

GCSE 2004

June Series



Mark Scheme

History Specification B Paper One (3042/3047)

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

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

Further copies of this Mark Scheme are available from:

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GENERAL CERTIFICATE OF SECONDARY EDUCATION
HISTORY SPECIFICATION B



A: INTRODUCTION

- **Consistency of Marking**

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

- **The Assessment Objectives**

The revised specifications have addressed 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. For this reason, assessment objective 6.1 (recall, select and deploy knowledge) underpins candidate attainment in the other two objectives, 6.2 and 6.3.

The schemes of marking for the revised specifications reflect these underlying principles.

- **Levels of Response Marking Schemes**

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

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

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

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

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

- **Identification of Levels of Response**

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

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

- **Placing answers within a Level**

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

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

- **What is a sustained response?**

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

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

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

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

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **mid-range within the level**, where that level covers more than two marks. If the range covers an even number of marks, start at the higher mark, e.g. start at 3 in a 4-mark range, or at 2 in a 2-mark range. Comparison with other candidates' responses **to the same question** might then suggest that such an award would be unduly generous or severe.

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

Move up or down from this mid-range mark by considering whether the answer is:

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

Note about Indicative Content.

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

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

- **Some things to remember**

Mark positively at all times.

It is very important that Assistant Examiners **do not** start at the lowest mark within the level and look for reasons to increase the level of reward from that lowest point. This will depress marks for the question paper as a whole and will cause problems of comparability with other question papers within the same specification or with those of other specifications.

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.

If in doubt about a mark, a little generosity is the best policy. As a general rule, give credit for what is accurate, correct or valid.

Under no circumstances should you reduce a mark, or more importantly, the notional maximum for a question, **solely** because of the existence of an **error** or an **inaccuracy**. For instance, do **not** think “I have what is really a good answer here that has a lot in it and deserves Level 3. It does, however, include a very silly mistake and therefore I will give it only 8 marks instead of 10 marks”.

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.

If it is possible to ignore the mistake, do so and pretend that it does not exist. On the other hand, if the error devalues the rest of what is said, it cannot be ignored.

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

Do not use half marks.

D: QUALITY OF WRITTEN COMMUNICATION SKILLS

There is no longer a separate mark to be awarded to the candidate for accurate spelling, punctuation and grammar. Instead, as outlined in Section C above, the candidate’s quality of written communication skills will be one of the factors influencing the actual mark within a level of response the examiner will award an answer – particularly a more extended one. In reading an extended response the examiner should therefore consider if it is cogently and coherently written, i.e. is the answer:

- **presenting relevant information in a form that suits the purpose**
- **legible, with accurate spelling, punctuation and grammar**
- **in an appropriate style with a suitable structure?**

E: SOME PRACTICAL POINTS

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. as L2A. Also write a brief comment to explain why this alternative has been awarded.

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

F: THE PRE-STANDARDISING AND STANDARDISING MEETING

- **The review of the mark scheme between the examination and standardising meeting**

After the examination but before the main Standardising Meeting, the Principal Examiner and the Team Leaders will have met to discuss the mark scheme in the light of candidates’ actual responses and re-draft where necessary. The re-draft of the mark scheme will be made available to Assistant Examiners at the Standardising Meeting. Through this *post-hoc review procedure* the marks will have been allocated in the expectation that candidates will achieve all the levels identified and no others. Adjustments will have been made to cater for candidates reaching higher levels than those provided for, to remove marks allocated to levels which candidates have not reached, or to enhance discrimination in cases where large numbers of candidates are bunched at the same level.

- **Prior Marking**

It is important that all examiners scrutinise at least 25 scripts before the main standardising meeting and note such things as: alternative interpretations of questions made by candidates; answers which do not fit into the mark scheme; levels which are not reached by the candidates; additional levels which are not included in the mark scheme, etc. To familiarise themselves with a variety of responses, examiners should sample the range of questions, scripts from several centres and across the full range of ability in so far as practicable. Any preliminary marking **must** be completed in pencil and reviewed following the standardising meeting in the light of the revised mark scheme and advice given.

- **The Final Mark Scheme**

The final mark scheme will be decided at the standardising meeting after full discussion of both the mark scheme and the scripts selected by the Principal Examiner for marking at the standardising meeting. At all stages, care will be taken to ensure that all candidates are treated fairly and rewarded for their positive achievements on the paper.

