



Level 1/2 Certificate

History

Paper 1 20th Century Depth Studies

8045/1

Specimen

<i>Mark Scheme</i>

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark Scheme are available to download from the AQA Website: www.aqa.org.uk

Copyright © 2012 AQA and its licensors. All rights reserved.

COPYRIGHT

AQA retains the copyright on all its publications. However, registered centres for AQA are permitted to copy material from this booklet for their own internal use, with the following important exception: AQA cannot give permission to centres to photocopy any material that is acknowledged to a third party even for internal use within the centre.

Set and published by the Assessment and Qualifications Alliance.

AQA Level 1/2 Certificate in History

A: INTRODUCTION

- Consistency of Marking**

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a choice of specifications and a choice of options within them. It is therefore of vital importance that assistant examiners apply this marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of all the other History specifications and options offered by the AQA.

- Subject Content**

The revised specification addresses subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that History is concerned with the analysis of historical problems and issues, the study of which encourages all candidates, but particularly the more able, to make judgements grounded in evidence and information.

- The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	32.5
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"> key concepts: causation, consequence, continuity, change and significance within an historical context key features and characteristics of the periods studied and the relationship between them 	31.5
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none"> a range of source material as part of an historical enquiry how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry 	36

- Levels of Response Marking Schemes**

The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a common examination paper – there is no tiering. Consequently, it is reasonable to

expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall and in deciding on a mark within that particular level.

Good examining is, ultimately, about the **consistent application of judgement**. This mark scheme provides the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in a subject like History, which in part relies upon different interpretations and different emphases given to the same content.

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

The mark scheme for each question is prefaced by an assessment objective 'target'. This is an indication of the skill which it is expected candidates will use in answering the question and is directly based on the relevant assessment objectives. However, it does not mean that other answers which have merit will not be rewarded.

- **Identification of Levels of Response**

There are several ways in which any question can be answered – in a simple way by less able candidates and in more sophisticated ways by candidates of greater ability. In the marking scheme different types of answers will be identified and will be arranged in a series of levels of response.

Levels of response have been identified on the basis that the full range of candidates entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the candidate's **quality of thinking**, and, as such, recognition by the assistant examiner of the relative differences between each level descriptor is of paramount importance.

- **Placing an answer within a Level**

When marking each part of each question, examiners must first place the answer in a particular level and then, and only then, decide on the actual mark within the level, which should be recorded. **The level of response attained should also be indicated at the end of each answer.** In most cases, it will be helpful to annotate the answer by noting in the margin where a particular level has been reached, e.g. Level 1 may have been reached on line 1, L3 on line 5 and L1 again on line 7. When the whole answer has been read and annotated in this way, the highest of the Levels **clearly attained** and **sustained** should be awarded. Remember that it is often possible to reach the highest level **without** going through the lower levels. Marks are **not cumulative** for any question. There should be no 'totting up' of points made which are then converted into marks. Examiners should feel free to comment on part of any answer if it explains why a particular level has been awarded rather than one lower or higher. Such comments can be of assistance when the script is looked at later in the awarding process.

If an answer seems to fit into two or more levels, award the higher or highest level.

- **What is a sustained response?**

By a **sustained response**, we mean that the candidate has **applied** the appropriate level of thought to the **particular issues** in the sub-question.

A response does not necessarily have to be sustained throughout the whole answer, but an answer in which merely a few words seem to show a fleeting recognition of historical complexity is not sufficient to attain a higher level.

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember

to identify them as you proceed. At the end of the sub-question, award the highest level that has been sustained.

In other cases you may reach the end of the sub-question without having been able to pinpoint a level. In such cases, simply record the level awarded at the end of the sub-question.

C: DECIDING ON MARKS WITHIN A LEVEL

A particular level of response may cover a range of marks. Therefore, in making a decision about a specific mark to award, it is vitally important to think *first* of the **lower/lowest mark within the level**.

In giving more credit with the level, examiners should ask themselves several questions relating to candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

- precise in its use of supporting factual information.
- appropriately detailed.
- factually accurate.
- appropriately balanced, or markedly better in some areas than in others.
- set in the historical context as appropriate to the question.
- displaying appropriate **quality of written communication skills**.

Note about Indicative Content.

The mark scheme provides **examples of historical content** (indicative content) which candidates may deploy in support of an answer within a particular level. Do bear in mind that these are **only examples**; exhaustive lists of content are not provided so examiners might expect some candidates to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the candidate’s level of critical thinking determines this**. Remember that the **number** of points made by a candidate may be taken into account only **after** a decision has been taken about the quality (level) of the response.

• Some things to remember

Mark positively at all times.

Do **not** be afraid to award maximum marks within a level where it is possible to do so. Do not fail to give a maximum mark to an appropriate answer because you can think of something (or the marking scheme indicates something) that **might** be included but which is missing from the particular response.

Do **not** think in terms of a model answer to the question. Every question should be marked on its merits.

As a general rule, give credit for what is accurate, correct or valid.

Obviously, **errors can be given no credit** but, at the same time, the existence of an error should not prejudice you against the rest of what could be a perfectly valid answer.

It is important, therefore, to use the full range of marks where appropriate.

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

Answers in note form to any question should be credited in so far as the candidate's meaning is communicated. You must not try to read things into what has been written.

- **Diagrams, etc**

Credit should be given for information provided by the candidates in diagrams, tables, maps etc., provided that it has not already been credited in another form.

- **Answers which run on to another sub-section**

If a candidate starts to answer the next sub-section in an earlier one, by simply running the answer on, give credit for that material in the appropriate sub-section.

- **Answers which do not fit the marking scheme**

Inevitably, some answers will not fit the marking scheme but may legitimately be seen as worthy of credit. Assess such answers in terms of the difficulty/sophistication of the thought involved. If it is believed that the "thought level" equates with one of the levels in the marking scheme, award it a corresponding mark.

Make sure you identify such cases and write a brief comment to explain why this alternative has been awarded.

If in doubt, **always** telephone your Team Leader for advice.

Topic 1**From Tsardom to Communism: Russia, 1914–1924**

01	Who was Rasputin?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. He was a holy man; popular with women; adviser to the Tsar; was believed to be able to save the life of Alexei as he was seen as a faith healer; ran the government when the Tsar was away at the war; etc.	3
02	Source A supports the New Economic Policy. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. He says there was less famine and the Policy gave wonderful results.	1
	Level 2: Uses the content/details of the source to make an informed inference Infers one-sided nature of source using and analysing content and details/tone/language such as: e.g. the source suggests that the NEP was a success; restaurants had more food at reasonable prices implying an increase in food production. OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source such as: e.g. Serge was involved right from the start of the revolution in 1917 making him a Communist supporter, he is likely to suggest that Communist policies were a success. He had taken part in the revolution, and his book title suggests being a revolutionary was important to him, so he is proud of the NEP.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. Serge was described as a Communist revolutionary so he was proud of the NEP as it was a communist policy which he says worked to end the poverty and famine and boost food supplies 'marvellously'. He would say that as he was writing about his memories as a communist revolutionary, and certainly everything he writes was so positive about the NEP. The NEP made prices more reasonable because the source makes the point that pastries were a rouble, 'wonder of wonders', and he even claims it reduced people's fears or worries.	4-5

