

Mark Scheme (Results)

Summer 2010

GCSE

GCSE History (1334 01)

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General Marking Guidance

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

Question 1

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

Question Number		Target
1 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. rectify the decisions made at San Stefano.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, limit Russia's gains, reduce Bulgaria.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, British fear of Russia moving into the Mediterranean, Austrian concerns re Serbia.

Question Number		Target
1 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. B-H annexed by Austria-Hungary.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Turkey in chaos, A-H and Russia interfered.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Britain concerned re Russia and the Med., Russia's demands for conference not met, Germany supported A-H.

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. Balkan League at war with Turkey - latter lost land.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Treaty of London - Turkey lost heavily, Albania created, Balkan states enlarged.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, Bulgarians began 2 nd War, Treaty of Bucharest ended it - Bulgaria defeated and lost gains from 1 st War.

Question Number		Target
1 (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. Bismarck set up alliances to isolate France. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Three Emperors' League - prevent growth of socialism, keep France friendless. 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, after Berlin, Bismarck needed closer alliance with A-H - hence (secret) Dual Alliance 1879. 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, Bismarck renewed the Three Emperors' League, D.A. expanded to include Italy in 1882 - Triple Alliance - Italy resentful over issues in Tunis. 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 NB No credit will be given for copying stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - Understanding with France caused concerns in Germany, crisis over Morocco in 1905 led to deterioration in relations. 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, - sees arms race, naval and trade rivalry as crucial, Dreadnoughts and Budget. 2 nd Moroccan crisis. 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 e.g. as L3, clear analysis based on the stimuli and sees factors behind change. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 2

Question Number		Target
2 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. Kaiser's message to Kruger in the Transvaal.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, demise of the Jameson Raid -Kaiser's openly pleased.

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. compete with Britain.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, ambitions of Kaiser and Tirpitz, mobilise the German people.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, German policies post-Bismarck, Kaiser and 'place in the sun'.

Question Number		Target
2 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. remove colonial disagreements.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Britain had made treaty with Japan, France concerned re Russia.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, settle the situation post-Fashoda,

Question Number	Target
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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. worsened because of the two Moroccan crises.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, arms race and public opinion re navies.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, sees naval, trade rivalry, Budget and discusses the two crises.

Question Number		Target
2 (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. led to wars in 1912-13 and then in 1914. 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 e.g.as L1, growing antagonism with Austria-Hungary, Serbs sought to include fellow Slavs in B-H. 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 changes supported by appropriately selected knowledge e.g. as L2, growth of Serb nationalist societies, aspirations of a Greater Serbia, weak Turkey. 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, Serbia moved closer to Russia, Serb expansion in 1913, events in 1914. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

Question Number	Target
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2 (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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - Bismarck's wish to isolate France, looks at the alliances. 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, sees purpose of the alliances and shifting sands in 1879 and 1894. 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 appropriately selected knowledge e.g. as L3, delicate nature of Bismarck's system, upset in 1890. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 3

Question Number		Target
3 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. change in British running of India - some concessions, some say in running India.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, Indians to sit on the Legislative Council, some direct elections, some representation for Muslims.

Question Number		Target
3 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Indian contribution during the war.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Gandhi encouraged idea of concessions, acceptance of Britain's reasons for fighting.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Congress and Muslim League act together, Montagu-Chelmsford Declaration encourage further demands.

Question Number		Target
3 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. attacked basic freedoms - imprisonment without trial.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Congress seized on their undemocratic nature - extended powers into peacetime.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, showed British attitude - Congress able to show there would be little or no change, M-C reforms limited.

Question Number		Target
3 (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. civil disobedience.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, some demonstrations out of hand, willingness to go to prison, Congress split in approach.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, work of Nehru and Bose, Congress and the Simon Commission.