- **Post Standardising Meeting**

After the examiners' standardising meeting, examiners may encounter answers which do not fit the agreed mark scheme but which are worthy of credit. These should be discussed with the Team Leader over the telephone. Such answers should be assessed 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 mark scheme, it must be awarded a corresponding mark, with a brief note provided on the script to explain why.

PAPER 1**SECTION A**

N.B. Where questions are repeated across options, sources will have different letters to identify them.

OPTION V**Question 1**

1(a) Describe the events following the assassination of Archduke Franz Ferdinand which led to the outbreak of the First World War. (6 marks)

Target: Description of key features and characteristics (A0 6.1)

Level 1: **Basic description**
e.g. A/H declared war on Serbia and Germany supported A/H. **1-2**

Level 2: **Either**
Detailed description of limited aspects.
e.g. describes **one** of the following:
A/H ultimatum and its effect – why rejected;
Explanation of relationship between A/H and the Serbs;
Russia and the Serbs – relationship with A/H;
Schlieffen Plan – Belgium – France – GB.
OR
Limited description of a wider range of aspects.
e.g. outline description of the assassination and the outbreak of war etc. **3-4**

Level 3: **Detailed description of several aspects.**
e.g. at least **two** of the points mentioned in the first part of level 2 **5-6**

1(b) What does **Source A** tell us about the aims of Woodrow Wilson at the Paris Peace Conference in 1919? (3 marks)

Mark on a ‘penny points’ system – **reward any three** relevant points (1×3 marks).

E.g. did not want to punish Germany too much as it would lead to revenge;

Wanted the Fourteen points;

Wanted world peace;

Wanted an independent Poland;

France to feel safe from Germany;

The League of Nations.

Count any explanation or inference as one point. **3**

- 1(c)** How accurate is **Source B** as a statement of Lloyd George's views on reparations?
Use **Source B and your own knowledge** to explain your answer. (6 marks)

Target: Evaluation of a source for accuracy (AO 6.2) in context (AO 6.1).

- Level 1** **EITHER**
Learned response or simple response based on source.
e.g. It is from a speech by Lloyd George so it must be accurate.
Lloyd George was a politician so it is probably not true.
- OR**
Answer based on utility/content of source.
e.g. it is accurate because it tell us... **1**
- Level 2** **EITHER**
Combination of both parts of level 1.
- OR**
Makes simple inferences using either ascription or content of Source, accepting it at face value.
e.g. Lloyd George did want to get reparations from Germany and they were part of the peace agreements.
Accurate because Germany had caused a lot of damage during the war and Lloyd George was reflecting everyone's view.
Election campaign – not developed (3). **2-3**
- Level 3** **EITHER**
Evaluates the provenance of the source.
e.g. speech made during an election campaign therefore its purpose could have been to get votes therefore may not be accurate. Lloyd George could be saying what he knew the people wanted him to say rather than reflecting his own views in order to win support.
- OR**
Uses own knowledge to question the accuracy of the source, placing it into context.
e.g. compares the statement with Lloyd George's aims at the Paris Peace Conference – trying to hold back France - realisation that GB needed a Germany strong enough economically to buy British goods etc. **4-5**
- Level 4** **Combination of both parts of level 3.** **6**

1(d) Which was more important as a reason for the increasing tension in Europe in the years 1900 to 1914

- The alliance system
- the Bosnian Crisis 1908-1909?

You must refer to **both** reasons when explaining your answer. (10 marks)

Target: Analysis and explanation of events leading to causation (AO 6.1).

Level 1

EITHER

Simple descriptive narrative with general coverage of the topic.

e.g. makes simple statements on the alliance system/Bosnian Crisis possibly claiming that they increased tension.

OR

Simple general causation statements.

e.g. the alliance system was formed between 1900 and 1914 and the two alliances went to war in 1914.

MUST COVER BOTH EVENTS FOR TOP OF LEVEL.

1-2

Level 2

EITHER

Develops one cause.

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

e.g. describes and explains the alliance system, the secret nature of the alliances and the amount of support the allies were prepared to give each other. Could use examples of crises e.g. in Morocco to illustrate their effect on tension.

