

Results Mark Scheme Summer 2007

GCSE

GCSE History (1334 Paper 02)

B1: The Russian Revolution, c. 1910-24

(a) Study Source A. What can you learn from Source A about Nicholas II as Tsar?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. Nicholas had no knowledge of men and was ignorant of politics.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that Nicholas was a weak Tsar because he had not been properly trained for his role and was very indecisive. It also suggests that he lost much support due to the events of 1905.

(3-4)

(b) Does Source C support the evidence of Sources A and B about Nicholas II as Tsar? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says it was not his fault that he was not a very good Tsar. Source A says that Nicholas was not able to make important decisions. Source B shows him celebrating 300 years of the Romanovs.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C seems to agree with Source A. Source C suggests that he was intelligent but ignorant of government matters. Source A suggests he was ignorant of politics and government. Source C seems to support Source B as Source C suggests he was popular in the years before which is shown by the crowd in B

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. as level 2 but extent of support. Strong support between C and B and some support between C and A as both suggest that it was not his fault that he was a weak Tsar but due to lack of preparation

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of discontent with the government of Russia in the years before 1914?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX. LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is not useful because it is only a moment in time. Source E is useful because it was said at the time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source is useful because it shows the government reaction to strikes. In this case the police killed the strikers at Lena gold field. It is evidence of the continued repression of the Tsar's government. Source E is useful because it suggests that the government is doing very little and this is leading to support for revolutionary movements.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed explanation of one source in their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source D is a very good example of the repressive nature of the Tsarist government and would have done much to fuel opposition. However the photographer may have been selective and shown the worst possible scene. Source E is useful as evidence from a leader of one of the opposition groups set up after the 1905 Revolution. It suggests that this group has become disillusioned with the Tsarist government and highlights the growth of opposition. However Guchkov may have exaggerated the situation to increase support for the Octobrists.

(7-8)

(d) Study all the Sources.

'The main reason for the growth of opposition to the Tsarist government in Russia in the years before 1914 was the weakness of Nicholas II '.

Use these sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statement offering points using sources OR own knowledge OR both, e.g. Source A says that the Tsar lost popularity after Bloody Sunday

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of Tsar's actions and weaknesses

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources A and F OR may look at other reasons for the growth of opposition in Sources D, E or F and uses own knowledge OR may question the whether there was much opposition using Sources B and C.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including the weakness of Nicholas II, the influence of Rasputin, the grievances of various groups and the aims of opposition parties.

(11-12)

B2: The War to End Wars, 1914-19

(a) Study Source A. What can you learn from Source A about what happened at the Battle of Mons?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. The 160 German troops that left the wood had shrunk to 100.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that the Germans had gained much respect for the British due to the Battle of Mons. It also suggests that the battle was a great success for British tactics which forced the Germans to retreat .

(3-4)

(b) Does Source C support the evidence of Sources A and B about what happened at the Battle of Mons? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that the Germans lost ten to one in casualties. Source A says that the Germans were being driven back. Source B shows British troops retreating.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C supports Source A as both suggest that the Germans suffered heavy casualties, ten to one in Source C and only 100 out of 160 who survived in Source B. Source C supports Source B as both suggest that the British retreated.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three source, e.g. as level 2 but extent of support. Not full support between Sources C and B as B suggests a British defeat whilst the tone of Source C suggests some success. Stronger support C and A although Source C suggests British retreat and Source A German retreat.

(5-6)

(c) Study Sources D and E. How useful are sources D and E as evidence of British attitudes towards Germany at the beginning of the First World War?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX. LEVEL 1

Level 1: Simple statements about utility based on content OR nature of the sources. e.g. Source D is not useful because it exaggerates. Source E is useful because it was said at the time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source D is useful because it suggests that Germany was a bully who was in the wrong for invading Belgium and the invasion will be resisted by the Belgians. Source E is useful because it suggests that the Germans have committed atrocities in Belgium but will eventually be defeated.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed explanation of one source in Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. sees provenance of both sources as critical. Source D is useful because it is a very good example of the propaganda used by the British in the early weeks of the war to win support for the war effort by stressing the need to support Belgium, wrongly invaded by the Germans. It would also be used to encourage men to volunteer. However, the cartoon does exaggerate the German position and Belgian resistance in order to create anti-German feeling. Source E is useful because it is by a leading member of the government reflecting the official view of German actions and suggesting the government was keen to encourage anti-German feeling, keep up morale and win support of the MPs by suggesting that the British will eventually win. However the language is deliberately emotive and the events possibly exaggerated to encourage anti-German feeling.

