the painting is limited in use because there was no “storming” of the Winter Palace. Some Bolshevik guards overpowered the Cadets and the Women’s Battalion defending the palace, and accepted the surrender of members of the Provisional Government. Prime Minister Kerensky had fled. There were very few injuries or deaths.</p> <p><b>Or</b></p> <p><b>Developed explanation about the utility/limitations of the source focusing on its provenance</b></p> <p>eg the painting is part of Stalin’s propaganda to glorify the seizure of power by the Bolsheviks and present it as part of the heroic struggle by the Russian people, fighting bravely to establish Communism in Russia.</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>6-9</b>
<b>Level 4</b>	<p><b>Both strands above at Level 3</b></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>10</b>
<b>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold performance</b></p> <p>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><b>Intermediate performance</b></p> <p>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><b>High performance</b></p> <p>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><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>

**Topic 2 Weimar Germany, 1919–1929**

<b>0</b>	<b>4</b>	What does <b>Source C</b> suggest about Stresemann’s achievements in Germany in the later 1920s?	<b>4</b>
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**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 Germany was stable. Support for extremist parties went down. Support for the moderate Social Democrats grew. **1-2**

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

eg although Stresemann achieved much stability and extremist parties had little support, there were danger signals, with dependence on foreign loans, problems in the farming industry and a general slowing down of industrial growth near the end of the 1920s. **3-4**

<b>0</b>	<b>5</b>	Explain the consequences of the Munich Putsch for Hitler and the Nazi Party in the years 1923–1929.	<b>4</b>
<b>Target</b>	<b>Knowledge of causation and analysis of key features (AO1 2 marks, AO2 4 marks)</b>		
	Candidates 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 consequence</b>		
	eg Hitler was arrested and put in prison.		<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 consequences</b>		
	eg Hitler was arrested; put on trial; sentenced to 5 years; only served 9 months. Support for Nazi Party was low in later 1920s during recovery period under Stresemann. Hitler wrote “Mein Kampf” in which he explained his views on Jews, Treaty of Versailles, Aryan Race etc.		
	<b>Or</b>		
	<b>Explains one consequence</b>		<b>3-4</b>
	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.		
<b>Level 3</b>	<b>Explains more than one consequence</b>		
	eg two or more consequences explained in depth from the list above and what follows.		
	At this Level answers may show an awareness of the Nazis gaining more support in some rural areas. Also Hitler realised that the best way to gain power was by winning votes at elections, and therefore working through democracy – even though he wanted to destroy it. Answers at this level will show good understanding.		<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 6**

How useful is **Source D** for studying Germany's reaction to the terms of the Treaty of Versailles?

**10**

Use **Source D and your knowledge** to explain your answer.

**Target Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks, 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 Clemenceau sucking the blood from Germany.

**Or**

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

**1-2**

eg it is a cartoon, intended to amuse, and is therefore not useful.

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 reflects Clemenceau at the peace negotiations in 1919 demanding huge amounts of land and money from Germany.

**Or**

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

**3-5**

eg it is of limited use because it is biased. It shows a defenceless Germany being attacked by an evil vampire. It is propaganda.

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>	<p><b>Either</b></p> <p><b>Developed explanation about the utility/limitations of the source using own knowledge</b></p> <p>eg it is useful for highlighting German thoughts about the terms of the Treaty of Versailles (with some key details) and how the French had tried at the peace negotiations to bleed Germany dry. However, it is not totally useful, because it ignores the fact that the French did not get as much as they wanted, and it glosses over the fact that the Treaty of Brest-Litovsk imposed on Russia by Germany was far harsher.</p> <p><b>Or</b></p> <p><b>Developed explanation about the utility/limitations of the source focusing on its provenance</b></p> <p>eg the propaganda element of the cartoon in a German magazine is designed to appeal to Germans who hate the Treaty of Versailles. It is clearly drawn by an artist who opposes the Treaty and views the new Republic with suspicion, and depicts Clemenceau as the villain who has caused all Germany's suffering.</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>6-9</b>
<b>Level 4</b>	<p><b>Both strands above at Level 3</b></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>10</b>
<b>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold performance</b></p> <p>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><b>Intermediate performance</b></p> <p>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><b>High performance</b></p> <p>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><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>