Describes and explains the Bosnian Crisis and the effect the defeat had on Russia; the role played by Germany and how the 'blank cheque' affected A/H after 1909.

OR

Covers both with some development or explanation.

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

OR

Narrative approach implying causation.

e.g. narrative of alliances and Bosnia with little focus on the question.

3-5

Level 3

A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question and establishing some argument.

Must be some assessment of at least one with focus on the question for this level.

Reasoned arguments with judgement but little supporting evidence should be placed at this level.

6-8

Level 4

Balanced, well argued answer covering both parts, focused on the question.

e.g. assesses both parts relatively in depth and reaches a reasoned judgement.

9-10

OPTION V**OPTION W****Question 2****Question 4**

2/4(a) What does **Source C** tell us about the membership of the League of Nations in the years 1919 to 1939? (3 marks)

Target: Comprehension of source (AO 6.2)

Mark on a 'penny points' system – reward **any three** relevant points (1 x 3 marks).

e.g. names some or all of relevant countries in the table and states they were in;

Points out USA never in;

France and GB in throughout these years;

Japan in 1919 to 1933; Germany 1926 to 1933; Italy 1919 to 1937. (max 2 marks)

Count any explanation or inference as one point.

3

2/4(b) Describe the events following Italy's invasion of Abyssinia in 1935 which led to Italy leaving the League of Nations in 1937. (6 marks)

Target: Description of key features and characteristics (AO 6.1)

Level 1 Basic descriptions.

e.g. Mussolini attacked Abyssinia, the League protested and Italy left the League.

1-2

Level 2 EITHER Detailed description of limited aspects.

e.g. describes **one** of the following:

Details of the attack itself;

The League's response – sanction and their effect;

Hoare Laval Pact;

Attitude of Great Powers to Mussolini and the crisis; success of Italy explained.

OR

Limited description of a wider range of aspects.

e.g. outline description of the Abyssinian Crisis.

3-4

Level 3 EITHER Detailed description of several aspects.

e.g. at least **two** of the points mentioned in the first part of level 2.

5-6

2/4(c) How accurate is the view given in **Source D** of the aims of Britain and France at Munich?
Use **Source D and your own knowledge** to explain your answer (6 marks)

Target: Evaluation of a source for accuracy (A0 6.2) in context (A0 6.1).

Level 1	EITHER Learned response or simple response based on source. e.g. accurate because it is a secondary source using hindsight; Inaccurate because it is a Soviet source therefore biased. OR Answer based on utility/content of source. e.g. it is accurate because it tells us....	1
Level 2	EITHER Combination of both parts of level 1. OR Makes simple inferences using either ascription or content of Source, accepting it at face value. e.g. accurate because Hitler had been given the Sudetenland and went on to invade Czechoslovakia and Russia.	2-3
Level 3	EITHER Evaluates the provenance of the source. e.g. examines the purpose of the source – it is a Soviet source therefore it could be defending Stalin or the Nazi Soviet Pact. Written during Cold War (4) – explained (5). OR Uses own knowledge to question the accuracy of the source placing it into context. e.g. comments on GB’s fear of Soviet Russia in the 1930s – their reluctance to reach an agreement with them before the Nazi Soviet Pact; their suspicions about the Soviet’s aims regarding Poland, they left USSR out at Munich.	4-5
Level 4	Combination of both parts of level 3.	6

- 2/4(d) Which was the bigger threat to European peace in the 1930s
- the re-militarisation of the Rhineland 1936;
 - the Nazi Soviet Pact 1939?

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

(10 marks)

Target: Analysis and explanation of events leading to causation (AO 6.1).

Level 1 EITHER

Simple descriptive narrative with general coverage of the topic.

e.g. makes simple statements about the re-militarisation/Pact, possibly with a comment that it was a threat to peace.

OR

Simple general causation statements.

e.g. the Nazi Soviet Pact was the greater threat because it was in 1939 and the war broke out shortly afterwards.

1-2

MUST COVER BOTH EVENT FOR TOP OF LEVEL

Level 2 EITHER

Develops one cause.

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

e.g. describes and explains the occupation of the Rhineland - why it was forbidden; Hitler's views – the risk he took; why it was ignored by GB and France.

Describes and explains the Nazi Soviet Pact – why it was important to Hitler; why Stalin signed it; its consequences.

OR

Covers both with some development or explanation.

