

# Mark Scheme Summer 2009

GCSE

## GCSE History (1334/3334)

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## 1334/01 Modern European and World History

### A1: The Road To War: Europe, 1870 - 1914

Question Number		Target
1 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. to oppose socialism.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, counter nationalism, isolate France.

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. Bismarck's fear of Russian attack - drew in A-H.
2	3-4	Developed statements supported by relevant knowledge e.g. keep A-H away from Britain and France.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, guarantee of neutrality unless attacked by Russia.

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. Italy added to the Dual Alliance.
2	3-4	Developed statements supported by relevant knowledge e.g. Italy to be given Ger./A-H support if attacked by Fr., covered prospect of war with Russia.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, notion of 'benevolent neutrality', Bismarck and France again.

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. Kaiser William played a more active role.
2	3-5	Developed statements supported by relevant knowledge e.g. Kaiser keen for 'place in the sun', Russia and Germany began to drift apart as a result.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, empire, rival G.B., navy.

Question Number		Target
1 (b) (i)		Key features /change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements about causes supported by some knowledge e.g. pushed Britain and France together.  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, Br. attitude to Germany hardened - promise of troops to Fr. in case of war, 2 <sup>nd</sup> crisis - Mansion House speech.  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, Germany lost out diplomatically, gulf grew, fear of Ger. naval base in Morocco.  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 exposition supported by precisely selected knowledge e.g. as L3, led to closer milit. relations with Fr. - but Grey trying to keep balance with Ger. - but naval rivalry continued. May see relations reasonably calm.  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
1 (b) (ii)		Causation / recall of knowledge  <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 causes of the 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 - issues 1876, Ottoman problems, atrocities, treaties - 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 e.g. as L2, - Berlin, Bulgarian Crisis, Great Power agreements: 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	Sustained argument supported by precisely selected knowledge e.g. as L3, importance of nationalism, Young Turks, Bosnian Crisis - moving beyond basic stimulus 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.

(Total 45 marks)

Question Number		Target
2 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. Kaiser's visit -called for M's independence.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, Kaiser called for conference, attempt to isolate France.

Question Number		Target
2 (a) (ii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. settle colonial disputes.
2	3-4	Developed statements supported by relevant knowledge e.g. with Russia - issues over India - Tibet/Afghanistan.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, imperial issues resolved with France - Fashoda, removed tension over Egypt, secures friendship in Europe.

Question Number		Target
2 (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. Germany objected to the Fr. occupation of Fez. Panther.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Ger. demanded Fr. Congo, LG's Mansion House speech.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, Br. and Fr. pushed closer together, Ger. granted part of Congo, Poincare new leader of France.

Question Number		Target
2 (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. race to build battleships.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, German naval laws, British 'Dreadnought'.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, campaign in Britain, Br. and Fr. fleets make arrangements, Br. reorganised its army.

Question Number		Target
2 (b) (i)		Key features /change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements about causes supported by some knowledge e.g. wars, growth of nationalism.  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 as L1, rivalry amongst the Balkan states and Turkey, A-H and Russia antipathetic over Serbia.  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, Second War against Bulgaria, growing Austro-Serb antagonism.  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 exposition supported by precisely selected knowledge e.g. as L3, assassination of F.F., A-H interference, war.  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 terms adeptly and with precision.



Question Number		Target
2 (b) (ii)		Causation / 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 generalised statements about isolation.  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 fear of alliance with Russia hence treaties, impact of the 1870-71 War - 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 e.g. as L2, include Italy -hence Triple Alliance, keep Russia on side - Reins. Treaty - may begin to see 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	Sustained argument supported by precisely selected knowledge.g. as L3, clear analysis based on the stimuli and 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.

(Total 45 marks)

## A2: Nationalism and Independence in India, c. 1900 - 49

Question Number		Target
3 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. Congress wanted full independence not Dominion status.
2	2-3	Developed statements supported by relevant knowledge e.g. As L1, Congress sought united India, did not trust G.B.

Question Number		Target
3 (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. showed extent of the opposition to G.B.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, many imprisoned, Br. actions despised, Congress almost ceased to exist.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, buildings attacked, destroyed, Gandhi's followers violent, kept many of Br. armed forces pinned down.

Question Number		Target
3 (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. built up army to fight Britain.
2	3-4	Developed statements supported by relevant knowledge e.g. Forward Bloc and the INA, linked up with Japanese and fought in Burma.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, spread of the idea of nationalism and increased opposition to British rule.

Question Number		Target
3 (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's economy destroyed by war.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Labour Party won 1945 election, commitments to independence.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, internal problems dictated the decision - Congress' Muslim League's - activities in the war.

