



## General Certificate of Secondary Education

# History 3042/3047

## *Specification B*

### *Paper 3*

# Mark Scheme

## *2005 examination - June series*

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

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

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## GENERAL CERTIFICATE OF SECONDARY EDUCATION

### HISTORY SPECIFICATION B

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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.

- **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 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 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 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.

**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 have 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 3:**

**Section A**

**Question 1 The Changing role and status of women in Britain since 1900**

- (a) How useful is Source A to an historian studying the campaign for votes for women before the First World War?  
Use Source A and your own knowledge to explain your answer. **10**

**Target: Evaluation of source(s) for utility (AO2)**

**Level 1: EITHER** **1-2**  
**Accepts source as accurate information at face value, describing the content**  
e.g. Lifts information verbatim from source

**OR**  
**Generalised or learned response which could apply to the testing of utility of any source.**  
Useful because it was published  
Useful because it shows feelings

**Level 2: EITHER** **3-5**  
**Combined both (simple) features of Level 1**

**OR**  
**Makes simple inference using either ascription and/or content of source**  
e.g. It was written by (explained provenance in simple terms)  
She had met Mrs Pankhurst and know her well because she spoke to her....  
Mrs Pankhurst thought it would bring a speedy victory  
Mrs Lawrence thought it would throw away good publicity  
She was a suffragette.

**Level 3: EITHER** **6-8**  
**Evaluates the provenance of the source and applies provenance to the question set**  
Knowledge of the life of Pethick-Lawrences and contribution to suffrage movement.

**OR**  
**Uses own knowledge to support/refute the utility of the source**  
e.g. Uses knowledge to support the description in the source or places in content of suffrage movement. Answer centred on violence at bottom of level.

**Level 4: Combination of both parts of level 3** **9-10**  
**Top of level for use of knowledge to support both parts**



- (b) Explain what Source B tells us about the employment of women in the United Kingdom at the end of the twentieth century? 5

**Target: Comprehension and inference from an historical source (AO2)**

- Level 1: Answer that selects detail from the source** 1  
Candidate tends to lift knowledge wholesale without understanding  
e.g. only 8% of women have professional jobs  
No reference to data
- Level 2: Answer that contains simple understanding, drawing a basic inference from source** 2-3  
e.g. 10% fewer women hold professional jobs  
Fewer women are unskilled workers  
Makes direct comparison with data/math.
- Level 3: Answer that develops an understanding based on a complex inference from the source** 4-5  
e.g. Sees the relationship between percentage figures  
Suggests semi-skilled may included part time working women  
Suggests success with higher percentage at lower professional inference of ending of the glass ceiling  
Sees glass ceiling operating at ‘professional’ level. Suggest role of women ‘at home’ still having an influence.

- (c) Do you agree that women had achieved equality in Britain by 1919?  
Explain your answer 15

**Target: Analysis and explanation of events: Cause and consequence (AO1)**

**Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**

**Simple generalised statement of causation/consequence**

e.g. Candidate tends to discuss women at work or suffragette movement without reference to their impact. (Sees campaign as a success as the vote had been awarded)

**Level 2: EITHER 4-7**  
**Developed mono-causal answer;**

**OR**

**Narrative implying causation/consequence**

**OR**

**Multi-causal explanation which lacks development**

e.g. Links to other factors such as support for war when it broke out. Sees the importance of the vote in general terms – not achieved as they had not got the vote on equal terms.

**Level 3: EITHER 8-11**  
**Developed multi-causal**

**OR**

**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

e.g. Links the violent campaign to publicity but sees the war work or suffragette actions as more significant.

Looks at events beyond 1919 to justify answer – no

Looks at some improvement before WW1 to support answer

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 12-15**

Comes to a balanced evaluation. Vote only after the war.

Not achieved – no universal vote; role in the home unchanged, working women still paid less than men

Achieved – successful campaign, support of some men, legislation gave women the vote.

