

Mark Scheme (Results)

Summer 2008

GCSE

GCSE History (1334) Paper 02

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.

B1: The Russian Revolution, c. 1910 - 24

Question Number		Target
1 (a) (i)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>Russia will hand over Poland but keep Estonia</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>Lenin was very reluctant to agree to the Treaty but realised he had to as Russia could not continue the war and needed to consolidate the revolution. He also plays down the losses of territory</i>

Question Number		Target
1 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says that Russia lost only part of Poland. Source B shows the areas lost by Russia. Source C says many Bolshevik leaders did not want to sign the Treaty.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports B as C mentions territories lost in Treaty which are shown in map. Source C does not support Source A. Source C suggests that Russia lost a lot of territory, whilst Source A suggests they only handed over parts of Poland. Source C says they lost Estonia whilst Lenin, in A, suggests they retained the republic.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>as level 2 but extent of support. Strong support between C and B and some support between Source C and A as both suggest that the peace was harsh on Russia</i>

Question Number		Target
1 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source D is useful because it was written at the time. Source E is not useful because it is a poster.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source D is useful because it describes the impact of the Red Terror in 1918. It suggests that there is widespread opposition to War Communism in the countryside with peasants refusing to give up their grain. It also explains the effects of Bolshevik rule on the middle classes as well as the hunger in the towns. Source E is useful as it highlights the violent methods used by the Cheka and Red Army to seize food in the countryside where many peasants refused to contribute to War Communism. However it only shows one village.</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>sees provenance of both sources as critical. Source D is useful because it is the views of a non-Russian, a British businessman, who should give a more objective view of the situation in Russia. On the other hand, being British and a businessman, he may well be opposed to Communism and give an exaggerated description of the Red Terror. Source E is a poster by the Whites. It is very useful as evidence of the propaganda they used to win support but may well distort what took place in order to turn people against the Bolsheviks.</i>

Question Number		Target
1 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source D says there were fights over the grain.</i>
2	4-7	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. <i>As level 1 but uses knowledge of War Communism and its effects.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. <i>as level 2 but with reference to Sources E and F OR may look at other reasons for opposition in Sources A, B, C and D and uses own knowledge such as Treaty of Brest-Litovsk, Whites and desire to restore the Tsar and the removal of the Constituent Assembly, Kronstadt Mutiny and the ruthlessness of the Cheka.</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between variety of factors including War Communism, dissolution of Constituent Assembly, Treaty of Brest-Litovsk, ruthlessness of Cheka and the Kronstadt Mutiny.</i>

B2: The War to End Wars, 1914-19

Question Number		Target
2 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>the whole beach went up in flames and bullets hit them like a blizzard of lead.</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>the landings were not a success as the beaches were well defended. There were many casualties although a few did land successfully</i>

Question Number		Target
2 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says that they were hit by a blizzard of lead. Source B shows Turkish defenders with rifles. Source C says the Turks began a murderous fire upon the ships.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C seems to support B as Source C says that the Turks were ready for the landings and every Turkish rifle began a murderous fire. Source B shows the Turks in a strong defensive position with rifles at the ready. Source C also supports Source A as both suggest that the landings faced strong defenders, many were killed before they reached the beach and, overall, they were a disaster with many casualties</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>as level 2 but extent of support. Strong support between Sources C and B as both suggest strong Turkish defences although B does not show machine guns mentioned in C. Strong support between C and A although C suggests total failure, with even those who reached the beach killed whilst A says some found cover</i>

Question Number		Target
2 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source D is not useful because it is only a photograph. Source E is useful because he was there</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source D is useful because it shows the conditions faced by the troops at Anzac Cove once they had landed. It highlights the difficulty of attacking the Turks who occupied the higher ground and the narrow beach area where the Allied troops dug their trenches and 'dug-outs'. However it only provides evidence of one beach. Source E describes the awful conditions suffered by Allied troops, including the problems caused by the heat and flies especially dysentery and typhoid. Few soldiers were fit to fight. In addition it suggests that the Turks were a formidable enemy</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>sees provenance of both as critical. Source D is an official photograph which could well have been used to suggest that the landings were a success and conditions on the beaches were reasonable. It is useful as evidence of Allied propaganda but gives a misleading and even distorted image of Anzac Cove. Source E is useful because the officer served in Gallipoli and wrote his memoirs after the war when he would have little reason to exaggerate or distort conditions on the beaches.</i>