(7-8)

(d) *Study all the Sources. 'The main reason for the failure of the Schlieffen Plan lies in the actions of the British and French armies'.*

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source A shows that the Germans were pushed back

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of activities the BEF in 1914.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources A, D and E OR may look at other reasons for the failure shown in Source F and uses own knowledge OR may question the part played by the British using Sources B and C and own knowledge.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including the activities of the BEF, the changes made by von Moltke, the actions of the French and Belgians and events on Eastern Front

(11-12)

B3: Depression and the New Deal: the USA, 1929-41

(a) *Study Source A. What can you learn from Source A about the Tennessee Valley Authority?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. The TVA did not please everyone.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g Source A suggests that the TVA was not popular with farmers because they would lose their land, big business due to fears it would threaten private enterprise and others who were convinced it would do little to help the area.

(3-4)

(b) *Does Source C support the evidence of Sources A and B about the Tennessee Valley Authority? Explain your answer.*

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that there was change everywhere, Source B shows dams, power and chemical plants. Source A tells us that the TVA was not received well by everyone.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C seems to support Source B. Source C suggests that the TVA totally changed the area. Source B shows these changes with new dams, power and chemical plants. Source C does not support Source A as Source C stresses the achievements of the TVA whilst Source A suggests it would do little for the area.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. as level 2 but extent of support. Strong support between Sources C and B with the map showing the great benefits mentioned in Source C. Although strong differences on tone between C and A, C is the effects of TVA and A the opposition beforehand.

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the work done by the Civilian Conservation Corps?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX LEVEL 1

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is useful because it was written at the time. Source E is not useful because it only shows a split second.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source D is useful because it gives evidence of the aims of the CCC to reduce the numbers out of work by 250,000 by putting them to work on reforestation. It also stresses the popularity of the scheme. Source E is useful because it shows the enthusiasm for the CCC from Roosevelt and some of the workers and highlights the active role played by the Roosevelt.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s)OR content.

NB: Candidates who only use a developed explanation of one source in Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source D is useful as evidence of the propaganda used to promote the CCC but does possibly exaggerate the support for the scheme. Source E is also useful as evidence of government propaganda to illustrate the success of the scheme and also emphasise the role of Roosevelt. However, the photograph was obviously posed for, with all workers smiling and very content and may not be typical of all CCC workers. It shows little of the work the men did.

(7-8)

(d) *Study all the Sources.*

'The most successful aspect of Roosevelt's New Deal achievements was the Tennessee Valley Authority '.

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source C says it brought great changes to the area.

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of achievements of TVA to answer the question.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Source B and further own knowledge OR may look at the importance of other New Deal policies using Sources D, E and F and own knowledge or may question achievements of TVA using Source A.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on success of a range of New Deal policies including alphabet agencies, banking and 'fireside' chats'.

(11-12)

B4: Nazi Germany, c. 1930-39

(a) *Study Source A. What can you learn from Source A about the influence of the Hitler Youth?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. Many young people had nothing to do with the Hitler Youth..

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that many young Germans were not keen on the Hitler Youth and found excuses not to attend. A substantial minority did not join the movement.

(3-4)

(b) *Does Source C support the evidence of Sources A and B about the influence of the Hitler Youth? Explain your answer.*

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that the Hitler Youth was well attended. Source A says that more than a third were not involved. Source B shows a meeting of the Hitler Youth.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C supports the evidence of Source B. Source C suggests that many young people enjoyed the Hitler Youth, with the children in Source B enthusiastic. Source C does not support Source A. Source C suggests that the Hitler Youth was well attended. Source A suggests it was not.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. Source C seems to strongly support Source B as both suggest that the Hitler Youth was well attended. Source C strongly disagrees with Source A as Source C suggests enthusiasm for the movement and Source A lack of interest and support.

(5-6)

(c) Study Sources D and E. How useful are Sources D and E as evidence of the aims of education under the Nazis in the years 1933-1939?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX. LEVEL 1

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source E is a cartoon and exaggerates. Source D is useful because it was written at the time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source E is useful because it suggests that the aims of Nazi education policy were to create a racist state and turn the children against the Jews. Source D is useful because it suggests that Nazi education was to ensure support and devotion for Hitler.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s)
OR content.

NB: Candidates who only use a developed explanation of one source in Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source E is useful as evidence of the propaganda used by the Nazis in schools to create their racial state and encourage anti-Semitism. However the illustration exaggerates the Jewish figure and shows nothing about the impact that this had in Nazi controlled schools. Source D is useful because it is an extract from a textbook used in Nazi schools and provides evidence of the indoctrination of the young, typical of the aims of Nazi education.