03	What can you learn about Lenin from Source B ? Use the source and your knowledge to explain your answer.	7
	Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Description, relying on source e.g. Lenin has a battleship supporting him. There was an official poster made of him.	1
	Level 2: Identifies valid interpretation or inference e.g. Lenin should be seen as a powerful figure who was very important at the start of the revolution and of central importance to the government of Russia in 1920. He is heroic, the figurehead that people should look up to.	2-3
	Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretations in L2 to details in the source such as the way the figures have been drawn, or the caption: e.g. Official posters were used to show the importance of Lenin and to get support for the revolution. Lenin is portrayed as a powerful figure who was vitally important to the government in 1920. So powerful that he had the support of a powerful battleship the Aurora in 1917, which is in the poster as a symbol of the Bolshevik revolution. He stands there looking heroic in the centre of the poster, as if he is the main figurehead behind Communist ideas and policies. That is why he is holding the official newspaper up against the background of red, the revolutionary colour used by the Bolsheviks. OR Relates interpretations in L2 to context: e.g. Lenin was a powerful figure who was very important at the start of the revolution and vital to Bolshevik survival in 1920. The Aurora was the battleship which fired the first shot of the Bolshevik revolution in 1917 signalling the attack on the Winter Palace, underlining Lenin as the man behind it. In 1920, when this propaganda poster was published, Lenin needed support because of the dreadful problems caused by Civil War and War Communism. Famine, the seizing of food and brutality had made the Bolsheviks unpopular, so people had to be persuaded that Lenin was the strong figurehead who the Bolsheviks had to support at this difficult time.	4-5
	Level 4: Both aspects of Level 3 e.g. Official posters were used to show the importance of Lenin and to get support for the revolution. Lenin is portrayed as a powerful figure who was vitally important to the government in 1920. So powerful that he had the support of a powerful battleship the Aurora in 1917; this is in the poster as a symbol of the Bolshevik revolution. The Aurora was the battleship which fired the first shot of the Bolshevik revolution in 1917 signalling the attack on the Winter Palace, underlining Lenin as the man behind it. He stands there looking heroic in the centre of the poster, as if he is the main figurehead behind Communist ideas and policies. That is why he is holding the official	6-7

newspaper up against the background of red, the revolutionary colour used by the Bolsheviks. In 1920, when this propaganda poster was published, Lenin needed support because of the dreadful problems caused by Civil War and War Communism. Famine, the seizing of food and brutality had made the Bolsheviks unpopular, so people had to be persuaded that Lenin was the strong figurehead who the Bolsheviks had to support at this difficult time.

- 04** 'The First World War was the most important cause of the revolution in Russia in February/March 1917.' **10**
How far do you agree with this statement? Explain your answer.

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, because they lost a lot of men. The government of Nicholas II became more unpopular. They were losing the war on the Eastern Front.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Defeats and shortages at the front weakened the power of the Tsar. as he had to leave St Petersburg and take charge himself leaving the Tsarina behind.
- The Duma was failing and Rasputin was becoming more and more powerful.
- There were food shortages in major cities.
- Transport was breaking down in the severe weather.
- Strikes broke out and troops refused to join the demonstrators.
- Revolutionary groups were organising the opposition.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Other factors apart from the war were just as important. The Tsar and his family were unpopular because of their links to Rasputin. However with the Tsar away at the front the power of Rasputin and his friends grew. Ministers were sacked and those that replaced them just agreed with Rasputin and the Tsarina Alexandra. People lost faith in the monarchy and influential figures in the Duma realised that the only hope was to remove the Tsar if Russia was to be saved from the effects of strikes, food shortages and the refusal of soldiers to stop the demonstrations. The Tsar was persuaded to abdicate as there was no hope of restoring order.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees 7-8

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. As the Russian army suffered defeats at the Front the Tsar became unpopular because people blamed him for defeat and the high casualty figures. Troops began to desert and they looked to overthrow the government. The effect of the weather on the breakdown of food supplies also lead to discontent and strikes in the towns and cities and so workers joined in the protests.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument 9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Failure on the battlefield and the loss of Poland to the Germans were important. Had the Tsar been successful in the war then the people might have accepted the problems at home. The actions of Rasputin were also important. He took control over the royal family and became really unpopular within the Duma and royal circles. In the end the most important reason was the weakness of the Tsar who failed on the battlefield and failed to see that he needed to sort out the problems at home including the government of Russia and the poverty people had to put up with.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 2
Weimar Germany, 1919–1929

05	Who were the Freikorps?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. They were a private army set up after the war; they were used to crush the communists; they were involved in the Kapp Putsch; etc.	3
06	Source C is critical of the Weimar Republic. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. Hitler says that the state is cheating people.	1
	Level 2: Uses the content/details of the source to make an informed inference Infers one-sided nature of source using and analysing content and details/tone/language: e.g. the source states that Weimar has betrayed the German people, cheating them and leaving them starving. It uses negative language like 'misery'; it clearly wants the Republic to be overthrown by calling for a dictatorship OR Explains possible bias/provenance Explain and evaluates by reference to authorship/bias/nature, using the ascription of the source: e.g. Hitler hated Weimar and wished to destroy it; in 1924 he had just been released from prison following conviction for the Munich Putsch so he would be hostile.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. Hitler had always been hostile to the Weimar Republic, blaming its leaders for Germany's defeat and post war problems like he does here, and had already tried to overthrow it by force in 1923. Upon his release from prison in 1924 he was now keen to win over people to his point of view and so used emotive language calling it a swindler and cheat. The memory of the hyperinflation is still fresh and he refers to this.	4-5

07	<p>What can you learn about social attitudes in the Weimar Republic during the late 1920s from Source D?</p> <p>Use the source and your knowledge to explain your answer.</p> <p>Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)</p> <p>Candidates either submit no evidence or fail to address the question.</p> <p>Level 1: Description, relying on source e.g. People were able go out to clubs, dancing to jazz etc.</p> <p>Level 2: Identifies valid interpretation or inference e.g. Weimar was recovering and life was getting back to normal. German people were enjoying new freedoms. Social attitudes were changing.</p> <p>Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretations in L2 to details in the source such as the way the figures have been drawn, or the caption: e.g. There were new freedoms to do as you pleased as reflected by the women's fashions shown in the painting. The popularity of jazz music as depicted here was evidence of cultural freedom. At this time people had money to enjoy themselves in night clubs.</p> <p>OR Relates interpretations in L2 to context: e.g. The Kaiser's Germany had been culturally repressed and more conservative, but some people in Weimar experienced more freedom, based on rising prosperity and reflected by art, music and literature etc. Germans embraced new fashions, often imported from the USA.</p> <p>Level 4: Both aspects of Level 3</p>	<p>7</p> <p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6-7</p>
-----------	--	---

- 08** 'The success of the Weimar government was the most important reason why the Nazi party failed to gain mass support in the years 1923 to 1929.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, Weimar was doing well at this time. Other parties were more successful.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- The disastrous Munich Putsch led to the banning of the Nazi Party.
- Hitler's imprisonment and temporary bans on Hitler making speeches.
- Stresemann's policies meant that people supported the democratic parties.
- There was a lack of support for Hitler from army, industrial workers etc.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Stresemann's economic policies helped Weimar to resist the Nazis. He renegotiated the Reparations and introduced a new stable currency which enabled the German people to enjoy decent living standards.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. Stresemann's economic policies helped Weimar to resist the Nazis. He negotiated the Dawes Plan and introduced a new stable currency which enabled the German people to enjoy decent living standards. However, the Nazis were also in a weak position at this time because they had lost the confidence of the armed forces following the Munich Putsch.

The answer demonstrates highly developed/ complex understanding of the

rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. The success of Stresemann's policies was the most important reason. He restored economic stability with a new currency and the Dawes Plan, this helped make Germany prosperous and immune from extremism. Unlike the period immediately following the war, when the Nazis had developed a following in Bavaria, there was less poverty around which both helped Weimar and weakened extremists like the Nazis – even if they had not been in disarray after the Munich Putsch they would have struggled to have won much support.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 3**The Roaring Twenties: USA, 1919–1929**

09	What was the Ku Klux Klan?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. white supremacy movement; hostile to blacks especially, but also to Jews, RCs, immigrants; strong in the Southern (former slave) states; mass membership; used violence/intimidation; wore distinctive dress etc.	3
10	Source E is in favour of investment on Wall Street in the 1920s. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. They are all gambling on the Stock Market.	1
	Level 2: Uses the content/details of the source to make an informed inference Infers one sided nature of source using and analysing content and details/tone/language: e.g. The message is entirely positive stressing that all walks of life benefit from Wall Street investment. The 1920s are referred to as a 'dizzy decade', suggesting people were having a great time due to the stock market. OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source: e.g. US newspapers carried advertising which fuelled consumerism so they would be in favour of investment on Wall Street.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. US newspapers encouraged the 'get rich quick' mentality evident in this extract because they encouraged consumerism. They carried advertising from the companies listed on the Stock Market, so it was in their interests to make all types of Americans believe that this was a gamble no one could lose. They reported on the continued success of companies so all types of people would buy and avidly read them.	4-5