- Representation of People Act
- 19<sup>th</sup> Century changes in local elections
- Vote in 1928
- Post World War Two legislation
- Social pressures

- (d) Since the Second World War the role of women in politics, in the media, and in the home has changed. This shows that the battle for equality had been won by the end of the twentieth century. Do you agree?  
Explain your answer. 15

**Target: Analysis and explanation of events: Cause and consequence (AO 1)**

**Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**

**Simple generalised statement of causation/consequence**  
e.g. Women can now earn equal pay with men but some do not

**Level 2: EITHER 4-7**  
**Developed mono-causal answer;**

**OR**

**Narrative implying causation/consequence**

**OR**

**Multi-causal explanation which lacks development**  
e.g. develops argument based on three elements –  
politic (Thatcher)  
work (Body Shop)  
home (new men)

**Level 3: EITHER 8-11**  
**Developed multi-causal**

**OR**

**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
e.g. Considered the impact of legislation and the reality in the workplace.  
Impact of popular culture

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 12-15**

e.g. Considers level 3 points and evaluates relative effectiveness of legislation over a significant period. Makes a final judgement which is balanced drawing on a knowledge of politics, family demands, glass ceiling, home  
Makes reference to areas not specified – legislation, glass ceiling, world of work

- Sex Discrimination Act
- Equal Pay Act
- % of women in politics
- Roles in the media
- Glass Ceiling

**Question 2 Britain and Ireland since 1916**

- (a) How useful is Source A to an historian studying the Civil War 1919-1921?  
Use Source A and your own knowledge to explain your answer. 10

**Target: Evaluation of source(s) for utility/reliability (A02)**

**Level 1: EITHER 1-2**  
**Accepts source as accurate information at face value, describing the content (comprehension)**

**OR**

**Generalised or learned response which could apply to the testing of reliability of any source.**

Lt. Smyth was a police commander and could give answers. He said in the middle of the Civil War shooting innocent people would cause a war.

**Level 2: EITHER 3-5**  
**Combined both (simple) features of Level 1.**

**OR**

**Makes simple inference using either ascription and/or content of source.**

e.g. It was written by (explained provenance in simple terms)

It must have been a bad war to do such things.

**Level 3: EITHER 6-8**  
**Evaluates the provenance of the source and applies provenance to the question set**

**OR**

**Uses own knowledge to support/refute the utility of the source**

e.g. Uses knowledge of hatred of the Black and Tans to support the description in the source or places in content of the Civil War and terrorism.

**Level 4: Combination of both parts of level 3 9-10**  
Top of level for use of knowledge to support both parts

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- (b) Explain what Source B tell us about ‘the Troubles’ in Northern Ireland in the years 1969 to 1975. 5