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

OR

Narrative approach implying causation.

e.g. narrative of the Occupation and the terms of the Pact with little focus on the question.

3-5

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

Must be some assessment of at least one with focus on the question for this level.

Reasoned arguments with judgement but little supporting evidence should be placed at this level.

6-8

Level 4 Balanced well argued answer covering both parts, focused on the question.

e.g. assesses both parts relatively in depth and reaches a reasoned judgement.

9-10

OPTION V**OPTION W****OPTION X****Question 3****Question 5****Question 7**

3/5/7(a) What does **Source E** tell us about the changes that had taken place between the Yalta and Potsdam conferences? (3 marks)

Target: **Comprehension of source (AO 6.2)**

Mark on a ‘penny points’ system – reward **any three** relevant points (1 x 3 marks).

E.g. they affected relationships between the powers;

Stalin’s armies in Eastern Europe - with example; (max 2 marks);

Changes of leadership - with examples; (max 2 marks);

Successful testing of atom bomb.

Count any explanation or inference as one point

3

3/5/7(b) How accurate is the view given in **Source F** of the division between East and West in 1946? Use **Source F and your own knowledge** to explain your answer. (6 marks)

Target: **Evaluation of a source for accuracy (A0 6.2) in context (A0 6.1).**

Level 1**EITHER**

Learned response or simple response based on source.

e.g. Inaccurate because it is a British source therefore biased; it is a cartoon and is not meant to be taken seriously.

OR

Answer based on utility/content of source.

e.g. it is accurate because it tell us....

1

Level 2**EITHER**

Combination of both parts of level 1.

OR

Makes simple inferences using either ascription or content of Source, accepting it at face value.

e.g. accurate because of simple references such as ‘Joe’, Churchill etc.
Inaccurate because it did not exist in reality.

2-3

Level 3**EITHER**

Evaluates the provenance of the source.

e.g. examines the purpose of the source – it is a British source, GB opposed to Stalin – could be supporting Churchill’s Iron Curtain speech or be opposed to Churchill and ridiculing it. Context of speech.

OR

Uses own knowledge to question the accuracy of the source, placing it into context.

e.g. refers to differences between East and West relating them to the cartoon such as industry, guards, Stalin’s policy, escaping etc

4-5

Level 4

Combination of both parts of level 3.

6

3/5/7(c) Describe the events of the Berlin Blockade and Airlift in 1948 and 1949. (6 marks)

Target: Description of key features and characteristics (AO 6.1)

Level 1 **Basic description**
e.g. Stalin blockaded it and tried to starve all the people out. **1-2**

Level 2 **EITHER**
Detailed description of limited aspects.
e.g. describes **one** of the following:
The situation between West and East Berlin/Germany;
Closure of all links and how Stalin expected this to affect West Berlin;
Problem for the allies;
The Airlift – details;
Problem for Stalin – end of blockade

OR
Limited description of a wider range of aspects.
e.g. outline description of the Blockade and Airlift **3-4**

Level 3 **Detailed description of several aspects.**
e.g. at least two of the points mentioned in the first part of level 2.
Must mention Blockade and Airlift. **5-6**

3/5/7(d) Which was more important as a reason for the rivalry between the USA and the USSR during the years 1945 to 1949

- Soviet expansion into East and Central Europe;
- The Truman Doctrine and the Marshall Plan?

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

(10 marks)

Target: Analysis and explanation of events leading to causation (AO 6.1).

Level 1 EITHER
Simple descriptive narrative with general coverage of the topic.
 e.g. makes simple statements about Soviet expansion/Truman Doctrine etc. possibly with a comment that it was a reason for rivalry

OR

Simple general causation statements.

e.g. Soviet expansion was the more important reason because it was that which led to the Truman Doctrine.

MUST COVER BOTH EVENTS FOR TOP OF LEVEL.

1-2

Level 2 EITHER
Develops one cause.

This starts with description at bottom of level, then explanation and obtains top of level for assessment and focus on question.
 e.g. describes and explains the Soviet occupation, linking it to Yalta and Potsdam – why it was seen as a threat by the USA and the West – Stalin’s reasons and explanation for the occupation.
 Describes and explains nature and purpose of the Truman Doctrine and the Marshall Plan, pointing out why they were seen as a threat by Stalin.

