

# Mark Scheme (Results) Summer 2008

GCSE

## GCSE History (1334) Paper 01

## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

| Question Number |      | Target   |
|-----------------|------|--|
| 1 (a) (i)       |      | Key features/Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. Massacre of thousands of civilians.   |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. as L1, Turkish suppression of the revolt in its empire, shock waves across Europe. |

| Question Number |      | Target   |
|-----------------|------|--|
| 1 (a) (ii)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. horror re Bulgarian atrocities                                      |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, protect Slavs, knew nothing to fear from A-H          |
| 3               | 5    | Developed explanations supported by appropriately selected knowledge e.g. as L2, extend influence, no interf. from G.B |

| Question Number |      | Target   |
|-----------------|------|--|
| 1 (a) (iii)     |      | Key features/recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Big Bulgaria broken up.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. Macedonia to Turkey, Cyprus to G.B., A-H right to occupy Bosnia and Heregovina.          |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, Russia acquired Bessarabia, key powers satisfied with acquisitions |

| Question Number |      | Target   |
|-----------------|------|--|
| 1 (a) (iv)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. A-H concerned over the Young Turk revolution.                                     |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, fear of a stronger Turkey, collusion with Russia                    |
| 3               | 6-7  | Developed explanations supported by appropriately selected knowledge e.g. as L2, A-H keen to flex muscles, counter to Serb influence |

| Question Number  |            | Target   |
|------------------|------------|--|
| <b>1 (b) (i)</b> |            | Key features/change/ recall of knowledge   |
| Level            | Mark       | Descriptor   |
|                  | <b>0</b>   | No rewardable material   |
| <b>1</b>         | <b>1-2</b> | Simple statements supported by some knowledge e.g. DKB saw the attempt to isolate Fr., tension begins. F-R alliance- hints at two camps. D.A. - brings Germany and A-H together. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.                        |
| <b>2</b>         | <b>3-4</b> | Developed statements supported by relevant knowledge e.g. as L1, curb socialism -brings monarchies closer. D.A. sees Russia as a problem for Ger. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.   |
| <b>3</b>         | <b>5</b>   | Developed explanation supported by appropriately selected knowledge as L2, e.g. keeps A-H away from G.B., Fr.-Rus.- extra safeguard for Russ. -pressure on G.B. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. USE MARK SCHEME FOR EACH CHOICE

| Question Number |       | Target  |
|-----------------|-------|---|
| 1 (b) (ii)      |       | Causation/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>   |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statement about the developing alliances. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.  |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. details of the stimuli Naval Laws- Dreadnoughts, fear of links with France-may bring in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.   |
| 3               | 9-11  | Developed explanation supported by appropriately selected knowledge e.g. as L2, - Mor. crises bring G.B./Fr. closer, links with Russia show Ger. facing problems, may begin to see links between stimuli- public opinion, press etc. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 12-15 | Sustained argument supported by precisely selected knowledge e.g. as L3, moving beyond basic stimulus either by sharp focused development of them or by selecting other factors - may see trade, commerce, imperial imperatives, public opinion in both countries, yet attempts to improve in 1914. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision |

| Question Number |      | Target  |
|-----------------|------|---|
| 2 (a) (i)       |      | Key features/Recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1    | Simple statements supported by some knowledge e.g. Kaiser's message.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, to Transvaal, Kaiser pleased at GB discomfiture. |

| Question Number |      | Target  |
|-----------------|------|---|
| 2 (a) (ii)      |      | Key features/ recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Germany began a programme of building battleships for defence only.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. Four laws, second was designed to compete with G.B.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, Germany put 4 battleships down in 1908, led to race with G.B. Had 60% of GB's naval strength by 1914. |

| Question Number |      | Target   |
|-----------------|------|--|
| 2 (a) (iii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. protection against Germany.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, imperial issues resolved, concerns over Japan-Russia                            |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, removed tension over e.g. Egypt (Fashoda), secured a friendship. |

| Question Number |      | Target  |
|-----------------|------|---|
| 2 (a) (iv)      |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Britain and France pushed closer together.   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, LG's Mansion House speech, British. fear of German naval base.                     |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, Germans appeared qu. bellicose, Br. press and pub. op. anti-German. |

| Question Number |      | Target  |
|-----------------|------|---|
| 2 (b) (i)       |      | Key features/change/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. hostility from France. Fr. with ally by 1894- some cause for optimism. Italy in the T.A. - rivalry over Tunis.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, Tof F saw notion of revanche. T.A. Fr.and Rus. felt protected from Germany- Fr. isolation ended.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.         |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge as L2, e.g. sees immediate and longer term issues.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.    |