Question Number		Target
3 (b) (i)		Key features /change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	<p>Simple statements about causes supported by some knowledge e.g. some moves towards greater autonomy with 1909 and M-C Report 1918.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.</p>
2	3-5	<p>Developed statements about the causes supported by relevant knowledge as L1, Morley-Minto gave increased membership of Legislative Councils, elections for provincial councils allowed, Muslim representation allowed.</p> <p>Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.</p>
3	6-8	<p>Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, reforms tended to split society, Defence of India Act 1915 showed Br. attitude.</p> <p>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.</p>
4	9-10	<p>Sustained exposition supported by precisely selected knowledge e.g. as L3, some riots put down, M-C Report hinted at some further responsibilities for India.</p> <p>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.</p>

Question Number		Target
3 (b) (ii)		Causation / recall of knowledge  <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.  Spells, punctuates and uses the rules of grammar with general; uses a range of specialist terms appropriately.
2	5-8	Developed statements about the demands supported by relevant knowledge e.g. as L1, disappointment post-war, Rowlatt, impact of Amritsar. 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	9-12	Developed explanation of the demands supported by appropriately selected knowledge e.g. as L2, disappointment with the Dyarchy and the RTCs - may begin to see 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, clear analysis of the stimuli - may give overview, 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.

(Total 45 marks)

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. increasing unrest and G. wanted to capitalise on this.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, raise awareness, key crime to commit, challenge Britain on a crucial issue.

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 included representatives of all parties from both sides. Congress refused to attend first.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, RTCs showed that the Dyarchy was not working, communal differences now accepted, Labour Gov't. seemed to offer hope of change. Congress members in prison, Gandhi's idea rejected at the second meeting.
3	5	Developed explanation supported by appropriately selected e.g. as L2, 3 <sup>rd</sup> meeting - Labour and Congress absent, Nat. Govt. unwilling to offer changes.

Question Number		Target
4 (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. Jinnah tried to work with British, antipathy to Congress grew.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, - pressed for protection of Muslim minorities, slow growth.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, poor showing in the elections of 1937, growth accelerated to 1939 and support for declaration of war in 1939.

Question Number		Target
4 (a) (iv)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. not enough power to Muslims.
2	3-5	Developed statements supported by relevant knowledge e.g. as, Congress unwilling to offer Muslims govt. posts, seemed to split the sub-continent.
3	6-7	Developed explanation supported by appropriately selected e.g. as L2, Congress rejected the act- saw it as Br. unwilling to give independence, Congress feared a weak central government.

Question Number		Target
4 (b) (i)		Key features /change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements about causes supported by some knowledge e.g. Rowlatt Acts.  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, attitudes after Amritsar - impact of the massacre.  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, M-C Reforms but kept major areas in hands of Br., demonstrators imprisoned.  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 exposition supported by precisely selected knowledge e.g. as L3, continued imprisonments, Simon Commission again showed Br. attitudes.  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 (b) (ii)		Causation / recall of knowledge  <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, 1939 broke the Gov Ind Act - immediate antipathy, Gandhi, looks at QI campaign. 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	9-12	Developed explanation supported by appropriately selected knowledge as L2, issues between ML and Congress, issues after war, communal violence and begins 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, Cabinet Mission, Mountbatten, moving beyond the stimuli either by sharp and focused development of 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.

(Total 45 marks)



### A3: The Emergence of Modern China, 1911 - 76

Question Number		Target
5 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. grant equality.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, part of communist programme, win support.

Question Number		Target
5 (a) (ii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. permit criticism, discuss progress.
2	3-4	Developed statements supported by relevant knowledge e.g. win popularity via free speech and criticism, democracy and communism.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, possibly flush out enemies, remove possible enemies.

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. helped him regain primacy in the party.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, win support of the youth and re-establish himself among the people.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, establish purity of communism, remove some of the bourgeois influences and protagonists.

Question Number		Target
5 (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. resulted in many deaths, brought chaos.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, higher education paralysed, role of the Red Guard.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, use of Mao's book, internecine warfare in the Party, reduction of the RG's power and return to normality.

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. no overall authority.  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, local rulers with armies leading to wars and disruption.  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, corruption, increased taxation, extortion and forced labour.  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, villages raided, modernisation halted, drug problem.  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 (b) (ii)		Key features / change / recall of knowledge  <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 support.  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 and Long March and the myth, peasant support, failings of GMD, may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by appropriately selected knowledge as L2, cruelty of Japanese, strategy of CCP- 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	Sustained exposition supported by precisely selected knowledge e.g. as L3, impact of the Second World War, US, clear analysis of the stimuli and sees the overview, 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)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. disappointment with the Treaty of Versailles.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, Japanese allowed to retain Shantung, Kiaochow, weakness of Chinese government.

Question Number		Target
6 (a) (ii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. allowed Chiang to take control of the GMD.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, fear of workers attacking foreign residents, Chiang seeking to win support of the 'right'.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, uneasy partnership between the GMD and CCP, Chiang's fear of CCP becoming too strong.

Question Number		Target
6 (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. won support of the peasantry.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, created myth, survivors, emergence of Mao as undisputed leader.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, helped Mao for the future v. Japan and GMD.

Question Number		Target
<b>6 (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. CCP victory in 1949, GMD fled to Taiwan.
<b>2</b>	<b>3-5</b>	Developed statements supported by relevant knowledge e.g. As L2, CCP controlled north, US flew aid to GMD, GMD corrupt lost support, poor tactics of GMD.
<b>3</b>	<b>6-7</b>	Developed explanation supported by appropriately selected knowledge e.g. as L2, CCP morale high, GMD lost support of troops and people despite US aid.