Question Number		Target
2 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source F says there was a lack of up to date knowledge.</i>
2	4-7	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). <i>e.g. As level 1 but uses knowledge of lack of planning.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. <i>e.g. as level 2 but with reference to Sources A and C OR may look at other reasons for the stalemate shown in Sources B and F and uses own knowledge OR may question the poor planning using Source D.</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge <i>e.g. as level 3 but focus on inte-action between variety of factors including the poor planning, strength of the Turks, poor commanders, lack of enthusiasm and Western Front mentality.</i>

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

Question Number		Target
3 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>There will be a revival of activity and the country will make steady progress</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>The person greatly underestimates the impact of the Depression and is convinced that it is only a temporary problem and that the situation will improve the following year. He suggests that the extent of unemployment has been exaggerated</i>

Question Number		Target
3 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says that there will be a revival in the spring. Source B shows many unemployed workers queuing for bread. Source C says people are starving by thousands.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C seems to support B as Source C says unemployment has reached record levels, and B shows great numbers, and C suggests there is widespread starvation and in B they are queuing for free bread. Source C does not support A as C suggests that the situation is bad with high unemployment whereas A insists the situation is not menacing.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>as level 2 but extent of support. Strong support between Sources C and B with both suggesting high levels of unemployment and widespread starvation. Strong differences in tone between C and A. C very pessimistic, A very optimistic</i>

Question Number		Target
3 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source D is not useful because it is only a photograph. Source E is useful because it was written at the time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source D is useful because it suggests that many of the unemployed had become so desperate that they were prepared to advertise their predicament. It also illustrates the attitude of some of the unemployed who did not want hand-outs but a job. Source E is useful because it describes the poverty suffered by many in the worst hit areas.</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>sees provenance of both sources as critical. Source D was published in a local newspaper and is very useful as evidence of media attempts to highlight the plight of the unemployed. However, it may have been specifically targeted by the newspaper to win sympathy and support and the man's views on work not charity may not have been universally accepted. Source E is the first hand experiences of a midwife who will have witnessed the effects of the Depression in the mining district because of the nature of her job. However, the song may well exaggerate these effects which may not be typical of all areas.</i>

Question Number		Target
3 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source C says people were starving by the thousands.</i>
2	4-7	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). <i>e.g. As level 1 but uses knowledge of hunger and starvation</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. <i>e.g. as level 2 but with reference to Sources B and E and further own knowledge OR may look at other effects using Sources D and F.</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between variety of factors including unemployment, loss of respect, psychological effects, and impact on family life</i>

B4: Nazi Germany, c. 1930-39

Question Number		Target
4 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>The Nazis were the most violent of all</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>There was much violence used by the Nazis who particularly targeted the Communists. They were prepared to go to any lengths including using knives and firearms to disrupt meetings of their opponents.</i>

Question Number		Target
4 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says fights between the Nazis and Communists broke out daily. Source B shows Nazis attacking Communists. Source A says the SA invaded a rally.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C seems to support B as both suggest the SA were used to disrupt meetings of opponents. Source C says the SA attacked people with chairs which can be seen in Source B. Source C also supports Source A as Source C explains the violence of the SA and Source A suggests the Nazis were the most violent party.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. <i>e.g. as Level 2 Source C seems to strongly support Source B however there are differences. In Source C the target is the SD and in B the Communists. Strong but not full support between C and A. C suggests violence initiated by Nazis and aimed at SD and A also stresses violence of other parties and believes main target Nazi violence were Communists.</i>

