

1334/02

Edexcel GCSE

History Specification A

Modern European & World History

Paper 2

Specimen Paper

Mark Schemes

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INSTRUCTIONS ON MARKING

1. Principles of Assessment

Examiners are encouraged at all times, to 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 63, including marks for spelling, punctuation and grammar.

5. Marking of Questions

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 (eg 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.

1. (a) *Study Source A. What can you learn from Source A about the situation in Russia in 1917?* (4)
- Target: Comprehension of source (AO2)**
- Level 1:** Simple statements taking the source at face value *e.g. price of foodstuffs increasing, rationing for citizens.* (1-2)
- Level 2:** Developed statement showing sound comprehension OR statements making inferences/judgements, placing the source in context *e.g. may use detail as in Level 1, discusses impact of war, inflation, worsening situation after the first revolution.* (3-4)
- (b) *Does Source C support the evidence of Sources A and B? Explain your answer.* (6)
- Target: Corroboration by cross-referencing of sources (AO2)**
- Level 1:** Simple statement identifying support at face value *e.g. both sources indicate food shortage - as does Source C.* (1-3)
- Level 2:** Developed statements identifying support in both sources. *e.g. as Level 1, precise use of the sources, food in short supply - rationing queuing, C discusses war and includes fuel.* (4-6)
- (c) *Study Sources D and E. How useful are these sources as evidence about Lenin's leadership?* (8)
- Target: Evaluation of sources for utility (AO2)**
- Level 1:** Simple statements about utility based on content OR nature of sources *e.g. mines Source D - shows Lenin as leader - addressing soldiers, helps one understand his role.* (1-3)
- Level 2:** Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources *e.g. discuss content of Sources D/E - useful in that they support each other, notion of Lenin as leader - even though they are biased. Will begin to consider nature, origin and purpose of sources.*
- NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)
- Level 3:** Developed analysis of utility of all the sources using both nature AND content *e.g. as Level 2, sees limitation - biased, Eisenstein creating an image in the wake of Lenin's death, E giving the official party view - not objective. Critical analysis of nature, origin and purpose.* (7-8)

- (d) *Study all the Sources. 'The leadership of Lenin was the main reason why the Bolsheviks were able to seize power in 1917.' Use the sources, and your own knowledge, to explain whether you agree with this view.* (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both *e.g. uses A/B/C to indicate that economic/war factors were the key factors.* (1-3)

Level 2: 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. Absence of Lenin (July Days).* (4-7)

Level 3: Developed statements giving a judgement making confident and explicit use of sources and supported by appropriately selected knowledge. *e.g. judgement based on sources and recall - role of Trotsky, unpopularity of PG.* (8-10)

Level 4: Sustained argument giving a balanced case making consistent use of the sources supported by precisely selected knowledge *e.g. able to present cogent case - Sources A/C and F indicate other factors - economy and Trotsky- Trotsky and Soviets/MRC and Red Guards. D/E/ indicate Lenin is sound leader - Lenin had organised Bolsheviks, returned in 1917. Discusses unpopularity of PG, slowness of PG etc.* (11-12)

2. (a) *Study Source A. What can you learn about the aims of the Schlieffen Plan from Source A?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value *e.g. to attack France, to defeat France quickly.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences AND/OR judgements, placing the source in context *e.g. to make a surprise attack via Belgium and wrong-foot the French, avoiding their southern defences.* (3-4)

- (b) *Study Sources A, B and C.*

Does Source C support the evidence of Sources A and B? Explain your answer. (6)

Target: Corroboration by cross-referencing of sources

Level 1: Simple statements identifying support/difference at face value *e.g. France was invaded via Belgium and Germany moved on Paris OR No, Germany unable to reach Paris.* (1-3)

