



**General Certificate of Secondary Education
2013**

History

Unit 2: The Cold War 1945–1991

Foundation Tier

[GHY21]

MONDAY 10 JUNE, MORNING

**MARK
SCHEME**

General Marking Instructions

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates’ responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Foundation Tier

Mark Scheme

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

Section A

Answer **all** of this section.

In **question 1(d)** a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

1 This question is about the Berlin Blockade, 1948–1949.

(a) Study Source A.

Give **two** reasons from **Source A** to show why Stalin ordered the Berlin Blockade in 1948.

Target AO3: Understand a range of source material as part of an historical enquiry.

Award [0] for no rewardable material

Limited accurate reference to Source A [1]

Accurate reference to Source A [2]

Apply criteria for any **two** reasons:

- Stalin wanted to stamp his authority on West Berlin
- Stalin wanted to cut off the people of West Berlin from western help
- Stalin hoped that this would force the Allies out of West Berlin
- Stalin wanted to make West Berlin entirely dependent on the USSR.

[1] for each valid reason

[1] for development of each point

[4]

(b) Study Source B.

Give **three** reasons from **Source B** to explain why President Truman was worried about events in Berlin in 1948.

Target AO3: Understand a range of source material as part of an historical enquiry.

Award [0] for responses not worthy of credit

Level 1 ([1]–[2])

Identifies **one** valid reason to explain President Truman’s worry with contextual illustration from Source B.

Level 2 ([3]–[4])

Identifies **two** valid reasons to explain President Truman’s worry with contextual illustration from Source B.

Level 3 ([5]–[6])

Identifies **three** valid reasons to explain President Truman’s worry with contextual illustration from Source B.

Any **three** reasons:

- Truman believed that the USSR was testing the Western allies
- Truman believed that the USSR was trying to find the weak spots in the Western alliance
- Truman thought that the USSR was trying to extend its control
- Truman thought that the USSR was trying to force the Western allies out of the city of Berlin
- Truman believed that he had to protect the freedom of the people in West Berlin.

Any other valid point

[6]

(c) Study Source C.

How reliable is **Source C** to an historian studying events in Berlin between 1948 and 1949?

Target AO3: Understand, analyse and evaluate a range of source material as part of an historical enquiry.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

A limited response which may only focus on the content of Source C, or answers may comment only on the author with no reference to content. Little attempt will be made to address issues of reliability of the source.

Level 2 ([4]–[6])

Answers will begin to discuss the reliability of Source C. Answers may comment on the fact that the author was based in Berlin between 1945 and 1949 and could provide important information about the situation there from his own personal experience. They may refer to the content of the source to support their answer. They may show some awareness of bias in his account and comment on how this could affect its reliability.

Level 3 ([7]–[8])

Answers at this level will discuss the key issues of reliability with clear reference to the content of Source C.

They may refer to some of the following:

- the author is a major in the USSR Army, who was in Berlin at the time of these events. He gives his view of what happened
- it is one-sided, giving the USSR view only, e.g. saw West Berlin as “a thorn in our side”
- as he is a major in the Army, he would have been briefed by his superiors, so may be giving us the “official” view of events
- the interview is given almost fifty years after the Blockade so he may not remember all details accurately
- the soldier may exaggerate the fears of the USSR to justify their actions in imposing the Blockade.

Any other valid point

[8]

- (d) Using **Sources A, B and C** and **your own knowledge**, explain why there are different views about the Berlin Blockade, 1948–1949.

Target AO3: Comprehend, analyse and evaluate, in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3])

At this level response may be limited and at the lower end may not address the question. Answers may describe the view given in one of the sources (AO3) but show little awareness of interpretation. At the top end of this level candidates may describe the views given in two of the sources. Alternatively candidates may make little reference to the sources and use limited own knowledge to give a weak general response (AO2). Responses of this nature should be restricted to marks within the lower half of the level. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7])

Answers at this level will show understanding of the different views given in at least two of the sources. At the upper end of this level they may display some limited awareness of the reasons for the different views about the Berlin Blockade by the USSR in 1948–1949 (AO3). Answers may use some outside knowledge to support their answer (AO2). Responses of this nature can access the top end of this level. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[10])

Answers at this level will show a clear understanding of the different viewpoints and some awareness of the reasons for these (AO3). Candidates at the top end of this level will make some use of their contextual knowledge to support their answers (AO2). Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Some of the following points should be made:

- **Source A** is the account of a modern historian. He states that Stalin wanted to stamp his authority on West Berlin because it was deep within the Soviet zone of Germany. He blocked the supply lines between West Germany and Berlin to force the western allies out. He wanted to make Berlin completely dependent on the USSR. The historian gives a factual account of Stalin's reasons for ordering the Blockade
- **Source B** gives the view of President Truman of the USA. Here he is speaking to the American people in 1948, giving his view of what is happening in Berlin. He believes that the USSR is trying to extend its control and spread Communism. He says that Stalin wants to drive the Allies out of West Berlin and bring the city under Communist control. Candidates may point out that Truman was very suspicious of Stalin's actions after 1945
- **Source C** is the view of a major in the USSR Army who was stationed in Berlin from 1945 to 1949. The Major gives the USSR view here. He describes the problems which the Allies were causing for the USSR in Berlin. They were a thorn in the side of the USSR. Their economic reforms in West Berlin were making East Germans discontented. He says that the USSR had to take action and force the allies out

Candidates may use their own knowledge to give more detail about the different views about the Berlin Blockade. They could mention Stalin's fears that the USSR could be invaded again. They could mention the USA's policy of containment arising from the Truman Doctrine and the impact of the Marshall Plan. Candidates may reach the conclusion that there are different views depending on the nationality and political views of the authors of the sources.

Any other valid point [10]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance ([1])

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

Level 2 Intermediate performance ([2]–[3])

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

Level 3 High performance ([4]–[5])

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

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SPaG

5

Section A

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Section B

Answer **one** of the following questions from this section.

In **all** questions a maximum of **5 additional marks** is available for the use of spelling, punctuation and the accurate use of grammar.

2 This question is about the Vietnam War, 1954–1973.

Explain how and why the involvement of the USA in Vietnam changed between 1954 and 1973.

Use the paragraph headings to help you with your answer.

- (a) Events leading to war, 1954–1964
- (b) Actions of the USA in the Vietnam War, 1965–1968
- (c) Vietnamisation and the end of USA involvement, 1968–1973.

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key concepts and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how and why USA involvement in the Vietnam War changed between 1954 and 1973. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Events leading to war, 1954–1964

- in 1954, the French were defeated by the communist Viet Minh at the battle of Dien Bien Phu. Their attempts to regain control over Vietnam had failed. The USA had been helping the French and was not prepared to let the communists take control. Vietnam had become part of the Cold War
- between 1954 and 1964 the USA provided indirect support to the government of South Vietnam to contain the spread of communism. South Vietnam was seen as “the cornerstone of the free world in South East Asia”. By 1964 the USA had given more than \$3 billion in military equipment and financial aid to South Vietnam and sent 16 000 military advisers
- in November 1963 President Diem of South Vietnam was killed and the Viet Cong controlled 60% of the country. President Johnson was determined to prevent South Vietnam becoming communist. In 1964 he said “I am not going to be the President who saw South East Asia going the way that China went”. When an American ship was attacked by North Vietnam in the Gulf of Tonkin in 1964 the USA became directly involved. The Tonkin Resolution of 1964 allowed President Johnson to take “all necessary measures” against North Vietnam.

Actions of the USA in the Vietnam War, 1965–1968

- the USA’s role changed from indirect to direct involvement with the launch of an intensive bombing campaign against North Vietnam. It was called Operation Rolling Thunder. In 1965 US soldiers were sent to South Vietnam to help the government against the Viet Cong. By 1968 over 540 000 US troops were in Vietnam. The US army was much better equipped than the Viet Cong and so expected an easy victory
- however, the USA was frustrated by the guerrilla tactics of the Viet Cong. The USA continued to bomb North Vietnam, the chief supplier of men and weapons to the Viet Cong. The USA bombed army bases, bridges and weapons factories. Thousands of innocent civilians were killed in these intensive raids
- the US adopted the unpopular tactic of moving the South Vietnamese peasants out of their villages into strategic hamlets which they controlled. About 40% of the population of South Vietnam was moved. This tactic turned many South Vietnamese against the USA and led to increased support for the Viet Cong
- The USA tried to destroy the Ho Chi Minh Trail, the main supply route through the dense jungles of Vietnam, Laos and Cambodia. They used chemical defoliants such as Agent Orange to destroy trees and vegetation, and napalm, a petrol-based liquid which cleared undergrowth, but also caused terrible injuries to peasants living in the areas targeted
- the Americans failed to win “the hearts and minds” of the people of South Vietnam. They treated all Vietnamese as suspects. They used “Search and Destroy” tactics including burning villages and shooting suspects. American atrocities against civilians, especially the infamous My Lai Massacre in March 1968, led to severe criticism in the American media

- the Viet Cong guerrilla tactics, especially grenade attacks, ambushes, Punji traps and land mines, caused high casualties and low morale within the US army. Drug abuse and poor discipline increased as a result.