**Target: Comprehension and inference from an historical source (AO2)**

**Level 1: Answer that selects detail from the source**

**Candidate tends to lift knowledge wholesale without understanding**

e.g. Numbers of injuries went up

Number of death went up and down 1

**Level 2: Answer that contain simple understanding, drawing a basic inference from source**

e.g. Links data from two or more columns 2-3

Deaths less than injuries

Rate of increase in injuries/deaths

**Level 3: Answer that develops an understanding based on a complex inference from the source** 4-5

TOL if spots increased deaths/injuries in 1975

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- (c) How did the creation of the Republic of Ireland in 1949, the growth of Sinn Fein and economic inequalities contribute to ‘the Troubles’ in the 1960s and 1970s? Explain your answer. **15**
- Target: Analysis and explanation of events: Cause and consequence (AO1)**
- Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**
- OR**  
**Simple generalised statement of causation/consequence**  
e.g. Lack of jobs for Catholics made them angry  
Sinn Fein grew in support for a united Ireland
- Level 2: EITHER 4-7**  
**Developed mono-causal answer;**
- OR**  
**Narrative implying causation/consequence**
- OR**  
**Multi-causal explanation which lacks development**  
e.g. Discusses at a simple level a range of issues within the period after the war.
- Level 3: EITHER 8-11**  
**Developed multi-causal**
- OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
e.g. Covers all three areas  
Develops a blend of short and longer term factors
- Level 4: Well argued, sustained multi-causal argument linked to the requirements of question and arriving at a reasoned judgement. 12-15**  
e.g. Considers the list of points at L3, developing relative importance.  
Judgement may see Sinn Fein and Para-military organisations as the key.
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- (d) Do you agree that British Troops in Northern Ireland, Bloody Sunday and Internment made a peaceful solution to the Irish Question more difficult in the 1960s and 1970s?  
Explain your answer 15
- Target: Analysis and explanation of events: Cause and consequence (AO1)**
- Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**
- OR**  
**Simple generalised statement of causation/consequence**
- Level 2: EITHER 4-7**  
**Developed mono-causal answer;**
- OR**  
**Narrative implying causation/consequence**
- OR**  
**Multi-causal explanation which lacks development (See L3 list)**  
 e.g. Single point developed such as impact of Internment
- Level 3: EITHER 8-11**  
**Developed multi-causal**
- OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
 e.g. Considers impact of;  
 Internment  
 Hunger strikes  
 Civil unrest  
 Attitudes of and for/against the army  
 Para military groups
- Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 12-15**  
 e.g. Considers level 3 points and evaluates relative impact  
 - Increasing number of British troops on the streets  
 - Media impact of Bloody Sunday  
 - Impact of internment on IRA UVF
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**Question 3 Britain's changing role in the world since 1956**

- (a) Explain what Source A tells us about the international importance of the Aswan Dam project. **5**

**Target: Comprehension and inference from an historical source (AO2)**

**Level 1: Answer that selects detail from the source** **1**

**Candidate tends to lift knowledge wholesale without understanding**

e.g. It was built over 10 years

Gift of temple

Importance of the Dam

**Level 2: Answer that contains simple understanding, drawing a basic inference from source** **2-3**

e.g. the USSR and the USA helped to fund it and they were enemies

N.B. Specific Cold War reference is Level 3.

**Level 3: Answer that develops an understanding based on a complex inference from the source** **4-5**

e.g. questions why Britain quit the project

Sees negative as well as positive factors

Awareness that the Suez Crisis followed (generalised knowledge)

Sees funding as a tactic of the **Cold War**.



- (b) How useful is Source B to an historian studying the Suez Crisis of 1956.  
Use Source B and your own knowledge to explain your answer. **10**

**Target: Evaluation of source(s) for utility (AO2)**

**Level 1: EITHER 1-2**  
**Accepts sources as accurate information at face value, describing the content (comprehension)**

**OR**  
**Generalised or learned response which could apply to the testing of reliability of any source.**

Accurate as it is, the British Prime Minister (written speeches)

Accurate as it is, the British Prime Minister (provenance)

**Level 2: EITHER 3-5**  
**Combined both (simple) feature of Level 1**

**OR**  
**Makes simple inference using either ascription and/or content of source.**

e.g. It was spoken during the crisis by someone closely involved in the crisis  
Israel did attack Egypt first as described.

**Level 3: EITHER 6-8**  
**Evaluates the provenance of the source and applies provenance to the question set**

**OR**  
**Uses own knowledge to support/refute the utility of the source**

e.g. Uses knowledge of secret meeting at Sevres (not just ascription details)