- Level 2:** Developed statements identifying support/difference in **both** sources *e.g. A and B suggested move through Belgium to Paris, French forces in the south would be held – C shows change in direction of attacks. No mention of Britain’s possible intervention.* (4-6)
- (c) *Study Sources D and E. How useful are these sources as evidence about why the Germans were unable to capture Paris in the early weeks of the war?* (8)
- Target:** **Evaluation of sources for utility (AO2)**
- Candidates referring to reliability must do so in the context of utility, otherwise Level 1.
- Level 1:** Simple statements about utility based on content AND/OR nature of sources *e.g. German tactics unsound, excellent British troops.* (1-3)
- Level 2:** Developed statements about utility drawing inferences from nature AND/OR content of sources *e.g. tactics questionable OR analyses D – no idea where or when photograph taken. NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks).* (4-6)
- Level 3:** Developed analysis of the utility of all the sources using both nature AND content *e.g. analyses tactics, discusses provenance of both sources.* (7-8)
- (d) *Study all the sources. ‘The Schlieffen Plan failed because the German High Command made too many mistakes in August and September 1914.’ Use these sources, and your own knowledge, to explain whether you agree with this view.* (12)
- Target:** **Making a judgement about an interpretation, Relating analysis of sources to contextual Knowledge (AO1) & (AO3)**
- Level 1:** Simple statements or generalised comments offering points using sources AND/OR own knowledge *e.g. tactics flawed – Sources E and F.* (1-3)
- Level 2:** 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) *eg altered the Schlieffen Plan, entry of Britain into the war, clear use of Sources A and C to support points.*
- NB:** Use of only sources or own knowledge, max. 7 marks (4-7)
- Level 3:** Developed statements giving a judgement and making confident use of sources and supported by appropriately selected knowledge *e.g. as L2, sees the problems with the Schlieffen Plan, the tactics employed and brings in Sources E and F.* (8-10)

Level 4: Sustained argument giving a balanced case, making thorough use of the sources supported by precisely selected knowledge *e.g. is able to see that the Schlieffen Plan failed for a number of reasons. Deploys material from the sources as in L3 and own knowledge, discussing the weakening of the initial thrust, failure to anticipate British involvement.* (11–12)

3. (a) *Study Source A. What can you learn from Source A about Roosevelt and the New Deal?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statement taking the source at face value *e.g. improve life for US citizenry.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements *e.g. be more proactive than Hoover's government - avoid inequalities in society.* (3-4)

(b) *Does Source C support the evidence of Sources A and B. Explain your answer.* (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying differences at face value *e.g. Roosevelt created unemployment in C - contradicting Source A.* (1-3)

Level 2: Developed statements identifying lack of support in both sources *e.g. - as Level 1 and in 'B' shows that despair/deceit might be recurring.* (4-6)

(c) *Study Sources D and E. How useful are these two sources as evidence about the New Deal?* (8)

Target: Evaluation of sources for utility (AO2)

NB: Reliability to be awarded only if it is discussed in terms of utility

Level 1: Simple statements about utility based on content OR nature of sources *e.g. D indicates that the ND seemed to be successful - no explanation offered.* (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources *e.g. as Level 1, people still queuing for relief - ND running into trouble by 1937 OR Developed analysis of the source(s) using NOP of the source(s) OR content.*
NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed analysis of the utility of all the sources using nature, origin and purpose of sources AND content *e.g. sees the provenance as critical - D is merely a graph but seems to show success/failure of ND/E seem to show only black Americans - ND may have been successful for whites.* (7-8)

- (d) *Study all the Sources. Source F suggests that it was the coming of war, and not Roosevelt's leadership, which brought prosperity back to the USA. Use these sources, and your own knowledge, to explain whether you agree with this view.* (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both *e.g. uses Source D and F to indicate that war did create prosperity.* (1-3)

Level 2: 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. uses C D F to indicate that war did bring prosperity - unemployment figures 1937/8, and production via GB in 1940/41.* (4-7)

Level 3: Developed statements giving a judgement making explicit and confident use of sources and supported by appropriately selected knowledge *e.g. as Level 2 and may begin to present other case - offering hope (A) reducing unemployment.* (8-10)

Level 4: Sustained argument giving a balanced case making consistent use of sources supported by precisely selected knowledge. *e.g. D shows some success of ND in peacetime. Even in C - unemployment 10m - down from 16m in 1933. Roosevelt re-elected 1936/40 - pointer to success. 'E' could be argued that black Americans were always in the poorest sectors even before ND. Considers duality of 'F' - offering hope - as in A/B.* (11-12)

4. (a) *Study Source A. What can you learn from Source A about Nazi attitudes towards the role of women in Germany?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value *e.g. see role as that of wife - permanent basis.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context: as Level 1 and concept of male supremacy - made to work, reduce unemployment, second class citizens. (3-4)

- (b) *Do Sources B and C support the evidence of Source A? Explain your answer.* (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support at face value *e.g. rights taken away - Source B.* (1-3)

Level 2: Developed statements identifying support in both sources *e.g. as Level 1 - and Source C shows separate/ narrow curriculum with specific subjects for females.* (4-6)

- (c) Study Sources D and E. How useful are these two sources as evidence about Nazi policy towards women? (8)

Target: Evaluation of sources for utility (AO2)