11	What can you learn about the US economy in the 1920s from Source F ? Use the source and your knowledge to explain your answer.	7
Target:	understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Description, relying on source e.g. People are rushing to get information about their shares from a shares machine during the economic boom in the USA before the Wall Street Crash.	1
Level 2:	Identifies valid interpretation or inference e.g. people are obsessed to get any kind of information they can about their share prices. People are desperate to find out if their shares are doing well. People are rushing towards the share machine and are acting like sheep because they all think it's a way to get rich. Too many people are swept along in the rush to find out about share prices.	2-3
Level 3:	Explains interpretation/inference using either the source or knowledge EITHER Relates interpretations in L2 to details in the source such as the way the figures have been drawn, or the caption: e.g. The American people are so excited that they are rushing towards the share price machine, which has a glow almost like a halo around it suggesting that it is a source of good. It dominates the cartoon, just like the way the stock market dominated America. OR Relates interpretations in L2 to context: e.g. All through the 1920s share ownership became a way of life in the US. Many companies prospered due to mass production, consumerism and laissez faire policies. Americans speculated that shares, bought on credit, would keep on rising in value.	4-5
Level 4:	Both aspects of Level 3 e.g. In the 1920s many, particularly middle class, Americans believed that investment in the stock market was a great way to become rich and, like in the cartoon, they rushed headlong into it. The profits they made helped fuel consumerism and the growth of the US economy. When the cartoon was drawn in January 1929 share prices were still going up, and it was possible to see Wall Street almost like the sun which radiated its benefits to all sections of society.	6-7

12	<p>‘Racial tension was the most important reason why the USA was a divided society in the 1920s.’</p> <p>How far do you agree with this statement? Explain your answer.</p>	10
Target:	explanation of cause and consequence (AOs 1 and 2)	
Candidates either submit no evidence or fail to address the question.		0
Level 1:	<p>Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge</p> <p>e.g. Yes, blacks were treated badly as there was a lot of prejudice and intolerance towards them.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1
Level 2:	<p>Narrative or Identification of factors</p> <p>e.g.</p> <ul style="list-style-type: none"> • Activities of the KKK. • Unemployment as a result of prejudice towards blacks. • Examples of poverty and intolerance amongst migrant groups. • White Americans also failed to enjoy the boom. • Farmers, workers in traditional industries, therefore economic divisions were apparent. • Divisions related to attitudes about, and of, women in society. <p>NB Evaluative responses with weak support equates to ‘identification of factor(s)’ and will be placed in this level.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	2-4
Level 3:	<p>Explains one factor, agreeing or disagreeing in response to the question</p> <p>Develops one of the factors in L2:</p> <p>e.g. Racial tension did divide American society. Black Americans were terrorised by the Ku Klux Klan, especially in the Deep South. They were prevented from voting, segregated, and denied proper education and employment opportunities.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.</p>	5-6
Level 4:	<p>Explains given factor and one or more alternative factors i.e. agrees and disagrees</p> <p>Develops and explains factors which both agree and disagree, meeting the demands of the question:</p> <p>e.g. Black Americans were oppressed. They were attacked by the Ku Klux Klan, especially in the Deep South. They were prevented from voting and segregated. Poverty was also a problem, particularly for farmers in the Mid West who suffered from over production and falling prices.</p>	7-8

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Divisions in American society, whether racial or economic, reflected where you lived. In the industrial towns on the East coast there were opportunities to get well paid jobs and enjoy a better lifestyle. Even Black Americans could find their way out of poverty here. In rural areas White farmers were driven off the land as their homes were repossessed when agricultural prices fell and they could not pay their mortgages. For Black Americans living in the South, because of discrimination and persecution, it was almost like they were still living in slavery.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 4**Stalin's Dictatorship: USSR, 1924–1941**

- 13** Who was Leon Trotsky? **3**
- Target:** recall, selection and deployment of information (AO1)
- Candidates either submit no evidence or fail to address the question.** **0**
- One mark for each relevant point; additional mark for supporting detail** **3**
 e.g. opponent of Stalin; leader of the Red Army in the Civil War; Commissar for War; member of Central Committee; Lenin's likely successor; etc.
- 14** **Source G** is critical of how Soviet Russia was controlled in the 1930s. How do you know? **5**
 Use the source and **your knowledge** to explain your answer.
- Target:** understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)
- Candidates either submit no evidence or fail to address the question.** **0**
- Level 1: Simple source use/comprehension/paraphrasing** **1**
 e.g. He was afraid to open his mouth.
- Level 2: Uses the content/details of the source to make an informed inference** **2-3**
 Infers one-sided nature of source using and analysing content and details/tone/language:
 e.g. He is clearly frightened to speak out. His tone is telling – he speaks of 'cowardice' being the norm; you might be an 'enemy of the people' even if you were a Communist.
- OR Explains possible bias/provenance**
 Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source:
 e.g. The commander was critical because this was the period of the show trials and he might be one of the accused.
- Level 3: Both aspects of Level 2** **4-5**
 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source:
 e.g. At this time Stalin was seeking to consolidate his power. 90% of senior officers were purged during the show trial era, so this commander is understandably nervous about speaking out. The fact that he was a senior communist made him aware of the danger of being branded an enemy of the people. The very fact that he was prepared to take such a risk, even privately, shows how unhappy he was.

15	What can you learn about Stalinist propaganda from Source H ? Use the source and your knowledge to explain your answer.	7
	Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Description, relying on source e.g. It shows Lenin and Stalin talking, discussing and working together. Stalin had an official painting of him and Lenin produced.	1
	Level 2: Identifies valid interpretation or inference e.g. Stalin wanted the Russians to think that he was very close to Lenin. It shows Stalin to be important.	2-3
	Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretations in L2 to details in the source such as the way the figures have been drawn, or the caption: e.g. Stalin and Lenin are shown to be very close, with their heads together. Lenin is actually looking to Stalin for guidance. They are represented as partners. OR Relates interpretations in L2 to context: e.g. In reality Lenin and Stalin were not close, and Lenin's political testament warned against him. In the 1930s Stalin's cult of personality set out to make him appear the heroic leader of his people.	4-5
	Level 4: Both aspects of Level 3 e.g. During the 1930s Stalin was keen to consolidate his power. One way of doing so was to associate himself with Lenin, the hero and leader of the Bolshevik Revolution. By commissioning propaganda like this painting, in which he creates the myth that he was close to and worked alongside Lenin during the revolutionary era, Stalin was able to represent himself as Lenin's rightful heir.	6-7

16	'Collectivisation was the most important reason for the USSR gaining a stronger economy in the 1930s.' How far do you agree with this statement? Explain your answer.	10
	Target: explanation of cause and consequence (AOs 1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge	1
	e.g. No, because industrial growth such as steel and electricity made Russia more powerful.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
	Level 2: Narrative or Identification of factors	2-4
	e.g. <ul style="list-style-type: none"> • Impact of collectivisation in boosting production. • The impact of the destruction of Kulaks. • The Five Year Plans and industrialisation. • Stalin's determination as the key to progress. • The impact of measures to force higher productivity such as propaganda, harsh discipline etc. 	
	NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.	
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.	
	Level 3: Explains one factor, agreeing or disagreeing in response to the question	5-6
	Develops one of the factors in L2: e.g. The Five Year Plans were responsible for Russia becoming a stronger economy. Ambitious targets were set for coal, iron, steel, oil and electricity production which managers and workers had to meet or face the consequences. Coal output more than tripled for example. Major new industrial centres like Magnitogorsk were built – in the space of a few years it grew from a village to become one of the biggest steel centres in the world. In ten years Russia was transformed into a modern economy from one that was 50-100 years behind the west.	
	The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.	
	Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees	7-8
	Develops and explains factors which both agree and disagree, meeting the demands of the question:	
	e.g. Collectivisation was important because it eventually led to an increase in	

grain production. By taking over agriculture Stalin was able to modernise production methods. However, the Five Year Plans were also important because they were responsible for Russian industrial growth in coal, iron, steel, etc and the growth of new industrial towns like Magnitogorsk.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. The Five Year Plans did result in a growth in heavy industry as new towns like Magnitogorsk developed and iron, steel and coal output soared in response to ambitious targets, but they were not the most important factor in Russia becoming a stronger economy. Collectivisation was critical because it not only modernised Russian agriculture with tractors and machinery and so boosted output, but it made many Russians leave the land and go to work in the industrial sector. Without collectivisation the Five Year Plans would not have been possible.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 5
Hitler's Germany, 1929 –1941