Suggests he sounds uncertain in speech

**Level 4: Combination of both parts of level 3 9-10**  
**Top of level for use of knowledge to support both parts**

**Knowledge**

- Meeting at Sevres
- Coordinated military action
- Eden's physical state

**Source**

- Parliamentary Privilege
- Speech to House of Commons

- (c) How did the military campaign for the Falklands (Malvinas) change the views held at home and abroad towards Britain's role in world affairs?  
Explain your answer 15
- Target: Analysis and explanation of events: Cause and consequence (AO1)**
- Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**
- OR**  
**Simple generalised statement of causation/consequence**  
e.g. Candidate tends to outline the key events, possibly referring to the reaction in the rest of the world or centres answer on events prior to British victory.
- Level 2: EITHER 4-7**  
**Developed mono-causal answer;**
- OR**  
**Narrative implying causation/consequence**
- OR**  
**Multi-causal explanation which lacks development**  
e.g. Weaker – loss of warships  
Weaker – humanitarian view regarding Belgrano  
Stronger – air war, war on land  
Stronger – ultimate victory  
Stronger – moral ground?
- Level 3: EITHER 8-11**  
**Developed multi-causal**
- OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
e.g. Sinking of the Belgrano  
Escalation of the War at Sea  
Changing opinion at home... some anti war feeling some increased war mongering reaction of USA/UN attempts at a peaceful solution  
Britain's viewed success of war and re-elected Mrs. Thatcher as PM/Conservatives to power
- Level 4: Well argued, sustained multi-causal linked to the requirements of the question and arriving at a reasoned judgement 12-15**  
e.g. Considers the list of points at L3, developing relative importance.  
Range of immediate and longer terms consequences.  
Judgements that are all positive (12-13)
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- (d) Do you agree the success of Operation Desert Storm in the First Gulf War changed the view held at home and abroad towards Britain's role in world affairs?  
Explain your answer 15
- Target: Analysis and explanation of events : Cause and consequences (AO 1)**
- Level 1: EITHER 1-3**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set.**
- OR**  
**Simple generalised statement of causation/consequence**  
 e.g. Britain won the war  
 Quick victory  
 US & Britain special relationship
- Level 2: EITHER 4-7**  
**Developed mono-causal answer;**
- OR**  
**Narrative implying causation/consequence**
- OR**  
**Multi-causal explanation which lacks development**  
 e.g. Considers military victory and growing role as world policeman  
 Economic impact regarding oil
- Level 3: EITHER 8-11**  
**Developed multi-causal**
- OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
 e.g. Joint US and British victory  
 Special relationship  
 Economic power (oil)  
 Role within UN  
 Patriotism at home  
 Election victory for Conservatives
- Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 12-156**  
 e.g. Considers the list of points at Level 3, developing relative importance
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**Question 4 Vietnam since 1959**

- (a) Sources A and B give a different view of the Tet Offensive, 1968.  
Why do you think they are different? 8

**Target: To comprehend, analyse and evaluates interpretations and representations (AO3)**

**Level 1: Describes the content of the source(s), accepting the interpretations or representations at face value (comprehension) 1-2**

**Level 2: Simple explanation and description of how the interpretation came about: 3-4**  
**When the source was written, known information at the time , selection of information or sources to arrive at a particular point of view, typicality.**  
e.g. Content focusing on different aspects.  
Britain not involved.

Britain vs. USA  
1928 vs. 2000  
Victory vs. Defeat

**Level 3: EITHER 5-6**  
**Developed explanation to evaluate the motives/purposes of the author(s)**  
In 1928 the memory of the attack on US embassy was still strong.

**OR**  
**Analysis of the content of the source(s) to identify bias and evaluate the interpretation.**  
e.g. one historian wants to portray it as a victory/defeat (Explained)  
Factual account vs. opinion