Question Number		Target
<b>6 (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. resulted in many deaths, brought chaos.  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, education paralysed, role of the Red Guard.  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, use of Mao's book, internecine warfare in the Party, reduction of the Red Guard's power.  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, 'socialist road' followed and attendant issues, Western ideas attacked, 'four olds' attacked - ensuing chaos.  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  <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 failures.  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, ill-thought out policies, withdrawal of Soviet policies and may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation supported by appropriately selected knowledge as L2, rejected Western ideas /methods, relied on mass labour, failure to invest in Western machinery - 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, 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.

**A4: The Rise and Fall of the Communist State: The Soviet Union, 1928 - 91**

Question Number		Target
<b>7 (a) (i)</b>		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. downgrading of Stalin's reputation.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, removal of Stalin's influence, allowing some greater freedoms.

Question Number		Target
<b>7 (a) (ii)</b>		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. stagnation under Stalin, compete with the West.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, produce some consumer goods, give autonomy to workers.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, K's comments about the state of the USSR, remove fear, show success of communism.

Question Number		Target
<b>7 (a) (iii)</b>		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. several leaders in a short period.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, economic stagnation, problems caused by the Afghan War.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, food shortages, black market.

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. deep seated problems, too little too late.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, no financial help from G7, people wanted instant results.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, openness, led to hostility, greater criticism, problems within the satellite states exacerbated the situation.

Question Number		Target
7 (b) (i)		Key features /change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements about changes supported by some knowledge e.g. VLS.  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 as L1, amalgamation of collectives, debts written off.  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 volunteers, provision of 120,000 tractors, closed MTS.  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 exposition supported by precisely selected knowledge e.g. as L3, expansion of maize crop. 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 (b) (ii)		Causation / recall of knowledge  <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.  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, control via collectivisation - kulaks, 5 Year Plans help worker control - may bring in other knowledge.  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, removal of old Bolsheviks, secret police, revision of history - 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	Sustained argument supported by precisely selected knowledge e.g. as L3, creation of a climate of fear, overview likely to move beyond the basic 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
8 (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's policy of securing communism in the SU.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, create a socialist state in the SU - did not care to wait for a world revolution.

Question Number		Target
8 (a) (ii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. NEP had allowed profits - contrary to the communist ideal.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, attempt to rectify SU's industrial backwardness. Oppose Kulaks.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, Stalin's continued attempts to gain further control, esp. peasantry, fear of the West.

Question Number		Target
8 (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. aim to modernise and catch up.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, dedicated to heavy industry and energy production. Notion of targets.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, new cities, move to Urals, few consumer goods, deemed successful by Stalin.

Question Number		Target
<b>8 (a) (iv)</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. work of Stakhanov.
<b>2</b>	<b>3-5</b>	Developed statements supported by relevant knowledge e.g. as L1, act as incentive, example, used in all industries, involve workers in the dev. of S.U.
<b>3</b>	<b>6-7</b>	Developed explanation supported by appropriately selected knowledge e.g. as L2, propaganda element, hasten speed of econ growth, further control. Morale of workforce.

Question Number		Target
<b>8 (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 about causes supported by some knowledge e.g. control of the people.  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, control of the Party, end of opponents, armed forces purged.  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, imposed fear population, raised importance of the Party, use of NKVD.  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 exposition supported by precisely selected knowledge e.g. as L3, leads to complete control, no opposition in any area, permits creation of dictatorship.  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)		Causation / recall of knowledge  <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. as L2, economic stagnation and approaching bankruptcy, product of arms and space races.  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, failure of <i>glasnost</i> and <i>perestroika</i> , no assistance from the West, ,hard-liners 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	Sustained argument supported by precisely selected knowledge e.g. as L3, leadership, troubles in E. Europe, ethnic groups, Afghanistan, Yeltsin . 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.

**A5: A Divided Union? The USA, 1941 - 80**

Question Number		Target
<b>9 (a) (i)</b>		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. Kennedy's policy to rejuvenate USA.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, new age/decade, help all classes/races.

Question Number		Target
<b>9 (a) (ii)</b>		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. K. deemed to be inexperienced.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, mistrusted in Congress, issues with own party - Dixiecrats.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, policies quite radical, many senior politicians not ready for change.

Question Number		Target
<b>9 (a) (iii)</b>		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Growth of teen and pop culture.
2	3-4	Developed statements supported by relevant knowledge e.g. growth of SDS, role of Civil Rights Movement.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, impact of the Vietnam War, world events.

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. CRA - discrimination banned.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, VRA, minimum wage, Medicare.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, econ. benefits, education, impact of Vietnam War.

Question Number		Target
9 (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. Watergate.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements about causes supported by relevant knowledge as L1, break-in, cover up, tapes.  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, Nixon's behaviour, actions during the crisis, avoid impeachment.  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, gives overview, sees the scandal, role of Nixon, press (Bernstein +Woodward), building of pressure and deceit.  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 (b) (ii)		Key features /change / recall of knowledge  <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.  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. sees move from non-violence to the organised para-military actions of the BPs. Details of the scaffold 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, and begins to see links between the stimuli - additional knowledge - sees shift in the 1960s, Malcolm X - separatism.  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	Sustained exposition supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors behind change, possible overview - is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors - activities of the BPs, flare-up in the cities, Vietnam et al.  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)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. laws allowing racial separation.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, concept of 'separate but equal' in housing, education et al. In the South.