Question Number		Target
3 (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. continuation of disaffection and unrest from 1920s. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, growth of Muslim demands for voice, failure of RTCs. 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, Salt Marches - impact on Indians, imprisonments and unrest. Spells, punctuates and uses the rule 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, sees issues with the 1935 Act, Muslim League's dissatisfaction, issues re declaration of war in 1939. 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
3 (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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - demands pre-39, Quit India Campaign, Labour policy. 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, difficulties for Br. to secure control, ideals behind the war, role of Jinnah. 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 appropriately selected knowledge e.g. as L3, issues in the immediate aftermath of the war. Appointment of Mountbatten, changed approach. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 4

Question Number		Target
4 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. demand during the war that Britain should leave India.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, followed Cripps' Mission, Gandhi demanded ind, not Dominion status - violence ensued despite Gandhi's involvement

Question Number		Target
4 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. calm unrest and divisions.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, keep India in the war effort following Japanese involvement, offer of Dominion status.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, suggested full ind after the war, also offered ind. to provinces not wishing to join the new India.

Question Number		Target
4 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. attempt to sort out the chaos of post-war India.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, naval and army mutinies, factions demanding independence, Congress and Muslim League split.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, solve the issues, try to reach a compromise solution.

Question Number		Target
4 (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. brought in by Jinnah following Congress' rejection of the Cabinet Mission.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, peaceful protests but in Calcutta violence erupted. Jinnah and Gandhi unable to stop the violence.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, gulf between the two sides great, unable to work together in the interim government, pushed Attlee to set a date for British withdrawal.

Question Number		Target
4 (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. Congress demand Home Rule. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, challenges British rule in Bengal, econ. changes pushed ideas of self-rule to the forefront. 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, some changes with Morley-Minto but these led to further demands for independence, sees other Dominions as examples. 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, and discusses impact of the First World 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 specialist terms adeptly and with precision.

Question Number		Target
4 (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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - R. Acts took Gol into peacetime - great powers, Dyarchy gave some local powers to Indians, little change in 20s despite Gandhi, some further concessions in 1935. 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, change given grudgingly - but limited, some attempt to consider change - 1927, RTCs - political pressures in Britain. 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 appropriately selected knowledge e.g. as L3, concessions in order to keep control. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 5

Question Number		Target
5 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. place where people were able to denounce their former landlords.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, set up to secure the support of peasants, peasants secured land following expropriation.

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. Mao unhappy with criticism.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, criticism became extensive, some of it seemed pointed at Mao rather than communist policies.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, as a result Mao ended it. Mao had located his true enemies and could remove them.

Question Number		Target
5 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. reassert his position as leader.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, attempt to ensure the revolution was not diluted, kept close links with the ordinary people.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, remove some of the CCP officials, remove Western influences.

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. 2 nd Five-Year Plan -to catch up with G.B. and USA - harness the masses.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, development of communes, massive propaganda.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, 'backyard steel', famine, successes and failures.

Question Number		Target
5 (b) (i)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. dissatisfaction with the Manchu dynasty - revolution. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, opposition to Yuan grew - became a dictator, issues re Japan. 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, death of Yuan and era of warlords began. 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, sees problems worsened in 1918-19 with the Peace Settlement - May 4 th , influence of the New Tide. 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 NB No credit will be given for copying stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - adoption of 3 Principles - clear aims, Removal of warlords, split with CCP leading to Long March. 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, trained military experts, attempts to remove all opposition, secured control of cities, extermination campaigns, avoid conflict with Japan in the north. 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 exposition supported by appropriately selected knowledge e.g. as L3, enlist help of some warlords, blockaded CCP. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 6

Question Number		Target
6 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. military ruler of China after the revolution.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, controlled an area of China, no real limit to power, esp. after death of Yuan Shi Kai.

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. chaos after the death of Yuan Shi Kai.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, they controlled large areas - no central authority to restrict their powers.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, lack of limitations permitted increase in power, no army to challenge them.

Question Number		Target
6 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. influence of the Bolshevik Revolution.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, influence of the May 4 th and New Tide.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, no real change since 1911, disappointment with 1919, some Bolsheviks in Shanghai.

Question Number		Target
6 (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. given some assistance by the Bolsheviks, advisers sent to China.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, CCP joined the GMD - idea to take over from within eventually, CCP won peasant support - simple message.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, GMD turned on CCP in 1927, Shanghai Massacres, thousands killed, CCP began to retreat to remote areas.