Vietnamisation and the end of USA involvement, 1968–1973

- the Tet Offensive was launched by the Viet Cong in January 1968. It took the US by surprise and soon the Viet Cong had captured 75% of the main towns in South Vietnam. Even the American Embassy in Saigon was attacked
- though the Viet Cong suffered heavy casualties and were eventually pushed back, this offensive convinced many Americans that they could not achieve a military victory against the Viet Cong
- media coverage of the Tet Offensive and the My Lai Massacre shocked the American people and reduced support for the war. Anti-war protests and draft dodging increased
- Richard Nixon became President in January 1969. He had promised “Peace with Honour”. His policy was “Vietnamisation”. This gave more responsibility to the government and army of South Vietnam and allowed the USA to begin withdrawal without losing face. However, peace talks with North Vietnam dragged on until January 1973
- the USA withdrew from the war in Vietnam in 1973.

Any other valid point

[22]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance [1]

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

Level 2 Intermediate performance ([2]–[3])

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

Level 3 High performance ([4]–[5])

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

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SPaG

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3 This question is about the Cuban Missile Crisis, 1959 to 1962.

Explain how and why a crisis developed over events in Cuba between 1959 and October 1962.

Use the paragraph headings to help you with your answer.

- (a) Relations between the USA and Cuba, 1959–September 1962
- (b) Relations between the USSR and Cuba, 1959–September 1962
- (c) The Thirteen Days, October 1962.

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of history and demonstrate understanding of the past through explanation and analysis of key concepts and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of how and why a crisis developed over events in Cuba between 1959 and October 1962. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how and why a crisis developed over events in Cuba between 1959 and October 1962. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Relations between the USA and Cuba, 1959–September 1962

- Cuba was the largest island in the Caribbean and only 90 miles from the USA. The USA regarded Cuba as within its sphere of influence. Most of Cuba's trade in sugar, cigars and bananas was with the USA and so it was economically dependent on the USA. American companies controlled most of Cuba's industry and land. Cuba was also a popular destination for American tourists
- in 1959 the pro-American dictator General Batista was overthrown by a left-wing lawyer, Fidel Castro. He was opposed to USA influence and began to nationalise American owned-industries and banks. Castro took over USA owned land in Cuba and distributed it among the peasants

- relations between Cuba and the USA became hostile. President Eisenhower refused to meet Castro when he visited the USA in 1959. The USA refused loans and economic aid. They even cut off trade links in an attempt to remove Castro. In 1961 Castro announced that Cuba was a communist country. This angered the USA. They would not allow the spread of communism within their “own backyard”
- in April 1961 President Kennedy approved a CIA plan to invade using 1400 anti-Castro Cuban exiles. The Bay of Pigs invasion was badly planned and ended in complete failure. It made Castro a hero. The CIA continued their efforts to assassinate Castro with no success. By 1962 Castro saw the USA as a major threat and asked the USSR to defend Cuba.

Relations between the USSR and Cuba, 1959–September 1962

- Castro turned to the USSR when the USA refused to trade with Cuba. As a result, relations between Cuba and the USSR improved. In 1960 the USSR and Cuba agreed to trade oil and sugar for machinery. In 1961 Castro announced he was a communist. By 1962, 80% of Cuba’s trade was with the USSR and Eastern Europe. The USSR supplied Cuba with machinery and oil in return for sugar and tobacco
- after the Bay of Pigs in April 1961 and other USA assassination attempts, Castro turned to the USSR for protection. Khrushchev agreed. A pro-USSR government in Cuba would provide an opportunity for the USSR to have a supporter in the USA’s sphere of influence
- Castro asked Khrushchev for military assistance against the threat from the USA. By September 1962, nuclear missiles and over 40 000 Russian soldiers had been secretly sent to Cuba. Missile bases were built, ready to launch missiles at anyone invading Cuba. The USA was unaware that Russian nuclear missiles were being installed in Cuba.

