

**1334/01**

# **Edexcel GCSE**

## **History Specification A**

### **Modern European & World History**

#### **Paper 1**

#### **Specimen Paper**

## **Mark Schemes**

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A1 The Road to War: Europe, 1870–1914	Pages 35-38
A2 Nationalism and Independence in India, c1900–49	Pages 39-42
A3 The Emergence of Modern China, 1911–76	Pages 43-46
A4 The Rise and Fall of the Communist State: the Soviet Union, 1928–91	Pages 47-50
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A6 Superpower Relations, 1945–90	Pages 55-58
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## INSTRUCTIONS ON MARKING

### 1. Principles of Assessment

Examiners are encouraged to at all times exercise their professional discretion and judgement in the assessment of answers. The schemes that follow are intended only as a guide and may at times be inapplicable to answers that tackle questions in an unusual, though acceptable, manner. Where examiners find it necessary to adapt the mark scheme to the needs of such answers, written comments should make clear the basis on which such decisions were made.

Examiners should at all times mark positively rather than negatively, i.e. reward candidates for what they know and understand rather than penalising them for what they do not know or understand. Examiners should bear in mind that the examination is designed for a wide ability range and should therefore make full use of the whole range of marks available.

### 2. Date of marking

Do NOT date scripts. Each script should be numbered consecutively.

### 3. Ticks

The marking of the essay questions is discussed in paragraph 5 below. Ticks need not be used, though examiners may find them helpful as a way of indicating places in which candidates meet the requirements of the mark scheme. There should be no attempt to equate the number of ticks with the total mark for the answer.

### 4. Addition of marks

Marks for each sub-question should be placed in the right hand margin. The final total for an answer must be ringed and placed in the right-hand margin and transferred to the front sheet. The maximum mark for the paper is 105. There are no marks for spelling, punctuation and grammar in this paper.

### 5. Marking of Questions

#### (a) Levels of response

The mark scheme provides an indication of the sorts of answer that might be found at different levels. The levels are only a guide and it will be necessary therefore, for examiners to use their professional judgement in deciding at which level a question has been answered. Candidates should always be rewarded according to the quality of thought expressed in their answer and not solely according to the amount of knowledge conveyed. It is unlikely, however, that candidates with only a superficial knowledge of these topics will reach the higher marks.

Quality of thought should be taken to include the following criteria:

- (i) the extent to which the answer is relevant to the question and is explicitly related to the question's terms;
- (ii) argues a case, when requested to do so;
- (iii) is able to make the various distinctions required by the question;
- (iv) has responded to all the various elements in the question;
- (v) where required, explains, analyses, discusses, assesses, and deploys knowledge of the syllabus content appropriately, rather than simply describes or narrates.

Examiners should award marks both between and within levels according to the above criteria. This should be done in conjunction with the levels of response indicated in the mark schemes for particular questions.

At the end of each answer, examiners should look back on the answers as a whole in the light of these general criteria in order to ensure that the total mark reflects their overall impression of the answer's worth.

#### 6. Maps and diagrams drawn by candidates

A map or diagram which relates directly to the set question, which is substantially accurate and which suggests (e.g. by location of places and boundaries) firmer historical understanding of the subject matter than is shown by the candidate's written work alone should receive credit.

#### 7. Shortcomings and errors in the work of candidates

The examiner should indicate shortcomings and errors within the body of the script. The following devices will be useful in this respect and are among those most commonly employed: a wavy marginal line to indicate irrelevance, a cross to indicate error of fact, encirclement or underlining to indicate generally erroneous or unacceptable material, a question mark to indicate a dubious or ambiguous assertion, a capital 'R' to indicate unacceptable repetition, and omission mark to indicate the absence of material that might reasonably be expected. Other devices might also be employed.

#### 8. Comments by examiners on answers and on scripts

Examiners should comment, favourably or unfavourably, briefly or at length, on a part of an answer, a whole answer or a complete script. Such comments are of assistance to Team Leaders and to any others who may have reason to look further at a marked script at a later stage.

#### 9. Consistency

Examiners should apply a uniform standard of assessment throughout their marking once that standard has been approved by their Team Leader. They should not try to find extra marks for candidates. It is the duty of an examiner to see that the standard of marking does not vary in any particular area of the mark range.

#### 10. Spread of marks

Undue 'bunching' of marks is very undesirable. In particular, examiners should not hesitate to give high marks, and should go up to the maximum if it is deserved.

11. Rubric offences

- (a) A candidate who offends against the rubric of a paper should have all the answers marked and the best answers counted up to the required number within a particular paper or section of a paper.
- (b) A candidate who offends against the rubric of a question which allows an internal choice should have the entire question marked, and should be credited with the parts best attempted, counted up to the required number. An answer that offends against the rubric and that does not score should be indicated thus: QU. 12. RUBRIC OFFENCE. DO NOT SCORE.

12. Illegibility

Scripts which are impossible to read or which contain offensive or disturbing comments should be marked 'E' on the front cover and forwarded (separately) to the Assessment Leader for History at Edexcel after the script has been marked and the mark recorded. Such scripts will be considered separately by the Chief Examiners at the conclusion of the awarding meeting.

13. Quality of written communication

The marking of the quality of written communication is embedded within the levels for the essay questions. It should not be the sole or dominant reason for selecting a level. You should choose the level and mark within the level which overall best fits the candidates' response.

Students will be assessed on their ability to:

- ÷ present relevant information in a form that suits its purpose
- ÷ ensure text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear
- ÷ use a suitable structure and style of writing

In the case of GCSE Modern World History (1334) Paper 1, the marks for quality of written communication will be allocated according to the following criteria.

- Level 1 Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
- Level 2 Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
- Level 3 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.
- Level 4 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.