Question Number		Target
4 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source E is not useful because it is a poster. Source D is useful because the person was there.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source E is useful because it shows how the Nazis used posters to win support. It also shows that the Nazis targeted the farmers for support and used Socialists and Jews as the scapegoats. Source D is useful because it shows the impact of Hitler's speeches and personal appeal and again how the Nazis targeted the Communists and the Jews</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>as Level 2 but sees provenance of two sources as critical. Source E very good evidence of propaganda methods used by Goebbels to target certain groups, in this case farmers, and highlighting threats from Socialists and Jews. However, it exaggerates this threat in order to win support and there is no evidence of its impact. Source D is useful because it is by someone who experienced one of Hitler's meetings and was immediately converted to Nazism. It was written in 1970 when Speer had little reason to distort the events. However he became a leading Nazi and may well have been trying to justify his conversion and later action by exaggerating the impact of Hitler's speeches.</i>

Question Number		Target
4 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source F says many feared communism.</i>
2	4-7	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. <i>As level 1 but uses knowledge of fears of communism.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. <i>as level 2 but with reference to Sources A and B and further own knowledge OR may look at other reasons for increased support using Sources D, E and F and own knowledge OR questions whether violence brought support.</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between variety of factors including the fear of communism, the SA, propaganda, the Depression, weaknesses of the Weimar, and the appeal of Hitler.</i>

B5: The World at War, 1938-45

Question Number		Target
5 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>They would not surrender.</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>It suggests that the Japanese would fight to the death and would be very difficult to defeat. They could not be persuaded to give up even when their position was hopeless</i>

Question Number		Target
5 (b)		Corroboration by cross-referencing of sources (AO2)
NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3		
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says they would not surrender. Source B shows Japanese prisoners. Source C says that many Japanese troops surrendered.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source B as Source C suggests that a number of Japanese troops were prepared to surrender and Source B shows a number of Japanese prisoners who had surrendered to US troops. Source C does not agree with A. C suggests they were prepared to surrender whilst A suggests they would fight to the death.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>as Level 2 Source C strongly supports Source B with both suggesting that the Japanese were prepared to surrender to US troops. Strong differences between C and A with C suggesting Japanese keen to surrender whilst A they were determined to fight to the death.</i>

Question Number		Target
5 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source E is useful because it is photograph taken at the time. Source D is useful because it was written at the time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source E is useful because it shows the US celebrating a very hard fought victory on Iwo Jima with US troops raising the Stars and Stripes. Source D is useful because it shows the determination of the Japanese soldiers, even as late as 1945 when the war was lost, to fight to the death and the heavy US casualties.</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>as Level 2 but sees provenance of both sources as critical. Source E is by an official photographer and is useful evidence of US government propaganda designed to keep up morale after a very hard fought victory. However it was taken after the battle and posed for possibly to omit the more horrific features of the battle. Source D is very useful because it is written by a US medical officer who experienced, first hand, the fierce opposition of the Japanese soldiers and could well be giving his honest views in an uncensored diary. However, he may have recorded the worst effects of the battle.</i>

Question Number		Target
5 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source A shows they would fight to the death.</i>
2	4-7	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. <i>As Level 1 but uses knowledge of Japanese soldiers, Japanese only surrender after use of atomic bombs</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. <i>as level 2 but with reference to Source E and F and further knowledge OR may look at other reasons using Source F and own knowledge OR questions resistance Japanese troops using Sources B and C..</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between a variety of factors including attitude and experience of Japanese troops, kamikaze aircraft and boats, difficulties of island hopping, size of pacific, US preoccupation in Europe, and difficulty capturing mainland Japan.</i>

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

Question Number		Target
6 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>his government was determined to press ahead with reform</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>Source A suggests that Botha is prepared to do away with apartheid and that, despite opposition, he will carry through the necessary changes.</i>

Question Number		Target
6 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source A says there is no turning back. Source B shows a mixed marriage in 1985. Source C says Botha tried to get rid of 'Petty Apartheid'.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source A as Source C suggests that Botha wants to get rid of 'Petty Apartheid' and in Source A he says he is determined to press ahead with reform. Source C supports Source B as it suggests that one example of 'Petty Apartheid' mentioned in C, mixed marriages, had been achieved with the marriage of Protas and Susan Madhala</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>as Level 2 but Source C also strongly agrees with B as both suggest removal of 'Petty Apartheid' but not strong support between C and A as C suggests reforms limited to 'Petty Apartheid' whilst A suggests end to all apartheid.</i>