OR

Covers both with some development or explanation.

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

OR

Narrative approach implying causation.

e.g. narrative of the occupation and details of the Truman Doctrine/Marshall Plan with little focus on the question.

3-5

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

Must be some assessment of at least one with focus on the question for this level. Reasoned arguments with judgement but little supporting evidence should be placed at this level.

6-8

Level 4 Balanced, well argued answer covering both parts, focused on the question.

e.g. assesses both parts relatively in depth and reaches a reasoned judgement.

9-10

OPTION W**OPTION X****Question 6****Question 8**

6/8(a) How accurate is the view given in **Source E** of the United Nations' action in the Korean War?
Use **Source E and your own knowledge** to explain your answer. (6 marks)

Target: Evaluation of a source for accuracy (AO 6.2) in context (AO 6.1).

- Level 1** **EITHER**
Learned response or simple response based on source.
e.g. Inaccurate because it is an American source therefore biased. Accurate because the UN went into Korea and was successful.
OR
Answer based on utility/content of source.
e.g. it is accurate because it tells us... **1**
- Level 2** **EITHER**
Combination of both parts of level 1.
OR
Makes simple inferences using either ascription or content of Source, accepting it at face value.
e.g. accurate because the North Koreans had attacked the South and were supported by China;
Inaccurate because the statement was made in 1951 and the war continued until 1953. **2-3**
- Level 3** **EITHER**
Evaluates the provenance of the source.
e.g. examines the purpose of the source – the intervention of the UN had been an American issue – the Secretary of State is trying to convince the Senate Committee of its success to justify the intervention.
OR
Uses own knowledge to question the accuracy of the source, placing it into context.
e.g. gives details of the N Korean invasion, the role of China and the USSR together with the intervention of the UN - links the statement to the events of the war: the early success of the North Koreans; MacArthur and the success of the UN – later success of North. **4-5**
- Level 4** **Combination of both parts of level 3.** **6**

6/8(b) What does **Source F** tell us about Khrushchev's foreign policy? (3 marks)

Target: Comprehension of source (AO 6.2)

Mark on a 'penny points' system – reward **any three** relevant points (1 x 3 marks).

e.g. believed in 'peaceful co-existence';

Complete break from Stalin's foreign policy;

Security of the Soviet Union still paramount;

Had to maintain spending on arms to keep support of military;

Had to match the USA.

Count any explanation or inference as one point. **3**

6/8(c) Describe the events in Hungary in 1956 when Hungary tried to break away from Soviet control. (6 marks)

Target: Description of key features and characteristics (AO 6.1)

Level 1	Basic description. e.g. the Hungarians rebelled and the Soviets sent troops in to crush the rebellion	1-2
Level 2	EITHER Detailed description of limited aspects. e.g. describes one of the following: Causes and demonstrations; Election of Nagy and reforms; Khrushchev’s view and Soviet reaction; Invasion and its results in Hungary. OR Limited description of a wider range of aspects. e.g. outline description of the aims, events and results of the rebellion etc.	3-4
Level 3	Detailed description of several aspects. e.g. at least two of the points mentioned in the first part of level 2	5-6

6/8(d) Which was the greater threat to world peace in the early 1960s:

- The building of the Berlin Wall 1961;
- the Cuban Missile Crisis 1962?

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

(10 marks)

Target: Analysis and explanation of events leading to causation (AO 6.1).

Level 1 EITHER

Simple descriptive narrative with general coverage of the topic.

e.g. makes simple statements about the Berlin Wall/Cuban Crisis, possibly with a comment that they were a threat to world peace.

OR

Simple general causation statements.

e.g. The Cuban Missile Crisis was the greater threat because it involved nuclear weapons.

1-2

MUST COVER BOTH EVENTS FOR TOP OF LEVEL

Level 2 EITHER

Develops one cause.

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

e.g. describes and explains the situation in Berlin in the late 1950s – contrast between East and West – defections – reasons for building of Wall – attitude of West.

Describes and explains the Cuban Crisis – danger to USA – danger of nuclear war.

OR

Covers both with some development or explanation.

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

OR

Narrative approach implying causation.

e.g. narrative of Berlin Wall/Cuban Crisis and their effect with little focus on the question

3-5

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

Must be some assessment of at least one with focus on the question for this level.