**N.B. USE MARK SCHEME FOR EACH CHOICE**

| Question Number |       | Target   |
|-----------------|-------|--|
| 2 (b) (ii)      |       | Causation/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements about growth of tension. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. details of the stimuli - A-H v Rus., issue of Turkey, international rivalry, may bring in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-11  | Developed explanation supported by appropriately selected knowledge e.g. as L2, may begin to see links between the stimuli, B. Wars and ensuing tension. Spells punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 12-15 | Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis based on the stimuli and sees the factors behind tension. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |



| Question Number  |            | Target   |
|------------------|------------|--|
| <b>3 (a) (i)</b> |            | Causation /Recall of knowledge   |
| Level            | Mark       | Descriptor   |
|                  | <b>0</b>   | No rewardable material   |
| <b>1</b>         | <b>1</b>   | Simple statements supported by some knowledge e.g. no real influence for Indians                             |
| <b>2</b>         | <b>2-3</b> | Developed statements supported by relevant knowledge e.g. As L1, few could vote, Muslims and Hindus divided. |

| Question Number   |            | Target   |
|-------------------|------------|--|
| <b>3 (a) (ii)</b> |            | Key features/ recall of knowledge  |
| Level             | Mark       | Descriptor   |
|                   | <b>0</b>   | No rewardable material   |
| <b>1</b>          | <b>1-2</b> | Simple statements supported by some knowledge e.g. Dyarchy set up.   |
| <b>2</b>          | <b>3-4</b> | Developed statements supported by relevant knowledge e.g. as L1, discusses Gol Act, Council to advise the Viceroy, Legislative Assembly enlarged, some resp. to Indians. |
| <b>3</b>          | <b>5</b>   | Developed explanation supported by appropriately selected knowledge e.g. as L2, Council of State- Br. dealt with defence, taxation, Indians with education, agriculture. |

| Question Number    |            | Target  |
|--------------------|------------|---|
| <b>3 (a) (iii)</b> |            | Causation/ recall of knowledge  |
| Level              | Mark       | Descriptor  |
|                    | <b>0</b>   | No rewardable material  |
| <b>1</b>           | <b>1-2</b> | Simple statements supported by some knowledge e.g. violence erupted after the end of the war.   |
| <b>2</b>           | <b>3-4</b> | Developed statements supported by relevant knowledge e.g. as L1, to extended Defence of India Act into peacetime, fear of worse unrest- depression etc.                     |
| <b>3</b>           | <b>5</b>   | Developed explanation supported by appropriately selected knowledge e.g. as L2, judges could work without a jury, repressive legislation extending British rule - therefore |

| Question Number   |            | Target  |
|-------------------|------------|---|
| <b>3 (a) (iv)</b> |            | Key features/ recall of knowledge   |
| Level             | Mark       | Descriptor  |
|                   | <b>0</b>   | No rewardable material  |
| <b>1</b>          | <b>1-2</b> | Simple statements supported by some knowledge e.g. Indians shot- 379- victims unarmed   |
| <b>2</b>          | <b>3-5</b> | Developed statements supported by relevant knowledge e.g. as L1, meeting of c5,000 people - enclosed area, Dyer keen to make an example.                    |
| <b>3</b>          | <b>6-7</b> | Developed explanation supported by appropriately selected knowledge e.g. as L2, indiscriminate shooting, Gurkhas used, indicative of British to their rule. |

| Question Number |      | Target  |
|-----------------|------|---|
| 3 (b) (i)       |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. RTCs showed situation worsening, Simon Comm. sought to review Gol, Marches show widespread antipathy to Britain.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 5    | Developed explanation supported by appropriately selected Knowledge e.g. as L2, seeds of future change for each - Marches- genie out of the lamp, Gandhi's role brings international attention, role of Labour.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. USE MARK SCHEME FOR EACH CHOICE

| Question Number |       | Target  |
|-----------------|-------|---|
| 3 (b) (ii)      |       | Key features/change/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration.</b>  |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements about demands supported by some Knowledge e.g. Describes the stimuli or makes generalised statements about opposition.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements about the demands supported by relevant knowledge e.g. as L1, disappointment with Gol Act, beginnings of communal split, issues of the war, may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 9-11  | Developed explanation of the demands supported by appropriately selected knowledge e.g. as L2, growth of Muslim League, role of Bose, issues with Congress. May begin to see links between the stimuli.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 12-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, impact of the declaration of war, broke hopes and increased antagonism and ill-feeling. May give overview. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target  |
|-----------------|------|---|
| 4 (a) (i)       |      | Causation /Recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1    | Simple statements supported by some knowledge e.g. Not enough- disappointment of extent.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, no big increase in voters, insufficient money to carry out policies. |

| Question Number |      | Target   |
|-----------------|------|--|
| 4 (a) (ii)      |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. used ashrams, hartals   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, non-co-operation, <i>swaraj</i> .   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, boycotts, influence on Congress re elections, violence erupted- G. imprisoned. |