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. gave taste of better jobs, improved prospects.
2	3-4	Developed statements supported by relevant knowledge e.g. NAACP, Double V campaign.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, population movement, increased awareness.

Question Number		Target
10 (a) (iii)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Supreme Court - major breakthrough.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, peaceful means, MLK.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, economic power of black Americans, success, encouragement for the future.



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. peaceful demonstrations.
2	3-5	Developed statements supported by relevant knowledge e.g. S.C.L.C. and marches, Selma and Washington.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, concept of non-violence, raising awareness, involvement of government.

Question Number		Target
10 (b) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. role of the Second World War.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, affluence of the USA, increased educational and job opportunities.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.
3	6-8	Developed explanation supported by appropriately selected knowledge e.g. as L2, climate of the time - Civil Rights, Student Movements.  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, impact of Friedan, NOW, late 1960s.  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 (b) (ii)		Key features / change / recall of knowledge  <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 development supported by some knowledge e.g. describes the stimuli or makes a generalised statement.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	5-8	Developed statements about development supported by relevant knowledge e.g. as L1, investigations into writers/directors, increased publicity via HUAC - may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation of the development supported by appropriately selected knowledge e.g. as L2, Hiss, Rosenbergs, climate of fear, McCarthy - may begin to see links between the stimuli - may use additional 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	13-15	Sustained exposition supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli, hysteria, Senate hearings, actions of presidents and 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.

## A6: Superpower Relations, 1945 - 90

Question Number		Target
11 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. stop the spread of communism.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, SU in E. Europe, and UK involvement in the Greek Civil War.

Question Number		Target
11 (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. help Europe recover economically.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, link to TD, help stop spread of communism.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, expand US economy, dollar imperialism.

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. alliance against SU, protection.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, schism between Allies and SU post-45, Berlin Blockade.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, Truman/Stalin's attitude, China, division of Europe.

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. armed forces present, general control from Moscow.
2	3-5	Developed statements supported by relevant knowledge e.g. Party control, Cz., Cominform , Comecon.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, DDR, Warsaw Pact, hints of softer approach post-53.

Question Number		Target
11 (b) (i)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Khrushchev and de-Stalinisation - Poland.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Hungarian antipathy to SU., hatred of Rakosi, Nagy.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.
3	6-8	Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, withdrawal of SU tanks, Nagy's demands, N.K's decision to send in troops.  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 exposition supported by precisely selected knowledge e.g. as L3, SU invasion, no help for Nagy, SU crushed rising, Nagy executed, Kadar, overview.  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 (b) (ii)		Causation / recall of knowledge  NB No credit will be given for copying stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statement about the causes supported by some knowledge e.g. describes the stimuli or makes a generalised statement about the causes of changing relations.  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, details of the scaffold - end of détente, open hostility- Olympics, Reagan and SDI, some improvement because of Gorbachev. and may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, sees 1985 as fulcrum, meetings between leaders, Gorbymania, summits, INF and 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	Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and 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
12 (a) (i)		Causation / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. stop movement of people between the sectors.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, test Kennedy, plug gap in 'iron curtain'.

Question Number		Target
12 (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. agreements on human rights.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Europe's frontiers recognised, closer econ. and cultural links.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, part of détente, SU accepted the existence of W. Germany, included Superpowers and 33 nations - great optimism.

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. the invasion of Afghanistan.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, role of Reagan and SDI.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, Olympics, changing leadership in the SU.

Question Number		Target
12 (a) (iv)		Key features / change / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. youth, new policies.
2	3-5	Developed statements supported by relevant knowledge e.g. looks at perestroika and glasnost.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, changes in SU and also abroad - captured the world's imagination, role of G.'s wife, friendship with Reagan.

Question Number		Target
12 (b) (i)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. world almost at the edge of nuclear war.  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 crisis supported by relevant knowledge as L1, construction of missile bases - threat to USA.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	6-8	Developed explanation supported by appropriately selected knowledge e.g. as L2, US discovery, quarantine, Kennedy's stance.  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 exposition supported by precisely selected knowledge e.g. as L3, US threat of retaliation, Khrushchev's response, end of crisis, hot-line, who won?  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 (b) (ii)		Causation / recall of knowledge  <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 the causes supported by some knowledge e.g. describes the stimuli or makes a generalised statement about the causes of changing relations.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	5-8	Developed statements about causes supported by relevant knowledge e.g. as L1, issues at Potsdam, bomb, Stalin's broken promises and may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, US reaction - TD/MP and issues over BB and may begin to see links between the stimuli - may use additional 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	13-15	Sustained argument supported by precisely selected knowledge e.g. as L3, impact of BB, two Germanys, Western Alliance and Soviet network, is likely to move beyond the stimuli either by sharp/focused development 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.