Question Number		Target
6 (b) (i)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. CCP had secured much land in the war against Japan, had peasant support. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g.as L1, errors made by the GMD in the war against Japan, GMD lost support - was inefficient and corrupt. 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, great morale in the PLA, GMD forces over-stretched, GMD forces often demoralised. 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, people in the South switched allegiance, US aid stopped, GMD support evaporated, CCP strong and resilient. 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/change/ 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - women granted equality, marriage laws, attempts to eradicate illiteracy, modernisation via education. 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, thought reform, 100 Flowers, indoctrination, communes et al. 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 exposition supported by appropriately selected knowledge e.g. as L3, some improvements within a totalitarian state. Impact of the GLF. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 7

Question Number		Target
7 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. Soviet Central State Planning Authority
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, planned industrialisation of SU in the Five-Year Plans, setting targets.

Question Number		Target
7 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. catch up with the West, modernise SU.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, NEP had not been completely successful, need to protect the SU.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, divert effort to where it was needed, ensure the survival of the communist revolution.

Question Number		Target
7 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. targets were too ambitious and often not met.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, consumer goods were not produced as expected, targets massaged.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, lack of initiative, no incentives -shoddy goods.

Question Number		Target
7 (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. people falsely accused and tried.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, removal of old Bolsheviks, opposition, fear and terror imposed.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, imposed control, further strengthening of Stalin's position, army etc.

Question Number		Target
7 (b) (i)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Stalin's methods had not been successful, sought to compete and beat USA. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g.as L1, produce more consumer goods, restore initiative, show communism worked. 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, saw that central gov't. had interfered too much, out-perform USA in arms and space developments. 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, saw himself as an expert, saw weaknesses of the command economy. 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)		Key features/ 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - allow basic freedoms, change the economy, end the war, and end the satellite dependency. 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, policies would remove stagnation, corruption, and generate a wish to make communism work. 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 exposition supported by appropriately selected knowledge e.g. as L3, end the war to boost the economy, allow some free market practices to allow incentives, -an attempt to eradicate the thirty years of missed opportunities. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 8

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. Khrushchev's address to the 20 th Congress attacking Stalin.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, K. spoke in camera, attacked cult of personality.

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. Khrushchev's attempt to secure his position.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, K. sought to distance himself from Stalin and his excesses, remove the endemic fear within the SU.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, give greater autonomy to the people , encourage initiative.

Question Number		Target
8 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. some muddle and confusion among the managers and workers.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, initiative had been stifled under Stalin, lack of incentives, insufficient consumer goods produced.
3	5	Developed explanation supported by appropriately selected knowledge e.g. as L2, space and arms programmes consumed huge amounts of money, goods were of poor quality, incentive issue.

Question Number		Target
8 (a) (iv)		Key features/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. use previously untilled land, esp. in Kazakhstan.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, grow more crops, use of Komsomol, issue of weather.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, some successes, poor transport network, erosion, remoteness.

Question Number		Target
8 (b) (i)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. leadership issues in the preceding years. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g.as L1, weak economy, arms race. 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, space race, failure of economic policies. 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, war with Afghanistan, corruption, growing nationalism of subject races. 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)		Key features/change/ 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - did not like capitalist aspects of NEP, saw ind. and agr. could be changed by his policy of 'Socialism in one country'. 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, command economy, role of Gosplan and leading to control, establishment of collectives, industry initially financed by agr. Five-Year Plans - targets for all industries to make good the backwardness of the SU. 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 exposition supported by appropriately selected knowledge e.g. as L3 and is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 9

Question Number		Target
9 (a) (i)		Key features/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. civil rights people who rode buses to check integration was taking place.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, CORE trying to show that the South was unwilling to integrate, raise awareness.

Question Number		Target
9 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. could not gain support of his own party.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, seen to be young, Dixiecrats esp. showed antipathy.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, had only won by a narrow margin, some politicians felt he was too left of centre.

Question Number		Target
9 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. cost of the Vietnam War.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, not enough resources given to civil programme, Republicans attacked Johnson for wasting money.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, African Americans disenchanted with slow progress despite legislation, issue for A-As re Vietnam.

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. slow beginning -built up to Women's Lib., bra burning.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, Friedan and 'Feminine Mystique' - impact of the Viet. war, affluence and education.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, NOW, legislation, Civil Rights and the context of the time.

