

General Certificate of Secondary Education
History B (Modern World)
Aspects of International Relations, 1919–
2005, with Germany, 1918–1945
Specimen Paper

A971/11

Time: 2 hours

Candidates answer on a separate answer booklet.
Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your Centre Number and Candidate Number in the spaces provided on the answer booklet.
- Use black ink only.
- Read each question carefully and make sure you know what to do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations, 1919–2005 (Sections A,B and C)

and

Part 2: Depth Study Germany, 1918–1945.

In Part 1: Aspects of International Relations, choose **one** of the following sections:

Either	Section A: The Inter-War Years, 1919–1939
Or	Section B: The Cold War, 1945–1975
Or	Section C: A New World? 1948–2005

Then answer **Question 1** and **one** other question from the section you have chosen.

In Part 2: Depth Study, Germany, 1918–1945, answer **Question 4** and **one** other question.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: **Part 1:** Section A, B and C, Questions 2 and 3; **Part 2:** Questions 5 and 6.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **11** printed pages and **1** blank page.

Part 1: Aspects of International Relations 1919–2005

Section A: The Inter-War Years, 1919–1939

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



A cartoon from a British newspaper, 6 September 1939, three days after Britain and France declared war on Germany. It shows Hitler speaking to Mars, the great god of war.

- 1 (a) Study Source A.



What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]

- (b) Explain why the Nazi-Soviet Pact (1939) was signed. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** In what ways did the Treaty of Versailles punish Germany? **[4]**
- (b)** Explain what Wilson hoped to achieve at the Paris Peace Conference. **[6]**
- (c)** How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** What were the main aims of the League of Nations? **[4]**
- (b)** Explain why the League of Nations was able to achieve some successes in the 1920s. **[6]**
- (c)** How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**

Section A total [41]

Part 1: Aspects of International Relations 1919–2005

Section B: The Cold War, 1945–1975

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



An American cartoon about the Marshall plan, published in 1947.

- 1 (a) Study Source A.



What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]

- (b) Explain why the Soviet Union blockaded West Berlin in 1948. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** What happened in the Bay of Pigs invasion of 1961? **[4]**
- (b)** Explain why Khrushchev sent missiles to Cuba in 1962. **[6]**
- (c)** 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** Who were the Vietcong? **[4]**
- (b)** Explain why the USA became involved in Vietnam. **[6]**
- (c)** Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- Section B total [41]**

Part 1: Aspects of International Relations 1919–2005

Section C: A New World? 1948–2005

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



A cartoon published in an English newspaper, December 1980.

- 1 (a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]


- (b) Explain why communism collapsed in Eastern Europe during the 1980s. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** What were the main aims of the Provisional IRA? [4]
- (b)** Explain why some Palestinians became terrorists. [6]
- (c)** 'Different terrorist groups use the same methods.' How far do you agree with this statement? Explain your answer. [10]

 Spelling, punctuation and grammar [6]

- 3 (a)** Describe the main events in the invasion of Iraq in 2003. [4]
- (b)** Explain why there was a break down in law and order in Iraq after the invasion. [6]
- (c)** 'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. [10]

 Spelling, punctuation and grammar [6]

Section C total [41]

Part 2: Depth Study**Germany, 1918–1945**

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You should spend about 70 minutes on this section.

Answer Question 4 and ONE other question.

4 Study the sources carefully and then answer the questions which follow.

Source B

*A Social Democrat poster published in 1931.
It suggests what life will be like for women under the Nazis.*

Source C

The government has ordered that the Hitler Greeting is to be used in conversation between teachers and pupils. Every day at the beginning of the first lesson, the pupils will get up from their places as soon as the teacher enters the class, stand to attention and each raise their outstretched arm level with their eyes. The teacher will go to the front of the class and offer the same greeting accompanied by the words, 'Heil Hitler!' The pupils will reply, 'Heil Hitler!'

An extract from a German newspaper published in the mid-1930s.

Source D



A photograph of a German family published in Germany in the late 1930s.

4 (a) Study Source B.

Why do you think this poster was published in Germany in 1931? Use the source and your knowledge to explain your answer.

[7]

(b) Study Source C.

How far does this source prove that the Nazis had won the support of young Germans? Use the source and your knowledge to explain your answer.

[7]

(c) Study Source D.

Why would the Nazi government want to publish photographs like this? Use the source and your knowledge to explain your answer.