**Level 4: As Level 3, but uses knowledge to test the interpretation within its historical context. 7-8**

- First US defeat
- Linked to US peace protest

- 
- (b)** How useful is Source C to an historian studying the US bombing campaigns during the Vietnam War?  
Use Source C and your own knowledge to explain your answer **8**
- Target: Evaluation of source(s) for reliability (AO2)**
- Level 1: EITHER 1-2**  
**Accepts source(s) as accurate information at face value, describing the content (comprehension)**
- OR**  
**Generalised or learned response which could apply to the testing of utility of any source.**  
 e.g. Only an artist's impression
- Level 2: EITHER 3-4**  
**Simple comment based on content/own knowledge**
- OR**  
**Makes simple inference using either ascription or reliability**
- Level 3: EITHER 5-6**  
**Evaluates the provenance of the source and applies provenance to the question**  
 e.g. Purpose of children's book published in USA
- OR**  
**Uses own knowledge to support/refute the utility of the source**
- Level 4: Combination of both parts of level 3 7-8**  
**Top of level for use of knowledge to support both parts**
- Knowledge**
- Decision to begin campaign
  - Details of bomb technology/Use of Napalm
  - Length of bombing campaign
  - First US defeat
- Provenance/Source**
- Purpose of children's book
  - Sanitised Artist Impression
  - Image of aircraft in close formation
-

- (c) Why did the My Lai massacre in 1968 have such a big impact on the American people? 6

**Target: Analysis and explanation of events: Cause and consequence (AO1)**

**Level 1: EITHER 1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**

**Level 2: EITHER 3-4**  
**Developed monocausal answer;**

**OR**  
**Narrative implying causation/consequence**

**OR**  
**Multicausal explanation which lacks development**

**Level 3: EITHER 5-6**  
**Developed multi-causal**

**OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Why**

- Media coverage
- Had been kept a secret for so long
- Shock at not being the ‘good guys’
- Impact of the initial reaction long term
  - Protest involvement
  - Lower morale
  - Divided country
  - Moral reaction
  - Legal system looked bad.

- (d) Why did the French leave Vietnam in 1954 and the USA become increasingly involved in Vietnam in the years 1954 to 1963?

Your should refer in your answer to:  
 French War 1946-1954?  
 Defeat of Dien Bien Phu, 1954  
 Government of Ngo Dinh Diem 1956-1963

8

**Target: Analysis and explanation of events: Cause and consequence (AO 1)**

**Level 1: EITHER 1-2**

**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**

**Simple generalised statement of causation/consequence**

**Level 2: EITHER 3-4**

**Developed mono-causal answer;**

**OR**

**Narrative implying causation;**

**OR**

**Multi-causal explanation which lacks development**

e.g. Fear of domino theory

**Level 3: EITHER 5-6**

**Developed multi-causal**

**OR**

**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of 7-8**

**the question and arriving at a reasoned judgement**

**Candidates may make clear reference to two of the following areas to reach Levels 3 and 4**

French War 1946- 1954

Defeat at Dien Bien Phu, 1954

Government of Ngo Dinh Diem 1956-1963

- Vietnam and colonialism/ guerrilla warfare
- Impact in France to defeat at Dien Bien Phu
- Spread of Communism in Vietnam
- Domino Theory in Far East

- (e) How successful were US military tactics in Vietnam in the years 1964 to 1975?  
You should refer in your answer to:

US bombing campaigns  
Agent Orange and Napalm  
Anti-guerrilla tactics used by the US troops

**8**

**Target: Analysis & explanation of events: Cause and consequence (AO 1)**

**Level 1: EITHER** **1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**

**Level 2: EITHER** **3-4**  
**Developed mono-causal answer;**

**OR**  
**Narrative implying causation;**

**OR**  
**Multi-causal explanation which lacks development**

**Level 3: EITHER** **5-6**  
**Developed multi-causal**

**OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement.** **7-8**  
**e.g. Balances the relative importance of key areas**

**Candidates may make clear references to two of the following areas to reach levels 3 and 4**

US bombing campaigns  
Agent Orange, Napalm  
Anti guerrilla tactics used by the US troops

Bombing – expensive/ineffective  
Agent Orange/Napalm – effective and side effects  
Anti Guerrilla tactics – failure of Zippo Raids



**Question 5 The Arab Israeli Conflict**

- (a) Sources A and B give different views on the British Mandate, 1922-1947  
Why do you think they are different? 8

**Target: To comprehend, analyse and evaluate interpretation and representations (AO 3)**

**Level 1: Describes the content of the source(s), accepting the interpretations or representations at face value (comprehension) 1-2**