Reasoned arguments with judgement but little supporting evidence should be placed at this level.

6-8

Level 4 Balanced well argued answer covering both parts, focused on the question.

e.g. assesses both parts relatively in depth and reaches a reasoned judgement.

9-10

OPTION X**Question 9**

9(a) What does **Source E** tell us about the SALT 1 agreements of 1972? (3 marks)

Target: Comprehension of source (AO 6.2)

Mark on a ‘penny points’ system – reward **any three points** (1×3 marks)

e.g. agreed limits on missiles;

Gives figures quoted from source (max 1 mark);

Had not reached target by 1974;

USSR below limit for ICBM in 1974, USA above (2 marks);

Both above target for SLBM in 1974.

Count any explanation or inference as one point.

3

9(b) Describe how the Cold War was renewed in the early 1980s (6 marks)

Target: Description of key features and characteristics (AO 6.1)

Level 1 Basic description.

E.g. Soviets invaded Afghanistan in 1979 and this ended Détente.

1-2

Level 2

EITHER

Detailed description of limited aspects.

e.g. describes **one** of the following:

Reaction of the West to the war in Afghanistan;

New Weapons: Cruise weapons in Europe; SDI;

Olympic Games boycotts – Moscow and Los Angeles;

Attitudes and actions of Reagan and Brezhnev

OR

Limited description of a wider range of aspects.

e.g. outline of war in Afghanistan/Olympic boycotts etc.

3-4

Level 3

Detailed description of several aspects.

e.g. at least **two** of the points mentioned in the first part of level 2

5-6

- 9(c)** How accurate is **Source F** as a statement of the aims of Solidarity in Poland?
Use **Source F and your own knowledge** to explain your answer. (6 marks)

Target: Evaluation of a source for accuracy (AO 6.2) in context (AO 6.1).

- Level 1** **EITHER**
Learned response or simple response based on source.
e.g. Accurate because it is from the time and by the leader of Solidarity who should have known the aims.
- OR**
Answer based on utility/content of source.
e.g. it is accurate because it tells us... **1**
- Level 2** **EITHER**
Combination of both parts of level 1.
- OR**
Makes simple inferences using either ascription or content of Source, accepting it at face value.
e.g. inaccurate because the source is stating that they wanted joint control which meant reducing the power of the government and they did overthrow the government later etc **2-3**
- Level 3** **EITHER**
Evaluates the provenance of the source.
e.g. examines the purpose of the source: what were Walesa's motives in making this statement? To obtain support from the democratic West for Solidarity, or to try to prevent the suppression of Solidarity?
- OR**
Uses own knowledge to question the accuracy of the source, placing it into context.
e.g. gives details of the strikes in the Gdansk shipyard – role of Lech Walesa – conditions in Poland – imprisonment of Walesa –release, Nobel Peace Prize, success of Solidarity in 1989 elections, Lech Walesa becoming leader. **4-5**
- Level 4** **Combination of both parts of level 3.** **6**

- 9(d)** Which had more effect on relations between the USA and the USSR in the late 1960s and early 1970s:
- the Soviet invasion of Czechoslovakia 1968;
 - the initiatives of President Nixon on Détente in the late 1960s and early 1970s?
- You must refer to **both** parts when explaining your answer. (10 marks)

Target: Analysis and explanation of events leading to consequence (AO 6.1).

- Level 1** EITHER
Simple descriptive narrative with general coverage of the topic.
 e.g. makes simple statements about the Soviet invasion/initiatives of Nixon, possibly saying that they had an effect on relations between USSR and USA.
 OR
Simple general statements.
 e.g. The initiatives of the President had the greater effect because they led to the SALT 1 agreement.
 MUST COVER BOTH EVENTS FOR TOP OF LEVEL. 1-2
- Level 2** EITHER
Develops one cause.
 This starts with description at bottom of level, then explanation and obtains top of level for assessment and focus on question.
 e.g. describes and explains Dubcek’s aims in the Prague Spring and the Soviet response to them. The reaction of the West to Dubcek and the Soviet invasion.
 Describes and explains the aims of Nixon and how and why he tried to improve relations with the East leading to visit to the USSR and the development of Détente. Could include information on end of Vietnam War; cost of arms race; space programmes and co-operation; Nixon and China; SALT and allow Helsinki.
 OR
Covers both with some development or explanation.
 This will involve description or explanation of both with no analysis or assessment and little focus on the question.
 OR
Narrative approach implying causation.
 e.g. narrative of events in Czechoslovakia/the policies of Nixon and their effect with little focus on the question. 3-5
- Level 3** **A selective and structured account covering both bullet points, though one may be in greater depth, focused on the question and establishing some argument.**
 Must be some assessment of at least one with focus on the question for this level. Reasoned arguments with judgement but little supporting evidence should be placed at this level. 6-8
- Level 4** **Balanced well argued answer covering both parts, focused on the question.**
 e.g. assesses both parts relatively and in depth and reaches a reasoned judgement. 9-10