(7-8)

(d) Study all the Sources.

'The main way of controlling the young in Nazi Germany in the years 1933-39 was the Hitler Youth movement'.

Use these sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source C suggests that the Hitler Youth movement was popular with the young.

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As level 1 but uses knowledge of the Hitler Youth and its effects.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Source B and further own knowledge OR may look at other reasons for Nazi control using Sources D, E and F and own knowledge OR questions effectiveness of Hitler Youth using Source A and own knowledge.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including youth movements, education, propaganda, the police state and the appeal of Hitler and the Nazis.

(11-12)

B5: The World at War, 1938-45

(a) Study Source A. What can you learn from Source A about the German invasion of the Soviet Union in 1941?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. The Germans quickly advanced on all fronts.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that the German invasion was a great success as they had captured an important area of the Soviet Union. It also suggests that Hitler's celebration was premature due to the change in weather as early as September..

(3-4)

(b) Does Source C support the evidence of Sources A and B about the German invasion of the Soviet Union in 1941? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says the Germans are losing 150,000 men each month. Source A shows that the Germans quickly advanced on all fronts. Source B shows Soviet troops dressed for the winter.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C supports Source B as Source C suggests that the Russians were better equipped for the winter conditions than the Germans and Source B shows these better equipped Soviet troops. Source C does not support the evidence of Source A. Source C suggests the campaign had failed whilst Source A suggests that the campaign was a great success.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. Source C strongly supports Source B as both suggest that the Soviet troops were well prepared for the winter. The dead soldiers in Source B back up the casualties mentioned in C. Source C partially supports Source A as Source C suggests that the freezing conditions were a key factor. This is suggested in Source A with the nickname 'Frozen Meat' and the change in the weather in September.

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the outcome of the Battle of Stalingrad?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX. LEVEL 1

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is useful because it was written at the time. Source E is not useful because it only shows a split second .

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source D is useful because it suggests that the morale of many of the German soldiers was very low and that many had stopped believing in Hitler. Source E is useful because it shows the success of the Soviet armies who have entered Stalingrad with a Soviet soldier in the foreground celebrating the victory.

OR Developed explanation of the source(s) using NOP of the source(s)
OR content.

(4-6)

NB: Candidates who only use a developed explanation of one source in their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. as Level 2 but sees provenance of both sources as critical. Source D is useful because it provides evidence from a letter by a German soldier whose honesty has led to the letter being censored. However his views may not be typical of all German soldiers who served at Stalingrad. Source E is useful as evidence of the propaganda used by the Soviet government to promote the victory at Stalingrad. However it has been carefully selected and shows nothing of the struggle and casualties during the battle.

(7-8)

(d) *Study all the Sources.*

'The main reason for the defeat of Germany in Europe was the German failures against the Soviet Union on the Eastern Front.'

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source B shows that the Germans were losing 150,000 per month..

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As Level 1 but uses knowledge of Eastern Front

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources B, D and E and further knowledge OR may look at other reasons for survival using Source F and own knowledge OR questions German defeat on Eastern Front using Source A and own knowledge.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of factors including the Eastern Front, D-Day, Italy and Hitler's mistakes.

(11-12)

B6: The End of Apartheid in South Africa, 1982-1994

(a) Study Source A. What can you learn from Source A about relations between Nelson Mandela and President de Klerk after Mandela's release from prison in 1990?

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. Mandela was extremely concerned about the behaviour of de Klerk.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests that relations had become very strained between Mandela and de Klerk. Mandela suggests that this was due to de Klerk's attempts to undermine the position of the ANC.

(3-4)

(b) Does Source C support the evidence of Sources A and B about relations between Nelson Mandela and President de Klerk after Mandela's release from prison in 1990? Explain your answer.

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says the two men trusted each other. Source A says that Mandela was concerned about de Klerk's behaviour. Source B shows them together and smiling.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C supports Source B as both suggest that the two men were working well together. Source C suggests that the two men trusted each other and were impressed with each other. This is shown by the smiles of the two men in the photograph, Source B. Source C does not support the evidence of Source A. Source C suggests they got on together whilst Source A expresses Mandela's concern for de Klerk's behaviour.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. As with Level 2 but Source C also strongly supports the evidence of Source B with great trust between the two men. Source C strongly disagrees with Source A with the trust, mentioned in Source C, having gone in Mandela's speech in Source A.