| Question Number |      | Target  |
|-----------------|------|---|
| 4 (a) (iii)     |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Indians saw no real benefit.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, disregard of Indians- no members- led to demonstrations- built up protests, involvement of Jinnah and Muslim League. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, role of Nehru, demand for Dominion status. Imp. for Untouchables.                                     |

| Question Number |      | Target   |
|-----------------|------|--|
| 1 (a) (iv)      |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. March to the sea to make salt   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, 24 days to Dandi- G. broke law- symbolically. G arrested. G. trying to make Br. position untenable. |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, led to 5m making salt, symbol of defiance, Congress members arrested.                |

| Question Number |      | Target  |
|-----------------|------|---|
| 4 (b) (i)       |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. RTCs showed issues- Congress failed to attend, Nat. Gov. unwilling to change.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge as L2, e.g. Gandhi's views rejected by Indians, pol. diffs. in UK, confs. Showed problems and Indians left seeking ind.- issues when Congress members imprisoned.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. USE MARK SCHEME FOR EACH CHOICE

| Question Number |       | Target   |
|-----------------|-------|--|
| 4 (b) (ii)      |       | Causation/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration.</b>   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. as L1, details of the stimuli, anger at declaration without consultation, details of QI campaign, Br. reaction, may bring in other knowledge. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-11  | Developed statements supported by relevant knowledge e.g. as L1, details of the stimuli, split between Congress and Muslim League, demand for Pakistan. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.  |
| 4               | 12-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, attitude of the Labour Govt, Cabinet Mission, moving beyond the stimuli either by sharp and focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (a) (i)       |      | Key features/Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. programme of the GMD.   |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, basic ideas of nationalism, democracy, people's livelihood forming policy - some explanation. for top of level. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (a) (ii)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Level 1: Simple statements supported by some knowledge e.g. Manchu were still in Beijing - threat.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, Promised Sun, he as C-in-C, could prevent trouble                           |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, Yuan able to promise loyalty of the army, Sun accepted this. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (a) (iii)     |      | Key features/recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. clear protest against the peace treaties of 1919.                                 |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, students involved, hatred of Japan and Eur. Nations grew.           |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, demonstrations, strikes across China, 'Young China'. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (a) (iv)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. CCP winning some support.   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, Internal problems for GMD- Chiang keen to re-unite the party, worry re CCP in major cities.                                 |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, unable to eradicate CCP in 1927-8- hence sought to root out, forcing Long March, establish own dictatorship. |

| Question Number |      | Target   |
|-----------------|------|--|
| 5 (b) (i)       |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about causes supported by some knowledge e.g. built on the successes of the 1930s- peasants. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.   |
| 2               | 3-5  | Developed statements about the causes supported by relevant knowledge as L1, failures of Japanese to win Chinese support, mistakes of GMD re Japanese. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 6-8  | Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, manner of CCP's work, assistance from GMD renegades. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.  |
| 4               | 9-10 | Sustained argument supported by precisely selected knowledge e.g. as L3, incompetence of GMD, withdrawal of US support, Chiang's tactical errors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

**NB: Deals with one element only (Japan or Guomindang) max. mark (L3) 6**



| Question Number |       | Target   |
|-----------------|-------|--|
| 5 (b) (ii)      |       | Change/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements about the changes. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. details of collectivisation, land reform and may bring in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-12  | Developed explanation supported by appropriately selected knowledge as L2, - light industry neglected, backyard furnaces, movement of people- may begin to see links between stimuli Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.  |
| 4               | 13-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the overview, targets, compete with the world, quick (too?) pace. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 6 (a) (i)       |      | Key features/Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. Members of the CCP killed in Shanghai.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, Chiang concerned about growth of CCP- in North. Exped. decided to remove threat- began at Shanghai where many killed. |

| Question Number |      | Target  |
|-----------------|------|---|
| 6 (a) (ii)      |      | Key features/ recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. retreat of CCP/Red Army to Yanan.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, took supplies, Braun replaced, hardships of the soldiers, terrain etc.           |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, only 10.000 reached the goal, CCP re-grouped, Mao able to reflect |

| Question Number |      | Target   |
|-----------------|------|--|
| 6 (a) (iii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. complacent approach - CCP proactive re peasants.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, poor tactics against the Japanese- allowed CCP to secure large areas.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, by 1945 CCP had won support of c100m peasants, had also liberated many areas for the Japanese. |

| Question Number |      | Target  |
|-----------------|------|---|
| 6 (a) (iv)      |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. already doubts about the GMD during the war, GMD overstretched in Manchuria and the north  |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. loss of morale among GMD forces, poor tactics of Chiang, many defections to CCP.  |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, popular support for the GMD dwindled, CCP showed integrity with peasants- corruption abounded in GMD, PLA dedicated, brilliant tactics- all that the GMD was not. |