NB: Reliability to be awarded only if it is discussed in terms of utility

Level 1: Simple statements about utility based on content OR nature of sources *e.g. 'D' shows man working - female job clearly delineated - limited to home?* (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources *e.g. as Level 1 - sees date of E - clear indication of policy statement - matches with date of E. OR Developed analysis of the source(s) using NOP of the source(s) OR content.*
NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed analysis of utility of all the sources using both nature, origin and purpose of sources AND content *e.g. sees the provenance as critical as Level 2 - discusses date, limitation.* (6-8)

- (d) Study all the Sources. 'The Nazi regime turned women into second-class citizens.' Use these sources, and your own knowledge, to explain whether you agree with this view. (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both *e.g. lost jobs/rights in A/B.* (1-3)

Level 2: 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. Indoctrination to create second class citizens - C/D - supported by A/B.* (4-7)

Level 3: Developed statements giving a judgement making explicit and confident use of sources and supported by appropriately selected knowledge *e.g. as Level 2 - relegation of women in F, women prepared by school, BDM.* (8-10)

Level 4: Sustained argument giving a balanced case making consistent use of sources supported by precisely selected knowledge. *e.g. as Level 3 - perhaps sees females as raised on a pedestal - Sources D and partly F - in the context of Nazi philosophy.* (11-12)

5. (a) *Study Source A. What can you learn from this source about the aims of the German invasion of the Soviet Union?* (4)
- Target: Comprehension of source (AO2)**
- Level 1:** Simple statements taking the source at face value *e.g. to acquire wheatfields of the Ukraine.* (1–2)
- Level 2:** Developed statements showing sound comprehension OR statements making inferences AND/OR judgements, placing the source in context *e.g. surprise attack, bolster the economy of Germany, and destroy the USSR.* (3–4)
- (b) *Study Sources A, B and C.*
- Does Source C support the evidence of Source A and B? Explain your answer.* (6)
- Target: Corroboration by cross-referencing of sources (AO2)**
- Level 1:** Simple statements identifying support/difference at face value *e.g. Lebensraum, economic targets.* (1–3)
- Level 2:** Developed statements identifying support/ difference in **both** sources. As L1 and also sees surprise/fragile idea. (4–6)
- (c) *Study Sources D and E. How useful are these two sources as evidence about the problems faced by the German armies in the Soviet Union?* (8)
- Target: Evaluation of sources for utility (AO2)**
Candidates referring to reliability must do so in the context of utility, otherwise Level 1.
- Level 1:** Simple statements about utility based, on content AND/OR nature of sources *e.g. mines Source D, sees the German underestimation as useful.* (1–3)
- Level 2:** Developed statements about utility drawing inferences from nature AND/OR content of sources *e.g. Source D written by German general writing at the time, seemingly honest analysis? Uses Source E content to bolster case.*
 NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4–6)
- Level 3:** Developed analysis of the utility of all the sources using both nature and content *e.g. as level 2 – analyses content and provenance e.g. Halder writing in his diary likely to be accurate (debate re accuracy of diary). Source E provenance might be attacked but nevertheless content supports D therefore quite useful.* (7–8)

- (d) *Study all the sources. 'Operational Barbarossa failed because it was badly planned.'* (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statements or generalised comments using sources AND/ OR own knowledge. *e.g. agrees, using content of Sources E and F – role of partisans and army.* (1–3)

Level 2: 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) *eg as L1 and uses knowledge of scorched earth policy employed by Soviet citizens and the tenacity of the army.*

NB Use of sources only or own knowledge only, no more than 5 marks. (4–7)

Level 3: Developed statements giving a judgement and making confident use of sources and supported by appropriately selected knowledge *e.g. as L2 but begins to see other issues – scope of Barbarossa, delay in the attack and onset of winter.* (8–10)

Level 4: Sustained argument giving a balanced case making thorough use of the sources supported by precisely selected knowledge *e.g. sources mined indicating lateness, scope – Sources A, B and C. Resilience of the Soviet forces and people after the purges and the organisation of both – Sources D, E and F.* (11–12)

6. (a) *Study Source A. What can you learn from Source A about the results of the General Election in South Africa in 1994?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value *e.g. ANC won most seats, NP second most.* (1–2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, places the source in context *e.g. ANC clear majority in the key election after the freeing of Mandela. National Party did well, considering the changes.* (3–4)

- (b) *Does Source C support the evidence of Sources A and B? Explain your answer.* (6)

Target: Corroboration of cross-referencing of sources (AO2)