SECTION B**OPTION Y****Question 10**

10 (a) What does **Source A** tell us about the increase in Government power in Britain during the First World War? (3 marks)

Target: Comprehension of source (AO 6.2)

Mark on a ‘penny points’ system – reward **any three** relevant points (1 x 3 marks).

e.g. Introduced DORA in August 1914;

Led to government taking over factories and land;

Allowed women to work in industry;

Lengthened working hours;

Led to introduction of British summertime.

Count any explanation or inference as one point.

3

10(b) Why was **Source B** distributed in Britain during the First World War? Use **Source B and your own knowledge** to answer the question. (6 marks)

Target: Explanation of causation using source and own knowledge (AO 6.1) (AO 6.2)

Level 1 Simple, basic reason drawing on source/own knowledge.

e.g. encouraging men to volunteer for the forces;

There was a shortage of soldiers

1-2

Level 2

EITHER

Developed monocausal answer using source and/or own knowledge

e.g. explains one of the following:

Britain’s was a volunteer army in 1914 – no conscription;

Early losses in 1914 – mention of campaign;

Explains the appeal of the poster - use of emotion/women to get people to join up.

OR

Multicausal answer which lacks development or explanation using source and/or own knowledge.

e.g. lists the points above with no explanation.

3-4

Level 3

Developed multicausal answer using source and own knowledge.

e.g. develops at least two of the reasons in the first part of level 2, but must use both source and knowledge.

5-6

- 10(c)** How useful is **Source C** to an historian studying conditions on the Western Front in the First World War? (8 marks)

Use **Source C** and **your own knowledge** to answer the question.

Target:	Evaluation of a source for utility (AO 6.2) in context (AO 6.1).	
Level 1	<p>EITHER Accepts the content of the source at face value e.g. it shows the Western Front; shows a trench; from one of the main battles, therefore useful.</p> <p>OR Generalised or learned response. e.g. it is a film so it is not true.</p>	1-2
Level 2	<p>EITHER Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge. e.g. the source is limited because it shows only a small part of the Western Front; only shows British trenches etc. Useful because it gives accurate information on uniform, shows barbed wire, a trench etc.</p> <p>OR Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias. e.g. a British Government film therefore biased and could have been staged to show only parts that will support Britain; would have been censored etc.</p>	3-4
Level 3	<p>Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation. EITHER Knowledge will be explained/developed at this level. e.g. tests the source using own knowledge of conditions on the Western Front: nature of trenches; conditions in trenches; ‘going over the top’; explains use of barbed wire; effects of bombardment etc.</p> <p>OR Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose. e.g. a British Government film, so it would not show the bad side of war because its purpose would have been to raise morale; could it have been filmed during the Somme, or was the whole thing a set up to increase morale at home? Comments on how points like this would affect the utility of the source</p>	5-6
Level 4	<p>Develops an argument about the usefulness AND/OR limitations of the source using knowledge AND source evaluation. Must test the source using own knowledge and source evaluation for this level. e.g. both parts of level 3.</p>	7-8

10(d) Is the view given in **Source D** an accurate interpretation of the part played by Britain in the defeat of Germany in the First World War?

Use **Source D and your own knowledge** to answer the question.

(8 marks)

Target: **Analysis and evaluation of interpretation (AO 6.3) in context (AO 6.1)**

Level 1 **Describes the content of the source accepting the interpretation at face value (comprehension)**

e.g. the BEF was important because it delayed the German attack on Belgium and France and saved the Channel Ports.

1-2

Level 2 **EITHER**

Simple explanation and description of how the interpretation came about.

e.g. British therefore biased; effect of hindsight; written by an army historian therefore an expert.