| Question Number |      | Target   |
|-----------------|------|--|
| 6 (b) (i)       |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Mao sought to recover position and improve it.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.  |
| 2               | 3-5  | Developed statements about the causes supported by relevant knowledge as L1, notion of continuing the Communist revolution, fear of capitalism.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 6-8  | Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2 , split in the party - needed to be resolved.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility  |
| 4               | 9-10 | Sustained argument supported by precisely selected knowledge e.g. as L3, overview of CR as political and social venture to acquire control and wrest it from party deviants.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

| Question Number |       | Target   |
|-----------------|-------|--|
| 6 (b) (ii)      |       | Key features/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements about features supported by some knowledge e.g. describes the stimuli or makes a general statement about the changes.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. As L1, eradicate illiteracy- use indoctrination, details of thought reform, control via army or may bring in other knowledge<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility  |
| 3               | 9-12  | Developed explanation supported by appropriately selected Knowledge e.g. as L2, posters, 'remoulding', - and may begin to see the links between the stimuli- may also use additional own knowledge- 100 Flowers.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 13-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, influence of Mao's thoughts, 'antis' campaigns, interest groups etc. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision |

| Question Number |      | Target  |
|-----------------|------|---|
| 7 (a) (i)       |      | Key features/Recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1    | Simple statements supported by some knowledge e.g. leading Bolsheviks put on trial.   |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. as L1, able to remove real and perceived enemies, inculcate fear and terror into S.U. |

| Question Number |      | Target   |
|-----------------|------|--|
| 7 (a) (ii)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. control peasants, often a problem in Russia.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, remove symbol of NEP.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, did not see them as embodying his view of the Communist state, if removed could develop is own theories. |

| Question Number |      | Target   |
|-----------------|------|--|
| 7 (a) (iii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. secure control across the S.U.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, be seen, indoctrinate, change views and enhance his own position.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, create unquestioning followers, the centre of the Party and success- therefore no competitors. |

| Question Number |      | Target   |
|-----------------|------|--|
| 7 (a) (iv)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. people removed, disappearances  |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, Party members removed from major positions all over the S.U., kulaks, even the army not immune.     |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, use of secret police, labour camps- purges enabled Stalin to carry out his policies. |

| Question Number |      | Target  |
|-----------------|------|---|
| 7 (b) (i)       |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements about changes supported by some knowledge e.g. climate issues with VLS.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 3-5  | Developed statements about the changes supported by relevant knowledge as L1, lack of initiative, land farmed too intensively.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 6-8  | Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, Komsomol workers inexperienced, tractors did not always work., RECs too big.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.                             |
| 4               | 9-10 | Sustained argument supported by precisely selected knowledge e.g. as L3, K unwilling to accept advice, money for ind. diverted to space and armaments.<br>Spells, punctuates and uses the rules of grammar with Considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision |

**NB: Deals with one element only (agriculture or industry) max. mark (L3) 6**

| Question Number |       | Target  |
|-----------------|-------|---|
| 7 (b) (ii)      |       | Change/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>  |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a generalised statement.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.  |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. as L1, openness, less censorship, economic changes, free market. - may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist term with facility  |
| 3               | 9-12  | Developed explanation supported by appropriately selected knowledge as L2, sought aid from the West, satellite states esp. Poland cause issues -reaction, Afghanistan- reaction.<br>-may begin to see links between stimuli Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility   |
| 4               | 13-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, rapid approach to politics, economy, international issues- overview likely to move beyond the basic stimuli either by sharp/ focused development of them or by selecting other factors.<br>Spells punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number  |            | Target   |
|------------------|------------|--|
| <b>8 (a) (i)</b> |            | Key features/Recall of knowledge   |
| Level            | Mark       | Descriptor   |
|                  | <b>0</b>   | No rewardable material   |
| <b>1</b>         | <b>1</b>   | Simple statements supported by some knowledge e.g. rich peasant, tight-fisted.   |
| <b>2</b>         | <b>2-3</b> | Developed statements supported by relevant knowledge e.g. as L1, employed some workers, emerged pre-1914 more so in NEP, Stalin sought to remove |

| Question Number   |            | Target  |
|-------------------|------------|---|
| <b>8 (a) (ii)</b> |            | Causation/ recall of knowledge  |
| Level             | Mark       | Descriptor  |
|                   | <b>0</b>   | No rewardable material  |
| <b>1</b>          | <b>1-2</b> | Simple statements supported by some knowledge e.g. Stalin averse to peasant land ownership.   |
| <b>2</b>          | <b>3-4</b> | Developed statements supported by relevant knowledge e.g. as L1, help Stalin to impress own policy, control peasants, food to urban areas.                                      |
| <b>3</b>          | <b>5</b>   | Developed explanation supported by appropriately selected knowledge e.g. as L2, create wealth ready for industrialisation programme, make agric. More efficient, increase prod. |