1. (a) (i) Give ONE reason to explain why the Treaty of San Stefano was disliked by the Great Powers of Europe. (3)
- Target Understanding causation/ Recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. fear of war between Russia and Austria-Hungary.* (1)
- Level 2** Developed statement supported by relevant knowledge *e.g. reduction of size of Turkey, growth of Russian client states, Bismarck's concerns growing.* (2-3)
- (ii) Describe the key features of the Treaty of Berlin (1878). (5)
- Target Understanding of key features/Recall of knowledge (AO1)**
- Level 1** Simple statement offering some features supported by some knowledge *e.g. secret nature of the agreements, creation of new states e.g. Montenegro.* (1-2)
- Level 2** Developed statements giving features supported by relevant knowledge *e.g. truncated Bulgaria, agreed independence of Serbia and Montenegro and expansion of Russia.* (3-4)
- Level 3** From Level 2 sees Austria into Bosnia-Herzegovina, Russia acquiring land, GB - Cyprus but created setting for war in 1912. (5)
- (iii) Why was there a crisis over Bulgaria in the years 1885-86? (5)
- Target Recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. problem of size of Bulgaria and E. Rumelia.* (1-2)
- Level 2** Developed statement supported by relevant knowledge *e.g. Serbia's attack, Russian involvement in Alexander's abdication.* (3-4)
- Level 3** Developed explanation supported by appropriately selected knowledge showing understanding of the situation - the Balkans *e.g. involvement of Serbia, Russia, Great Powers and crisis died down.* (5)
- (iv) Why did tension in the Balkans increase in the years 1908-1913? (7)
- Target Understanding causation /Recall of knowledge (AO1)**
- Level 1** Simple statement of causation supported by some knowledge *e.g. problems created by Congress of Berlin.* (1-2)
- Level 2** Developed statement giving reasons supported by relevant knowledge *e.g. growth of reform - Turkey - alarm in Bosnia-Herzegovina, Bosnian crisis of 1908, perhaps nationalism.* (3-5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. sees consequences of 1908 - Serbia and Russia, Germany and A-H, creation of Balkan League - hatred of Turkey, emergence of Serb nationalism.* (6-7)

(b) (i) *Explain the main aims of Bismarck's policies towards France in the years 1879-90.* (10)

**Target Understanding causation/Recall of knowledge (AO1)**

**Level 1** Simple statement of reasons supported by some knowledge *e.g. fear of France-relic of Franco-Prussian War*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-3)

**Level 2** Developed statement of reasons supported by relevant knowledge *e.g. concern that Russia may join France - development therefore of Dreikaiserbund*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (4-7)

**Level 3** Developed explanation supported by appropriately selected knowledge *e.g. ensure no one would go to France's aid - viz. GB over Egypt and Italy over Tunis, analyses process of French isolation*. 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. (8-10)

(ii) *In what ways did France try to develop a system of defensive alliances in the years 1894-1914?* (15)

**Target Change/ Recall of knowledge (AO1)**

**Level 1** Simple statement of change supported by some knowledge *e.g. made agreement with GB*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-4)

**Level 2** Developed statements explaining change supported by relevant knowledge *e.g. made agreements with Russia and GB - able to explain the significance of the agreements*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5-8)

**Level 3** Developed statements supported by appropriately selected knowledge *e.g. able to explain entente then military agreement with Russia – loans to Russia; fear of war with Britain led to 1904 EC*. 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. No credit for copying stimulus material without elaboration. (9-12)

**Level 4** Sustained analysis of change supported by precisely selected knowledge *e.g. emerging from Level 3 - expands of analysis of arrangements with Britain - Moroccan crisis, notion of Triple Entente, military exchanges post 1911*. 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. No credit for copying stimulus material without elaboration. (13-15)

2. (a) (i) Give ONE reason to explain why many French citizens celebrated the outbreak of war with Prussia in 1870. (3)
- Target Explanation of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. avenge humiliation of 1866.* (1)
- Level 2** Developed statement supported by relevant knowledge *e.g. as Level One and notion of German prince in Madrid opportunity to counter Prussia.* (2 - 3)
- (ii) Describe the key features of the Treaty of Frankfurt. (5)
- Target Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features supported by some knowledge *e.g. France lost Alsace - Lorraine.* (1 - 2)
- Level 2** Developed statement giving features supported by relevant knowledge *e.g. indemnity and occupation 5.000m francs.* (3 - 4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. analysis of territorial, financial, economic issues.* (5)
- (iii) Why was France able to recover so quickly from the effects of the Franco-Prussian War? (5)
- Target Analysis of causation and motivation (AO1)**
- Level 1** Simple statement about the causes *e.g. monies borrowed - determination to pay off the indemnity.* (1 - 2)
- Level 2** Developed statement about the causes and motivation *e.g. work of Thiers - army re-organised and accepted by the people, economy restored.* (3 - 4)
- Level 3** Developed explanation for the reasons *e.g. sees links – stemming from defeat - remove Prussia/Germany, army, constitution, economy.* (5)
- (iv) Why did Bismarck set up the Three Emperors' League in 1873? (7)
- Target Analysis of causation and motivation (AO1)**
- Level 1** Simple statement about the causes *e.g. attempt to keep France isolated - Europe, by Bismarck.* (1 - 2)
- Level 2** Developed statement about the causes and motivation *e.g. Bismarck brought the empire together to oppose social revolution, fear of divisions within the Balkans.* (3 - 5)
- Level 3** Developed explanation for the reasons *e.g. sees the many layers of reasons behind Bismarck's policy - anti-French and to ensure the ending of isolation.* (6 - 7)

- (b) (i) Choose two items from the above boxes and show how they each changed the situations in the Balkans. (10)

**NB: USE MARK SCHEME FOR EACH CHOICE** [2x5]

**Target** Analysis of consequence/ recall of knowledge (AO1)

**Level 1** Simple statement about consequence *e.g. atrocities horrified Russians-used as a reason to attack Turkey*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statement about consequences supported by relevant knowledge *e.g. Europe concerned at Russian success, fear of taking Constantinople*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 4)

**Level 3** Developed explanation supported by appropriately selected knowledge *e.g. Berlin rewrote San Stefano and GB /Austria able to thwart Russia*. 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. (5)

- (ii) Explain why tension in the Balkans increased so much in the years 1907-1914. (15)

**Target** Causation/ recall of knowledge (AO1)

**Level 1** Simple statements giving reasons supported by some knowledge *e.g. aspirations of Serbia- threat to A-H, or generalised comment*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. expands Level 1, Balkan Wars- Balkan League- threat to dismember Turkey*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanation supported by appropriately selected knowledge which shows links between reasons *e.g. sees initial problems with Young Turks-AH/Russians concerned, the growth of Serbia, Balkan League*. 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. (9 - 11)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as L3 and clearly sees issues of Turkey, A-H, can link issues and analyse areas of tension*. 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. (12 - 15)