[6]

Choose ONE of the following questions.

You must answer ALL parts of the question you choose.

- 5 (a) What were the main features of the Weimar Constitution? [4]
- (b) Explain why the period from 1924 to 1929 was successful for the Weimar Republic. [6]
- (c) 'The main reason for the fall of the Weimar Republic was the economic depression which started in 1929'. How far do you agree with this statement? Explain your answer. [10]

- 6 (a) Describe the methods used by the Nazis to deal with their opponents. [4]
- (b) Explain why some individuals and groups opposed Nazi rule. [6]
- (c) The following contributed to the failure of opposition to Nazi rule:
- (i) the methods of the SS and the Gestapo;
 - (ii) the economic policies of the Nazis;
 - (iii) the divisions between the different opposition groups.

Which do you think was the most important? Explain your answer referring only to (i), (ii) and (iii). [10]

Section D total [40]

Paper total [81]

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Copyright Acknowledgements:

Sources:

Section A 1(a): From The Twentieth Century World, Colin and Keith Shephard, John Murray, 1993, p50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

Section B 1(a): Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980

Section C 1(a): From Modern World History, Nigel Kelly and Greg Lacey, Heinemann, p208, 1999

Germany, 1919-1945

4(b): From Essential Modern World History, Ben Walsh, John Murray, 2002, p114, © Bildarchiv Preussischer Kulturbesitz

4(d): From Nazi Germany, Stephen Lee, Heinemann, 1989, p33, © Bilderdienst Sueddeutscher Verlag

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Unit A971/11: Aspects of International Relations, 1919–2005,
with Germany, 1918–1945

Specimen Mark Scheme

The maximum mark for this paper is **81**.


Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
1(a)	Study Source A.	
	What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]	
	AO 1, 2, 3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses surface features of cartoon only.	
	e.g. <i>'It shows Hitler speaking to Mars.'</i>	
	<i>'It shows Hitler as a small person being overshadowed by Mars.'</i>	[1-2]
	Level 2 Interpretation only.	
	e.g. <i>'Hitler has started a war.'</i>	[3]
	Level 3 Main message.	
e.g. <i>'There is going to be a big war.'</i>		
<i>'Hitler has bitten off more than he can chew.'</i>	[4]	
Level 4 Main message supported by details of the cartoon OR by contextual knowledge.		
e.g. <i>'It is obvious Hitler has bitten off more than he can chew. This is why he is represented as so small in comparison to Mars, the great god of war.'</i>		
OR		
e.g. <i>'Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany. He had planned a small war against Poland and now he found he was in a big war with Britain and France.'</i>	[5-6]	
Level 5 Main message supported by details of the cartoon AND by contextual knowledge.		
Both sides of Level 4.	[7]	
1(b)	Explain why the Nazi-Soviet Pact was signed. [8]	
	AO 1, 2	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General answer lacking specific contextual knowledge.	
	e.g. <i>'It brought a link between Germany and the USSR.'</i>	[1-2]
Level 2 Identifies AND/OR describes Pact.		
One mark for each.		
e.g. <i>'It gave Russia time to re-arm.'</i>		
<i>'It gave protection to Hitler if he invaded Poland.'</i>	[3-4]	