**Level 2: Simple explanation and description of how the interpretation came about: When the source was written, known information at the time, selection of information or sources to arrive at a particular point of view, typicality. 3-4**

**Level 3: EITHER 5-6  
Developed explanation to evaluate the motives/purposes of the author(s)**

**OR  
Analysis of the content of the source(s) to identify bias and evaluate the interpretation.**

**Level 4: As Level 3, but used knowledge to test the interpretation within its historical context. 7-8**

- (b)** How useful is Source C to an historian studying the effects of the Oil War in 1973?  
Use Source C and your own knowledge to explain your answer **8**
- Target: Evaluation of source(s) for utility (A02)**
- Level 1: EITHER 1-2**  
**Accepts the content of the source at face value**
- OR**  
**Generalised or learned response which could apply to any source.**
- Level 2: EITHER 3-4**  
**Simple comments on the usefulness or the limitations of the source based on the information in the source or own simple knowledge**
- OR**  
**Simple comments on the usefulness or limitations of the source in terms of provenance reliability or bias**
- Level 3: EITHER 5-6**  
**Develops an argument about usefulness/limitations of the source using knowledge or source evaluation**
- Level 4: Develops an argument about the usefulness/limitations of the source using knowledge and source evaluation 7-8**
-

- (c) Why did the Intifada of 1990 take place? 6
- Target: Analysis and explanation of events: Cause and consequences (AO 1)**
- Level 1: EITHER 1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**
- OR**  
**Simple generalised statement of causation/consequence**
- Level 2: EITHER 3-4**  
**Developed mono-causal answer;**
- OR**  
**Narrative implying causation/consequence**
- OR**  
**Multi-causal explanation which lacks development**
- Level 3: EITHER 5-6**  
**Developed multi-causal**
- OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**
- At this level expect long term and immediate causes.

- (d) Why was Israel able to defeat the Arab Nations on the battlefield in the years 1948 to 1967?

You should refer in your answer to:

Israeli military might  
Israeli and Arab tactics used in the wars  
Economic and political support from abroad

Explain your answer

**Target: Analysis and explanation of events: Causes and consequence (AO 1)**

**Level 1: EITHER 1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**

**Level 2: EITHER 3-4**  
**Developed mono-causal answer;**

**OR**  
**Narrative implying causation;**

**OR**  
**Multi-causal explanation which lacks development**

**Level 3: EITHER 5-6**  
**Developed multi-causal**

**OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 7-8**

**Candidates may make clear references to two of the following areas:**

Israeli military might  
Israeli and Arab tactics used in the wars  
Economic and political support from abroad.

- (e) How close to peace was the Middle East in the years 1990 to 2000?

You should refer in your answer to:

White House Agreement, 1993  
 Peace Accord, 1995  
 Palestinian and Israeli attitudes to peace.

8

Explain your answer

**Target: Analysis and explanation of events: Cause and consequence (AO 1)**

**Level 1: EITHER** **1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**  
 They have been at war for too long to get peace

**Level 2: EITHER** **3-4**  
**Developed mono-causal answer;**

**OR**  
**Narrative implying causation;**

**OR**  
**Multi-causal explanation which lacks development**  
 Peace agreements bring them closer especially with US support

**Level 3: EITHER** **5-6**  
**Developed multi-causal**

**OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**  
 e.g. Discusses the relative successes of each peace effort

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement.** **7-8**  
 e.g. balances the relative importance of wars against terrorism

Candidates may make clear references to two of the following areas to reach Levels 3 and 4

White House Agreement, 1993  
 Peace Accord, 1995  
 Palestinian and Israeli attitudes to peace

**Question 6 Race relations in the USA Post - 1945**

- (a) Sources A and B give different views of the methods used by the Ku Klux Klan  
Why do you think they are different?