3. (a) (i) Give ONE reason to explain why the Round Table Conferences failed. (3)
- Target Explanation of causation / recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. attitude of Congress, decision to boycott.* (1)
- Level 2** Developed statement supported by relevant knowledge *e.g. as Level One and notion of divisions within India.* (2 - 3)
- (ii) Why did the Muslim League oppose the Government of India Act of 1935? (5)
- Target Causation / recall of knowledge (AO1)**
- Level 1** Simple statement giving reasons supported by some knowledge *e.g. clearly a minority and would always be outnumbered by Congress.* (1 - 2)
- Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. fear that Congress would win Muslim vote and become entrenched, Congress unwilling to coalesce.* (3 - 4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2, role of Jinnah, after 1935, who was unwilling to accept the act.* (5)
- (iii) Describe the part played by Chandra Bose in India's struggle for independence during the Second World War. (5)
- Target Explanation for key features/recall of knowledge (AO1)**
- Level 1** Simple statements offering some features *e.g. set up own INA force to fight Britain.* (1 - 2)
- Level 2** Developed statements giving features supported by relevant knowledge *e.g. joined with Axis, powers, army of some 48,000 - assumed attack on Britain would hasten independence.* (3 - 4)
- Level 3** Developed explanation of features showing links between them *e.g. had broken away from Congress, encourage others to do likewise as Level 2.* (5)
- (iv) In what ways were people in the Indian subcontinent affected by partition in the years 1948-49? (7)
- Target Analysis of consequences/recall of knowledge (AO1)**
- Level 1** Simple statement giving consequences supported by some knowledge *e.g. violence, sectarian killings.* (1 - 2)
- Level 2** Developed statements giving consequences supported by relevant knowledge *e.g. huge population movements to avoid sectarianism.* (3 - 5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. death of Gandhi, problems with Sikhs, trouble in Kashmir - add to Level 2 issues, tremendous impact.* (6 - 7)

(b) (i) Explain why demands for Indian independence grew in the years 1900-1919. (10)

**Target** Causation/ recall of knowledge (AO1)

**Level 1** Simple statement giving causes supported by some knowledge e.g. impact of First World War. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statement about the causes supported by relevant knowledge e.g. impact of Treaty of Versailles, Wilson etc. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 5)

**Level 3** Developed explanation supported by appropriately selected knowledge e.g. antipathy towards Great Britain, growth of Congress. 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. (6 - 8)

**Level 4** Sustained argument supported by precisely selected knowledge e.g. as Level 3 and sees impact of change - reforms of 1909 and 1919. 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. (9 - 10)

(ii) In what way did the people of India become more involved in the government of their country in the years 1920 - 39? (15)

**Target** Analysis of change/recall of knowledge (AO1)

**Level 1** Simple statements giving some changes supported by some knowledge e.g. establishment of the Dyarchy post - 1920 or generalised comment. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statements explaining changes supported by relevant knowledge e.g. expands Level 1, growth of Congress and eventually Muslim League. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanation supported by appropriately selected knowledge which shows links between changes e.g. as Level 2, and 1935 G. of India Act - move to federation. 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. No credit for copying stimulus material without elaboration. (9 - 12)

**Level 4** Sustained argument supported by precisely selected knowledge e.g. as Level 3, analyses changes and sees expansion but sees limitations by 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. No credit for copying stimulus material without elaboration. (13 - 15)

4. (a) (i) Give ONE reason to explain why there was opposition to British rule in India in the early of the twentieth century. (3)
- Target** Causation/recall of knowledge (AO1)
- Level 1** Simple statement supported by some knowledge *e.g. desire for independence.* (1)
- Level 2** *Developed statement supported by relevant knowledge e.g. as Level One, explains development of Congress, educated middle class.* (2 - 3)
- (ii) Why were the Morley-Minto reforms introduced in 1909? (5)
- Target** Causation/recall of knowledge (AO1)
- Level 1** Simple statement about the causes supported by some knowledge *e.g. growth of nationalism.* (1-2)
- Level 2** Developed statement about the causes supported by relevant knowledge *e.g. repressive rule in places e.g. Punjab, worsening situation re economy- boycott of British goods, attempt by the British to restore order.* (3-4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2 and sees notion of detaching moderates from the strident nationalists.* (5)
- (iii) Describe the key features of the Amritsar Massacre. (5)
- Target** Key features/recall of knowledge (AO1)
- Level 1** Simple statement offering some features supported by some knowledge *e.g. unarmed Indian demonstrators killed, troops given free rein.* (1-2)
- Level 2** Developed statement giving features supported by relevant knowledge *e.g. illegal meeting held after some Europeans had been killed, role of Dyer, martial law, support in UK for Dyer.* (3-4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2, sees context, may see effects.* (5)
- (iv) In what ways did the introduction of the Dyarchy change British Rule in India? (7)
- Target** Change/recall of knowledge (AO1)
- Level 1** Simple statement giving changes supported by some knowledge *e.g. some control of internal affairs.* (1-2)
- Level 2** Developed statement explaining changes supported by relevant knowledge *e.g. health, education and agriculture etc. run locally, eleven autonomous provinces created.* (3-5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2, GB still kept key areas, Viceroy in control of public order, finance etc- only partial change.* (6-7)

(b) (i) Describe the impact of the Second World War on those Indians who wanted independence from Britain. (10)

**Target Key features/recall of knowledge (AO1)**

**Level 1** Simple statement offering some features supported by some knowledge *e.g. violent demonstrations, some fought against the British*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-2)

**Level 2** Developed statement giving features supported by relevant knowledge *e.g. objections to the Br. declaration of war, role of Bose*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (3-5)

**Level 3** Developed explanation of features supported by appropriately selected knowledge *e.g. as Level 2, Quit India, role of Nehru, demands stepped up, reaction to Cripps Mission*. 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. No credit for copying stimulus material without elaboration. (6-8)

**Level 4** Developed exposition supported by precisely selected knowledge *e.g. as L3, able to link and sees the split between ML and Congress*. 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. No credit for copying stimulus material without elaboration. (9-10)

(ii) Why was Gandhi able to win the support of many Indians in the years 1920-1939? (15)

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement about the reasons supported by some knowledge *e.g. charisma, simple message*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statement about the reasons supported by relevant knowledge *e.g. used Amritsar, Indian philosophy*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)

**Level 3** Developed explanation of the reasons supported by appropriately selected knowledge *e.g. as Level 2, Gandhi able to capitalise on the errors of GB e.g. Simon Commission, activities secured publicity*. 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. (9-12)

**Level 4** Developed explanation supported by precisely selected knowledge *e.g. as L3, attractive to all Indians, Salt Marches kept popularity high, British failures kept profile high*. 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. (13-15)