Question Number		Target
9 (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. President involved in a scandal, broke the trust. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, added to US feeling of humiliation with Vietnam, loss of faith in politicians, some restricting laws introduced. 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, Privacy Law, War Powers Act, election laws discussed, fall off in voters. 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, yet, showed that the democracy worked, checks and balances, led to election of Carter -'honest farmer'. 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)		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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - general fear of communism since 1917, issues after 1945 and particular cases-Hiss/Rosenbergs. 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, hysteria grew, climax with McCarthy and the four years, legislation. 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 appropriately selected knowledge e.g. as L3, climate of fear, issues inside and without USA. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 10

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. suspected of being communists.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, Writers and directors thought to be communists, spreading communism by films, refused to answer questions before HUAC.

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. increased job opportunities, broke the mould.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, joined the armed forces, 'Rosie the Riveter' -icon of the role.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, African American women able to take advantage of job opportunities. Led to change post-45.

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. Brown won the case - daughter could attend nearby school.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, first case to challenge Jim Crow laws. Backed by NAACP, Thurgood Marshall involved.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Supreme Court supported Brown, segregation to take place with all speed.

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. R.P. arrested -seat issue.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, MLK involved, boycott arranged, car pools, lasted one year.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, Supreme Court declared segregation on transport illegal, econ. power of the African Americans, emergence of MLK.

Question Number		Target
10 (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. both groups challenged the system. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, cut across class and across the USA, both used media to win support and raise awareness. 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, student movement covered civil rights, Vietnam and basic freedoms - protests seen all over the world. 'Women raised issues to heighten profile.' 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, together the movements forced the governments to listen - war, legislation, education. 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)		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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - LRHS attacked segregation - despite MBB and B v T, looks at MLK and legislation. 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, CRA and VRA result of Kennedy/Johnson and previous struggles. 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 appropriately selected knowledge e.g. as L3, sees gradualism, also struggle, individuals and mass protests. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 11

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. to decide what to do with Germany.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, discuss the end of the war - Germany, UN, Japan.

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. Germany to be divided among the Allies.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Berlin also to be divided, France to be included as occupying power.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, border with Poland moved to the Oder-Neisse line. Germany to be administered as a whole despite the four zones.

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. fear of communism spreading.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, saw Stalin break his promises in Eastern Europe, Greek civil war and hence money offered.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Marshall Plan as economic attempt to repel communism's spread.

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. Berlin Blockade in 1949 led to NATO -worsened relations.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, East and West Germany created, rival economic and political groupings.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, thaw after Stalin, but Warsaw Pact highlighted gulf.

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. worsened but 1985 saw arrival of Gorbachev. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, legacy of Afghanistan, Moscow Olympics -then LA Olympics. Reagan and 'evil empire'. 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, SDI and defence budget, unwilling to bend. 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' closer links with Europe and changing Soviet leadership made talks difficult. Gorbachev prepared to speak the unspeakable. 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - construction of the Wall, Kennedy 'soft', Khrushchev emboldened, Cuba and then détente. 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, able to amplify why each was crucial in change -brink of war, initial attempt to limit weaponry, agreements on human rights. 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 appropriately selected knowledge e.g. as L3, sees deterioration and then improvements, giving examples. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 12

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. threaten USA.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, balance re Turkey and Italy, Kennedy 'soft'.

Question Number		Target
12 (a) (ii)		Key features/change/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. brink of war, 'hotline'.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, grain sales, Partial Test Ban Treaty.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Non-Proliferation Treaty, peaceful co-existence pursued by USSR, beginning of SALT.

Question Number		Target
12 (a) (iii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. to reduce tension between the Superpowers.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Soviet Union wanted to ratify borders as set up in 1945 and the division of Germany, USA sought to pressure SU on human rights.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, the Superpowers saw the agreements bring Europe closer together, SU sought some stability within its territories.

Question Number		Target
12 (a) (iv)		Key features/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. SU invasion of Afghanistan appalled the USA.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, SALT 2 not ratified, Moscow games boycotted.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, Reagan- 'evil empire', SDI and LA Olympics.