17	Who were the Brown Shirts?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. Stormtroopers; the SA; they were Hitler's thugs who broke up opposition meetings; etc.	3
18	Source J is in favour of the use of propaganda. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. It works as long as it is constantly used.	1
	Level 2: Uses the content/details of the source to make an informed inference Infers nature of source using and analysing content and details/tone/language: e.g. Hitler suggests that propaganda is powerful because it can convince people of the most unlikely things, by seeing the most awful life 'as paradise'. By describing its use as 'clever' it's clear he supports it. OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source: e.g. Hitler would say that as he was a master in the use of propaganda through speeches, rallies, election posters etc.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source e.g. Hitler clearly saw the power of propaganda because he says it could make the poor think that they were living in paradise and he describes its use as clever. These are precisely the methods he used in power when Goebbels, his Minister of Propaganda and National Enlightenment, used the media to promote Nazi policy to/brainwash the German people.	4-5

19	What can you learn about Hitler's coming to power from Source K ? Use the source and your knowledge to explain your answer.	7
Target:	understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Description, relying on source e.g. Hitler and Hindenburg are close friends; they get on well together to sort out Germany's problems.	1
Level 2:	Identifies valid interpretation or inference e.g. Hitler wanted to gain votes by claiming that he had the support of the popular wartime hero Hindenburg. Hitler is presented as the best choice in a time of crisis.	2-3
Level 3:	Explains interpretation/inference using either the source or knowledge EITHER Relates interpretations in L2 to details in the source such as the way the figures have been drawn, or the caption: e.g. To gain support, Hitler wants to present himself as close to Hindenburg. They are depicted shaking hands. They are both in uniform, suggesting like-mindedness. OR Relates interpretations in L2 to context: e.g. The March 1933 Election took place less than 2 months after Hitler became Chancellor. Although he did not have a majority of seats in the Reichstag – he only had about 1/3 rd of the vote – he had been appointed Chancellor by President Hindenburg in January. At this time Hitler was keen to win over new supporters.	4-5
Level 4:	Both aspects of Level 3 e.g. In the March 1933 election it was important for Hitler to give the impression that he had the backing of Hindenburg – hence they were depicted as being close. Although he had been appointed Chancellor in January, many Germans were still wary of Hitler (including Hindenburg himself). By promoting himself as Hindenburg's choice he was likely to win over some of the moderates, as he needed to increase his Party's presence in the Reichstag and so consolidate power.	6-7

- 20** 'The most important reason why the Nazis were able to control Germany, in the years 1933 to 1939, was the economic benefits they brought to the German people.' **10**
How far do you agree with this statement? Explain your answer.

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, more people had jobs and unemployment fell. No, people were frightened to oppose Hitler.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Lower unemployment.
- Strength through Joy.
- Improved sports facilities and cheap holiday schemes.
- Impact on farmers (both benefits and disadvantages).
- Loss of trade union rights linked to poorer wages and loss of bargaining rights.
- Concentration on heavy industry at expense of consumer goods.
- Suppression of rivals.
- The use of terror.
- The use of propaganda.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Hitler's economic policies helped the German people by reducing unemployment. When he came to power there were over 6 million out of work – by the end of the 1930s there were actually labour shortages. He did this by rearmament and a big public works scheme. This made Hitler and the Nazis popular.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. Hitler's economic policies benefited the German people by reducing unemployment. When he came to power there were over 6 million out of work – by the end of the 1930s there were actually labour shortages. He did this by rearmament and a big public works scheme. However, his opponents were prevented from challenging his control through the use of terror, such as the Gestapo and concentration camps.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Although Hitler's economic policies brought benefits to some of the German people, with unemployment reductions and growth in heavy industry, many of the gains were exaggerated by propaganda and some missed out completely – for example Jews were not counted as unemployed. Consumer goods were actually in short supply and although Strength Through Joy offered the prospect of a cheap Volkswagen, very few were ever delivered. Full employment aside, the German people did not actually enjoy great economic benefits even they were told that they did, although big industrialists did well on the back of rearmament. The German people were terrified to protest against conditions in view of the concentration camps and the activities of the Gestapo. Once the one party state had been created, and in the absence of trade unions, there were no opportunities to speak out. This was the most important reason that the Nazis had control – economic well-being was a myth.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 6
Mussolini's Italy, 1918–1946

- 21** What was the March on Rome in 1922? **3**
- Target:** recall, selection and deployment of information (AO1)
- Candidates either submit no evidence or fail to address the question.** **0**
- One mark for each relevant point; additional mark for supporting detail** **3**
 e.g. Mussolini's followers marched to Rome to seize power; scheduled for 28 October 1922; Victor Emmanuel refused to declare martial law; seizure of power a myth - Mussolini appointed prime minister over the phone.
- 22** **Source L** supports the invasion of Abyssinia/Ethiopia. How do you know? **5**
 Use the source and **your knowledge** to explain your answer.
- Target:** understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)
- Candidates either submit no evidence or fail to address the question.** **0**
- Level 1: Simple source use/comprehension/paraphrasing** **1**
 e.g. The Abyssinians are described as barbaric.
- Level 2: Uses the content/details of the source to make an informed inference** **2-3**
 Infers one sided nature of source using and analysing content and details/tone/language:
 e.g. the source suggests that it was right to invade Abyssinia given the barbaric nature of that country, suggesting that the Italians should stop such things as slavery.
- OR Explains possible bias/provenance**
 Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source:
 e.g. Mussolini would try to justify his actions; he would want to win popular support.
- Level 3: Both aspects of Level 2** **4-5**
 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source:
 e.g. Mussolini had not expected the invasion of Abyssinia to arouse so much international opposition and so here he is putting forward his case. He was keen to represent his actions in Abyssinia as just. By making it out to be a crusade against barbarism he would win the backing of the Catholic Church and the majority of the Italian people, and possibly even win over international support.

23	What can you learn about Italy's relationship with Nazi Germany from Source M ? Use the source and your knowledge to explain your answer.	7
Target:	understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Description, relying on source e.g. Hitler and Mussolini are working closely together.	1
Level 2:	Identifies valid interpretation or inference e.g. Mussolini wanted to boost his popularity by showing that another important leader had come to visit him in Rome. Mussolini wanted to show the strength of his relationship with Nazi Germany.	2-3
Level 3:	Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. the way the figures are standing together, the military uniforms, flags, medals etc. OR Relates interpretation in L2 to context: e.g. the Rome-Berlin Axis, Mussolini's desire for popularity in the wake of his aggressive foreign policy etc.	4-5
Level 4:	Both aspects of Level 3 e.g. Mussolini wanted to show the strength of his relationship with Nazi Germany. Mussolini and Hitler stand side by side in the picture and both leaders are dressed in military uniform indicating a show of strength and power. This is also reflected by the fact that the flags of Fascist Italy and Nazi Germany are positioned side by side. The official painting was produced in 1938 and reflects the fact that Italy signed the Rome-Berlin Axis in November 1936.	6-7

- 24** 'Military failure in the Second World War was the most important reason for the end of fascism in Italy.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, many had died so people turned against the Fascists.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Defeats exposed the unpopularity of the war.
- Bombing of cities and increased German military activity led to the King being called upon to dismiss Mussolini.
- Unpopularity of and disillusionment with Fascism even before the war had started such as poor social services, economic weakness, poverty, falling wages, corruption etc.
- Disapproval of becoming Germany's satellite.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. The Italian army's performance in WW2 was poor, being defeated in N Africa and in 1943 Italy was invaded and the south was quickly over-run by the Allies. Italy lost 1 million troops in the fighting. Once Sicily fell Mussolini was sacked by the King.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. the disapproval of entry into the war and the damage done to the reputation of Mussolini because of little prospect of any military success. Also disillusionment with the corruption of the Fascist regime lead to little support for Mussolini when the King dismissed him.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an

appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Although defeat in WW2 saw Italians finally turn against Mussolini, the result of all of the losses and destruction, this was not necessarily decisive. The Fascists had never been all powerful in Italy because of the influence of the Church. Most Italians were sceptical about Mussolini's propaganda claims by the 1930s and the economy had not done well. People hated all the corruption and most only paid lip service to the regime even before the war.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 7**Depression and the New Deal: USA, 1929–1941**

25	What was the TVA?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. It was the Tennessee Valley Authority; an organisation that cut across seven states; TVA states had physical (flooding, soil erosion) and social problems (poverty, no electricity); TVA was a New Deal measure; it led to the building of dams in the Tennessee Valley; etc.	3
26	Source N is critical of the New Deal. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. The New Deal just takes from those who have saved and gives it away.	1
	Level 2: Uses the content/details of the source to make an informed inference Infers one sided nature of source using and analysing content and details/tone/language: e.g. The source suggests that people who have worked hard and saved are being made to suffer by those who do not deserve it and never will – the message is entirely negative. OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source suggesting that : e.g. Republicans would argue against a Democratic President in the run up to the 1936 election, Republicans were critical of Roosevelt.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. Roosevelt's New Deal was following policies which favoured hand-outs rather than the 'rugged individualism' of his Republican opponents. Measures like the Social Security Act of 1935 which offered pensions and unemployment benefits, referred to here, was very controversial amongst the better off Americans represented by this Congressman.	4-5