Question Number		Target
6 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source D is useful because it was said at the time. Source E is useful because it is a photograph taken at the time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source D is useful because it suggests that black South Africans were not won over by Botha's reforms. That the reforms had brought little real change and that they did not remove Apartheid and give the blacks any political power. Source E is useful because it suggests that Botha's reforms had improved the position of black South Africans who were now allowed to eat in the same restaurants as whites</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>as Level 2 but sees provenance of sources as critical. Source D is useful because it is an interview with a leading opponent of Apartheid who is able to reflect popular black views of the time. On the other hand, his speech may be trying to promote opposition to Botha's reforms and may ignore their positive effects. Source E is very good evidence of the propaganda used by the Botha government to convince South Africans and the wider world that Botha's reforms were bringing positive changes. However it is probably a targeted restaurant which may well distort the overall picture as desegregation was not made compulsory and did not take place in all restaurants</i>

Question Number		Target
6 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source D shows the opposition of a black South African leader</i>
2	4-7	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. <i>As Level 1 but uses knowledge of opposition of black South Africans.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. <i>as level 2 but with reference to Source F and further own knowledge OR may look at other effects using Sources and own knowledge</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between variety of effects including opposition from black South Africans, opposition from white extremists and the positive achievements of mixed marriage and desegregation in public places.</i>

B7: Conflict in Vietnam, c. 1963-75

Question Number		Target
7 (a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. The agreements had the full support of President Thieu
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>The source suggests that the agreements achieved the objectives of both the USA and South Vietnam and was a success for both. It also suggests that the South Vietnamese played a leading role in the negotiations.</i>

Question Number		Target
7 (b)		Corroboration by cross-referencing of sources (AO2) NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value, e.g. <i>Source C says it was an honourable agreement. Source B shows areas left under the control of North Vietnam. Source C says they had sold South Vietnam down the river.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source B as Source C suggests that it was a victory for North Vietnam who were allowed to keep areas they had occupied which are shown in Source B. Source C does not support Source A as Source C suggests that the USA sold South Vietnam down the river but Source A suggests that it met the goals of President Thieu</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>As Level 2. Source C strongly supports the evidence of Source B as both highlight the gains made by North Vietnam although C is much more explicit about the adverse impact on South Vietnam. Strong disagreement between C and A as C suggests victory for North Vietnam, with the future of South Vietnam ignored, while A suggests exact opposite, an honourable agreement for USA and South Vietnam whose interests were protected</i>

Question Number		Target
7 (c)		Evaluation of sources for utility (AO2) NB: RELIABILITY TO BE REWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY RELIABILITY ONLY MAX. 2 MARKS
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content OR nature of sources. <i>e.g. Source D is not useful because it is just a photograph. Source E is not useful because it was written at the time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP AND/OR the content of the sources. <i>e.g. Source D is useful because it suggests that there was mass enthusiasm for the end of the war and illustrates the negative impact that the war had on US public opinion. It also shows that many who supported the end of the war were from the younger generation. Source E is useful because it suggests that many former soldiers were given a hard time when they returned to the USA. Also that there was widespread opposition from the younger generation to US involvement in the conflict.</i> 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).
3	7-8	Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content, e.g. <i>As Level 2 but provenance of both sources seen as critical. Source D is useful as evidence of the publicity given to those who supported the end of the war. However, it may well have been selected and used by opponents of the war, especially in the media, to turn more people against the conflict. Source E is useful because it is written by a soldier who directly experienced opposition to his part in the war. However, this may well have been an isolated experience and may not have been typical of the reactions of all age groups to returning troops.</i>

Question Number		Target
7 (d)		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	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources OR own knowledge OR both, e.g. <i>Source C says the US sold out to the South Vietnamese</i>
2	4-7	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. <i>As Level 1 but uses knowledge Paris Peace settlement and its effects</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. e.g. <i>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</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>as level 3 but focus on inter-action between variety of factors including the Paris Peace Agreement, weakness of USA and South Vietnamese, strengths and attitude of North Vietnamese and Vietcong, reasons for and effects of US withdrawal, failure of Vietnamisation.</i>