5. (a) (i) Give ONE reason to explain why many Chinese people objected to the crowning of Yuan Shi Kai as emperor in 1916. (3)
- Target Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. retrograde step.* (1)
- Level 2** Developed statement supported by relevant knowledge *e.g. as Level 1, his weakness in the face of the Japanese after their seizure of German territory.* (2 - 3)
- (ii) Describe the key features of life in China under the warlords. (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge *e.g. brutal, corrupt.* (1-2)
- Level 2** Developed statement giving features supported by relevant knowledge *e.g. as Level 1, led to chaos, famine.* (3-4)
- Level 3** Developed explanation of features showing links between them *e.g. as Level 2, no central government with power which could establish order.* (5)
- (iii) In what ways did the Russian government support the Guomindang and Chinese Communist Party in the 1920s? (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement about methods supported by some knowledge *e.g. advisers, agents sent by Bolsheviks* (1-2)
- Level 2** Developed statement about methods supported by relevant knowledge *e.g. CCP members sent to Russia, role of Borodin - drew up GMD's constitution.* (3-4)
- Level 3** Developed explanation about methods supported by appropriately selected knowledge *e.g. as Level 2, sees CCP/GMD brought together - helps CCP, may see Stalin as anti CCP by 1930.* (5)
- (iv) Why did the United Front of the GMD and CCP end in 1927? (7)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reason *e.g. GMD saw CCP as a threat.* (1-2)
- Level 2** Developed statement offering reason supported by relevant knowledge *e.g. as Level 1, Chiang purged GMD of CCP sympathisers after end of warlords - he saw chance to have no opponents.* (3-5)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, Chiang feared losing support of W/C, ultimate goals of CCP concerned Chiang.* (6-7)

- (b) (i) Choose TWO items from the boxes above and explain why they each were important in the development of China in the years 1949-66. (10)

**N.B. USE MARK SCHEME FOR EACH CHOICE** [2x5]

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons *e.g. control - future secured/greater equality*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-2)

**Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. marriage laws/propaganda - secure cult of Mao*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-4)

**Level 3** Developed statement of reasons supported by appropriately selected knowledge *e.g. Women's Federation, education opportunities, by 1962 provided education for all children illiteracy reduced*. 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. (5)

- (b) (ii) In what ways did Mao Zedong try to modernise agriculture and industry in China in the 1950s and 1960s? (15)

**Target Analysis of change /recall of knowledge (AO1)**

**Level 1** Simple statement giving changed supported by some knowledge *e.g. state control in order to improve agriculture, secure financial aid from USSR*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-4)

**Level 2** Developed statement explaining changed supported by relevant knowledge *e.g. as Level 2, army used to rebuild communication to help industry, Land Reform Act 1950, 5 Year Plans - priority to heavy industry*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5-8)

**Level 3** Developed explanation supported by appropriately selected knowledge which shows links between changes *e.g. as Level 2, formation of co-operatives GLF moves ahead*. 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. No credit for copying stimulus material without elaboration. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as Level 3 - development of minerals, cotton industry, involvement of all citizens rural/urban*. 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. No credit for copying stimulus material without elaboration. (13-15)

6.	(a)	(i)	What is meant by 'Let a hundred flowers bloom'?	(3)
			<b>Target</b> <b>Understanding of key features, recall of knowledge (AO1)</b>	
			<b>Level 1</b> Simple statement <i>e.g. Mao inviting criticism.</i>	(1)
			<b>Level 2</b> Explanation of the term in context <i>e.g. troubles in Eastern Europe - Mao wanted to discover if there was dissatisfaction with the Communist government.</i>	(2 - 3)
		(ii)	Describe the key features of the Cultural Revolution.	(5)
			<b>Target</b> <b>Key features/recall of knowledge (AO1)</b>	
			<b>Level 1</b> Simple statement offering some features supported by some knowledge <i>e.g. young people encouraged to join the Red Guard.</i>	(1 - 2)
			<b>Level 2</b> Developed statements giving features supported by relevant knowledge <i>e.g. Red Guard took Mao's ideas across China, challenged existing ideas and institutions.</i>	(3 - 4)
			<b>Level 3</b> Developed explanation of features showing links between them <i>e.g. as L2 plus chaos in schools, universities, factories - ended in late 60s - out of hand.</i>	(5)
		(iii)	What were the effects of the Cultural Revolution on the people of China?	(5)
			<b>Target</b> <b>Analysis of consequence/recall of knowledge (AO1)</b>	
			<b>Level 1</b> Simple statement about development <i>e.g. teachers forced from their jobs, some deaths.</i>	(1 - 2)
			<b>Level 2</b> Developed statement about contribution supported by relevant knowledge <i>e.g. H. E. paralysed, innocent people hounded from their posts, art/science suffered.</i>	(3 - 4)
			<b>Level 3</b> Developed explanation of importance supported by appropriately selected knowledge <i>e.g. as L2 - even those who had returned from the West were criticised, great disruption to society. Red Guards put down by PLA – army in firmer control.</i>	(5)
		(iv)	In what ways did the Cultural Revolution affect the position of Mao Zedong?	(7)
			<b>Target</b> <b>Analysis of consequence/recall of knowledge (AO1)</b>	
			<b>Level 1</b> Simple statement about development <i>e.g. opponents removed in the Cultural Revolution.</i>	(1 - 2)
			<b>Level 2</b> Developed statement about contribution supported by relevant knowledge <i>e.g. C. C. P. reorganised, opponents expelled, Mao's supporters in charge.</i>	(3 - 5)
			<b>Level 3</b> Developed explanation of importance supported by appropriately selected knowledge <i>e.g. as L2, but notes that people like Liu Shao-Chi removed, the Leftists powerful again e.g. Chiang Ching.</i>	(6 - 7)

- (b) (i) Describe the methods used by Mao and the Communist Party during the Long March to try to win the support of the peasants. (10)

**Target Key features/recall of knowledge (AO1)**

**Level 1** Simple statement offering some features *e.g. helped peasants whenever possible*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statements offering features supported by relevant knowledge *e.g. discussion of 8 point plan*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 5)

**Level 3** Developed explanation of features showing links between them *e.g. context of previous invading soldiers, political meetings to win 'hearts and minds'*. 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. (6 - 8)

**Level 4** Sustained argument supported by appropriately selected knowledge *e.g. sees overview of methods, expect contrast with GMD, notion of positive actions with long-termism*. 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. (9 - 10)

- (ii) Why was the Chinese Communist Party able to defeat its enemies in the years 1941-49? (15)

**Target Causation/analysis of consequence/recall of knowledge (AO1)**

**Level 1** Simple statements giving reasons supported by some knowledge *e.g. determination, support of the peasantry or generalised comment*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. expands Level 1, fought bravely against the Japanese, war-time support, GMD not successful*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanations supported by appropriately selected knowledge which shows links between reasons *e.g. as L2 - GMD corrupt, weak by 1945, incompetent despite military assistance from USA. Battle of Huai-Hai*. 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. No credit for copying stimulus material without elaboration. (9 - 12)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as L3 - won the masses, middle classes, even many GMD defected in number. Sudden fall of Japan - CCP wins race for arms. Increasing Soviet support as US support for GMD declined*. 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. No credit for copying stimulus material without elaboration. (13 - 15)