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
1(b) cont'd	<p><i>'Britain and France were slow to act.'</i></p> <p>Level 3 Explains why Pact was signed. One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>e.g. <i>'Stalin felt let down by Britain and France. They had signed the Munich agreement without Russia. Stalin thought they could not stop Hitler and so he thought he had better sign the Pact to make sure Germany did not go to war with Russia. It would also give him part of Poland.'</i></p> <p><i>'Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.'</i></p>	[5-8]
2(a)	<p>In what ways did the Treaty of Versailles punish Germany? [4] AO 1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>'It limited the size of Germany's army.'</i> <i>'Germany was forbidden to join with Austria.'</i> <i>'Germany had to accept the 'War Guilt' clause.'</i> <i>'Its overseas empire was taken away.'</i> <i>'Germany had to pay reparations to the Allies for the damage they had caused.'</i> (2)</p> <p>N.B. Allow one mark to candidate who offers a general point only.</p>	[4]
2(b)	<p>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'His fourteen points.'</i></p> <p>Level 2 Identifies AND/OR describes what he wanted to achieve. One mark for each e.g. <i>'He hoped to achieve world peace.'</i> <i>'He wanted a fair peace.'</i> <i>'Self-determination.'</i> <i>'A League of Nations.'</i></p> <p>Level 3 Explains his hope(s). One explained reason 3-4 marks; two or more explained reasons marks.</p>	[0] [1] [2-3] [4-6]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
2 (b) cont'd	<p>e.g. <i>‘Wilson felt that nations had to work together in order to achieve world peace. He hoped by setting up an international body called the League of Nations this end would be achieved.’</i></p> <p><i>He also believed that nations should rule themselves (self-determination). He wanted the different peoples of eastern Europe, such as the Poles, to rule themselves and not be part of Austria-Hungary’s empire.’</i></p>	
2(c)	<p>How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. [10]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>‘He got some revenge.’</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND/OR describes satisfaction OR dissatisfaction. e.g. <i>‘The French got Alsace-Lorraine back.’</i> <i>‘He was able to reduce the threat of the German armed forces.’</i> <i>‘The reparation settlement was not harsh enough.’</i> <i>‘He was not satisfied as Germany was not broken into smaller states.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains his satisfaction OR dissatisfaction. Developed explanation to be given two marks within L3 and L4. e.g. <i>‘The French always regarded Alsace-Lorraine as their territory despite it being seized by Germany in 1870. He was very satisfied he had reclaimed it from Germany.’</i></p> <p>OR e.g. <i>‘The French wanted Germany to be permanently economically and militarily crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains satisfaction AND dissatisfaction. Uses both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of ‘how far’. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 25.	SPaG [6]


Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
3(a)	<p>What were the main aims of the League of Nations? [4]</p> <p>AO 1</p> <p>One mark for each relevant aim; additional mark for supporting detail. e.g. <i>‘It aimed to uphold the Treaty of Versailles.’</i> <i>‘It encouraged international co-operation, especially through trade.’</i> <i>‘The League’s aim was to encourage nations to disarm.’</i> <i>‘It aimed to settle disputes peacefully.’</i> <i>‘It aimed to maintain international peace through collective security.’</i></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]
3(b)	<p>Explain why the League of Nations was able to achieve some successes in the 1920s. [6]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>‘It settled disputes.’</i></p> <p>Level 2 Identifies AND/OR describes how success achieved. One mark for each e.g. <i>‘Countries were willing to accept its decisions.’</i> <i>‘Disputes were between small nations.’</i> <i>‘Another war was feared.’</i> <i>‘The League developed a humanitarian programme.’</i></p> <p>Level 3 Explains how success achieved. One explained reason 3-4 marks; two or more explained reasons 4-6 marks. e.g. <i>‘The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments.’</i> <i>‘Many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League’s judgement.’</i> <i>‘The League had some early successes in settling disputes such as the dispute over the Aaland Islands (1920) where the League listened, judged and had its decision accepted. This established confidence in the League’s ability.’</i></p>	[0] [1] [2-3] [4-6]
3(c)	<p>How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. [10]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p>	[0]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
3(c) cont'd	<p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It can because it affected the economy.'</i> <i>'No, it was because it failed because it did not deal with disputes.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p>Level 2 Identifies AND/OR describes reason(s) for failure of the League e.g. <i>'It failed because countries were dealing with unemployment.'</i> <i>'It failed because of the rise in nationalism and extremist parties.'</i> <i>'Because of the rise in militarism it was a failure.'</i> <i>'It failed because of the impact of Manchuria and Abyssinia.'</i> <i>'It failed because the USA was not a member.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p>Level 3 Explains agreement OR disagreement Developed explanation to be given two marks. e.g. <i>'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'</i> <i>'In Italy economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing the Italian government and this brought conflict in Abyssinia.'</i> <i>'In Japan the country's economy was in collapse and this led to the take over of Manchuria. The problem was not dealt with as Britain and France were dealing with their own economic problems.'</i></p> <p>OR e.g. <i>'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 after a year and condemned Japan's actions. Japan left the League.'</i> <i>'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'</i> <i>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i> <i>'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]