**Topic 3 The Roaring 20s: USA, 1918–1929**

**0 7** What does **Source E** suggest about the popularity of jazz in the 1920s in the USA? **4**

**Target Comprehension and inference from a source (AO3)**

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

**Level 1 Answer that takes information from the source**

eg Jazz was a new form of music. It appealed to young people. Jazz became a craze. It was wild and dramatic. **1-2**

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

eg Jazz was popular – but partly because it was linked with other exciting things such as illegal alcohol and bars and clubs. Young people were able to associate jazz with excitement, novelty, risk and shock-value. **3-4**

**0 8**

Explain why the Stock Market boom developed in the 1920s.

**4**

**Target Knowledge of causation and analysis of key features (AO1 2 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 many Americans were keen to buy shares in the 1920s and the prices kept on going up in value.

**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 keenness to buy shares; more demand led to higher prices; government encouraged process with little regulation (laissez-faire); low taxes meant people had more money to invest; many investors borrowing money (with low interest rates) were able to buy more shares; banks did this too. Helped by developments in mass production and growth of hire purchase.

**Or**

**Explains one cause**

eg detailed answer based on one of the above causes. The answer may also mention other causes.

**3-4**

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 causes**

eg detailed answer based on at least two causes. At this level answers **may** show interconnections between the causes in order to explain why the boom developed.

**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 American attitudes towards organised crime and gangsters during the period of Prohibition?  
Use **Source F** and **your knowledge** to explain your answer. **10**

**Target Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks, 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 what Al Capone looked like.

**Or**

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

eg it is a photograph from a popular magazine which will want to make Al Capone look interesting. **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 looked favourably on Al Capone because he supplied what they wanted – alcohol.

**Or**

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

eg it is useful because, although a magazine cover, it does reflect the fact that most Americans recognised Al Capone as he was a well-known figure. **3-5**

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>	<p><b>Either</b></p> <p><b>Developed explanation about the utility/limitations of the source using own knowledge</b></p> <p>eg it is useful for reflecting American attitudes towards Al Capone. He controlled much of the publicity surrounding himself, and he was portrayed in the media as a businessman supplying what many Americans wanted. He was seen by many as the “good guy” who tried to outwit the Prohibition agents. They played down the disregard for the law and violence associated with his activities. On the other hand many Americans were horrified by the violence of events such as the St Valentine’s Day Massacre.</p> <p><b>Or</b></p> <p><b>Developed explanation about the utility/limitations of the source focusing on its provenance</b></p> <p>eg it is useful because it shows how a popular American magazine showed Al Capone. He was being seen, at the beginning of the Depression, as a successful entrepreneur, envied by many Americans for his success. “Time” magazine was reflecting the popular American mood – especially at a time when many American businessmen were coming to terms with their own personal failures. However, the magazine will only be reflecting the views of certain more wealthy and educated sections of society.</p>	<b>6-9</b>
	<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>Level 4</b>	<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>	<b>10</b>
<b>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p>	<b>3</b>
	<p><b>Threshold performance</b></p> <p>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>	<b>1</b>
	<p><b>Intermediate performance</b></p> <p>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>	<b>2</b>
	<p><b>High performance</b></p> <p>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>	<b>3</b>

**Topic 4 Stalin’s Dictatorship: USSR, 192 –1941**

<b>1</b>	<b>0</b>	Explain the effects of the collectivisation of agriculture in the USSR in the late 1920s and 1930s.	<b>8</b>
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**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 effect.**

eg small peasant holdings were made into big farms. **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 effects**

eg in each area a kolkhoz (collective farm) was set up, and managed by a Communist Party member  
 eg the collective farm had to produce a fixed amount of food for the government each year.  
 eg Kulaks suffered; many died  
 eg famine – millions died.- after millions of animals slaughtered rather than handing them over.  
 eg mechanisation used to increase productivity. **3-6**

**Or**

**Explains one effect**

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 effect**

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’s Five Year Plans were a great success in the years 1928–1941.”  
How far do you agree with this interpretation? Explain your answer.

