

# Mark Scheme (Results)

## Summer 2010

GCSE

GCSE History (1334 02)

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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)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>There was a ration of 350 grams of bread a day.</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 food shortages were worsening and becoming very serious. People were becoming desperate and illegally seizing food supplies.</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 they only had 350 grams of bread each day. Source B shows people queuing for food. Source C says there was a week without bread.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that the food supplies were running out and the situation was worsening in Petrograd. This supports Source A which suggests rations were down to 350 grams of bread a day. The queuing by women mentioned in C is shown clearly in B with a great number of women waiting to buy bread.</i>
3	5- 6	Developed explanation which identifies similarities and the extent of support/differences between all three sources e.g. <i>Strong support between C and A although some differences as C sounds more desperate and serious than the situation in A. Strong support between C and B although the women in the queues in Source B do not seem as desperate as those mentioned in C.</i>

Question Number		Target
1(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source E is useful because it was written at the time. Source D is not useful because cartoons exaggerate.</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 e.g. <i>Source D is useful because it gives the views of the Provisional Government and suggests that Lenin and the Bolsheviks have failed and are no longer a serious threat. However it is a one-sided view of Lenin. Source E is useful because it suggests that Trotsky played an important role in the lead up to the Bolshevik Revolution. It stresses his qualities as a speaker and the key message put forward by the Bolsheviks. However, it is only one view of Trotsky.</i>  <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 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 reflects the views of the PG in July 1917 when they were trying to discredit Lenin, who had fled Russia, and the Bolsheviks after the failed 'July Days'. However, it exaggerates the plight of Lenin in order to turn people against the Bolsheviks. Source E is useful because Sukhanov witnessed the impact of Trotsky and, because he was not a Bolshevik, and was able to give a more objective view of the meeting. However, he may be influenced by his own background, a Menshevik and journalist, and that of Trotsky, ex-Menshevik, and may exaggerate his impact.</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 statement offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source D supports this view showing threat posed by Lenin.</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 Lenin's activities.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but with reference to Sources A and B OR may look at other reasons such as opposition to failures of PG, Sources B and C, and Trotsky, Source E.</i>
4	11-12	Sustained argument reviewing alternative views and making giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but focus on interaction of a variety of factors. Lenin and Trotsky able to exploit the weaknesses and mistakes of the PG, accentuated by the activities of the Petrograd Soviet, and the food shortages.</i>

## Question 2

Question Number		Target
2(a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>The Lusitania had guns on board.</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 Lusitania was not simply a passenger liner but was being used by the British to transport armaments. The Germans were justified in trying to stop the ship.</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 the Lusitania was carrying guns. Source B shows children who died when it was sunk. Source C says it killed innocent civilians.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that the Germans were in the wrong in sinking the Lusitania and killed many innocent civilians. This is supported by B which shows the dead bodies of children. Source C is not supported by Source A which suggests that the sinking was justified because the Lusitania was carrying armaments.</i>
3	5- 6	Developed explanation which identifies similarities the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both condemning sinking for same reasons. Strong differences between C and A with C condemning sinking and A justifying U-boat attack.</i>

Question Number		Target
2(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source D is useful because it was written at the time. Source E is not useful because posters exaggerate.</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 e.g. <i>Source D is useful because it gives the views of an eyewitness who suggests that the German use of Zeppelin raids to reduce the morale of the British civilian population was not working. It was having the opposite effect. However, this is only one view of one raid. Source E is useful because it shows the anger caused by the Zeppelin raids and the death of innocent civilians. However it is only the view of one newspaper.</i>  <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 is the view of an eyewitness but also a member of the government and is an example of propaganda used to play down the raids. Newspaper articles were censored and this would be to keep up morale by deliberately limiting reports of the damage caused by the Zeppelins. Source E is another good example of propaganda used to keep up morale. However, it may exaggerate the effects of and reactions to these raids in order to turn people against the Germans.</i>

Question Number		Target
2(d)		Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)
Level	Mark	Descriptor
	0	No rewardable material
1	1-3	Simple statement offering points using sources <b>and / or</b> own knowledge <b>OR</b> both, e.g. <i>Source E supports the view because it shows a mother killed in a raid.</i>
2	4-7	Developed statements offering points in support <b>OR</b> against the view using sources and/or contextual knowledge. <i>Credit candidates who focus only on the threats to Britain without reference to civilians.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with contextual knowledge.  <i>Credit candidates who focus only on the threats to Britain without reference to civilians.</i>
4	11-12	Sustained argument reviewing alternative views and offering a balanced judgement using the sources with contextual knowledge.  <i>Credit candidates who focus only on threats to Britain without reference to civilians.</i>