| Question Number    |            | Target   |
|--------------------|------------|--|
| <b>8 (a) (iii)</b> |            | Causation/ recall of knowledge   |
| Level              | Mark       | Descriptor   |
|                    | <b>0</b>   | No rewardable material   |
| <b>1</b>           | <b>1-2</b> | Simple statements supported by some knowledge e.g. kulaks did not wish to surrender land.  |
| <b>2</b>           | <b>3-4</b> | Developed statements supported by relevant knowledge e.g. as L1, some party members opposed policy philosophically, once policy started disastrous consequences. |
| <b>3</b>           | <b>5</b>   | Developed explanation supported by appropriately selected knowledge e.g. as L2, closer analysis of Party dissension, concept of Stalin's control challenged.     |



| Question Number   |            | Target  |
|-------------------|------------|---|
| <b>8 (a) (iv)</b> |            | Key features/ recall of knowledge   |
| Level             | Mark       | Descriptor  |
|                   | <b>0</b>   | No rewardable material  |
| <b>1</b>          | <b>1-2</b> | Simple statements supported by some knowledge e.g. notion of catching up, fear of West, therefore rapid industrialisation.  |
| <b>2</b>          | <b>3-5</b> | Developed statements supported by relevant knowledge e.g. as L1, targets, GOSPLAN, heavy ind  |
| <b>3</b>          | <b>6-7</b> | Developed explanation supported by appropriately selected knowledge e.g. as L2, new towns, dev. of Ural area, nature of work-rules, some notion of figures and massge |

| Question Number  |             | Target   |
|------------------|-------------|--|
| <b>8 (b) (i)</b> |             | Causation/ recall of knowledge   |
| Level            | Mark        | Descriptor   |
|                  | <b>0</b>    | No rewardable material   |
| <b>1</b>         | <b>1-2</b>  | Simple statements about causes supported by some knowledge e.g. legacy of earlier leaders.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| <b>2</b>         | <b>3-5</b>  | Developed statements about the causes supported by relevant knowledge as L1, stagnation, no change under Brezhnev.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.  |
| <b>3</b>         | <b>6-8</b>  | Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, succession of leaders, bribery, corruption, black market.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.                                      |
| <b>4</b>         | <b>9-10</b> | Sustained argument supported by precisely selected knowledge e.g. as L3, war in Afgh., competition with US, impact of changes in the West.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

| Question Number |       | Target  |
|-----------------|-------|---|
| 8 (b) (ii)      |       | Change/recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>   |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about the changes. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. amalgamated collectives, use of Komsomol volunteers, consumer goods - may bring in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-12  | Developed explanation supported by appropriately selected knowledge as L2, analysis of VLS, provision of tractors, prominence to light eng. and industries and may begin to see the links between the stimuli. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 13-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, overview of ind./agr. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (a) (i)       |      | Causation/Recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. affluence, Cold War, Vietnam War.                       |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. as L1, impact of civil rights, changing culture. |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (a) (ii)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | statements supported by some knowledge e.g. dissatisfaction with King's methods.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, slowness of success, notion of rejection of white values, emergence of Black Muslims and then Carmichael. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, some advocated violence to ensure natural rights, Black Supremacy.                         |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (a) (iii)     |      | Change/recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. legacy of the war, involvement with the Civil Rights.       |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, Betty Friedan, EPA and CRA, growth via NOW.   |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, WLM and activities across USA. |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (a) (iv)      |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. break in, CREEP   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, role of Woodward and Bernstein, involvement of White House, role of Senate.   |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, Nixon, judiciary, Dean and threat of impeachment, resignation. |

| Question Number |      | Target   |
|-----------------|------|--|
| 9 (b) (i)       |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about importance supported by some knowledge e.g. general fear of communism, details of each. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 3-4  | Developed statements about importance supported by relevant knowledge as L1, heightened fear of SU, ubiquity of spies, HUAC looked into subversive activities Communism the threat via Hollywood, Hiss linked to State Dept. -fear of govt. infiltration, spies for the SU. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility                     |
| 3               | 5    | Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, part of the hysteria of the time, HUAC clear for people to see govt. at work, Hiss and Rosenbergs punished - allayed fears, led to McCarthyism. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use the mark scheme for each choice

| Question Number |       | Target   |
|-----------------|-------|--|
| 9 (b) (ii)      |       | Causation/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration</b>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a generalised statement.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. impact of war, V campaign raised profile, Randolph, B v T brings in Supreme Court. may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility  |
| 3               | 9-11  | Developed explanation supported by appropriately selected knowledge as L2, role of Supreme Court and then president in M.B.B.and L.R.H.S. - clear progress and may begin to see links between stimuli<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.  |
| 4               | 12-15 | Sustained argument supported by precisely selected knowledge e.g. as L3, clear overview - Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors - King, media coverage.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 10 (a) (i)      |      | Causation/ Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. fear of spies, possible attacks from them.            |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. as L1, lack of trust, attack on Pearl Harbour. |