7. (a) (i) Give ONE reason to explain Stalin introduced the show trials in the 1930s. (3)
- Target Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. induce terror.* (1)
- Level 2** Developed statement supported by relevant knowledge *e.g. as Level One, Stalin`s paranoia- notion of trying famous people.* (2 - 3)
- (ii) Describe the key features of the cult of personality. (5)
- Target Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge *e.g pictures, posters used to build popularity.* (1 - 2)
- Level 2** Developed statement giving features supported by relevant knowledge *e.g. as Level One, re-naming of towns, cities, impact on culture and education.* (3 - 4)
- Level 3** Developed explanation of features showing links *e.g. as L2 - Creation of god-like figure, securing position.* (5)
- (iii) In what ways did Stalin control education and religion in the years 1928 – 45? (5)
- Target Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge *e.g. clerics arrested, lessons in atheism.* (1 – 2)
- Level 2** Developed statements giving features supported by relevant knowledge *e.g. only a few hundred churches functioning by 1939, anti-religious propaganda everywhere, strict methods of control in education, post 1941 easier attitude towards religion.* (3 – 4)
- Level 3** Developed explanation of features showing links between them *e.g. as L2 - League of Militant Atheists set up, education had its own catechism.* (5)
- NB: No higher than L2 if only one factor considered.** (5)
- (iv) What were the effects of the purges on the Soviet Union in the years to 1941? (7)
- Target Consequences/recall of knowledge (AO1)**
- Level 1** Simple statement giving consequences supported by some knowledge *e.g. many party members removed, fear.* (1 – 2)
- Level 2** Developed statement explaining consequences supported by relevant knowledge *e.g. sees party, army leaders, threats removed.* (3 – 5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as L2 but sees longer term effects - control, war failures etc.* (6 – 7)

(b) (i) Why was there so much opposition to collectivisation in the 1930s? (10)

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons *e.g. created chaos in the industry*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. Kulaks were opposed and this led to disaster*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 5)

**Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as L2, sees some of CP also against Stalin's policy*. 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. (6 - 8)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. some said Soviet Union regressing - expansion of L3*. 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. (9 - 10)

(ii) In what ways was the Soviet Union and the lives of its people changed by the Five Year Plans in the years 1928 - 41? (15)

**Target Analysis of causation/ recall of knowledge (AO1)**

**Level 1** Simple statements giving some changes supported by some knowledge *e.g. backward country, 3 plans allowed USSR to catch up, or generalised comment*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statements explaining changes supported by relevant knowledge *e.g. expands Level 1, Central Planning, 1st plan targeted industry, power supply, transport*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanations supported by appropriately selected knowledge which shows links between changes *e.g. discusses impact of plans, tractors, machinery, machine tools - brought Soviet Union to position of major industrial nation*. 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. No credit for copying stimulus material without elaboration. (9 - 12)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as L3 - sees role of 3rd with move to some luxury goods, new HEP invested and by 1939 second only to USA*. 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. No credit for copying stimulus material without elaboration.

**NB: No higher than L2 if only one factor considered.**

(13 - 15)

8. (a) (i) Give ONE reason to explain why the Stakhanovite Movement was introduced by Stalin. (3)
- Target Understanding of key feature/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. raise production levels.* (1)
- Level 2** Developed statement of term in context, supported by relevant knowledge *e.g. as Level 1 as Level One, sees reason linked to industry and notion of control.* (2-3)
- (ii) Why did Stalin introduce the Five Year Plans? (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reason, *e.g. Soviet Union industrially backward.* (1-2)
- Level 2** Simple statement offering reasons supported by relevant knowledge *e.g. as Level 1, need to catch up with USA/GB, prepare for the future.* (3-4)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, stamp his authority and views, prepare for defense.* (5)
- (iii) What were the effects of the Five Year Plans on Soviet industry in the years 1928-41? (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement offering some effects, supported by some knowledge *e.g. modernisation.* (1-2)
- Level 2** Developed statement giving effects supported by relevant knowledge *e.g. as Level 1, New plants, change for heavy industry, increased production.* (3-4)
- Level 3** Developed explanation of effects showing links *e.g. as Level 2, production 2<sup>nd</sup> in the world, Soviet Union “caught up” targets not always met, materials not always the best.* (5)
- (iv) Describe the key features of Stalin’s policy of collectivisation. (7)
- Target Consequence/ recall of knowledge (AO1)**
- Level 1** Simple statement giving some effects supported by some knowledge *e.g. led to the deaths of many kulaks.* (1-2)
- Level 2** Developed statement explaining effects supported by relevant knowledge *e.g. as Level One, placing of farms together, kolkhozy and sovkhozy created.* (3-5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2, drop in agricultural output, famine and starvation, output took several years to match 1914 figures.* (6-7)

(b) (i) Describe the key feature of glasnost and perestroika. (10)

**Target Key features /recall of knowledge (AO1)**

**Level 1** Simple statement offering some features, supported by some knowledge, e.g. *openness and reconstruction*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-2)

**Level 2** Developed statement giving features supported by relevant knowledge e.g. *release of dissidents, protest meeting permitted*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-5)

**Level 3** Developed explanation of features showing links e.g. *as Level 2, attempt to set economy right, withdrawal from Afghanistan freer press*. 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. (6-8)

**Level 4** Developed exposition of features, supported by precisely selected knowledge e.g. *as Level 3 arms race ended in order to concentrate on the economy, role of Gorbachev in both features*. 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.