**A7: Conflict and the Quest for Peace in the Middle East, 1948 - 95**

Question Number		Target
<b>13 (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. It was their land by right.
<b>2</b>	<b>2-3</b>	Developed statements supported by relevant knowledge e.g. as L1, best land to the Jews, majority to the Jews, problems re a port.

Question Number		Target
<b>13 (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. fedayeen raids, role of Nasser.
<b>2</b>	<b>3-4</b>	Developed statements supported by relevant knowledge e.g. as L1, role of UK/France, Israeli collusion.
<b>3</b>	<b>5</b>	Developed explanation supported by appropriately selected knowledge e.g. as L2, long-term mutual Arab-Israeli hatred, Israeli wish for security.

Question Number		Target
<b>13 (a) (iii)</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. each supplied arms, military aid.
<b>2</b>	<b>3-4</b>	Developed statements supported by relevant knowledge e.g. as L1, Cold War by proxy, US financial aid.
<b>3</b>	<b>5</b>	Developed explanation supported by appropriately selected knowledge e.g. as L2, SU increased military aid to Arab states after Suez. SU gaining foothold in the Middle East after Suez.

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. Egypt attacked on holy day. Surprise attack.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Egypt into the Sinai, use of SAMs, Syrians attacked from the north.
3	6-7	Developed explanation supported by appropriately selected knowledge e.g. as L2, Israel into Egypt, OPEC, oil weapon, UN and ceasefire.

Question Number		Target
13 (b) (i)		Key features / recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. pre-emptive attack by Israel.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, poor intelligence to Arab states from SU, Nasser had UN forces removed, other threats from Arab states.  Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.
3	6-8	Developed explanation supported by appropriately selected knowledge e.g. as L2, Israeli use of air force, Egypt, then Syria and Jordan, ceasefire.  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 exposition supported by precisely selected knowledge e.g. as L3, Israeli acquisitions, humiliation of the Arab states, sows seeds for revenge, UN and Resolution 242.  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 (b) (ii)		Causation / recall of knowledge  <b>N.B. 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 the reasons.  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, intifada, plight of the Palestinians, Gulf War and funds for PLO and may bring in additional detail.  Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
3	9-12	Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, Arafat's realism, talks in neutral areas, world pressure and 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	Sustained argument supported by precisely selected knowledge e.g. as L3, is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors e.g . post-Cold War New Order, politics with Israel.  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. fear of remaining in Israel.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, anticipated help from Arab states, quick defeat over Israel, assistance from UN.

Question Number		Target
14 (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. huge numbers, drain on the host nation.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, impossible to develop infrastructure, permanent or temporary?
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, dilemma for Arab states, guerrilla attacks from camps - fear of Israeli reprisals.

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. regain homeland.
2	3-4	Developed statements supported by relevant knowledge e.g. solve refugee issue, revenge, redress Western bias.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, establish formal entity, seek international assistance, raise awareness.

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. PLO moved to Lebanon after expulsion from Jordan.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, two Israeli invasions to secure borders against PLO and also remove threat permanently.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, PLO forced out to Tunisia.

Question Number		Target
14 (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. Israel re-think following the impact of the <i>intifada</i> .  Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, impact of the Gulf War, changes within Israel, world situation.  Spells, punctuates and uses the rules of grammar with some, accuracy; uses a range of specialist terms with facility.
3	6-8	Developed explanation supported by appropriately selected knowledge e.g. as L2, world pressure, role of Arafat, Madrid, Oslo and Cairo. White House agreements.  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 exposition supported by precisely selected knowledge e.g. as L3, Jordan included, White House agreements.  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 (b) (ii)		Causation / recall of knowledge  <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 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 - Israeli determination, tactics, weaknesses of the Arab states, or may bring in other knowledge. Weaknesses of the Arab states. 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, Superpowers, foreign collusion, Nasser 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	13-15	Sustained argument supported by precisely selected knowledge e.g. as L3, clear discussion of the stimuli and sees the factors behind failure, 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.

## 1334/02 The Russian Revolution

### B1: The Russian Revolution, c.1910 - 24

Question Number		Target
1(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 soldiers refused to fire on the crowd</i>
2	3-4	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>There was growing opposition to the Tsar and to the war. The Tsar had lost the support of the armed forces in Petrograd. The situation had become very serious in Petrograd.</i>

Question Number		Target
1(b)		Corroboration by cross-referencing of sources (AO2)  <b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
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 the soldiers refused to fire on the crowd. Source B shows soldiers and workers in the streets of Petrograd. Source C says that the rebels have seized important buildings in Petrograd.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports B as C suggests that the troops have joined the revolution and the photograph, Source B, shows soldiers and workers together in the streets of Petrograd. Source C also supports Source A. Source C suggests that the soldiers refused to fire on the people. This is confirmed by Source A which describes how the troops laid down their arms and refused to fire on the crowds.</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 although Source B does not show the seizure of key buildings mentioned in C. Even stronger support between C and A although Source C suggests reasons for mutiny not mentioned in A.</i>