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence about violence that took place in South Africa in the early 1990s?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX. LEVEL 1

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is not useful because it only shows a split second. Source E is not useful because it was said later.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source D is useful because it shows the violence that was widespread in the early 1990s and gives one example of the many attacks on trains. Source E is useful because it suggests that the de Klerk government actually encouraged violence between the Zulus and Xhosas.

OR Developed explanation of the source(s) using NOP of the source(s)
OR content.

(4-6)

NB: Candidates who only use a developed explanation of one source in
Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source D is useful as evidence of the propaganda used by the de Klerk government to discredit the anti-apartheid movement and publicise the violence by black groups especially Inkatha. However the government has been selective in what has been shown. Source E is useful because it provides evidence from a member of the secret police who is able in 1996 to freely provide his evidence. However he may have been trying to limit his own part by exaggerating government actions.

(7-8)

(d) *Study all the Sources.*

'The main reason for the end of apartheid in South Africa was the violence of the early 1990s'.

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source B shows the violence of Inkatha.

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As Level 1 but uses knowledge of violence of early 1990s.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Sources A and C and further knowledge OR may look at other reasons using Sources A, B, C and F OR questions the violence using Source E and own knowledge.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on inter-action between variety of reasons including the violence, Mandela, de Klerk and outside pressure.

(11-12)

B7: Conflict in Vietnam, c. 1963-75

(a) *Study Source A. What can you learn from Source A about the effects of the war in Vietnam on the US public in the late 1960s?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. Television coverage has encouraged a majority of the viewers to support the war.

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. Source A suggests, surprisingly, that most US viewers, nearly two-thirds, were encouraged to back the war as a result of TV coverage.

(3-4)

(b) *Does Source C support the evidence of Sources A and B about the effects of the War in Vietnam on the US public in the late 1960s? Explain your answer.*

(6)

Target: Corroboration by cross-referencing of sources (AO2)

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. Source C says that it made many US citizens anti-war. Source A says that the majority supported the war. Source B shows that 52% were against the war.

(1-2)

Level 2: Developed statements identifying support/differences. e.g. Source C does not support Source A. Source C suggests TV coverage turned most people against the war. Source A suggests that it had the opposite effect. Source C supports Source B. Source C suggests that TV coverage made most US citizens anti-war and 52%, in Source B, are against US involvement in Vietnam.

(3-4)

Level 3: Developed explanation which identifies the extent of support/differences using all three sources. e.g. Source C strongly disagrees with the views of Source A in that they suggest opposite effects of TV coverage. However Source C suggests many US citizens, Source A gives precise figures. Not full support between C and B. Source C suggests great majority turned against war, Source B only slight majority, 52%.

(5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the effects of the war on the people of Vietnam?

(8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY

RELIABILITY ONLY MAX. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources. e.g. Source D is not useful because it was written at the time. Source E is not useful because it is only a moment in time.

(1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. e.g. Source D is useful because it suggests that South Vietnamese forces had a devastating effect on a Vietnam village, even burning the crops. It also suggests they have lost the support of the Vietnamese people. Source E is useful as evidence of the devastation caused by US bombing of North Vietnam. Also suggests that the US wrongly targeted hospitals.

(4-6)

OR Developed explanation of the source(s) using NOP of the source(s)
OR content.

NB: Candidates who only use a developed explanation of one source in
Their answer cannot go above the bottom of Level 2 (max. 4 marks).

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. Source is useful as evidence of South Vietnamese violence against a village in South Vietnam because it is from a US citizen who has no reason to exaggerate or distort what happened. It reflects the growing disillusionment of the people of South Vietnam with US tactics and highlights their futility. However the eyewitness account is used by a US journalist who may well have been selective in order to turn opinion against the war. Source D is useful as evidence of the propaganda used by North Vietnam to turn public opinion against US bombing tactics. However, the North Vietnamese would have been selective in what they showed and there is no direct evidence that it was a hospital.

(7-8)

(d) *Study all the Sources.*

"The main reason for the US withdrawal from Vietnam was increasing opposition in the USA to the war".

Use the sources, and your own knowledge, to explain whether you agree with this view.

(12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

Level 1: Simple statements offering points using sources OR own knowledge OR both, e.g. Source B shows that many US people were turned against the war.

(1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. As Level 1 but uses knowledge of US opposition to the war.

(4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. as level 2 but with reference to Source B and further knowledge OR may look at other reasons using Sources D, E and F and own knowledge OR questions importance of US public opinion using Source A.

(8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as level 3 but focus on interaction between variety of reasons including the US public opinion, failure of US tactics and Vietnamisation and the success of Vietcong tactics,

(11-12)

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