27	What can you learn about Roosevelt and the Supreme Court from Source O ? Use the source and your knowledge to explain your answer.	7
Target:	understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Description, relying on source e.g. Roosevelt is pushing back the man's head so there will be no national recovery and America will drown in the Depression. OR Roosevelt's actions have been illegal according to the Supreme Court so America will have to stay in the water and drown.	1
Level 2:	Identifies valid interpretation or inference e.g. The Supreme Court is ruining Roosevelt's efforts to save America from the Depression.	2-3
Level 3:	Explains interpretation/inference using either the source or knowledge EITHER Relates the interpretation in L2 to details in the source: e.g. Roosevelt is pushing America back into the Depression to drown; the Supreme Court is to blame by drawing on what the caption says. OR Relates the interpretation in L2 to context: e.g. the Supreme Court declared some of Roosevelt's New Deal policies illegal. The National Recovery Administration was declared unconstitutional.	4-5
Level 4:	Both aspects of Level 3 e.g. The cartoon shows Roosevelt returning a man to the water, in other words the man (America) cannot be rescued by Roosevelt's national recovery (boat) and is instead left to drown in the depression (sea). The caption makes clear that this is the result of the actions of the Supreme Court. The court was dominated by Republicans who opposed the New Deal. As a result of the Schechter Poultry Corporation's appeal to the Supreme Court, the National Recovery Administration was declared unconstitutional in 1935. The cartoon brands this action 'the Illegal Act'.	6-7

- 28** 'Hoover's failure to solve the Depression was the most important reason for Roosevelt's success in the 1932 presidential election.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, because people lost jobs and wanted a change.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Hoover's belief in rugged individualism.
- Hoover's Economic failures.
- Hoover's limited attempts to revive the economy e.g. Hawley-Smoot Tariff and Emergency Relief Act.
- Roosevelt's background' style of campaigning, promises of a New Deal.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Hoover believed in rugged individualism. He did not believe that the Depression would last long and was blamed by impoverished Americans for not doing enough to stop it or mitigate its effects - "in Hoover we trusted, now we are busted" was a common criticism.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. Hoover's belief in rugged individualism seemed out of touch with reality and his economic failures, like unemployment and the collapse of the stock market led to a loss in confidence and a decrease in support. Also Roosevelt's promises of a New Deal, with relief for the poor and action to help industry and agriculture, meant people voted for him.

The answer demonstrates highly developed/ complex understanding of the

rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4 supporting or rejecting the view after considering and explaining 'how far':

e.g. Hoover believed in rugged individualism and he had stormed to victory in the 1928 election on this programme. He did not believe that the Depression would last long and was blamed by impoverished Americans for not doing enough to stop it or mitigate its effects - "in Hoover we trusted, now we are busted" was a common criticism. Hoover believed that economic problems in Europe and not weaknesses in the US economy was the main cause of the depression, his policies damaged his electoral chances. He blocked the Garner-Wagner Relief Bill which would have provided \$2.1 billion to create jobs, did not help people suffering from the depression because he believed that social security was not the responsibility of the Government, and allowed troops and police to use heavy handed tactics to disperse the peaceful bonus marchers. By contrast Roosevelt's promise of a new deal, with help for the needy and support for America's ailing financial, manufacturing and agricultural sectors, addressed the concerns of the American people. His style of campaigning also captured their imagination. However, had Hoover's policies not been seen as so inadequate to America's changed circumstances, Roosevelt would not have enjoyed his landslide victory in 1932.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 8

Indian Independence, 1917–1947

29 What was the Government of India Act, 1919? **3**

Target: recall, selection and deployment of information (AO1)

Candidates either submit no evidence or fail to address the question. **0**

One mark for each relevant point; additional mark for supporting detail **3**

e.g. Resulted in limited self-rule for the Indian people; this applied to areas such as agriculture, education and health; foreign affairs and defence were excluded; etc.

30	<p>Source P is critical of the Indian National Congress. How do you know? Use the source and your knowledge to explain your answer.</p> <p>Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)</p> <p>Candidates either submit no evidence or fail to address the question.</p> <p>Level 1: Simple source use/comprehension/paraphrasing e.g. The INC was accused of not being interested in the poor of India or their problems etc.</p> <p>Level 2: Uses the content/details of the source to make an informed inference Infers one sided nature of source using and analysing content and details/tone/language: e.g. The source claims that ordinary Indian people were ‘not interested in’ the INC and that the INC, ‘knew little about’ the poor. It criticises the INC for doing little to remedy poverty or poor health etc. All the content is one-sided.</p> <p>OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source: e.g. It is the perspective of a historian of the Muslim League who would draw on hindsight and analysis of the INC to infer that the nature of its membership meant a lack of focus on social injustice and that the INC did not represent the intentions of all groups in Indian society.</p> <p>Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. The source is written by a historian of the Muslim League who makes clear the narrow (Hindu) representation of the Indian National Congress. The source is entirely critical of the INC, claiming that ordinary people, presumably including non-Hindus such as Muslims, ‘were not interested’ in the INC and that the INC ‘knew little about’ the poor. Such a historian could be more critical of the INC: the Muslim League was more successful than the INC in 1946 during negotiations over independence. The League achieved their aim of partition unlike the INC which favoured one large Indian state.</p>	<p>5</p> <p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>
-----------	--	---

31	What can you learn about the problems facing India in 1946 from Source R ? Use the source and your knowledge to explain your answer.	7
	Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Description, relying on source e.g. There may be a Civil War and famine. The woman who represents India is frightened.	1
	Level 2: Identifies valid interpretation or inference e.g. While Indian leaders argue about the future constitution they seem to ignore the risk of Civil War and famine.	2-3
	Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. the words spelled out on the animals, the figure of India cowering in fright while constitutional discussions continue up the tree. OR Relates interpretation in L2 to context: e.g. the arguments about the new constitution and/or the difficulties facing post-war India.	4-5
	Level 4: Both aspects of Level 3 e.g. The cartoon suggests that whilst the Muslim League (represented by Jinnah) and the Indian National Congress party (represented by Gandhi in the cartoon) argue over the new constitution, India is left to the mercy of famine (the wolf) and civil war (the tiger). India is represented by a woman holding a baby to suggest vulnerability in the face of these predators. The cartoon is accurate since in 1946 Mountbatten had to persuade Nehru, the leader of the INC party, to accept partition which had been suggested by Jinnah. The cartoon also reflects both Gandhi's pacifism (he is trying to wrestle the gun from Jinnah) and the British belief that a civil war might break out at any time between India's 92 million Muslims and 255 million Hindus.	6-7

- 32** 'The peaceful actions of Gandhi were the most important reason for India gaining independence.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, people saw Gandhi as their leader.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Gandhi as iconic and persuasive figure.
- Impact of new Labour Government in Britain.
- Realisation that continued British control not feasible.
- Impact of Second World War.
- Pressure on Britain from USA.
- Culmination of processes begun in 1919.
- Declining importance of India to Britain.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. The impact of the Second World War was the most important reason. Unlike the pacifist Gandhi, other members of the Congress sympathised with Britain's declaration of war on Germany by the Viceroy but insisted that support for Britain could only be given in return for progress towards independence. Whilst Congress leaders such as Nehru resigned when such a promise was not forthcoming, Muslim League members, led by Jinnah, actively supported the British army. Congress leaders still did not support Britain when Japan threatened invasion in 1942, instead launching the 'Quit India' campaign, despite the offer of full independence once the war was over. Therefore the war drove the British to grant independence, and partition, by 1947.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question such as:

e.g. Gandhi was an iconic figure who led persuasive campaigns before and after the war which changed attitudes, for example non-violent protests that included days of strikes and fasting, refusal to pay taxes, boycotting of British goods, and deliberate law breaking in order to be sent to prison. However, Britain's desperate economic situation after the Second World War was also important. With debts of £2730 million and difficulty of maintaining Imperial control when domestic reconstruction was required Prime Minister Atlee realised how expensive it would be to remain in India.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Gandhi helped to fuel the movement for Indian Independence. As an educated man he was able to argue forcefully with the British whilst at the same time remaining a popular and inspiring leader of millions of Indians, not just Hindus. His tactics of non-violent protest and policy of non-corporation with the British gave publicity and momentum to the movement, such tactics were used by Gandhi until 1947. However, Gandhi was only one man and there were a number of parties which campaigned for independence. The Indian National Congress party (which Gandhi joined), the Muslim League and the Indian Nationalist Party all supported independence. The move to independence partly evolved (1919 Government of India Act was an early move towards self-government, 1929 Round-table Conference on the future of India included Indian politicians, and the 1935 Government of India Act gave further concessions). However, it was war which increased the pace of change. Jinnah and the Muslim League supported the war effort in the hope of winning British support for partition. Following the Japanese threat to invade India in 1942, the Congress party demanded 'full independence' at once, despite the British offer of independence following the war, and began the Quit India campaign. Following the war, Britain realised how expensive it would be to remain in India. So whilst Gandhi drove the campaign, the role of political parties and the impact of the Second World War had influence too, and determined the timing of Independence.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 9**Race Relations in the USA, 1955 –1968**