Explain your answer using Sources A and B and your own knowledge 8

**Target: To comprehend, analyse and evaluate interpretations and representations (AO 3)**

**Level 1: Describes the content of the source(s), accepting the interpretations or representations at face value (comprehension) 1-2**

**Level 2: Simple explanation and description of how the interpretation came about: When the source was written, known information at the time, selection of information or sources to arrive at a particular point of view, typicality. 3-4**

**Level 3: EITHER 5-6**  
**Developed explanation to evaluate the motives/purposes of the author(s)**

**OR**

**Analysis of the content of the source(s) to identify bias and evaluate the interpretation.**

**Level 4: As Level 3, but used knowledge to test the interpretation within its historical context. 7-8**

(b) Why did the Montgomery Bus Boycott take place in 1955-1956? **6**

**Target: Analysis and explanation of events: Cause and consequence (AO 1)**

**Level 1: EITHER 1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**

**Level 2: EITHER 3-4**  
**Developed mono-causal answer;**

**OR**  
**Narrative implying causation;**

**OR**  
**Multi-causal explanation which lacks development**

**Level 3: EITHER 5-6**  
**Developed multi-causal**

**OR**  
**A selective and structures account establishing some links between causal factors, clearly focused on the demands of the question**

- (c) How useful is Source C to an historian studying the Black Power movement in the 1960s? **8**  
Use Source C and your own knowledge to explain your answer.

**Target: Evaluation of source(s) for utility (A02)**

**Level 1: EITHER 1-2**  
**Accepts the content of the source at face value**

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

**Level 2: EITHER 3-4**  
**Simple comments on the usefulness or the limitations of the source based on the information in the source or own simple knowledge**

**OR**  
**Simple comments on the usefulness or limitations of the source in terms of provenance reliability or bias**

**Level 3: EITHER 5-6**  
**Develops an argument about usefulness/limitations of the source using knowledge or source evaluation**

**Level 4: Develops an argument about the usefulness/limitations of the source using knowledge and source evaluation 7-8**



- (d) How did African Americans try to win equal rights in the USA in the 1950s and early 1960s?

You should refer in your answer to:

Brown versus The Board of Education, Topeka 1954  
 Little Rock High School, 1957  
 Freedom Rides

Explain your answer

**Target: Analysis and explanation of events: Causes and consequence (AO 1)**

**Level 1: EITHER** **1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**  
**Simple generalised statement of causation/consequence**

**Level 2: EITHER** **3-4**  
**Developed mono-causal answer;**

**OR**  
**Narrative implying causation;**

**OR**  
**Multi-causal explanation which lacks development**

**Level 3: EITHER** **5-6**  
**Developed multi-causal**

**OR**  
**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement** **7-8**

**Candidates may make clear references to two of the following areas:**

Brown versus the Board of Education, Topeka, 1954  
 Little Rock High School, 1957  
 Freedom Rides, 1961

- (e) What did Martin Luther King achieve in the fight for racial equality in the 1960s?

You should refer in your answer to:

Freedom Marches, 1963 8  
Nobel Peace Prize, 1964  
Terms of the Civil Rights Acts of 1964 and 1968

**Target: Analysis and explanation of events: Causes and consequence (AO 1)**

**Level 1: EITHER 1-2**  
**Simple, descriptive narrative with general coverage of the topic rather than a specific focus of the question set**

**OR**

**Simple generalised statement of causation/consequence**

**Level 2: EITHER 3-4**  
**Developed mono-causal answer;**

**OR**

**Narrative implying causation;**

**OR**

**Multi-causal explanation which lacks development**

**Level 3: EITHER 5-6**  
**Developed multi-causal**

**OR**

**A selective and structured account establishing some links between causal factors, clearly focused on the demands of the question**

**Level 4: Well argued, sustained multi-causal argument linked to the requirements of the question and arriving at a reasoned judgement 7-8**

**Candidates may make clear references to two of the following areas:**

Freedom Marches, 1963  
Nobel Peace Prize, 1964  
Terms of the Civil Rights Acts, 1964, 1968