| Question Number |      | Target  |
|-----------------|------|---|
| 10 (a) (ii)     |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. access to jobs of all types.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. forced some employers to give equal pay, openings for black Americans- though sometimes restricted e.g. nurses. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, many did not go back to the role of housewife, affluence and education.                   |

| Question Number |      | Target   |
|-----------------|------|--|
| 10 (a) (iii)    |      | Key features/recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. difficult to know who was a communist or spy  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, Hiss close to Roosevelt, member of the State Dept.- anxiety, Rosenbergs just at the time of problems with SU. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, devt. Of the Cold War, Hollywood 10, China and Korean War- all seemed to be linked.            |

| Question Number |      | Target  |
|-----------------|------|---|
| 10 (a) (iv)     |      | Key features/ recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. use of briefcase- list of names  |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. used HUAC, notion of people at the top, avoided direct challenges.                |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, use of the media, play on people's fears, bluster, Tydings. |

| Question Number |      | Target   |
|-----------------|------|--|
| 10 (b) (i)      |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements about successes supported by some knowledge e.g. publicity, Malcolm X- raised profile, initial threat of violence, BPs- clear threat of violence. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately                                     |
| 2               | 3-4  | Developed statements about successes supported by relevant Knowledge e.g. as L1, demonstrations across USA- difficult to combat, X - influence on urban youth, BPs demands and uniforms- threat. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.       |
| 3               | 5    | Developed explanation of the successes supported by appropriately selected knowledge e.g. as L2, sees impact of each and can look to longer term effects. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use the mark scheme for each choice

| Question Number |       | Target   |
|-----------------|-------|--|
| 10 (b) (ii)     |       | Causation/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration.</b>   |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a generalised statement about changing situation. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. as L1, NF- minimum wage, investment re unemployment, better medical care for the elderly and poor or may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.   |
| 3               | 9-11  | Developed explanation supported by appropriately selected Knowledge e.g. as L2, sees improvements for black Americans via acts, may begin to see links between stimuli Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility   |
| 4               | 12-15 | Sustained argument supported by precisely selected knowledge e.g. as L3, clear overview of NF and GS, expands on GS- employment, Appalachian Prog. etc Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |



| Question Number |      | Target   |
|-----------------|------|--|
| 11 (a) (i)      |      | Key features/Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. Stalin closed off all road/rail and water links.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, Allies flew in supplies, lasted 11 months, first real conflict in the Cold War. |

| Question Number |      | Target   |
|-----------------|------|--|
| 11 (a) (ii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Seen as response to NATO - anti-Soviet alliance.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, context of formation of W/E Germany, W. Germany joined NATO in 1955 -SU saw this as a threat. |
| 3               | 5    | Developed explanations supported by appropriately selected knowledge e.g. as L2, mutual protection for SU and satellites, proof of loyalty to SU.              |

| Question Number |      | Target   |
|-----------------|------|--|
| 11 (a) (iii)    |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Impact of 'Secret Speech' on Hungary - hope of freedom from SU rule.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, role of Nagy, Hungarian dissatisfaction with Soviet occupation led to unrest.                               |
| 3               | 5    | explanation supported by appropriately selected knowledge e.g. as L2, K. unwilling to allow Hungary to withdraw from Warsaw Pact and introduce liberal reforms, set example. |

| Question Number |      | Target   |
|-----------------|------|--|
| 11 (a) (iv)     |      | Key features / recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Hot-line established some improvement.  |
| 2               | 3-5  | statements supported by relevant knowledge e.g. as L1, removal of missiles, beginning of détente.  |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, grain sales, Test Ban Treaty and Non-Proliferation, some issues re Vietnam , expect Cz |

| Question Number |      | Target   |
|-----------------|------|--|
| 11 (b) (i)      |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. TD sets up the division- containment, Cominform attacked Marshall Plan- two camps clear, NATO military agreement for defence-acknowledges 2 camps.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, TD leads to Marshall Plan and US involvement in Europe, Comecon SU response to MP -split apparent again, NATO showed strong response after BB.<br>Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 5    | Level 3: Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, for each Superpower an indication that there was military and economic imperative behind each of these- Cold War developed apace as a result.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use the mark scheme for each choice.