3 (c) cont'd	<p>Level 4 Explains agreement AND disagreement. Both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 25.	SPaG [6]
Section A Total:		[41]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
1(a)	<p>Study Source A.</p> <p>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</p> <p>AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Uses surface features of cartoon only.</p> <p>e.g. <i>‘Western Europe is leaning over into America.’</i></p> <p><i>‘America is saying “It’s up to us again.”</i></p> <p><i>‘The USA has introduced the Marshall Plan.’</i></p>	[0]
	<p>Level 2 Interpretation only.</p> <p>e.g. <i>‘Western Europe is in a poor condition financially.’</i></p> <p><i>‘Western Europe is falling down.’</i></p>	[1-2]
	<p>Level 3 Main message.</p> <p>e.g. <i>‘Western Europe is in poverty and the USA is going to give aid to support recovery.’</i></p>	[3]
	<p>Level 4 Main message supported by details of the cartoon OR by contextual knowledge.</p> <p>e.g. <i>‘The message is that Europe needs help from the USA. Western Europe is shown as an old, falling-down house. American aid on the other side of the fence is shown as the support needed to keep the house up.’</i></p>	[4]
	<p>OR</p> <p>e.g. <i>‘Europe was exhausted and poor after the Second World War. In these conditions it was thought Communism would flourish and so Truman decided the USA would offer help to stop the spread of Communism.’</i></p>	[5-6]
	<p>Level 5 Main message supported by details of the cartoon AND by contextual knowledge.</p> <p>Both sides of Level 4.</p>	[7]
	1(b)	<p>Explain why the Soviet Union blockaded West Berlin in 1948. [8]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge.</p> <p>e.g. <i>‘To stop change.’</i></p>

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2(b) cont'd	<p>Level 3 Explains reason(s) why Khrushchev sent missiles. One explained reason 3-4 marks; two or more explained reasons 5-6 marks.</p> <p>e.g. <i>'Khrushchev wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey.'</i></p> <p><i>'In the strained atmosphere of Cold War politics the missiles were designed to see how strong the Americans really were – whether they would back off or face up. They wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs.'</i></p> <p><i>'Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it. With missiles on Cuba it was less likely that the USA would ever launch a 'first strike' against the USSR.'</i></p> <p><i>'He had been requested by Castro to help to defend Cuba. Castro feared a US attack after the Bay of Pigs incident.'</i></p>	[4-6]
2(c)	<p>'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [10] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'Yes it was as everybody was worried what might happen.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies and/or describes threat. e.g. <i>'The missiles were just for protection.'</i> <i>'Behind the scenes neither leader wanted war.'</i> <i>'Neither leader wanted to lose face.'</i> <i>'Advisers were recommending war.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains agreement OR disagreement. e.g. <i>'If as he stated, Khrushchev wanted just to protect Cuba following the Bay of Pigs incident, then it might be argued that he did not intend war.'</i> <i>'Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to Kennedy.'</i> <i>'Kennedy bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down.'</i> <i>'Quietly the USA agreed that they would remove their missiles in Turkey to avoid conflict.'</i></p>	[0] [1-2] [3-4] [5-6]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
3 (c)	<p>Which was more important in bringing about the USA’s failure in Vietnam: the military tactics of the Vietcong or public opinion in the USA? Explain your answer. [10] Target: AO1 and 2</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>‘They were both important reasons and it is hard to say if one was more important than the other.’</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies or describes reasons why one factor led to US failure [2-3] OR Identifies or describes at least one reason for each factor [4] e.g. <i>‘The Americans could not cope with the guerrilla tactics of the Vietcong.’ ‘Public opinion turned against the war and there were lots of anti-war protests.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains why one of these reasons led to US failure. e.g. <i>‘The Americans struggled because they were not used to fighting against the tactics of the Vietcong. They often used guerrilla tactics which meant avoiding conventional big battles. The American army wasn’t trained to deal with these tactics which allowed the Vietcong to be difficult to distinguish from ordinary villagers.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains why both reasons led to US failure. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation which was more important. e.g. <i>‘I think the tactics of the Vietcong were more important because the Americans could not cope with the Vietcong who would hide in the villagers and the Americans could not tell who was a villager and who was a guerrilla. The Vietcong knew the countryside well and could launch surprise attacks and then disappear. This was why the Americans were losing the war. Their weapons were too big and clumsy to deal with these tactics. They only made the South Vietnamese into enemies and they helped the guerrillas even more. There were big demonstrations in America against the war but most people in America still supported the war. Even if everyone in America had supported the war the American army still would not have dealt with the guerrilla tactics of the Vietcong.’</i> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 25.	SPaG [6]
Section B Total		[41]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
1(a)	Study Source A.	
	What is the message of Source A? Use the sources and your knowledge to explain your answer. [7] Target: AO1 AO2 and AO3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses surface features of cartoon only. e.g. <i>'It shows a man attacking a woman in the street.'</i>	[1]
	Level 2 Interpretation only. e.g. <i>'The Polish government is attacking Solidarity.'</i>	[2]
1(b)	Level 3 Main message. e.g. <i>'The Russians support the Polish government in stamping down on Solidarity.'</i> <i>'Solidarity was not a threat and was being unfairly attacked by the government.'</i>	[3]
	Level 4 Main message supported by details of the cartoon OR by contextual knowledge. e.g. <i>'It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that Russia was trying to claim that Solidarity was a threat when it wasn't.'</i>	[4-5]
	Level 5 Main message supported by details of the cartoon AND by contextual knowledge.	
	1(b) Explain why communism collapsed in Eastern Europe during the1980s? [8] Target: AO1 and 2	[6-7]
	Level 0 No evidence submitted or response does not address the question.	[0]
Level 1 General answer lacking specific contextual knowledge. e.g. <i>'It collapsed because it became very unpopular.'</i>	[1-2]	
Level 2 Identifies reasons. One mark for each. e.g. <i>'The policies of Gorbachev, the economic weakness of the USSR, Soviet invasion of Afghanistan, Solidarity in Poland, Hungarian frontier opened.'</i>	[3-4]	