Question Number		Target
1(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is not useful because it is only one moment in time. 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 <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that there was growing discontent with the Tsarist government and the war and shows a great number of women marching in protest. Source E is useful because it suggests that the Tsar had lost the support of both the Duma and the armed forces and was forced into abdicating. Moreover the last section suggests that he had not yet accepted his own responsibility for the situation.</i>  <b>OR</b> Developed explanation of the source(s) using nature, origins or purpose of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>sees provenance of both sources as critical. Source D is useful because it provides evidence of one of the key events which led to the February Revolution but also evidence of possible government propaganda as the official photograph suggests a demonstration which the government had under control. However, the official photographer may well have been selective and deliberately chosen this orderly, low key scene. Source E is useful because it is a diary entry which should be expressing the Tsar's genuine thoughts about the events leading to his resignation. However, it does have limitations in that it only gives his one sided, possibly exaggerated views of the situation.</i>



Question Number		Target
1(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source F says that the Tsar's absence was crucial.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As level 1 but uses knowledge of the Tsar's absence possibly linked with Tsarina and Rasputin.</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 <b>OR</b> may look at other reasons for the revolution in Sources A, B, C and D and uses own knowledge such as the impact of the First World War, the winter of 1916-17 and the actions of the Tsarina and Rasputin.</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 effects of war, Rasputin and Alexandra, the severe winter and the Tsar's absence.</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. It is a disgraceful treaty.
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 many Germans felt humiliated by the Treaty and would do everything they could to oppose the Treaty and overcome its terms.</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 it is a disgraceful treaty. Source B shows Germans demonstrating against the Treaty. Source C says there have been numerous protest marches against the Treaty.</i>
2	3-4	Developed statements identifying support/differences, e.g. <i>Source C seems to support B as Source C suggests that there were numerous protest marches and the photograph provides an example of a protest march in June 1919 against the terms of the Treaty. Source C suggests that there was strong opposition to the Treaty in the German press and Source A provides evidence of the opposition of one such German newspaper</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 opposition in Germany to the Treaty. However, not full support as Source C suggests serious mob violence whilst the protest march in B seems well behaved and peaceful. Strong support between C and A about extent and nature of press opposition. However A does not mention protest marches explained in C.</i>

Question Number		Target
2(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is not useful because all cartoons exaggerate. Source E is not useful because it was written later.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the nature, origins or purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that Germany will be ruined by the Treaty of Versailles. The Treaty will lead to serious economic problems, even starvation. Source E is useful because it suggests that the Germans were treated unfairly with the main motive being revenge. It also suggests that all Germans, even those not directly to blame for the outbreak of war, are being punished.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>sees provenance of both as critical. Source D is useful as evidence of the propaganda in Germany in order to turn people against the Treaty. It reflects a popular view of the time that the Treaty was unfair and would ruin the German economy. However, the cartoonist deliberately exaggerates the effects in order to encourage opposition. Source E is useful because it was written with the benefit of hindsight, 1924, by a British journalist who surprisingly sympathises with Germany over the Treaty. However, he also exaggerates its impact in order to win support for his views and possibly sell his book.</i>

Question Number		Target
2(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source E says Germany had to pay all the costs of the war.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case, <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). <i>e.g. As level 1 but uses knowledge of reparations.</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, D and E and own knowledge <b>OR</b> may look at other reasons for opposition shown in Sources B and F and uses own knowledge <b>OR</b> 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, e.g. <i>as Level 3 but focus on inter-action between variety of reasons including dictated nature of the Treaty, military and territorial terms, War Guilt Clause and reparations.</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>The economy began to slide downhill and unemployment increased.</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 the New Deal did not improve the economy and that its benefits were not long lasting. Quite the opposite, it made the economy and unemployment worse. Moreover, it suggests that the US economy was revived by the war rather than Roosevelt's policies.</i>

Question Number		Target
3(b)		Corroboration by cross-referencing of sources (AO2)  <b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
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 that the economy began to slide downhill. Source B shows a PWA project in 1936. Source C says has brought permanent benefits.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source B. Source C suggests that the relief brought by alphabet agencies such as the PWA and the WPA have brought many benefits to the USA. Source B provides photographic evidence of one benefit, a school, built by a PWA project. Source C does not support Source A. Source C suggests that the New Deal has brought numerous benefits to the nation. Source A suggests that it did little for the economy which was saved by WW2.</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 positive achievements of New Deal although B limited to PWA. Strong differences between C and A although some agreement in that Source A does suggest short term benefits</i>

Question Number		Target
3(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is not useful because all cartoons exaggerate. 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 nature, origin or purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that the New Deal has brought immediate benefits to US citizens. These benefits include security for old age, job security and improved housing. Source E is useful because it suggests that the New Deal has had adverse effects on the US economy, with an increased national debt, and the US people who are starving and homeless. In addition it suggests that the alphabet agencies have resulted in administrative chaos.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> 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 the propaganda used by the Democratic Party during the presidential election campaign of 1936 to promote the achievements of the New Deal and secure support for Roosevelt. However, the cartoonist exaggerates the achievements of the New Deal and ignores the limitations. Source E is useful as evidence of the views of Huey Long, a leading opponent of the New Deal, who stresses the shortcomings of the New Deal and the alphabet agencies. However, Long deliberately exaggerates the shortcomings in order to win support for his ideas and turn people against the president.</i>