### Question 3

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 Bonus Marchers wanted to take over the government..</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 Bonus Marchers had revolutionary aims and that the military were justified in dealing with them in a forceful manner.</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 the Bonus Marchers wanted to take over the government. Source B shows the Bonus Marchers being driven out by the army. Source C says the army used tear gas bombs.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that the army used extreme methods against the Bonus Marchers including tear gas and setting buildings on fire. This is supported by Source B which shows buildings on fire and the use of tear gas. Source C suggests that the Bonus Marchers were peaceful and thought the army was their friends. This does not support Source A which suggests that the Bonus Marchers were a mob with revolutionary aims.</i>
3	5- 6	Developed explanation which identifies similarities the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both highlighting the violence of the army. Strong differences between C and A in their views of attitude and aims of Bonus Marchers.</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 e.g. <i>Source D is useful because it was taken at the 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 e.g. <i>Source D is useful because it shows the plight of children affected by the Depression and their views about Hoover who did not seem to be helping. However, it only shows a group of children in one Hooverville. Source E is useful because it suggests that there was much unemployment and suffering due to the Depression.. However, it does not give specific example and is one-side.</i>  <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. sees provenance of both sources as critical. <i>Source D provides evidence of one example of a Hooverville, but was printed in a newspaper, possibly to discredit the Hoover government. Source E is useful evidence of the views of the democrats. However he will obviously be very critical of the Hoover government.</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 statement offering points using sources OR own knowledge OR both, e.g. <i>Source E supports the view because it describes the suffering caused by the Depression.</i>
2	4-7	Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level). e.g. <i>As Level 1 but uses knowledge of Hoover's policies and failure to deal with the Depression.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but with reference to Sources A, B, C and D OR looks at alternative view using Source F and own knowledge.</i>
4	11-12	Sustained argument reviewing alternative views and making giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but balanced view, including Hoover's failings together with the measures he introduced to deal with the Depression.</i>

## Question 4

Question Number		Target
4(a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>The women's world is her husband, home and children.</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 women had a limited domestic role which is confined to the home. It suggests they should not be career minded or involved with politics.</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 a women's place is in the home. Source B shows a woman as the slave of her husband. Source C suggests that men control women.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that women are the slaves of men and are controlled by them. This is supported by Source B which shows a man dominating a woman. Source C suggests that a woman's role is not important which is not supported by Source A which suggests that they have an important domestic role.</i>
3	5- 6	Developed explanation which identifies similarities the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both highlighting the inferior role of women and male dominance. Strong differences between C and A although both suggest a lesser role.</i>

Question Number		Target
4(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source D is useful because it was written at the time. Source E is not useful because posters exaggerate.</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 e.g. <i>Source D is useful because it suggests that the Nazi attempts to reduce female employment had not worked. It suggests that women were deliberately moved to unskilled poorly paid jobs. However it is only one view. Source E is useful because it highlights the domestic role of women especially as a mother. However it is one sided.</i>  <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 was written by a foreign, objective observer who is able to use official statistics. However, the journalist may be wishing to discredit the Nazi regime by exaggerating the changes in female employment. Source E is a very good example of propaganda used by the Nazis to promote the domestic role of women. However, it does produce an extreme example of mother and child to win support.</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 statement offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source B supports this view by showing a man in control.</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 changes in position of women compared to 1920s.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but with reference to Sources C, E and F OR looks at alternative view that women's role was seen as important using Sources A, E and F and own knowledge.</i>
4	11-12	Sustained argument reviewing alternative views and making /giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but balanced evaluation which includes lack of employment opportunities but crucial role in promoting Nazi racial state.</i>

## Question 5

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>The people of the East end were distressed.</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 German raids had badly affected the morale of the people of the East End. It also suggests a lack the government was ignorant of these effects.</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 people in the East End were distressed. Source B shows a slogan 'We can carry on' and Source C says that they sang songs.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that people were not downhearted and that the bombings had not affected their morale. This is supported by Source B which shows the slogan 'We can carry on'. Source C is not supported by Source A which suggests that morale was badly affected and many people were distressed.</i>
3	5- 6	Developed explanation which identifies similarities and the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both highlighting the determination of the people of the East End to maintain morale. Strong differences between C and A.</i>

Question Number		Target
5(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source D is useful because it was written at the time. Source E is not useful because it was painted later.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the <b>NOP AND/OR</b> the content of the sources e.g. <i>Source D is useful because it suggests that the RAF were fighting against great odds and stresses their importance for British survival. However it is a speech which only gives the British view. Source E is useful because it highlights the success of the RAF and their tactics of attacking from above. However, it is only one view of a small part of the battle.</i>  <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 as evidence of the importance of Churchill during the Battle of Britain, e.g how he kept up morale. However, it is a speech to encourage support and uses emotive language. Source E is useful because it is an official RAF artist who will use accurate evidence of RAF attacks. It is useful as evidence of propaganda to maintain morale. However, as an official RAF artist, he may well exaggerate the successes of the Battle.</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 statement offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source D supports this view by stressing the part played by the few.</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 Battle of Britain and its importance.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but with reference to Sources E and F OR looks at alternative view including role of Churchill, Sources D and Blitz, Sources B and C.</i>
4	11-12	Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but focus on inter-action of variety of factors including Battle of Britain, US support, Dunkirk, and German invasion of Soviet Union, Source F.</i>