**N.B Top of level 2 if only one feature discussed. (9-10)**

(ii) Why did Gorbachev resign as leader of the USSR in 1991? (15)

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons e.g. *economic problems, Afghanistan*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-4)

**Level 2** Developed statement offering reasons supported by relevant knowledge e.g. *as Level 1, issue of arms spending, Gorbachev's policies alien to USSR*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5-8)

**Level 3** Developed explanation of reasons supported by appropriately selected knowledge e.g. *as Level 2 problem of nationalities, European pressures*. 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. No credit for copying stimulus material without elaboration. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge e.g. *as Level 3, Yeltsin's interference, no material improvement, internal strife*. 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. No credit for copying stimulus material without elaboration. (13-15)

9. (a) (i) *What was meant by 'New Frontier'?* (3)
- Target Understanding of key feature/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. Kennedy's vision of the future.* (1)
- Level 2** Developed statement in term in context, supported by relevant knowledge *e.g. as level 1, space, new decade, new policies for the future.* (2-3)
- (ii) *Why did President Kennedy face problems in his attempts to improve civil rights in the years 1961-63?* (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. no mandate - close victory in the election.* (1-2)
- Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. as Level 1, southern senators antagonistic, little progress in the late 50s - thus not much to build on.* (3-4)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, clearly indicates problems within his own party, his youth /inexperience against him* (5)
- (iii) *Why was President Johnson unable to build his 'Great Society' in the years 1963-1968?* (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. cost of the Vietnam War.* (1-2)
- Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. as Level 1, hostility from some sections of Black Society.* (3-4)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. problems with the economy, growth of militancy among black Americans, youth culture.* (5)
- (iv) *In what ways did President Johnson improve civil rights in the years 1963-68?* (7)
- Target Analysis of change/recall of knowledge (AO1)**
- Level 1** Simple statement giving changes supported by some knowledge *e.g. housing and Housing Act.* (1-2)
- Level 2** Developed statement explaining changes supported by relevant knowledge *e.g. as Level 1, democracy, Voting Rights Act, access to improved health care.* (3-5)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. which shows links between changes, e.g. as Level 2, discrimination + Acts - see overview.* (6-7)

(b) (i) Describe the main features of the Watergate Scandal in the USA. (10)

**Target Key features /recall of knowledge (AO1)**

**Level 1** Simple statement offering some features, supported by some knowledge, e.g. *Nixon resigned*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-2)

**Level 2** Developed statement giving features supported by relevant knowledge e.g. *as level 1, involvement of the President, tapes, break in*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (3-5)

**Level 3** Developed explanation of features, supported by appropriately selected knowledge showing links, e.g. *as Level 2, dirty tricks, CREEP, cover-up, role of television*. 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. No credit for copying stimulus material without elaboration. (6-8)

**Level 4** Developed explanation of features, supported by precisely selected knowledge, e.g. *as Level 3, Senate Hearings, resignation, discrediting of politics*. 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. No credit for copying stimulus material without elaboration. (9-10)

(ii) Why was the fear of communism so strong in the USA in the years 1945-54? (15)

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons e.g. *general hatred of communism which had existed before 1945*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

**Level 2** Developed statement offering reasons supported by relevant knowledge e.g. *as Level 1, events in Europe post 1945 signified military threat - world revolution again*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)

**Level 3** Developed explanation of reasons supported by appropriately selected knowledge e.g. *as Level 2, problems in Korea, rise of China, Hollywood 10*. 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. (9-12)

**Level 4** Sustained argument supported by precisely selected knowledge e.g. *as Level 3, events in US - Hiss, Rosenberg and McCarthy*. 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. (13-15)

10. (a) (i) *What was meant by segregation?* (3)
- Target Understanding of key feature/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge *e.g. separation of people* (1)
- Level 2** Developed statement of term in context, supported by relevant knowledge *e.g. as Level 1, blacks/whites, via facilities.* (2-3)
- (ii) *What was the impact of the Second World War on the employment and status of women in the USA in the years to 1945?* (5)
- Target Consequence/recall of knowledge (AO1)**
- Level 1** Simple statement giving some effects supported by some knowledge *e.g. jokes, behaviour.* (1-2)
- Level 2** Developed statement explaining effects supported by relevant knowledge *e.g. as Level 1, served in the forces, broke the mould, wages rose.* (3-4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2, internal migration, impoverishment of black American women, range of jobs.* (5)
- (iii) *Describe the key features of the student movement in the USA in the 1960s and 1970s.* (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge *e.g. demonstrations especially in California, quite middle class.* (1-2)
- Level 2** Developed statement giving features, supported by relevant knowledge *e.g. as Level 1, involved with civil rights then anti-Vietnam War.* (3-4)
- Level 3** Developed explanation of features, showing links *e.g. as Level 2 sees progression - "Demos" sit-ins, popular music, drug culture, Kent State, etc.* (5)
- (iv) *Why did the women's movement develop in the USA in the 1960s and 1970s?* (7)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. educational opportunities, impact of war.* (1-2)
- Level 2** Developed statement offering some reasons supported by relevant knowledge *e.g. as Level 1, context of civil rights, prosperity, changing attitudes.* (3-5)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, Freedom NOW context of 60s legislation.* (6-7)

- (b) (i) *In what ways did black Americans secure improved civil rights during the years 1945-63?* (15)
- Target** **Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement giving changes supported by some knowledge=*e.g. Truman and Fair Deal*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)
- Level 2** Developed statement explaining changes supported by relevant knowledge *e.g. as Level 1, Brown and Topeka, Little Rock - education*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (5-8)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge which shows links between changes, *e.g. as Level 2, education, Meredith, transport Montgomery, Freedom Riders, by law gentle protest*. 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. (9-10)
- Level 4** Sustained argument supported by precisely selected knowledge *e.g. as Level 3, sees the areas, give overview, role of presidents, legal foundation*. 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. (13-15)
- (ii) *Why was there increased racial tension in the USA in the years 1964-70?* (10)
- Target** **Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. slow progress*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-2)
- Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. as Level 1, Vietnam War*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (3-5)
- Level 3** Developed explanation of reason supported by appropriately selected knowledge *e.g. as Level 2, growth of Black Power, disillusionment with Martin Luther King, tied in with student power - general feeling*. 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. No credit for copying stimulus material without elaboration. (6-8)
- Level 4** Sustained argument supported by precisely selected knowledge=*e.g. as Level 3, self fulfilling, loss of Martin Luther King, powerful spokespersons for Black Power*. 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. No credit for copying stimulus material without elaboration. (9-10)