- 33** Who was Rosa Parks? **3**
- Target:** recall, selection and deployment of information (AO1)
- Candidates either submit no evidence or fail to address the question.** **0**
- One mark for each relevant point; additional mark for supporting detail** **3**
 e.g. she refused to give up her seat in white only area of a bus; arrested for breaking bus segregation law in Montgomery; NAACP activist; etc.
- 34** **Source S** is critical of the March on Washington. How do you know? **5**
 Use the source and **your knowledge** to explain your answer.
- Target:** understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)
- Candidates either submit no evidence or fail to address the question.** **0**
- Level 1: Simple source use/comprehension/paraphrasing** **1**
 e.g. No one changed their views.
- Level 2: Uses the content/details of the source to make an informed inference** **2-3**
 Infers one sided nature of source using and analysing content and details/tone/language:
 e.g. Malcolm X describes the March on Washington as a farce. He puts the March in the context of 400 years of prejudice.
- OR Explains possible bias/provenance**
 Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source:
 e.g. Malcolm X was opposed to the integration of Black and White Americans as promoted by Martin Luther King. He would have been aware that there were continued racial tensions in 1964.
- Level 3: Both aspects of Level 2** **4-5**
 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source:
 e.g. Malcolm X in writing about the March on Washington, or the “farce” on Washington as he called it, would be critical of the methods of his rivals who favoured the integration of Black and White Americans. He also stressed the deep-rooted nature of the racism and opposition of powerful White Americans to justify his own separatist views.

35	What can you learn about attitudes to Civil Rights from Source T ? Use the source and your knowledge to explain your answer.	7
Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)		
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Description, relying on source e.g. It shows a black American refusing to board a bus.	1
	Level 2: Identifies valid interpretation or inference e.g. Black Americans were refusing to accept segregation. People were supporting the Montgomery Bus boycott.	2-3
	Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. the calm passive demeanour of the black American; his determination; his relative size; people were becoming more militant about civil rights etc. OR Relates interpretation in L2 to context: e.g. Rosa Parks was arrested for not giving up her seat on a segregated bus. She was put on trial and a boycott was organised in protest. Martin Luther King was involved in leading the protest. The Montgomery bus boycott lasted for 381 days. Buses stood idle for months, severely damaging the bus company's finances. The law requiring segregation on public buses was eventually lifted.	4-5
	Level 4: Both aspects of Level 3 e.g. Black Americans were refusing to accept segregation (the destination of the bus) and the cartoon represents a reaction to treatment of Rosa Parks who was arrested. Rosa Parks was arrested for not giving up her seat on a segregated bus. She was put on trial and a boycott was organised in protest. Martin Luther King was involved in leading the protest. The Montgomery bus boycott lasted for 381 days. Buses stood idle for months, severely damaging the bus company's finances. The law requiring segregation on public buses was eventually lifted. The calm passive demeanour of the Black American in the cartoon therefore represents the tactic of non-violent direct action which was demonstrated by the bus boycott.	6-7

- 36** 'The work of Martin Luther King was the most important reason why civil rights improved in the USA in the 1960s.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, Martin Luther King's peaceful methods won over many people.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Non-violent methods.
- Organised freedom marches in Birmingham.
- Spoke of his dream at the end of the Washington march.
- Militant organisations formed – advocating use of force to gain rights.
- Impact of other individuals such as Malcolm X.
- Domestic politics – Kennedy's Civil Rights Bill.
- Johnson support as part of the Great Society, war on poverty etc.
- Changing attitudes against the worst examples of prejudice and disillusionment with violence in US society.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Martin Luther King was the most important reason why civil rights improved. He advocated non-violent direct action as demonstrated in the Montgomery bus boycott. King spoke of the 'right to protest for right'. Following the bus boycott King formed the Southern Christian Leadership Conference which ran conferences and trained activists in the techniques of non-violent protests and how to handle the police, and the media. King also organised civil rights marches and rallies, including one at Birmingham where the media captured the violent reaction of the police. The most high profile event came in August 1963 when King gave his 'I have a dream' speech. This event had a huge impact on public opinion and helped to secure the Civil Rights Act of 1964.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. the impact of MLK's organisation of freedom marches, media interest contrasting with violent reactions of the authorities giving civil rights protesters moral superiority and impact of Malcolm X and race riots in the 1960s which made an impression that urgent solutions were required.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument **9-10**

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Martin Luther King was only part of the reason why civil rights improved in the 1960s. He advocated non-violent direct action as demonstrated in the Montgomery bus boycott. King spoke of the right to protest for right. Following the bus boycott King formed the Southern Christian Leadership Conference which ran conferences and trained activists in the techniques of non-violent protests and how to handle the police, and the media. King also organised civil rights marches and rallies, including one at Birmingham where the media captured the violent reaction of the police. The most high profile event came in August 1963 when King gave his 'I have a dream' speech. This event had a huge impact on public opinion and helped to secure the Civil Rights Act of 1964. However, whilst King could mobilise public opinion and use the media to advantage, the Civil Rights movement also gained momentum because of the actions of other groups such as the Student Non Violent Coordinating Committee and the Congress of Racial Equality. Both of these groups helped to organise restaurant sit-ins and freedom rides against segregation. Similarly, King was only able to realise his legislative aims due to the actions of the Democrat presidents Kennedy and Johnson. In 1961 Kennedy committed himself to a wide ranging civil rights programme of law. His successor Johnson, Kennedy's Vice-President, was only able to push through the Civil Rights Act and Voting Rights Act because of his ability and experience to deal with Congress. So whilst King achieved much, turning his aims into laws depended upon the support of others and sympathetic Democratic presidents.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 10**The USA and Vietnam 1964 – 1975**

- 37** What was guerrilla warfare? **3**
- Target:** recall, selection and deployment of information (AO1)
- Candidates either submit no evidence or fail to address the question.** **0**
- One mark for each relevant point; additional mark for supporting detail** **3**
 e.g. Method of fighting in the jungle; used by Vietcongs; included tunnels, booby traps; etc.
- 38** **Source U** is justifying the attack on My Lai. How do you know? **5**
 Use the source and **your knowledge** to explain your answer.
- Target:** understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)
- Candidates either submit no evidence or fail to address the question.** **0**
- Level 1: Simple source use/comprehension/paraphrasing** **1**
 e.g. The soldier was destroying the enemy.
- Level 2: Uses the content/details of the source to make an informed inference** **2-3**
 Infers one sided nature of source using and analysing content and details/tone/language:
 e.g. the source suggests that all he was doing was just following orders – he refers specifically to ‘I was ordered’ and that was his ‘job’ that day. It was a mission and the casualties were irrelevant. His tone is matter of fact/ devoid of emotion.
- OR Explains possible bias/provenance**
 Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source:
 e.g. It was Lt Calley who was on trial for the massacre of men, women and children so he would wish to prove his innocence and avoid being possibly made a scapegoat. He knew that, if found guilty, the punishment would be severe.
- Level 3: Both aspects of Level 2** **4-5**
 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source:
 e.g. it was Lt Calley who was on trial for the massacre of men, women and children so he would wish to prove his innocence and avoid being possibly made a scapegoat. He knew that, if found guilty, the punishment would be severe. Hence, Lt. Calley says that all he was doing was just following orders – he refers specifically to ‘I was ordered’ and that was his ‘job’ that day. He reinforces the idea by saying that it ‘was the mission’ he was given. Again, this may be an attempt to shift the blame to his superiors.