**12**

**Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, 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 USSR was very backward before Stalin’s rule.  
The amount of industry increased rapidly as a result of the Five Year Plans.

**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 the Five Year Plans were successful because heavy industry increased during this period and Magnitogorsk was built, but in some ways they were unsuccessful because workers had to endure appalling conditions and there was mass starvation as a result of collectivisation.

**Or**

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

May explain the interpretation on the basis of analysis of:  
eg coal/steel/ heavy industry/electricity/oil production etc  
construction of Magnitogorsk, the Dniepr dam  
collectivisation and its effects  
the fate of the kulaks/famine/hardship  
May explain how interpretation came about on basis of:  
eg Stalinist propaganda/unreliability of official statistics  
the apparent Soviet achievement at a time of Depression  
kulak viewpoint etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</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>
<b>Level 4</b>	<p><b>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.</b></p> <p>eg the interpretation is valid when you look at it from the perspective of the statistical evidence such as the four-fold increase in coal and steel production during this period. If you focus on the extraordinary growth figures for the Russian industrial economy in the 1930s you will tend to stress the successes. It is possible to attach greater importance to the humanitarian impact and the suffering of the Russian people. Looked at that way the achievements were not so great. However, without the massive industrial strides made during the 1930s Russia would not have been able to survive the war against Germany and this would have been an even bigger cause of suffering.</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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold performance</b></p> <p>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><b>Intermediate performance</b></p> <p>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><b>High performance</b></p> <p>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><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>

**Topic 5 Hitler’s Germany, 1929–1945**

**1 2** Explain the effects of Nazi policies towards the Jews in the years 1933–1945. **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 effect**

eg Jews treated as inferior race; shops were attacked.  
eg Germans marched with placards telling German people not to buy from Jews. **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 effects**

eg Nuremberg Laws of 1935, taking away Jewish rights as citizens and banning “mixed” marriages  
restrictions on Jews in professions  
Kristallnacht  
Passport restrictions 1938  
Final Solution. **3-6**

**Or**

**Explains one effect**

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 effect**

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 establish a dictatorship was because of the use of threats and violence.” **12**  
 How far do you agree with this interpretation? Explain your answer.

**Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, 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 threats and violence of the SA helped to increase the Nazi vote until the Nazis became the largest party.  
 the Enabling Law allowed Hitler to rule without the Reichstag. **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 Hitler did use SA violence to defeat his opponents but there were other ways in which he secured control like the use of propaganda and he also used laws to ban other parties.

**Or**

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

May explain the interpretation on the basis of analysis of:

eg the activities of the SA, SS and Gestapo

the Night of the Long Knives

the Reichstag Fire

the Enabling Act

abolition of Trade Unions and other political parties

propaganda

the effects of the Depression

political intrigue

May explain how interpretation came about on basis of:

eg Nazi opponents reluctant to admit their responsibility

Hitler did present himself as a heroic figure

Nazi ideology was based on concept of struggle (Mein Kampf) etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</p>	<b>7-10</b>
	<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>Level 4</b>	<p><b>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.</b></p> <p>eg many of Hitler’s opponents liked to make out that he had only gained power through threats and violence. Some of his actions once in power like the Night of the Long Knives did see him use violence against his opponents. He also liked to present himself as a man of direct action. However, he was appointed Chancellor legally and only acquired dictatorial powers through an act of the Reichstag. There were more important reasons for him becoming Fuhrer – without the support of big business, other political parties and most importantly the army, Hitler would never have been appointed to a position from which he could become a dictator.</p>	<b>11-12</b>
	<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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p>	<b>3</b>
	<p><b>Threshold performance</b></p> <p>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>	<b>1</b>
	<p><b>Intermediate performance</b></p> <p>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>	<b>2</b>
	<p><b>High performance</b></p> <p>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>	<b>3</b>