## Question 6

Question Number		Target
6(a)		Comprehension of source (AO2)
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements taking the source at face value, e.g. <i>The ANC will kill Inkatha warlords.</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 ANC were responsible for the violence but that they were retaliating against Inkatha and were not as extreme.</i>

Question Number		Target
6(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 ANC took part in the violence. Source B shows armed Inkatha supporters. Source C says that the government allowed Inkatha supporters to carry arms.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that it was the government who caused the violence by allowing Inkatha to carry traditional weapons. This is supported by Source B which shows armed Zulus. Source C does not support Source A which suggests that the violence by the ANC was in retaliation.</i>
3	5- 6	Developed explanation which identifies similarities and the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both suggesting that the arming of Inkatha caused the violence, yet Source C also blames government. Strong differences between C and A although both suggest violence initiated by Inkatha.</i>

Question Number		Target
6(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source E is useful because it was taken at the time. Source D is useful because it was written at the time.</i>
2	4-6	Developed statements about the utility of the sources which examine/question the NOP <b>AND/OR</b> the content of the sources e.g. <i>Source E is useful because it shows the level of violence in South Africa in the early 1990s but between blacks and white extremists. However, it only shows one incident. Source D is useful because it suggests that the government encouraged the black v black violence and supported Inkatha in their attacks on the ANC. However it is only the evidence of one policeman.</i>  <b>OR</b> Developed explanation of the source(s) using NOP of the source(s) <b>OR</b> content e.g.  <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 E is useful because was shown on South African TV possibly to highlight the serious nature of the violence. However, TV chose most graphic scene to make an impact on audience. Source D is useful because it is the evidence a member of the security services who should be aware of government actions. However he may be trying to limit his own responsibility by highlighting the role of the government.</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 statement offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source B supports this view by showing armed supporters.</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 is 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 violence of Inkatha..</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but with reference to Sources C and F OR looks at alternative reasons using Sources D, E and F and own knowledge.</i>
4	11-12	Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but focus on inter-action of variety of factors including Inkatha, ANC, government involvement and white extremists.</i>

## Question 7

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>The Strategic Hamlets were like a jail.</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 Strategic Hamlets were set up to control the peasants and suppress their support for the North and for revolution. The source also suggests the peasants were being treated badly.</i>

Question Number		Target
7(b)		Corroboration by cross-referencing of sources (AO2)  NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3
Level	Mark	Descriptor
	0	No rewardable material
1	1-2	Simple statements identifying support/differences at face value e.g. <i>Source A says the Strategic Hamlets were like prisons. Source B shows a safe hamlet. Source C says that they were to protect the peasants.</i>
2	3-4	Developed statements identifying support/differences e.g. <i>Source C suggests that hamlets were to protect the peasants from communist infiltration. This is supported by Source B which shows two villages - the first destroyed by the communists and the second to protect peasants from the communist. Source C does not support Source A which suggests that the hamlets were to control rather than help the peasants.</i>
3	5- 6	Developed explanation which identifies the extent of support/differences between all three sources e.g. <i>Strong support between C and B with both suggesting that the hamlets were for the benefit of the peasants. Strong differences between C and A although both suggest some control by the USA and South Vietnamese.</i>

Question Number		Target
7(c)		Evaluation of sources for utility (AO2)  <b>NB: RELIABILITY TO BE REWARDED 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 e.g. <i>Source D is useful because it was taken at the time. Source E is useful because it was said 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 e.g. <i>Source D is useful because it shows the apparent event which led to US military involvement in Vietnam - the torpedoing of the US vessel. However, it is unclear and could be a fake. Source E is useful because it gives Johnson's reasons for becoming much more involved in Vietnam. However, it is only part of his speech and is one-sided.</i>  <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 useful because it was an official US photograph used to convince the US public and Congress that the North Vietnamese had attacked the US vessel. However, it could well have been faked to provide a motive. Source E is useful because it gives Johnson's justification for involvement. However, he exaggerates and even distorts the events in order to win support for his actions.</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 statement offering points using sources <b>OR</b> own knowledge <b>OR</b> both, e.g. <i>Source A shows failure Strategic Hamlets Policy.</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 failure of policy.</i>
3	8-10	Developed explanation giving a judgement making explicit and confident use of the sources with own knowledge e.g. <i>As Level 2 but questions failure with reference to Sources B and C OR looks at alternative reasons using Sources A, B, C and F and own knowledge.</i>
4	11-12	Sustained argument reviewing alternative views and making giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. <i>As Level 3 but focus on interaction of variety of factors including Kennedy and advisers, Strategic Hamlet policy, domino theory, US interests in area and attitude of Johnson.</i>



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