11. (a) (i) *What was meant by 'peaceful co-existence'?* (3)
- Target** **Understanding of key feature/recall of knowledge (AO1)**
- Level 1** Simple statement *e.g. easing of threats/tension between USA/USSR.* (1)
- Level 2** Explanation of the term in context or clear definition *e.g. capitalism and communism living in mutual toleration, propounded by Khrushchev.* (2 - 3)
- (ii) *Describe the key features of the Strategic Arms Limitation Talks (SALT I AND SALT II).* (5)
- Target** **Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features supported by some knowledge *e.g. part of the policy of debate, attempts to limit and reduce nuclear weapons.* (1 - 2)
- Level 2** Developed statements giving features supported by relevant knowledge *e.g. SALT I in 1972 did limit nuclear weapons, SALT II completed in 1979 - allowed each side to modernise.* (3 - 4)
- Level 3** Developed explanation of features showing links between them *e.g. as Level 2 and discusses START - the context of the 1980s, expect INF.* (5)
- (iii) *Why did the relations between the USA and the USSR worsen following the Soviet invasion of Afghanistan?* (5)
- Target** **Causation/recall of knowledge (AO1)**
- Level 1** Simple statement giving reasons supported by some knowledge *e.g. U.S. did not ratify SALT II as a result of the invasion.* (1 - 2)
- Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. Carter saw invasion as threat to world peace, put embargoes on goods to USSR, Olympics boycotted.* (3 - 4)
- Level 3** Developed explanations supported by approximately selected knowledge which shows links between reasons *e.g. as Level 2, Carter Doctrine announced, U.S. ready to act if Soviets moved beyond Afghanistan.* (5)
- (iv) *In what ways did President Gorbachev attempt to end the Cold War?* (7)
- Target** **Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features supported by some knowledge *e.g. meetings with Reagan, prepared to meet half-way.* (1 - 2)
- Level 2** Developed statements giving features supported by relevant knowledge *e.g. ended Brezhnev Doctrine, eased tension in East Europe, Huge cuts in Soviet armed forces.* (3 - 5)
- Level 3** Developed explanation of features showing links between them *e.g. as Level 2 - more visits man to do business with Gorbymania, INF 1987.* (6 - 7)

(b) (i) *Why had a Cold War developed by 1949?* (10)

**Target** Causation/recall of knowledge (AO1)

**Level 1** Simple statement about the causes *e.g. fear of the spreading Soviet Union*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statement about the courses and motivation and supported by relevant knowledge *e.g. context of Berlin Blockade, coup in Czechoslovakia*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 5)

**Level 3** Developed explanation for reasons supported by appropriately selected knowledge *e.g. as Level 2, also analyses the problem of Germany, same concern that UN may not be powerful*. 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. (6 - 8)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. sees conflict in Europe, spread of communism across the globe, Truman Doctrine, containment*. 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. (9 - 10)

(ii) *Describe how relations between the USA and the USSR changed in the years 1955-62.* (15)

**Target** Causation/recall of knowledge (AO1)

**Level 1** Simple statements giving reasons supported by some knowledge *e.g. Hungarian uprising - brutal treatment of citizens, Warsaw Pact or generalised comment*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. expands Level 1, issues of Berlin, Hungary*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanation supported by appropriately selected knowledge which shows links between reasons *e.g. as Level 2, Cuban crisis in 1962*. 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. No credit for copying stimulus material without elaboration. (9 - 12)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as Level 3, able to analyse the 3 issues and see deterioration in relations*. 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. No credit for copying stimulus material without elaboration. (13 - 15)

12. (a) (i) Give ONE reason to explain why the leaders of the Allies met at Yalta in 1945. (3)
- Target Understanding of key feature/recall of knowledge (AO1)**
- Level 1** Simple statement *e.g. discuss the fate of Germany.* (1)
- Level 2** Explanation of term in context *e.g. as Level One, how best to deal with war criminals, division of territory, issue of damages.* (2-3)
- (ii) Describe the key features of the Potsdam Conference. (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement giving reasons supported by some knowledge *e.g. to re-consider Yalta, Big Three met to discuss Germany.* (1 - 2)
- Level 2** Developed statement explaining causes supported by relevant knowledge *e.g. decisions made about Germany – actual zones of occupation- issue of France, reparation, de-Nazifications.* (3 - 4)
- Level 3** Developed explanation supported by appropriately selected knowledge *e.g. as Level 2 Soviet Union and food issue, Big Three to join UN.* (5)
- (iii) Why was Berlin blockaded by the Soviet Union in 1948? (5)
- Target Key features/recall of knowledge (AO1)**
- Level 1** Simple statement offering some features *e.g. Stalin sought to take West Berlin- capitalist island.* (1 - 2)
- Level 2** Developed statement offering features supported by relevant knowledge *e.g. as Level One, success of W Berlin plain for E Berliners to see, Marshall Plan introduced.* (3 - 4)
- Level 3** Developed exposition of features showing links between them *e.g. Level 2, sees the development and success of Marshall plan, possibly mentions Truman Doctrine as thwarting Soviet expansion.* (5)
- (iv) Why was the Hungarian Uprising in 1956 crushed by the Soviet Union? (7)
- Target Causation/Analysis of Consequence/Recall of knowledge (AO1)**
- Level 1** Simple statement giving reasons supported by some knowledge *e.g. opposition to Communism.* (1 - 2)
- Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. demands for change, new Nagy government, impact of Khrushchev and reform.* (3 - 5)
- Level 3** Developed explanations supported by appropriately selected knowledge which shows links between reasons *e.g. as Level 2, reforms, Soviets' hand forced.* (6 - 7)

(b) (i) Why was there such a major crisis between the Superpowers over Cuba in 1962? (10)

**Target** Causation/recall of knowledge (AO1)

**Level 1** Simple statements giving reasons supported by some knowledge *e.g. Soviets placed missiles back in Cuba or generalised comment*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1 - 2)

**Level 2** Developed statement explaining reasons supported by relevant knowledge *e.g. expands Level 1, context of Castro and Cuban revolution, U.S. threatened by bases*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3 - 5)

**Level 3** Developed explanations supported by appropriately selected knowledge which shows links between them *e.g. as Level 2, Kennedy stood up to Khrushchev, Cuba quarantined, S.U. backed down*. 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. (6 - 8)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as Level 3, sees issue in broader Cold War context, Kennedy keen to 'win' after Bay of Pigs, Khrushchev had problems at home*. 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. (9 - 10)

(ii) In what ways did relations between the USA and the USSR change in the years 1979-90? (15)

**Target** Change/recall of knowledge (AO1)

**Level 1** Simple statement giving changes supported by some knowledge *e.g. tension had grown in the 1980s - détente ended*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1 - 4)

**Level 2** Developed statement explaining changes supported by relevant knowledge *e.g. consequences of Afghanistan, failure of SALT II*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5 - 8)

**Level 3** Developed explanations supported by appropriately selected knowledge which shows links between them *e.g. as Level 2, Gorbachev faced with problems in Soviet Union, feared SDI*. 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. No credit for copying stimulus material without elaboration. (9 - 12)

**Level 4** Sustained argument supported by precisely selected knowledge *e.g. as Level 3 and Reagan's tough stance in the 1980s seemed to pay off, drive came from Gorbachev*. 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. No credit for copying stimulus material without elaboration. (13 - 15)