| Question Number |       | Target   |
|-----------------|-------|--|
| 11 (b) (ii)     |       | Change/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration.</b>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statement about changes supported by some knowledge e.g. describes the stimuli or makes a generalised statement about changing relations.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 5-8   | Developed statements about the changes supported by relevant knowledge as L1, some attempt to limit weapons in 1972- followed by Human Rights and acceptance of borders at Helsinki- clear improvement and may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-11  | Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, issues re Human Rights, damage done by inv. of Afghanistan and further war by proxy, SALT 2 not ratified- deterioration, may begin to see links between stimuli.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.  |
| 4               | 12-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, sees role of Reagan- 'evil empire', SDI and 1985 sees Gorbachev- hint of optimism is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 12 (a) (i)      |      | Key features/Recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. Churchill's speech re dividing line between W and E Europe after 1946.                                  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, Stettin to Trieste, east sealed off by Stalin at the end of the war, two camps in Europe. |

| Question Number |      | Target   |
|-----------------|------|--|
| 12 (a) (ii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. British problems in Greece.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, Truman getting tough with Stalin, fear of spread of communism.                          |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, message to Stalin wish to contain communism, US to be involved in Europe |

| Question Number |      | Target   |
|-----------------|------|--|
| 12 (a) (iii)    |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. to help re-build and restore Europe.  |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, fear of the spread of communism - adjunct to TD.                |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, check Stalin, US to benefit via increased trade. |

| Question Number |      | Target  |
|-----------------|------|---|
| 12 (a) (iv)     |      | Key features/ recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. road, rail and waterway links blocked off.   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, Allied response was airlift, Stalin unwilling to shoot down the planes, lasted 11 months, 76 allied pilots killed.         |
| 3               | 6-7  | Developed explanations supported by appropriately selected knowledge e.g. as L2, result of joining zones, Allies kept firm, start of the Cold War in earnest, led to major changes in 1949. |

| Question Number |      | Target  |
|-----------------|------|---|
| 12 (b) (i)      |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements about reasons supported by some knowledge e.g. Afghanistan inv. ended SALT2, Reagan pushed SU - 'evil empire', Gorbachev attempted to restore sound relations. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 3-4  | Developed statements about the reasons supported by relevant knowledge as L1, Inv. began war of proxy again -ultimate problems for SU, Reagan and Second Cold War, Gorbachev breaking the mould - summits and agreements. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 5    | Developed explanation of the reasons supported by appropriately selected knowledge e.g. as L2, Inv. saw US prepare fleets, defend oil, Cold War renewed, Reagan increased budget- prepared to face off, Gorbachev knew issues in SU had to change and Cold War ended with Bush. Spells punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use the mark scheme for each choice

| Question Number |       | Target  |
|-----------------|-------|---|
| 12 (b) (ii)     |       | Change/ recall of knowledge   |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a generalised statement about changing relations. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.  |
| 2               | 5-8   | Developed statements about the changes supported by relevant knowledge as L1, concern over the Pact, and almost war in 1962- worst point in the Cold War and may bring in other knowledge.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility  |
| 3               | 9-11  | Developed explanation supported by appropriately selected Knowledge e.g. as L2, Wall led to deterioration and possibly CMC, but detente after- SALT and begins to see the links between the stimuli.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.  |
| 4               | 12-15 | Developed exposition supported by precisely selected knowledge e.g. as L3, overview, sees Superpowers moving closer and distinct efforts after 1962 and is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target  |
|-----------------|------|---|
| 13 (a) (i)      |      | Causation/Recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1    | Simple statements supported by some knowledge e.g. revenge, catch Israel unawares.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, extensive aid, weaponry, training from USSR gave Egypt confidence. |

| Question Number |      | Target  |
|-----------------|------|---|
| 13 (a) (ii)     |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. Sadat conciliatory and willing to make concessions. Built on 1974.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, diplomacy beforehand by Kissinger and then Carter seemed promising, Carter and hope for Palestinian cause. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, both sides tired of war, impact of Yom Kippur, issue with economies.                        |

| Question Number |      | Target  |
|-----------------|------|---|
| 13 (a) (iii)    |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. diplomatic relations started   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, acceptance of Israel's existence and the withdrawal of Israeli troops from Sinai gave Egypt security- hence improvement. |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, both content to consider talks on Palestinian self-rule- hopes of solving the issues.                     |

| Question Number |      | Target   |
|-----------------|------|--|
| 13 (a) (iv)     |      | Key features/ recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. create buffer zone, prevent attacks in the north.   |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, suicide attacks, attempted assassination of the Israeli ambassador, weak Lebanon as a result of civil war- hence no threat to Israel. |
| 3               | 6-7  | Developed explanation supported by appropriately selected knowledge e.g. as L2, root out and destroy PLO, create strong area in S. Lebanon, chance to attack Syria                                     |

| Question Number |      | Target  |
|-----------------|------|---|
| 13 (b) (i)      |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statement about causes supported by some knowledge e.g. fight for a homeland for Palestinian Arabs, PLO supported by other Arab states- threat to Israel, uprising -difficult for Israel to control.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 3-4  | Developed statements about the causes supported by relevant knowledge as L1, fatah prepared to use violence and to confront Israel openly, PLO became sole rep. of Palestinians, Israel received bad press re intifada.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.  |
| 3               | 5    | Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, Arafat and students involved- not simply disenchanted refugees, PLO became increasingly violent in its methods, intifada great recruiter- Israel lost support across the world.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use same mark scheme for each choice