**Topic 6 Depression and the New Deal: USA, 1929–1941**

1	4	Explain the main effects of the Wall Street Crash on the people of the USA, 1929–1932.	<b>8</b>
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**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 effect**

eg people queued up for food.  
eg many Americans lost their jobs as unemployment rose. **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 effects**

eg on those who lost their livelihoods as the price of shares collapsed, some driven to despair that led to suicide.  
Homelessness and Hoovervilles  
Reliance on charities and soup kitchens  
Hobos travelling round the country looking for seasonal work.

**Or** **3-6**

**Explains one effect**

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 effect**

eg at least two effects (eg) 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 5**

“The New Deal led to the economic recovery of the USA in the 1930s.”  
How far do you agree with this interpretation? Explain your answer.

**12**

**Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, 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 New Deal provided lots of jobs to help the economy out of the Depression.  
The New Deal restored confidence.

**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 the New Deal helped restore confidence in the banking system, and public works schemes like the CWA created some employment, but there was still mass unemployment at the end of the 1930s and some Americans, particularly black, unskilled workers, did not receive any help.

**Or**

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

May explain the interpretation on the basis of analysis of:  
the Hundred Days  
the alphabet agencies  
the First and Second New Deals  
different groups and sectors of the US economy  
different times.

May explain how interpretation came about on basis of:  
eg Roosevelt’s rhetoric/style/fireside chats  
contrast with 1929–1932 era  
reactions of political opponents /supporters etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p>	<b>7-10</b>
	<p>Will explain <b>more than one</b> interpretation as above.</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>Level 4</b>	<p><b>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.</b></p>	<b>11-12</b>
	<p>eg the New Deal did see the US economy improve, with GNP nearly doubling by the end of the 1930s. However, whilst the New Deal provided relief and helped to restore confidence for some sectors of the US economy, the extent to which the US economy as a whole recovered has been exaggerated by Roosevelt’s supporters and economists who liked to think that his policies would prevent a future Depression. There were still nearly 10 million out of work in 1939. The real recovery only came with the outbreak of war, from which the US economy gained via American involvement in Lend-Lease etc and the stimulus the war gave to industry.</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>SPaG</b>	<b>Spelling, Punctuation and Grammar</b>	<b>3</b>
	<b>Threshold performance</b>	
	<p>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>	<b>1</b>
	<b>Intermediate performance</b>	
	<p>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>	<b>2</b>
	<b>High performance</b>	
	<p>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>	<b>3</b>

**Topic 7 Race Relations in the USA, 1945–1968**

1	6	Why did the Freedom Rides and Freedom Marches take place in the USA in the early 1960s?	<b>8</b>
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**Target Knowledge of and analysis 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 reason**

eg Freedom rides were when mixed groups of blacks and whites travelled on long distance buses  
eg to protest against racial discrimination. **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 Congress of Racial Equality campaign to expose segregationist policies  
show up racist practices  
provoke a reaction from racist authorities  
attract media attention  
force the federal government to intervene  
role of SNCC and other civil rights groups  
role of Martin Luther King. **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 two or more reasons**

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**

“In the 1950s and 1960s the most important victories won by Black Americans were in the area of education.” 12  
 How far do you agree with this interpretation? Explain your answer.

**Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, 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 Black students got the right to go to Little Rock Central High School. 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 some victories won by Black Americans were in the area of education such as the ruling of the US Supreme Court in 1954 that segregation should end, however there were other important victories – the Civil Rights Act outlawed racial discrimination in employment.