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
1(b) cont'd	<p>Level 3 Explains why communism collapsed.</p> <p>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>e.g. <i>'Gorbachev was the main reason. He decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. The communist governments in countries like East Germany and Poland were unpopular and as soon as it was clear they would not be supported by Russia they could not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments.'</i></p>	[5-8]
2 (a)	<p>What were the main aims of the Provisional IRA? [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail.</p> <p>e.g. <i>The IRA wanted to get the British army and government out of Northern Ireland. They also wanted to unite Northern Ireland with the rest of Ireland.'</i></p>	[4]
2 (b)	<p>Explain why some Palestinians became terrorists? [6]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge.</p> <p>e.g. <i>'They became terrorists because they were angry and wanted to put things right.'</i></p> <p>[1]</p> <p>Level 2 Identifies reasons or describes their activities.</p> <p>One mark for each.</p> <p>e.g. <i>'the state of the refugee camps' 'they believed that Palestine was rightfully theirs' 'they felt weak and it was the only tactic they thought they had left' 'fundamentalist beliefs'.</i></p> <p>[2-3]</p> <p>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2).</p> <p>[4-6]</p> <p>e.g. <i>'Palestinians believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War; however, this did not happen. Many Palestinians became refugees living in refugee camps. They believe that the only way they will get Palestine back as their own country is by using violence.'</i></p> <p><i>'The Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies so they have used terrorism instead.'</i></p>	

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
2(c)	<p>'Different terrorist groups use the same methods.' How far do you agree with this statement. Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'They all use different methods. Some use methods that others do not.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies or describes methods - but no attempt to say if shared between groups OR Identifies shared or different methods (must be identified with particular groups). e.g. <i>'Some Palestinian groups use suicide bombers but the IRA do not.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains similarities or differences - must be specific and related to particular groups. e.g. <i>'Some Palestinian terrorists believe that it is a good thing to die for a good cause. They believe that they will become martyrs and go to paradise if they die fighting the enemies of their religion. This has led to some becoming suicide bombers and being used to kill people in Israel. Hamas has used this tactic against Jewish settlers in the Gaza strip. The IRA have not used suicide bombers because they do not have the same religious beliefs. But some of them have gone on hunger strike like Bobby Sands when they have been in prison. He died of his hunger strike. So they are similar but not the same.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains similarities and differences - must be specific and related to particular groups.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 25.	SPaG [6]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
3(a)	<p>Describe the main events in the invasion of Iraq in 2003. [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. <i>'The invasion started with missile attacks on Baghdad and then air-strikes. Baghdad was captured in April. The other main target was Basra.'</i></p>	[4]
3 (b)	<p>Explain why there was a break down in law and order in Iraq after the invasion. [6]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'There was a break down in law and order because there was no one to take control.'</i></p> <p>[1]</p> <p>Level 2 Identifies reasons or describes their activities. One mark for each. e.g. <i>'the Iraqi army was disbanded and the police force was disbanded', 'occupying troops did not see their job as policemen', 'the insurgency with lots of weapons available and an influx of foreign fighters.'</i></p> <p>[2-3]</p> <p>Level 3 Explains reasons. e.g. <i>'Law and order was not established because many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. They were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of their country. The situation was made worse because both the Iraqi army and police force were disbanded. The Americans did this because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets and no one to control them.'</i></p> <p>[4-6]</p>	
3 (c)	<p>'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p>	