Question Number		Target
3(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source C says the New Deal brought many benefits.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of successes of New Deal.</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 B and D and further own knowledge OR may look at failures using Sources A, E 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 successes, especially short term, of the New Deal, together with its failure to tackle certain problems and its more long term limitations - significance WW2.</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>Do not buy from Jewish shops or go to a Jewish doctor.</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 the Nazis were encouraging as many people as possible to support the boycott. It also suggests that it would be unwise to ignore the boycott.</i>

Question Number		Target
4(b)		Corroboration by cross-referencing of sources (AO2)
		<b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
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 the German people should boycott Jewish businesses and doctors. Source B shows the boycott of a Jewish shop. Source C says Jewish stores and offices were boycotted.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C seems to support B as Source C suggests that Jewish stores were boycotted and Source B shows a Jewish shop guarded by a member of the SA. Source C supports Source A. Source C mentions the Nazi posters strongly suggesting that Germans should boycott Jewish businesses and doctors and Source A is an example of such a poster.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>Source C seems to strongly support Source B however there are differences. Source C suggests boycotts of doctors and stores, Source B only shows a shop boycott. There is limited support between C and A. Source C suggests that the boycott is unfair on the Jews, and Source A suggests it is justified due to Jewish actions abroad.</i>



Question Number		Target
4(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is not useful because it was written at the time. Source E is not useful because it is only one moment in time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the nature, origin or purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source E is useful because it shows the extent of the damage and suffering to the Jews caused by Kristallnacht and also suggests that it was Nazi directed due to the lack of protection given by the police. Source D is useful because it provides evidence of the destruction of a Jewish synagogue, one of the main targets of Kristallnacht, but also how the Nazis encouraged schoolchildren to witness the event.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>as Level 2 but sees provenance of two sources as critical. Source E is useful because it is by a foreign (British) journalist who witnessed Kristallnacht and may well give an objective account of the event. However, the journalist may well have sensationalised the event to sell the newspaper and exaggerated the effects to turn readers against the Nazis. Source D is useful as evidence of Nazi propaganda to win support for Kristallnacht and turn people against the Jews. However, it is only evidence of one synagogue.</i>

Question Number		Target
4(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source D shows an attack on a synagogue</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of attacks on Jewish synagogues.</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 D and E and further own knowledge <b>OR</b> may look at other effects using Sources A, B, C, 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 of Nazi policies, including boycott, attack on synagogues, Nuremberg Laws and Kristallnacht.</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>Churchill believed Britain had suffered a total defeat.</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 the Munich agreement was a complete failure for Britain and Czechoslovakia. It also suggests that Hitler will not be satisfied with the Sudetenland but will take over the whole of Czechoslovakia.</i>

Question Number		Target
5(b)		Corroboration by cross-referencing of sources (AO2)  <b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
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 Britain has suffered a total defeat. Source B shows Chamberlain pleased with the settlement. Source C says that Chamberlain was a victor.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source B. Source C suggests that Chamberlain returned as a popular victor and that his successes will be long lasting. Source B also suggests that Chamberlain was popular and pleased with his achievements. The agreement he is holding suggests that he believes he has achieved a lasting peace. Source C does not support Source A. Source C suggests that Munich has been a great success and achieved a lasting peace. Source A suggests it was a failure and would not preserve peace.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>Source C strongly supports Source B with both suggesting that Munich was a great success for Chamberlain. However B does not show the relief expressed in C. Source C strongly disagrees with A with C seeing Munich as a victory and A as a defeat.</i>

Question Number		Target
5(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is useful because it is written at the time. Source E is not useful because all cartoons exaggerate.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the nature, origin or purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that Hitler intended to invade Poland as early as May 1939 for lebensraum as well as to exploit Poland's food supplies and help in the acquisition of the Balkan States. Source E is useful because it suggests that the Nazi-Soviet Pact was a marriage of convenience simply as an excuse to partition Poland. It is also useful because it suggests that Hitler and Stalin hated one another.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>as Level 2 but sees provenance of both sources as critical. Source D is useful because it is a record of a secret speech in which Hitler will be able to express his real aims for Poland as early as May 1939. However, it is limited as it may well have adapted what Hitler said for official records. Source E is useful as evidence of British attitudes to the Pact as the cartoonist may well be reflecting a popular view of the time - that the Pact was not genuine but was an agreement between two leaders who hated each other. However, the cartoonist may well have exaggerated the attitude of the two leaders in order to criticise the agreement.</i>

Question Number		Target
5(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source F suggests it brought war closer.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of Pact 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 E and F and further knowledge <b>OR</b> may look at other reasons using Sources D 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 Anglo-French weakness, at Munich and after, the Nazi-Soviet Pact, German ambitions for Poland and the failure of appeasement.</i>

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

Question Number		Target
<b>6(a)</b>		Comprehension of source (AO2)
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Simple statements taking the source at face value, e.g. <i>The black South Africans had run-down, older properties</i>
<b>2</b>	<b>3-4</b>	Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. <i>Source A suggests that housing for black South Africans was inferior to that of whites. It also suggests that it was of a poor quality in separate locations within towns and was worsened by the introduction of squatter camps</i>