**Or**

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

May explain the interpretation on the basis of analysis of:

eg Brown v Board of Education of Topeka

Little Rock

James Meredith case

civil rights legislation

voting rights

social & economic issues

political mobilisation

May explain how interpretation came about on the basis of:

the high profile media coverage of (eg) Little Rock

education seen as important by white liberals

differences between northern and southern perspectives

social/economic progress difficult to quantify etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</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>
<b>Level 4</b>	<p><b>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.</b></p> <p>eg the interpretation is valid – significant victories in the area of education were won by Black Americans such the Supreme Court ruling in 1954 and at Little Rock. This established the principle of equality. The more far reaching legislation of the 1960s could only come about once public awareness and sympathy of the white voters had been achieved and education was critical in changing attitudes and perceptions.</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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold performance</b></p> <p>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><b>Intermediate performance</b></p> <p>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><b>High performance</b></p> <p>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><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>

**Topic 8 War in Vietnam, 1954–1975**

1	8	Why did Saigon fall to the Communists in 1975?	8
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**Target Knowledge of and analysis 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 reason**

eg Saigon fell when the US embassy was evacuated by helicopter  
Saigon fell to the Communists when they won the war.

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 US withdrawal from South Vietnam  
fall of Nixon  
public opinion in USA  
breakdown of ceasefire  
military power/tactics of North Vietnamese/Viet Cong  
weakness of South Vietnam.

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 two or more reasons**

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**

“The My Lai Massacre was the main reason why American public opinion turned against US involvement in Vietnam.” **12**  
 How far do you agree with this interpretation? Explain your answer.

**Target Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, 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 My Lai Massacre shocked Americans  
 many lost the sense that they were fighting a morally just war. **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 the My Lai Massacre was really the first time the American public was made aware of the horrors of the Vietnam War and definitely turned public opinion against the war, but the impact subsequent news coverage of napalm attacks and protests movements also did much to turn public opinion.

**Or**

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

May explain the interpretation on the basis of analysis of:

the media coverage of the atrocity  
 the evidence of Lieutenant Calley  
 US military tactics  
 University protests  
 the draft  
 cost

cost

casualties

opposition in Congress

May explain how interpretation came about on the basis of:

images of dead children/women particularly shocking.  
 changing US attitudes to Vietnam being just cause  
 Liberal/military perceptions etc.

**4-6**

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.



<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</p>	<b>7-10</b>
	<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>Level 4</b>	<p><b>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.</b></p> <p>eg the interpretation is valid up to a point as My Lai and its subsequent media coverage did much to turn public opinion against US involvement in Vietnam; Media coverage before My Lai may had not been as shocking and not shown the extent of human suffering. However, the lack of military success, the failure the win ‘hearts and minds’, the cost and the number of casualties had already sown the seeds of doubt in the minds of many Americans and later events such the Tet Offensive, the growing strength of the Protest movements and the continued failure of the conflict continued to sway public opinion. My Lai should be seen as a watershed moment where public doubt came into the open and the nature of media coverage changed.</p>	<b>11-12</b>
	<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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p>	<b>3</b>
	<p><b>Threshold performance</b></p> <p>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>	<b>1</b>
	<p><b>Intermediate performance</b></p> <p>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>	<b>2</b>
	<p><b>High performance</b></p> <p>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>	<b>3</b>

**Topic 9 Britain: the Challenge in Northern Ireland, 1960–1999**

**2 0** Why did Bloody Sunday, 30 January 1972, occur? **8**

**Target Knowledge of causation and analysis 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 reason**

eg there was a civil rights march  
the army shot 13 people. **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 civil rights protests  
sectarianism  
the deployment of the British Army to Northern Ireland  
paramilitary actions – IRA, UDF  
the RUC  
grievances, including Internment. **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 two or more reasons**

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.