The Thirteen Days, October 1962

- the Cuban Missile Crisis, also known as The Thirteen Days, lasted from the 14 to the 27 October 1962. During this time the world was on the verge of a nuclear war. On 14 October a USA spy plane provided the USA with clear evidence of Russian missile sites and missiles. A fleet of Russian ships was sailing to Cuba carrying nuclear weapons
- on 16 October Kennedy set up EXCOMM to deal with the crisis. Kennedy was under great pressure from his military advisors to invade Cuba or carry out an air strike on the missile bases
- President Kennedy decided to impose a naval blockade to prevent USSR ships reaching Cuba. This was successful and on 24 October the USSR ships, thought to be carrying nuclear missiles, turned around

- on 27 October Khrushchev sent a telegram stating that he would remove the missiles from Cuba if the US guaranteed not to invade Cuba or remove Castro. Before Kennedy could reply, a second telegram demanded the removal of US missiles from Turkey. An American U2 spy plane was shot down over Cuba but Kennedy did not retaliate. Kennedy accepted Khrushchev’s proposal but insisted that the removal of the US Jupiter missiles from Turkey be kept secret. Khrushchev agreed and the crisis ended.

Any other valid point [22]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance [1]

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

Level 2 Intermediate performance ([2]–[3])

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

Level 3 High performance ([4]–[5])

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

22

SPaG

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4 This question is about events in Eastern Europe between 1968 and 1989.

Explain how and why the USSR responded to challenges to its control over Eastern Europe between 1968 and 1989.

Use the paragraph headings to help you with your answer.

- (a) Czechoslovakia 1968: the Prague Spring
- (b) The policies of Gorbachev: Glasnost and Perestroika
- (c) The collapse of Communism in Eastern Europe, 1988–1989.

Target AO1 and AO2: Recall, select and communicate knowledge and understanding of History and demonstrate understanding of the past through explanation and analysis of key concepts and key features and characteristics of the periods studied.

Award [0] for responses not worthy of credit

Level 1 ([1]–[3]) AO1 ([1]–[3]) AO2

Answers at this level may only use one of the paragraph headings and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[7]) AO1 ([4]–[7]) AO2

Answers will use at least two of the paragraph headings, perhaps missing out only one, and offer a more informed explanation and analysis of the question. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([8]–[11]) AO1 ([8]–[11]) AO2

Answers will use all of the paragraph headings and will provide a clear explanation and analysis of how and why the USSR responded to challenges to its control over Eastern Europe between 1968 and 1989. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Czechoslovakia 1968: the Prague Spring

- in 1968 growing economic problems in Czechoslovakia resulted in a series of demonstrations against the USSR's control over the Czech economy. The hard-line leader, Novotny, was forced to resign. He was replaced by the more moderate Alexander Dubcek
- Dubcek announced a programme of economic and social reforms which would raise living standards. He called this "Socialism with a human face". The reforms included ending censorship and the powers of the secret police. Dubcek also wanted to open up travel to and trade with the west

- Dubcek reassured the USSR that Czechoslovakia wished to remain loyal to Communism and stay in the Warsaw Pact and Comecon. But these reforms worried Brezhnev, the new Russian leader. He feared that other communist countries would copy these reforms and threaten USSR control over Eastern Europe
- when Dubcek ignored Brezhnev's requests to abandon the reforms, he ordered 400 000 Warsaw Pact soldiers to invade Czechoslovakia
- the Czechs offered only passive resistance. They painted anti-Soviet slogans and had sit downs in front of Soviet tanks. One student Jan Palach burned himself to death in protest. Only 73 Czechs were killed
- after the invasion Dubcek was summoned to Moscow and on 28 August he agreed to end the Prague Spring and return to pre-1968 rule.

The policies of Gorbachev: Glasnost and Perestroika

- in 1985, Mikhail Gorbachev became the new leader of the USSR. He was determined to improve living standards and realised that this would mean that spending on defence would have to be cut
- he introduced two new policies, Glasnost (openness) and Perestroika (economic reform). These had a big impact on Russian control over Eastern Europe
- Gorbachev decided to abandon the Brezhnev Doctrine and allowed the countries of Eastern Europe more freedom to decide their future. He stated that the USSR would no longer support communist governments in the countries of Eastern Europe
- Gorbachev began to withdraw troops from Eastern Europe.

The collapse of Communism in Eastern Europe, 1988–1989

- the people of Eastern Europe, fed up with years of repression and poor living standards, turned against their communist leaders
- in a series of dramatic events, communist parties lost control in almost all countries in Eastern Europe. Non-communist governments were elected in Poland, Hungary and Czechoslovakia. By 1989, most countries in Eastern Europe had broken free
- Gorbachev kept his promise not to interfere. No action was taken by the USSR.

Any other valid point

[22]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

Level 1 Threshold performance [1]

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

Level 2 Intermediate performance ([2]–[3])

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

Level 3 High performance ([4]–[5])

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

	22
SPaG	5
Section B	27
Total	60