Question Number		Target
<b>6(b)</b>		Corroboration by cross-referencing of sources (AO2)  <b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
Level	Mark	Descriptor
	<b>0</b>	No rewardable material
<b>1</b>	<b>1-2</b>	Simple statements identifying support/differences at face value, e.g. <i>Source A says their housing was often run-down, older properties. Source B shows very poor housing. Source C says that there were two or three bedroomed houses.</i>
<b>2</b>	<b>3-4</b>	Developed statements identifying support/differences. e.g. <i>Source C does not support Source B. Source C suggests that black housing was of a good standard with all the standard amenities. Source B shows very poor housing. Source C does not support the evidence of Source A. Source C suggests housing up to the standard of middle class families in Europe. Source A suggests the opposite - overcrowded and run-down properties.</i>
<b>3</b>	<b>5- 6</b>	Developed explanation which identifies the extent of support/differences between all three sources. e.g. <i>As with Level 2 but Source C strongly disagrees with Source B. and with Source A although they both suggest separate, segregated areas for blacks.</i>

Question Number		Target
6(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> nature of sources. <i>e.g. Source D is useful because it was said at the time. Source E is not useful because it only shows one moment in time</i>
2	4-6	Developed statements about the utility of the sources which examine/question the nature, origins and purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that some black South Africans suffered great brutality under the apartheid regime. The source describes the murder of two innocent members of a family by the South African armed forces. Source E is useful because it suggests that black South Africans suffered at the hands of the white police. One of the protestors suggests 200 deaths and 10,000 arrests. It is also evidence of the many protest marches against apartheid.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>As Level 2 but sees provenance of sources as critical. Source D is useful because it is an eyewitness account from a woman who experienced the brutality of the apartheid regime. In addition, the interview was given nearly twenty years later when she would have a more detached view of the event. However, the interviewer may well have selected this event to turn people even more against apartheid. It may be not typical. Source E is useful because it reflects the popular opposition by black South Africans to the apartheid regime and provides evidence of police brutality. However, the statistics may well have been exaggerated to win support and the photograph used to turn people against apartheid.</i>

Question Number		Target
6(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source A describes the poor housing</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of poor housing.</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 own knowledge OR may look at other effects using Sources D, E and F and own knowledge OR may question poor housing using Source 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 variety of effects including poor housing, income, health, employment, facilities and how this encouraged opposition which, in turn, led to the brutality shown in Sources D and E.</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. <i>We burned every hut in sight.</i>
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 tactics were very brutal and led to the death of innocent Vietnam civilians. It also suggests that the US soldiers did not like using these methods.</i>

Question Number		Target
7(b)		Corroboration by cross-referencing of sources (AO2)  <b>NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3</b>
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 burned every hut in sight. Source B shows a village being burned down. Source C says that many innocent civilians were killed or wounded.</i>
2	3-4	Developed statements identifying support/differences. e.g. <i>Source C supports Source A. Source C suggests that the US policy often led to the destruction of villages and the death of innocent civilians. Source A describes the burning down of a village and the death of a mother and her children. Source C also supports the evidence of Source B. Source C suggests that US and South Vietnamese forces would destroy whole villages. Source B shows US troops burning down a village.</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 A. However Source C clearly states that these tactics alienated Vietnamese peasants. This is only implied in Source A. Source C does not mention its effects on US troops. Source C strongly supports the evidence of Source B. However Source C suggests this was carried out by US and South Vietnamese troops. Source B only shows US troops.</i>

Question Number		Target
7(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY</b>  <b>RELIABILITY ONLY MAX. 2 MARKS</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements about utility based on content <b>OR</b> 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 only one moment in time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the nature, origin and purpose <b>AND/OR</b> the content of the sources. <i>e.g. Source D is useful because it suggests that Vietcong guerrilla tactics were very effective and the Vietcong were very difficult to locate and capture. It also suggests that US soldiers often killed innocent civilians. Source E is useful because it shows one of the booby trap methods used by the Vietcong and suggests it had a devastating effect on its victim.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content.  <b>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).</b>
3	7-8	Developed explanation of utility of both the sources using both nature, origin and purpose of sources <b>AND</b> content, e.g. <i>As Level 2 but provenance of both sources seen as critical. Source D is useful because it is evidence from a US journalist who experienced and witnessed these events. However the journalist may have exaggerated the event to sell the newspaper and in order to turn the US public against the war. Source E is useful as evidence not only of Vietcong brutality but also of US propaganda. It is an official photo used possibly to increase hatred of the Vietcong. It could also have been used to instruct US soldiers about Vietcong booby traps. It is limited because it may show one of the worst examples of Vietcong methods.</i>

Question Number		Target
7(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)  <b>NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6</b>
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statements offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source C says their tactics killed innocent civilians.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. <b>OR</b> developed responses using sources only <b>OR</b> developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of US tactics</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, B and C 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 US tactics, Vietcong tactics and increasing opposition at home.</i>

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