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
3 (c) cont'd	<p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'There were lots of reasons for the invasion and the oil was not one of the most important.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p>Level 2 Identifies or describes other reasons. e.g. <i>'weapons of mass destruction', 'bringing democracy to Iraq', 'Bush and Blair', '9/11', 'wrong intelligence', 'regime change'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p>Level 3 Explains oil as a reason or explains other reasons. e.g. <i>'The most important reason why Iraq was invaded was that Bush wanted to get rid of Saddam Hussein. He had been causing a lot of trouble for America. They were worried that he was building up nuclear weapons and germ warfare and that he could threaten the rest of the world with these. They were also worried by the fact that he had committed lots of human rights abuses in his own country like the treatment of all opponents.'</i></p> <p><i>No political parties were allowed and opponents were tortured. Whole communities were wiped out. Britain and America decided on 'regime change'. Also if the government in Iraq was friendlier to the West this would help a lot.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 4 Explains oil and other reasons. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'most important'. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 25.	SPaG [6]
Section C Total		[41]

Part 2: – Germany, 1918–1945		
Question Number		Mark
4(a)	<p>Study Source B.</p> <p>Why do you think this poster was published in Germany in 1931? Use the source and your knowledge to explain your answer. [7]</p> <p>AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Surface description of poster OR general assertion.</p> <p>e.g. <i>‘This poster was published to show that a women should tie-up a German officers boot laces.’</i></p>	[1]
	<p>Level 2 Reason(s) why it was published but not getting to purpose.</p> <p>e.g. <i>‘To highlight the role of women.’</i></p> <p><i>‘To show the people about the Nazis.’</i></p>	[2-3]
	<p>Level 3 Identifies valid purpose of publishing cartoon.</p> <p>e.g. <i>‘To get people to vote for the Social Democrats.’</i></p> <p><i>‘To get people to oppose the Nazis.’</i></p>	[4]
	<p>Level 4 Uses contextual knowledge to explain why it was published then (but not getting to purpose).</p> <p>e.g. <i>‘This source was published in Germany as the Social Democrats were the Nazis main rivals. They wanted people to vote for them. The Nazis believed a woman’s place was in the home looking after her husband and children.’</i></p>	[5-6]
4(b)	<p>Level 5 As Level 4 with purpose of why then (1931).</p> <p>e.g. <i>‘This source was published in Germany as the Social Democrats were the Nazis main rivals. They wanted people to vote for them. The Nazis believed a woman’s place was in the home looking after her husband and children. There were elections in 1932 and this was to get votes for the Social Democrats and encourage people not to vote for the Nazi philosophy regarding women.’</i></p>	[7]
	<p>Study Source C.</p> <p>How far does this source prove that the Nazis had won the support of young Germans? Use the source and your knowledge to explain your answer. [7]</p> <p>AO 1, 2, 3</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Unsupported assertions/paraphrases/copies the source.</p>	[1]

Part 2: – Germany, 1918–1945		
Question Number		Mark
4(b) cont'd	e.g. <i>'The pupils said 'Heil Hitler'.</i>	
	Level 2 Uses the information in the source as proof/not proof OR simplistic evaluation.	
	e.g. <i>'Yes it does prove that they won the support of young Germans as they would greet the salute the teacher with a Nazi salute.'</i>	
	<i>'It does not prove that they had the support as the source says the government had ordered the Hitler Greeting.'</i>	
	OR	
	e.g. <i>'This is from a German newspaper and must be right.'</i>	[2]
	Level 3 Identifies other reasons (not in source) as to lack of support from young Germans.	[3]
e.g. <i>'Opposition groups existed such as the Swing and Edelweiss Pirates.'</i>		
<i>'There was growing opposition to the Hitler Youth.'</i>		
Level 4 Evaluates source using its provenance.		
e.g. <i>'I do not think this source proves that the Nazis had the support of young Germans as it is from a German newspaper. The newspapers at that time were controlled by the Nazis.'</i>	[4]	
Level 5 Contextual knowledge used to explain that some were won over OR some were not.		
e.g. <i>'This source does tell of how the schools were used to indoctrinate young people when minds were impressionable and this would encourage support.'</i>		
OR		
e.g. <i>'I do not think this source proves that they had the support of young Germans. The popularity of the Hitler Youth was declining to such an extent that they had to make membership compulsory. The 'Swing' movement was growing. They accepted Jews and listened to American music.'</i>	[5]	
Level 6 Contextual knowledge to explain both support and lack of support.		
Both sides of Level 5.	[6]	
Level 7 As for Level 6 but with conclusion about 'how far'.	[7]	
4(c)	Study Source D.	
	Why would the Nazi government want to publish photographs like this? Use the source and your knowledge to explain your answer.	
	[6]	
	AO 1, 2, 3	
	Level 0 No evidence submitted or response does not address the question.	[0]