Level 1: Simple statements identifying support or otherwise at face value *e.g. C is clearly against power sharing - A/B clearly for it.* (1–3)

Level 2: Developed statements identifying support or otherwise in both sources *e.g. as Level 1 - begins to analyse A - which doesn't analyse problems with ANC/Inkatha, nor indicates powers of assembly. 'B' discusses only involvement, not necessarily sharing.* (4-6)

(c) *Study Sources D and E. How useful are these two sources as evidence about relations between black and whites in South Africa in 1994?* (8)

Target: Evaluation of sources for utility (AO2)

NB: Reliability to be awarded only if it is discussed in terms of utility

Level 1: Simple statements about utility based on content OR nature of sources *e.g. indicates that relations were poor - 'D' - even as late as 1994 - therefore useful.* (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources. *e.g. indicates that 'D' is only photograph - may not be typical. In 'E' what else would Mandela say? Therefore not that useful. OR developed analysis of the source(s) using NOP of the source(s) OR content.*
NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed analysis of the utility of all the sources using both nature, origin and purpose, content *e.g. as Level 2 - discusses dates, some changes, each shows extremes, useful, narrow in reality.* (7-8)

(d) *Study all the Sources. 'Nelson Mandela was the main reason why South Africa was able to make a peaceful change from apartheid to majority rule.' Use these sources, and your own knowledge, to explain whether you agree with this view.* (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR uses Source E to agree - hope, optimism. (1-3)

Level 2: 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. Mandela excellent politician - also leader of the ANC over the years as in E/F - Mandela as example, even when in prison: role of Mandela after release.* (4-7)

Level 3: Developed statements giving a judgement making explicit and confident use of sources and supported by appropriately selected knowledge *e.g. as Level 2 - begins to see that change was not peaceful - Source D - notes date of the sources, uses C (and date) to show little had changed for some Whites.* (8-10)

Level 4: Sustained argument giving a balanced case making consistent use of the sources supported by precisely selected knowledge. *e.g. as Level 3 - using sources/own knowledge - Mandela important, but De Klerk crucial - Source B, other parties - Source A, world pressure - may continue notion of violence in spite of De Klerk and Mandela.* (11-12)

7. (a) Study Source A. What can you learn from Source A about the US methods of warfare in Vietnam? (4)

Target: Comprehension of source (AO2)

Level 1: Simple statement taking the source at face value *e.g. killed, destroyed anything in their way.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context *e.g. no real strategy, top of level may note irony of 'search and destroy'.* (3-4)

(b) Does Source C support the evidence of Sources A and B? Explain your answer. (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support at face value *e.g. Source C says soldiers shoot anything - as in Source A, Source B seems to support this.* (1-3)

Level 2: Developed statements identifying support in both sources *e.g. as Level 1 - may see that Source A depends on orders, no orders in Source C - nature of evidence in Source B.* (4-6)

(c) Study Sources D and E. How useful are these two sources as evidence about the Vietnam War? (8)

Target: Evaluation of sources for utility (AO2)

NB: Reliability to be awarded only if it is discussed in terms of utility

Level 1: Simple statements about utility based on content OR nature of sources *e.g. statistics helpful - show US involvement and extent.* (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources. *e.g. Source D does try to explain the nature of the war, begins to analyse nature and purpose of the source OR Developed analysis of the source(s) using NOP of the source(s) OR content.*
NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed analysis of the utility of all the sources using both NOP AND content *e.g. sees both useful, but no real provenance for Source E - nothing behind the statistics, was Source D typical? Date important?* (7-8)

- (d) *Study all the Sources. Source F suggests that the North Vietnamese won the war because all the Vietnamese people united against the USA. Use these sources, and your own knowledge, to explain whether you agree with this view.* (12)

Target: Making a judgement about and interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both *e.g. easy to understand why many Vietnamese were against US - uses Sources A and B.* (1-3)

Level 2: 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. as Level 1 - confident selection of material from A-D - discusses those in the south who opposed USA.* (4-7)

Level 3: Developed statements giving a judgement making explicit confident use of sources and supported by appropriately selected knowledge *e.g. as Level 2 - sees anti-US feeling grow with US involvement - extent of Vietnamese actions - guerrilla war, Ho Chi Minh trail etc.* (8-10)

Level 4: Sustained argument giving a balanced case making consistent use of the sources supported by precisely selected knowledge *e.g. as Level 3 - will offer other reasons why N. Vietnamese won - uses Sources E, even attitudes of A-C, internal US politics and corruption in S. Vietnam.* (11-12)