Question Number		Target
12 (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. Gorbachev and Gorbymania. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g.as L1, clear improvement, Reagan and Gorbachev - summits. 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, INF (1987), CFE Treaty (1990) -each prepared to reduce and control weapons. 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, Malta summit in 1989 - end of Cold War. 1990 START talks. 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 NB No credit will be given for copying stimulus material without elaboration.
Level	Mark	Descriptor
	0	No rewardable material
1	1-4	Simple statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - looks at BB and impact, thaw but Warsaw Pact and Hungarian Rising, Berlin Wall. 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, crucial nature of BB -division of Germany and NATO, importance of WP and the nature of SU action in Hungary, importance of the Wall. 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 appropriately selected knowledge e.g. as L3, sees relations worsen despite Khrushchev's initial wish to see relations thaw, key incidents away from the borders of the two Superpowers. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 13

Question Number		Target
13 (a) (i)		Causation/Recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1	Simple statements supported by some knowledge e.g. state of Israel declared.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, following Br. withdrawal and rejection of UN plan.

Question Number		Target
13 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. Arab soldiers often untrained, Israelis determined.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, Arabs had no united command, Israelis well led, experience with/against the British.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, Israelis used ceasefire, fighting for survival.

Question Number		Target
13 (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. Arab diaspora.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, unrest in the camps, change of government in Egypt -rise of Nasser.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, growth of Arab military - Egypt and also Jordan.

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. fedayeen raids, role of Nasser.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, role of GB, France, Israel - collusion, invasion.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, Superpower involvement, Israeli victories, UN.

Question Number		Target
13 (b) (i)		Causation/recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. pre-emptive strike. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, assistance from USA - arms, finance. 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, Israeli training/leadership, weak Arab co-ordination. 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, Israel's use of reserves, explanation of pre-emptive strike and consequences. 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)		Key features/change/ 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - peace with Egypt at CD, still conflict with Syria, issue of Lebanon and PLO, fears in 1990-1, moves to peace by 1993 -sees improvements. 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, sees how there is progress and regress - uneven. 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 exposition supported by appropriately selected knowledge e.g. as L3, period begins and ends with optimism and sees movement not only with PLO but neighbouring states. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

Question 14

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. Egypt sought revenge for 1967.
2	2-3	Developed statements supported by relevant knowledge e.g. as L1, Egypt better trained, supplied, element of surprise.

Question Number		Target
14 (a) (ii)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. each helping its client state.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, US concerned about oil embargo -threatened economy.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, threat to world economy, SU feared Arab defeat.

Question Number		Target
14 (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. publicity across the world.
2	3-4	Developed statements supported by relevant knowledge e.g. as L1, contrasted the conditions in Gaza and Israel, issue of participants.
3	5	Developed explanations supported by appropriately selected knowledge e.g. as L2, 'iron fist' policy criticised, Israel lost support, increased sympathy for Palestinian Arabs.

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. US sponsored talks (Madrid) –Jordan, Israel but PLO not invited.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, some leading Palestinian Arabs invited and US impressed, further talks in Oslo throughout 1993 - sponsored by Norway.
3	6-7	Developed explanations supported by appropriately selected knowledge e.g. as L2, Declaration of Principles in Aug. 1993, Israel to withdraw from Gaza, future elections for Palestinians, future talks planned.

Question Number		Target
14 (b) (i)		Causation/ recall of knowledge
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements supported by some knowledge e.g. determination, organisation, luck. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
2	3-5	Developed statements supported by relevant knowledge e.g. as L1, help from USA, disorganisation and lack of co-ordination of the Arab states. 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, leadership, assistance from GB and France in 1956. 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, use of ceasefire in first war, Egypt's problems re Suez. 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)		Key features/change/ 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 statements supported by some knowledge e.g. describes the stimuli or makes general statements. 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, details of the stimuli - own military group set up to fight their cause, PLO as umbrella organisation for activities in the struggle, moves to terrorism - Munich, impact of Arafat. 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, little assistance from host nations, establishment of national organisations, raise profile, world stage. 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 exposition supported by appropriately selected knowledge e.g. as L3, sees progression, 'impotence in the face of Arafat's actions at the UN.' Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. May give 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.

(Total 45 marks)

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