13. (a) (i) Give ONE reason to explain why war broke out in the Middle East in 1967. (3)
- Target Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge  
*e.g. Israelis attacked neighbours.* (1)
- Level 2** Developed statement supported by relevant knowledge  
*e.g. as Level 1, pre-emptive following Arab threats.* (2-3)
- (ii) Describe the key features of the Yom Kippur War of 1973. (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge=*e.g. surprise attack by the Egyptians.* (1-2)
- Level 2** Developed statement giving features, supported by relevant knowledge *e.g. as Level 1, initial Israeli retreat, use of SAMs.* (3-4)
- Level 3** Developed explanation of features, showing links,  
*e.g. as Level 2, oil weapon, Israel into Africa, role of Superpowers.* (5)
- (iii) Why did Israel and Egypt sign a peace treaty in 1978? (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons,=*e.g. weary of war.* (1-2)
- Level 2** Developed statement offering reasons, supported by relevant knowledge=*e.g. as Level 1, impact of the wars on the people of the Middle East.* (3-4)
- Level 3** Developed explanation of reasons, supported by appropriately selected knowledge *e.g. as Level 2, role of Carter, impact of wars on economies.* (5)
- (iv) Why did Israel invade Lebanon in 1982? (7)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. for Israel's security, attacks from there.* (1-2)
- Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. as Level 1, PLO bases in South Lebanon - force out PLO.* (3-5)
- Level 3** Developed explanation of reasons, supported by appropriately selected knowledge *e.g. as Level 2, a way of destroying PLO, signal to other enemies, buffer zone for security.* (6-7)

- (b) (i) Choose TWO items from the boxes above and explain why they each were important in the establishment of the state of Israel. (10)

**N.B USE MARK SCHEME FOR EACH CHOICE** [2x5]

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons *e.g. both sides see opportunities in the vacuum of 1948*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-2)

**Level 2** Developed statement offering reasons supported by relevant knowledge *e.g. as Level 1, able to acquire territory, permitted Israelis some success in 1948-9*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-4)

**Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, UN plan created further distrust /disunity – giving Israel advantage. Partition created more problems than it solved, served to harden attitudes*. 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. (5)

- (ii) Describe the key features of the Suez War of 1956 and the Six Day War of 1967. (15)

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some features supported by some Knowledge *e.g. Israeli successes in both Wars*. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-4)

**Level 2** Developed statement giving features supported by relevant knowledge *e.g. as Level 1, chicanery in 1956 - foreign intervention - absent in 1967*. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5-8)

**Level 3** Developed explanation of features showing links *e.g. as Level 2, weakness of UN, pre-emptive strikes by Israelis in 1967, huge gains - Golan, West Bank, Sinai - kept*. 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. No credit for copying stimulus material without elaboration. (9-12)

**Level 4** Developed exposition of features showing links, supported by precisely selected knowledge *e.g. as Level 3, sees 1956 as success for both sides - Nasser claims humiliation of GB/France/Israelis militarily successful, both wars pre-cursors to further tension*. 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. No credit for copying stimulus material without elaboration. (13-15)

14. (a) (i) Give ONE reason to explain why the United Nations drew up a partition plan for Palestine. (3)
- Target Analysis of causation/recall of knowledge (AO1)**
- Level 1** Simple statement supported by some knowledge  
*e.g. attempt at a compromise between the two sides.* (1)
- Level 2** Developed statement supported by relevant knowledge  
*e.g. as Level 1, stop the fighting, peaceful solution.* (2-3)
- (ii) Describe the key features of the part played by the United Nations in the Suez War of 1956. (5)
- Target Key features /recall of knowledge (AO1)**
- Level 1** Simple statement offering some features, supported by some knowledge=*e.g. UN policing canal, unable to prevent conflict.* (1-2)
- Level 2** Developed statement giving features supported by relevant knowledge=*e.g. as Level 1, powerless in the face of Nasser's actions, GB & France ignore UN - weakness.* (3-4)
- Level 3** Developed explanation of features, showing links, *e.g. as Level 2, UNEF sent to police the canal after cease-fire proclaimed.* (5)
- (iv) Why did the USA and USSR become involved in conflicts in the Middle East in the years 1957-67? (5)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons=*e.g. part of the Cold War.* (1-2)
- Level 2** Developed statement offering reasons, supported by relevant knowledge=*e.g. as Level 1, suppliers of arms, technology.* (3-4)
- Level 3** Developed statement of reasons supported by appropriately selected knowledge=*e.g. as Level 2, strategic areas, oil, many nations to influence.* (5)
- (iv) Why was the United Nations unable to prevent war from breaking out in the Middle East in 1967? (7)
- Target Causation/recall of knowledge (AO1)**
- Level 1** Simple statement offering some reasons *e.g. continued weakness of UN in the face of blatant aggression.* (1-2)
- Level 2** Developed statement offering reasons, supported by relevant knowledge=*e.g. as Level 1, Nasser had become so intransigent, bellicose nature of the area.* (3-5)
- Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, role of Superpowers, Israeli stance, guaranteed conflict.* (6-7)

- (b) (i) Choose TWO items from the boxes above and explain why they each were important in the Middle East conflict in the years 1973-79. (10)

**N.B. USE MARK SCHEME FOR EACH CHOICE** [2 x 5]

**Target Causation/recall of knowledge (AO1)**

**Level 1** Simple statement offering some reasons *e.g. Superpowers help broker peace in 1973 / refugees were recruiting ground for PLO.* Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-2)

**Level 2** Developed statement offering reasons, supported by relevant knowledge *e.g. as Level 1, issues of long term nature grasped by Begin, oil key issue for USA.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-4)

**Level 3** Developed explanation of reasons supported by appropriately selected knowledge *e.g. as Level 2, Superpowers unwilling to see the conflict escalate, Begin sees some security after 1967.* 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. (5)

- (ii) Describe the key features of the Middle East peace process in the years 1980-95 (15)

**Target Key features /recall of knowledge (AO1)**

**Level 1** Simple statement offering some features, supported by some knowledge *e.g. readiness of both sides to talk - Arafat and Israeli leaders.* Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. No credit for copying stimulus material without elaboration. (1-4)

**Level 2** Developed statement giving features supported by relevant knowledge *e.g. as Level 1, impact of Camp David, setbacks suffered by PLO, hawks-doves in Israel.* Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. No credit for copying stimulus material without elaboration. (5-8)

**Level 3** Developed explanation of features showing links *e.g. as Level 2, position of the USA, impact of Intifada and world opinion.* 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. No credit for copying stimulus material without elaboration. (9-12)

**Level 4** Developed exposition of features, supported by precisely selected knowledge *e.g. as Level 3, moves to secret talks, Madrid, impact of Gulf War on PLO and also world opinion.* 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. No credit for copying stimulus material without elaboration. (13-15)