Part 2: – Germany, 1918–1945		
Question Number		Mark
4(c) cont'd	Level 1 Surface description of photograph or general assertions. e.g. <i>'To show that people were musical.'</i>	[1-2]
	Level 2 Reason(s) why it was published but not getting to purpose. e.g. <i>'It was part of the Nazi propaganda programme controlled by Goebbels.'</i>	[3]
	Level 3 Identifies valid purpose for publishing photograph. e.g. <i>'The Nazis would want to publish the photograph because they wanted to show that families were important and so were lots of children.'</i>	[4]
	Level 4 Contextual knowledge used to explain the purpose of publishing the photograph. e.g. <i>'The Nazis' policies encouraged large families as this was important in making Germany great again. The population had been declining and women were encouraged by rewards to have more children. This would increase the number available to fight in the army in future years. So this photograph was published to encourage people to have lots of children.'</i>	[5-6]
5(a)	What were the main features of the Weimar Constitution? [4] AO1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>'All adult (20 and over) Germans could vote.'</i> <i>'It used a system of proportional representation.'</i> <i>'Aimed at preventing any one party gaining too much power.'</i> <i>'It set up a system of proportional representation where a party gaining 20% of the votes gained 20% of the seats.'</i> (2 marks)	
5(b)	Explain why the period from 1924 to 1929 was successful for the Weimar Republic. [6] AO1, AO2 Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General answer lacking specific contextual knowledge. e.g. <i>'It was a period of success because everyone was doing well.'</i>	[1]
	Level 2 Identifies AND/OR describes reason(s). One mark for each e.g. <i>'The Munich Putsch had been defeated.'</i> <i>'Germany was again accepted internationally.'</i>	[2-3]

Part 2: – Germany, 1918–1945		
Question Number		Mark
5(b) cont'd	<p><i>'There was greater political stability.'</i></p> <p><i>'The Dawes Plan had been agreed.'</i></p> <p><i>'Stresemann was improving things.'</i></p> <p>Level 3 Explains reason(s). One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. <i>'One success was the reform of the currency. A new currency called the Rentenmark was introduced. People had more confidence in this compared to the old currency which had lost its value because of hyperinflation. This helped the government to defeat inflation.'</i> <i>'In 1925 Stresemann signed the Locarno Treaties guaranteeing not to change Germany's western borders with France and Belgium. As a result, in 1926, Germany was accepted into the League of Nations.'</i></p>	[4-6]
5(c)	<p>'The main reason for the fall of the Weimar Republic was the economic depression which started in 1929.' How far do you agree with this statement? Explain your answer. [10] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'It was the attitude of the people that brought about its fall.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>[1-2]</p> <p>Level 2 Identifies AND/OR describes reasons for the fall of the Weimar Republic.</p> <p>[3-4]</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explanation of the contribution of one reason. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]