39	<p>What can you learn about President Nixon's Vietnam policy at the end of the 1960s from Source V?</p> <p>Use the source and your knowledge to explain your answer.</p> <p>Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)</p> <p>Candidates either submit no evidence or fail to address the question.</p> <p>Level 1: Description, relying on source e.g. Nixon is being torn in two by two horses or policies going in different directions</p> <p>Level 2: Identifies valid interpretation or inference e.g. Nixon is having problems because he can't control both policies, he will have to choose as the policies appear to be opposed to each other</p> <p>Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. Nixon is having problems because he can't control both policies, he will have to choose as the policies appear to be opposed to each other. This is shown by the way the horses are going in different directions and Nixon seems unable to control the reins and he looks as if he will be split in two.</p> <p>OR Relates interpretation in L2 to context: e.g. The USA had spent huge sums trying to win the war as part of its commitment to stop Communism in SE Asia (eg Domino Theory); however Nixon had decided that South Vietnam should take on more of the military effort (hence the training and equipping of the weak S.Vietnamese army) although this may fail because of its weaknesses.</p> <p>Level 4: Both aspects of Level 3</p>	<p>7</p> <p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6-7</p>
	<p>e.g. Source V reflects the dilemma that Nixon faced in trying to bring US troops home which meant relying on the S.Vietnamese army to resist then Communists more effectively. The suggestion is that 'No Surrender' might mean failure. The USA had spent huge sums trying to win the war as part of its commitment to stop Communism in SE Asia (eg Domino Theory); however Nixon had decided that South Vietnam should take on more of the military effort (hence the training and equipping of the weak S.Vietnamese army) although this may fail because of its weaknesses. Nixon, then, is having problems because he can't control both policies, he will have to choose as the policies appear to be opposed to each other. This is shown by the way the horses are going in different directions and Nixon seems unable to control the reins and he looks as if he will be split in two.</p>	

- 40** 'The failure of US military tactics was the most important reason why the US withdrew from Vietnam.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, the US could not employ tactics which coped against guerrilla warfare such as air bombing

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Ineffective US tactics such as bombing campaigns, use of chemical weapons and defoliants, 'Search and Destroy' etc.
- My Lai.
- Tet Offensive.
- Impact of the media i.e. TV coverage.
- Domestic protest movement.
- Economic pressures in the USA.
- Vietnamisation.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. Ineffective military tactics did lead to the US withdraw from Vietnam. The army used search and destroy tactics - helicopter raids designed to seek out the Vietcong on the ground. Search and destroy was a failure: raids were based on poor intelligence; US troops walked into traps; civilian casualties were high; support for the VC grew. Designed to defeat a guerrilla army, that tactic alienated many Vietnamese peasants and resulted in the deaths of over 200, 000 combat troops in 1968 alone. The US could not sustain such casualties.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the

demands of the question:

e.g. The failure of tactics such as aerial bombing to defeat guerrilla fighters led to the collapse of morale amongst US soldiers and a growing feeling that the war would be difficult to win. Also the impact of TV coverage, especially reports on My Lai, led to changing domestic attitudes towards the war and disillusionment that the US was supposed to stand for individual freedom but its campaign was causing such suffering to ordinary people.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. US military tactics were an important part of the reason why the US withdrew from Vietnam. The failure of aerial bombing (the North's supply lines were never shut down; cost of the air campaign was \$400, 000 to kill one Vietcong; loss of over 10,000 aircraft) and of 'search and destroy' (innocent villages mistaken for VC strongholds; 6 US/civilian deaths to every 1 VC death; increased support for VC) led to a loss of morale in the army and criticism at home. US tactics alone did not cause the US to withdraw. Political pressure mounted on President Johnson (who didn't stand for re-election in 1968) and President Nixon as a result of media publicity surrounding the war. Images of the Kent State University demonstrations (which resulted in student deaths) and infamous pictures of the My Lai Massacre, execution of a VC suspect by a senior Vietnamese policeman in 1968 and napalm bombing, beamed into US homes. Fewer and fewer Americans supported the war. Without American public support and a realisation following the Tet Offensive that the US could not win the war militarily, an exit strategy was vital. Ultimately however, this strategy included the invasion of Cambodia and intensive bombing of North Vietnam. So although military tactics failed overall, they were still necessary to secure a peace agreement in 1973.

The answer demonstrates highly developed/complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 11
The Middle East, 1956–1979

41	What is the PLO?	3
	Target: recall, selection and deployment of information (AO1)	
	Candidates either submit no evidence or fail to address the question.	0
	One mark for each relevant point; additional mark for supporting detail e.g. Palestine Liberation Organisation; Arabs trying to gain independence for Palestine aims to achieve Arab homeland; etc.	3
42	Source W is in favour of the Camp David Agreement. How do you know? Use the source and your knowledge to explain your answer.	5
	Target: understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple source use/comprehension/paraphrasing e.g. It says that Israel and Egypt had made a peace treaty	1
	Level 2: Uses the content/details of the source to make an informed inference Infers one sided nature of source using and analysing content and details/tone/language: e.g. The source uses language which is entirely positive in tone, arguing that despite “deep hatred and fear”, these had been overcome and this was therefore a great achievement. The 25 year duration of the peace is seen as remarkable. The agreement had worked because both sides had respected it and never broken its terms. Treaty spoken of as a “beacon of proof” to the world. OR Explains possible bias/provenance Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source: e.g. Carter was crucial to the success of the Agreement and he would claim this as he had organised the meeting at Camp David and he had an interest in enhancing his reputation and legacy as President as he was speaking 25 years later.	2-3
	Level 3: Both aspects of Level 2 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source: e.g. Source W gives an up-beat assessment of the Camp David Agreement. Entirely positive in tone arguing that despite “deep hatred and fear”, these had been overcome and this was therefore a great achievement. The 25 year duration of the peace is seen as remarkable. Carter makes clear his contribution to this by including himself where he states ‘we concluded the peace treaty’. He would claim this as he had organised the meeting at Camp David and he had an interest in enhancing his reputation and legacy as President as he was speaking 25 years later.	4-5

43	What can you learn about the Six Day War, 1967 from Source X ? Use the source and your knowledge to explain your answer.	7
	Target: understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Description, relying on source e.g. The Israelis were trapped and surrounded between 4 Arab tanks.	1
	Level 2: Identifies valid interpretation or inference e.g. That the defenceless Israelis are surrounded by well armed Arab states and will lose the war.	2-3
	Level 3: Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. the tanks, the figure in the centre representing Israel, publication in the Lebanon would suggest an assumption of success etc. OR Relates interpretation in L2 to context: e.g. Nasser's preparations and expectations, Arab military deployments prior to the outbreak of the Six Day War and perceived Israeli weakness.	4-5
	Level 4: Both aspects of Level 3 e.g. The cartoon suggests that the Israeli's were defenceless and surrounded by well armed Arab states. This is shown in the cartoon by the 4 tanks trapping the character representing Israel (star of David symbol). The cartoon implies that Israel will lose the war due to its entrapment and lack of military power. This partly reflects the situation in May 1967. Israel was surrounded by hostile Arab neighbours (Syria, Jordan, Egypt, Lebanon) whose collective military expenditure was greater than that of Israel – as was the number of soldiers, tanks and aircraft that the Arab states had. However, Israel was not defenceless and the cartoon considerably over-estimates Israel's weakness.	6-7

- 44** 'Israeli military tactics were the most important reason why Egypt and Syria were defeated in the Yom Kippur War (1973).' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, Israel avoided a war on two fronts.