OR

Simple comments on the accuracy of the interpretation using content of source/own general knowledge.

e.g. it is accurate because the BEF did prevent the success of the Schlieffen Plan in 1914;

it is inaccurate because the war went on until 1918 and later victories at the Somme and at sea did as much to win it.

3-4

Level 3 **EITHER**

Developed explanation to evaluate the motive/purpose of the author.

e.g. written by an army historian therefore he could be trying to glorify the part played by the BEF in 1914 and exaggerate its contribution to the overall victory.

OR

Analysis of the content of the source, using own knowledge to identify bias and evaluate the interpretation.

e.g. supports the source by explaining the part played by the BEF in preventing German victory in 1914 developing the information in the source such as by explaining the significance of the saving of the Channel Ports or the BEF's contribution to the failure of the Schlieffen Plan; points out limitations to the interpretation e.g. the part played by Belgium and France in delaying the German attack, mistakes made by the Germans in 1914; the role of the British navy; the army at the Somme and Passchendaele etc.

5-6

Level 4 **Both parts of level 3.**

Must test accuracy using both source evaluation and own knowledge.

7-8

SECTION B**OPTION Z****Question 11**

11 (a) What does **Source E** tell us about the increase in Government power in Britain during the Second World War? (3 marks)

Target: Comprehension of source (AO 6.2)

Mark on a ‘penny points’ system – reward **any three** relevant points (1 x 3 marks).

e.g.; Introduced ‘Emergency Powers Act’ in 1939, extended in 1940;

Led to government having complete control over people and property;

Labour could be directed to where it was needed;

Government could decide length of hours to be worked;

Pay to be decided by Government;

Count any explanation or inference as one point. **3**

11(b) Why was **Source F** distributed in Britain during the Second World War? Use **Source F and your own knowledge** to answer the question. (6 marks)

Target: Explanation of causation using source and own knowledge (AO 6.1) (AO 6.2)

Level 1 Simple, basic reason drawing on source/own knowledge.
e.g. encouraging women to work in the factories to make planes and tanks;
There was a shortage of workers. **1-2**

Level 2 EITHER
Developed monocausal answer using source and/or own knowledge
e.g. explains one of the following:
Conscription of men and its effect on the labour force;
What they were producing – why there was an extra demand?
Explains the appeal of the poster - use of glamour to get people to join.

OR
Multicausal answer which lacks development or explanation using source and/or own knowledge.
e.g. lists the points above with no explanation. **3-4**

Level 3 Developed multicausal answer using source and own knowledge.
e.g. develops at least two of the reasons in the first part of level 2, but must use both source and knowledge. **5-6**

- 11(c)** How useful is **Source G** to an historian studying the D Day landings?
Use **Source G and your own knowledge** to answer the question. (8 marks)

Target: Evaluation of a source for utility (AO 6.2) in context (AO 6.1).

Level 1 EITHER

Accepts the content of the source at face value

e.g. it shows the D-Day landings; shows the landing craft; shows soldiers going ashore, therefore useful.

OR

Generalised or learned response.

e.g. it is a government photograph so it is not true.

1-2

Level 2

EITHER

Simple comments on the usefulness or the limitations of the source based on information in the source or own simple knowledge.

E.g. the source is limited because it shows only one of the landings; Useful because it gives accurate information on uniform, weapons, landing craft etc.

OR

Simple comments on the usefulness or limitations of the source in terms of provenance, reliability or bias.

e.g. a British Government photograph therefore biased and could have been staged to show only parts that will support Britain; would have been censored etc.

3-4

Level 3

Develops an argument about the usefulness/limitations of the source using knowledge or source evaluation.

EITHER

Knowledge will be explained/developed at this level.

e.g. tests the source using own knowledge of the D-Day attacks: joint operation over 5 beaches; different level of resistance on each beach etc.

OR

Level 2 answers will be developed by questioning the provenance of the source in terms of its purpose.

e.g. questions provenance of photograph: a British Government photograph so its purpose would have been to raise morale, so it would not show the bad side of the landings; could it have been taken during the landings or was the whole thing a set up to increase morale at home?

Comments on how points like this would affect the utility of the source.

5-6

Level 4

Develops an argument about the usefulness and limitations of the source using knowledg