Part 2: – Germany, 1918–1945		
Question Number		Mark
5 (c) cont'd	<p>Level 4 Explanation of the contribution of at least two reasons.</p> <p>Developed explanation to be given two marks. All three to be dealt with for maximum mark</p> <p>e.g. <i>'The economic depression brought large scale unemployment and this was not helped by Germany being dependent on American loans. The Weimar Government was unable to deal with the situation. In addition it seemed that the Weimar Constitution, with its balance of power, made firm and decisive action very difficult. The government tried to deal with the problem by cutting spending and welfare benefits but the situation did not improve. They decided to call an election in 1930 but this gave an opportunity to the Nazis.'</i></p> <p><i>'The Treaty of Versailles was always a problem for the Weimar republic. It was blamed for the terms of the Treaty which made Germany weak and at the mercy of other European countries. The German people felt humiliated by the signing of the Treaty and the Weimar was associated in their minds with this.</i></p> <p><i>This led to some people wanting to get rid of the Weimar and have people in power who would make Germany good.'</i></p> <p><i>'As the Weimar was indecisive Hitler maintained Germany needed strong leadership. Hitler promised to get rid of the Treaty and to reduce unemployment. The Nazis were attractive to the unemployed as they blamed Germany's troubles on the Weimar Government. Hitler used campaigns and propaganda in bringing the Nazis to the notice of the people. He ran for Chancellor in 1932 and Nazi support rocketed.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of main reason.</p> <p>As Level 4 with supported judgement. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[7-9]</p> <p>[10]</p>
6(a)	<p>Describe the methods used by the Nazis to deal with their opponents. [4]</p> <p>AO1</p> <p>One mark for each relevant point; additional mark for supporting detail. e.g. <i>'They used the SA, SS and Gestapo.'</i> (Max 2)</p> <p><i>'Propaganda was often used.'</i></p> <p><i>'They put opponents in concentration camps.'</i></p> <p><i>'They used informers.'</i></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	
6(b)	<p>Explain why some individuals and groups opposed the Nazis. [6]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]

Part 2: – Germany, 1918–1945		
Question Number		Mark
6 (b) cont'd	<p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'Some people hated the Nazis and all they stood for so they opposed them.'</i></p>	[1]
	<p>Level 2 Identifies AND/OR describes reason(s). One mark for each e.g. <i>'Religious /political reasons.'</i> (2) <i>'Because the war was going badly.'</i> <i>'Nazi rule was opposed by the Communists.'</i></p>	[2-3]
	<p>Level 3 Explains reason(s). One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. <i>'The Communists opposed Nazi rule because of the ban on trade unions and their political beliefs.'</i> <i>'Some groups, such as the Edelweiss Pirates, were anti-authority and anti-Nazi. They liked to listen to music and many gangs went looking for the Hitler Youth to beat them up.'</i></p>	[4-6]
6(c)	<p>The following contributed to the failure of opposition to Nazi rule: (i) the methods of the SS and Gestapo; (ii) the economic policies of the Nazis; (iii) the divisions between the different opposition groups. Which do you think was the most important? Explain your answer, referring only to (i), (ii) and (iii). [10] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge. e.g. <i>'The opposition failed because it lacked co-ordination.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND/OR describes reasons why these factors led to the failure of opposition. e.g. <i>'Opposition was removed by the SS and Gestapo.'</i> <i>'Economic policies delivered the Nazi promise to lower unemployment.'</i> <i>'The opposition failed because the Communists and Social Democrats would not work together.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[0] [1-2] [3-4]

Part 2: – Germany, 1918–1945		
Question Number		Mark
6 (c) cont'd	<p>Level 3 Explanation of the contribution of one reason. Developed explanation to be given two marks. e.g. <i>'The Nazis were very successful at getting rid of opposition. The SS went round terrorising people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated. The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children on their families. They also tapped phones.'</i></p> <p>OR e.g. <i>'They promised employment and did this through the development of public works such as the building of autobahns and by the end of the 1930s Germany had a national motorway system. From 1935 conscription was applied and rearmament meant thousands of jobs in armament factories.'</i></p> <p>OR e.g. <i>'There was a fear of Communism particularly amongst middle-class businessmen and farmers who had read about what was happening in the USSR. The Social Democratic Party made a grave mistake in thinking that German people would not fall for the Nazi promise of restoring 'old-fashioned values'. They underestimated the anger towards the Weimar Republic.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explanation of the contribution of at least two reasons. (All three to be dealt with for maximum mark) Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'most important'. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
		[7-9]
		[10]
	Section D Total	[40]
	Paper Total	[81]

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5-6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3-4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1-2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	SPaG	Total
1(a)	1	2	4		7
1(b)	4	4			8
2/3(a)	4				4
2/3(b)	3	3			6
2/3(c)	4	6		6	16
4(a)	1	2	4		7
4(b)	1	2	4		7
4(c)	1	2	3		6
5/6(a)	4				4
5/6(b)	3	3			6
5/6(c)	4	6			10
Totals	30	30	15	6	81