| Question Number |       | Target   |
|-----------------|-------|--|
| 13 (b) (ii)     |       | Key features/ recall of knowledge<br><br><b>NB No credit will be given for copying stimulus material without elaboration.</b>  |
| Level           | Mark  | Descriptor   |
|                 | 0     | No rewardable material   |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes a generalised statement about changing situation. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. as L1, Superpowers' anger over Suez and Soviet threat, use of UN afterwards and may bring in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility  |
| 3               | 9-11  | Developed explanation supported by appropriately selected knowledge e.g. as L2, ME part of the Cold War after 1956- proxy, weapons and close links with USA's Jewish community- may begin to see links between stimuli. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.   |
| 4               | 12-15 | Sustained exposition supported by precisely selected knowledge e.g. as L3, role of oil crucial in 1973-Superpowers stop the war - is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |

| Question Number |      | Target   |
|-----------------|------|--|
| 14 (a) (i)      |      | Causation/Recall of knowledge  |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1    | Simple statements supported by some knowledge e.g. large numbers- needed housing/feeding.  |
| 2               | 2-3  | Developed statements supported by relevant knowledge e.g. As L1, problem of acceptance, fear of permanence, lack of finance to cope. |

| Question Number |      | Target   |
|-----------------|------|--|
| 14 (a) (ii)     |      | Causation/ recall of knowledge   |
| Level           | Mark | Descriptor   |
|                 | 0    | No rewardable material   |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. fight for a homeland for the Palestinians   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, solve the refugee issue, formal political organisation, be accepted on the international stage  |
| 3               | 5    | Developed explanations supported by appropriately selected knowledge e.g. as L2, redress the bias of western interference in the problem, Israel's intransigence, seen as wanting a homeland for both religions. |

| Question Number |      | Target  |
|-----------------|------|---|
| 14 (a) (iii)    |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. border raids, hijackings and bombings.   |
| 2               | 3-4  | Developed statements supported by relevant knowledge e.g. as L1, artillery attacks on Israel, use of Jordan and Lebanon.  |
| 3               | 5    | Developed explanation supported by appropriately selected knowledge e.g. as L2, very well-funded and able to arm itself Arafat at the UN in 1974- gun and olive branch. |

| Question Number |      | Target  |
|-----------------|------|---|
| 14 (a) (iv)     |      | Key features/ recall of knowledge   |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statements supported by some knowledge e.g. First signed in Oslo 1993- PLO and Israel. Palestinian police force for Jericho and Gaza.  |
| 2               | 3-5  | Developed statements supported by relevant knowledge e.g. as L1, Jericho to PLO control, Gaza to be confined in its growth, Israel to retain control of foreign affairs. Treaty with Jordan Signed. |
| 3               | 6-7  | Developed explanations supported by appropriately selected knowledge e.g. as L2, elections for Palestinians, commitment to look at the issue of Jerusalem and 1948 refugees                         |

| Question Number |      | Target  |
|-----------------|------|---|
| 14 (b) (i)      |      | Causation/ recall of knowledge  |
| Level           | Mark | Descriptor  |
|                 | 0    | No rewardable material  |
| 1               | 1-2  | Simple statement about causes supported by some knowledge e.g. opened the door for war, UN hampered in 1949 and saw its authority weakened with death of Bernadotte, fear of war escalating- Israel attacked.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.  |
| 2               | 3-4  | Developed statements about the causes supported by relevant knowledge as L1, UN no troops in Palestine, UN used after 1949 but unable to impose the partition, seen to be weak, PLO castigated when Arafat supported Hussein, bad publicity.<br>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.   |
| 3               | 5    | Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, mandate meant that there would be a partition- neither side saw this as an option, UN brokered armistice in 1949- unable to solve issues in the ensuing years, esp, refugees. PLO lost funding from moderate Arab states.<br>Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. |

N.B. Use same mark scheme for each choice

| Question Number |       | Target  |
|-----------------|-------|---|
| 14 (b) (ii)     |       | Causation/ recall of knowledge<br><br>NB No credit will be given for copying stimulus material without elaboration.   |
| Level           | Mark  | Descriptor  |
|                 | 0     | No rewardable material  |
| 1               | 1-4   | Simple statements supported by some knowledge e.g. describes the stimuli or makes generalised statements about the wars. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.   |
| 2               | 5-8   | Developed statements supported by relevant knowledge e.g. details of the stimuli, experiences of Israeli forces, help from Br. and Fr. In 1956, weaknesses of the Arab states- command chain or may bring in other knowledge- weaknesses of the Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.  |
| 3               | 9-11  | Developed explanation supported by appropriately selected knowledge as L2, weaponry and financial aid from the USA, Israeli tactics in 1967 and may begin to see the links between the stimuli may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility       |
| 4               | 12-15 | Sustained exposition supported by precisely selected knowledge e.g. as L3, clear discussion of the stimuli and sees the factors behind successes, may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. |