<b>2</b>	<b>1</b>	<p>“Poverty and economic inequality were the main reasons for the Troubles in Northern Ireland in the 1960s and 1970s.”</p> <p>How far do you agree with this interpretation? Explain your answer.</p>	<b>12</b>
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**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 Catholics were usually poorer and were less likely to get a job which caused resentment leading to the Troubles. **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 Poverty and economic inequality were important reasons for the Troubles because Catholics had worse employment opportunities and lower wages, but religious tensions and political inequality, such as practices like Gerrymandering further added to tensions.

**Or**

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

May explain the interpretation on the basis of analysis of:

Employment

pay rates

housing

segregation

political inequalities

policing

sectarianism

May explain how interpretation came about on basis of:

different sectarian perspectives

international context of civil rights in late 1960s

changed perceptions over time

media reporting

economic prosperity of 1960s did not appear to be shared etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</p>	<b>7-10</b>
	<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>Level 4</b>	<p><b>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.</b></p> <p>eg the interpretation is valid up to a point as poverty and economic inequality fuelled the Civil Rights movement. At the time, it looked as though Catholic and Nationalist grievances were mainly about employment inequalities and greater fairness. However, longer term political divisions and religious prejudices underpinned these grievances. It was the failure of national and local government to address these issues that ultimately caused the Troubles.</p>	<b>11-12</b>
	<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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p>	<b>3</b>
	<p><b>Threshold performance</b></p> <p>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>	<b>1</b>
	<p><b>Intermediate performance</b></p> <p>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>	<b>2</b>
	<p><b>High performance</b></p> <p>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>	<b>3</b>

**Topic 10 The Middle East, 1956–1999**

**2 2** Why did the Munich Olympic Massacre happen? **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 reason**

eg Israeli athletes were taken hostage by terrorists  
there was a failed rescue attempt. **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 Arab-Israeli conflict  
Black September and the PLO  
media attention  
taking of Israeli hostages in the Olympic village  
negotiations and the failed rescue attempt.

**Or** **3-6**

**Explains one reason**

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 reasons**

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** “During the 1970s, Arabs had few successes against Israel.”  
How far do you agree with this interpretation? Explain your answer. **12**

**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 Egypt and Syria attacked Israel at the start of the festival of Yom Kippur and were defeated. **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 the success of Israeli counter-attacks in the Yom Kippur War on Syrians in Golan Heights and on Egypt in Sinai Desert and crossing the Suez Canal meant the Arabs had no military success, but through hijackings and oil restrictions they raised international awareness of their grievances.

**Or**

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

May explain the interpretation on the basis of analysis of:

Yom Kippur War

Munich

Hi-jackings

PLO activities

OPEC

peace accords

Sinai/Golan Heights

Lebanon

May explain how interpretation came about on basis of:

eg military perspective

diplomatic perspective

different Arab viewpoints, eg Egyptian, Palestinian etc.

**4-6**

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.

<b>Level 3</b>	<p><b>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</b></p> <p>Will explain <b>more than one</b> interpretation as above.</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>
<b>Level 4</b>	<p><b>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.</b></p> <p>eg the interpretation is only valid if success is interpreted in terms of military success of the Israelis or if you are looking at the early 1970s. A switch in tactics by the Arabs – hijackings, Munich Olympics and oil restrictions forced the West to take notice and by the end of the 1970s there had been Arab gains. Yasser Arafat’s speech to the UN Assembly in 1974 was also a great landmark as it meant that for the first time the PLO’s status and the rights of the Palestinians were recognised internationally.</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>SPaG</b>	<p><b>Spelling, Punctuation and Grammar</b></p> <p><b>Threshold performance</b></p> <p>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><b>Intermediate performance</b></p> <p>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><b>High performance</b></p> <p>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><b>3</b></p> <p><b>1</b></p> <p><b>2</b></p> <p><b>3</b></p>