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Israeli military tactics – avoid war on two fronts, crossed Suez canal, captured Egyptian surface to air missile bases.
- USA support for Israel.
- Syrian gains depended upon surprise attack but couldn't hold these.
- Egyptian tactical errors – crossing the Sinai desert without cover of Soviet surface- to- air missiles.
- Influence of USSR on Egyptian decision to agree to cease-fire.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2.

e.g. Israeli military tactics were the most important reason why Egypt and Syria were defeated. Although Israel was initially taken by surprise, the attack came on the day of a religious festival and national holiday, and lost the Golan Heights to Syria and part of the Sinai desert to Egypt, Israel decided to first concentrate on pushing back the Syrians and avoid a war on two fronts. Within 6 days, the Golan heights had been retaken and the Israelis were able to move forces from the north to the Sinai front.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees **7-8**

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. Israeli military tactics were one reason why Egypt and Syria were defeated. Israel decided to first concentrate on pushing back the Syrians and

avoid a war on two fronts. Within 6 days, the Golan heights had been retaken and the Israelis were able to move forces from the north to the Sinai front. However, Israel was only able to succeed because of the tactical errors made by Egypt. Egypt was able to make use of Soviet surface- to-air missiles based on the west side of the Suez Canal. These acted as a shield for the Egyptian forces. But the Egyptians pushed further into Sinai beyond the cover of the missiles. As a result 250 Egyptian tanks were destroyed by the Israeli army, whose forces were now fighting on one front, at a cost of only 10 tanks. This in turn enabled the Israelis to cross the Suez Canal and encircle the Egyptian 3rd Army.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument

9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far':

e.g. Israeli military tactics were one reason why Egypt and Syria were defeated. Israel decided to first concentrate on pushing back the Syrians and avoid a war on two fronts. Israel also benefitted from the tactical errors made by Egypt. Egypt pushed further into the Sinai desert beyond the cover of the Soviet surface- to-air missiles based on the west side of the Suez Canal. As a result 250 Egyptian tanks were destroyed by the Israeli army, whose forces were now fighting on one front, at a cost of only 10 tanks. This in turn enabled the Israelis to cross the Suez Canal and encircle the Egyptian 3rd Army.

Overall, if Egypt hadn't pushed further into Sinai then the war might have lasted considerably longer – more so because of the support which both Israel and Egypt received from the USA and USSR respectively. There is also some debate as to whether Israel won the war – Arab nations had become more confident, developed a closer alliance and had inflicted damage on Israel (120 planes, 650 tanks). The so-called 'Oil War' which followed also helped to force the Israelis into accepting a cease-fire.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.

Topic 12**The Changing Nature of Warfare, 1914–1955**

- 45** What were dreadnoughts? **3**
- Target:** recall, selection and deployment of information (AO1)
- Candidates either submit no evidence or fail to address the question.** **0**
- One mark for each relevant point; additional mark for supporting detail** **3**
 e.g. New type of powerful battleship developed by Britain before World War One; copied by Germany; etc.
- 46** **Source Y** is justifying the bombing of Hiroshima. How do you know? **5**
 Use the source and **your knowledge** to explain your answer.
- Target:** understanding and evaluation of a source (AO3), drawing on inference in context (AO1/2)
- Candidates either submit no evidence or fail to address the question.** **0**
- Level 1: Simple source use/comprehension/paraphrasing** **1**
 e.g. Some say the atomic bomb should not have been used and Churchill claims to be surprised by this.
- Level 2: Uses the content/details of the source to make an informed inference** **2-3**
 Infers one sided nature of source using and analysing content and details/tone/language:
 e.g. the suggestion that the dropping of the bomb saved the sacrifice of millions of lives; or he totally disassociates himself from those who argue against the use of the atomic bomb; questions how 'worthy people' might think differently.
- OR Explains possible bias/provenance**
 Explains and evaluates by reference to authorship/bias/nature, using the ascription of the source:
 e.g. As wartime Prime Minister, Churchill had already witnessed the massive sacrifices undertaken to fight the war including against Japan, and wished to bring the war to a speedy end. He would justify the dropping of such a destructive weapon to achieve that purpose.
- Level 3: Both aspects of Level 2** **4-5**
 Explains and links bias/provenance with inferences drawn from analysis of content/details of the source:
 e.g. As wartime Prime Minister, Churchill had already witnessed the massive sacrifices undertaken to fight the war including against Japan, and wished to bring the war to a speedy end. Hence the reference in the source to dissociating himself from those people who argue against the use of the atomic bomb. Churchill claims that the bomb would save a million Americans and quarter of a million British lives therefore he would justify the dropping of such a destructive weapon to achieve that purpose.

47	What can you learn about the importance of war in the air from Source Z ? Use the source and your knowledge to explain your answer.	7
Target:	understanding and evaluating a source, using knowledge in context (AOs 1 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Description, relying on source e.g. the country owed the pilots a great deal. The pilots look brave.	1
Level 2:	Identifies valid interpretation or inference e.g. Air power had saved Britain in 1940. That the country relied on its pilots to control the skies and the RAF needed to recruit more crew.	2-3
Level 3:	Explains interpretation/inference using either the source or knowledge EITHER Relates interpretation in L2 to details in the source: e.g. Churchill's words, the caption linked to the photo of brave pilots. OR Relates interpretation in L2 to context: e.g. the importance of air power to the defence of Britain in 1940.	4-5
Level 4:	Both aspects of Level 3 e.g. The poster suggests that the country relied on its pilots to control the skies and that a great debt was owed to its RAF pilots – Churchill's words reflect this 'never was so much owed by so many to so few'. RAF pilots had prevented the bombing of British air bases and the destruction of the RAF. These were a necessary part of Germany's Operation Sea Lion – so the pilots had prevented the invasion of Britain.	6-7

- 48** 'The development of aircraft was the most important reason why the risk to civilians from air warfare increased between 1914 and 1945.' How far do you agree with this statement? Explain your answer. **10**

Target: explanation of cause and consequence (AOs 1 and 2)

Candidates either submit no evidence or fail to address the question. **0**

Level 1: Simple description with general coverage of the topic and/or assertion lacking specific contextual knowledge **1**

e.g. Yes, civilians were more at risk because aircraft improved and this meant that they were faster and could bomb targets more heavily and at greater distances

The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.

Level 2: Narrative or Identification of factors **2-4**

e.g.

- Development of fighter aircraft; tactical use changed.
- Development of effective bombers; range and impact.
- Other elements of change in air warfare; V2 rockets/rocket propulsion; Atomic bomb.

NB Evaluative responses with weak support equates to 'identification of factor(s)' and will be placed in this level.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.

Level 3: Explains one factor, agreeing or disagreeing in response to the question **5-6**

Develops one of the factors in L2:

e.g. The nature of air warfare changed between 1914 and 1945 and developments in aircraft exposed more civilians to greater risk. For example, apart from Zeppelin raids in 1915 and 1916, aeroplane warfare had been limited to dog fights linked to reconnaissance missions over the western front. But by 1917, the Germans began to use Gotha IV planes to carry bombs and to raid towns on the south coast of England from 1917. Changes in aeroplane design (faster planes, increased manoeuvrability, greater range, increased bomb capacity) resulted in events such as the German bombing of Guernica; this showed the devastation caused by bombing raids and the range of the threat. In Britain, this risk was evident to civilians in Britain by 1940. Following the Battle of Britain, the German Luftwaffe changed its tactics and began to bomb London and other major cities. By the end of the Blitz in the summer of 1941, 43,000 people were killed and 2 million were homeless.

The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is well organised with an appropriate form and style of writing. Some specialist vocabulary is used.

Level 4: Explains given factor and one or more alternative factors i.e. agrees and disagrees 7-8

Develops and explains factors which both agree and disagree, meeting the demands of the question:

e.g. Changes in aeroplane design (faster planes, increased manoeuvrability and altitude, greater range, increased bomb capacity) resulted in the mass bombing of targets (Guernica in Spain, Blitz in Britain, 1940) as opposed to the kind of low level bombing raids witnessed on Britain's south coast from 1917 onwards. Destruction was significant, by the end of the Blitz in the summer of 1941, 43,000 people were killed and 2 million were homeless. However, other developments in air warfare also brought terrible destruction. Germany had developed the V-1 and V-2 missiles. The V-1 was a flying bomb powered by a rocket which targeted Britain from 1944. 6,000 V-1 bombs reached targets causing 20,000 casualties and damage to homes. The Germans also developed the V-2, a guided missile. This was particularly fearsome because of its speed – it couldn't be seen or shot down. 500 V-2s hit London between September 1944 and March 1945, causing 9,000 casualties.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.

Level 5: Makes a reasoned judgement, relating to balanced argument 9-10

Develops L4, supporting or rejecting the view after considering and explaining 'how far'.

e.g. Changes in aeroplane design (faster planes, increased manoeuvrability and altitude, greater range, increased bomb capacity) resulted in the mass bombing of targets (Guernica in Spain, Blitz in Britain, 1940) as opposed to the kind of low level bombing raids witnessed on Britain's south coast from 1917 onwards. Changes in design and manufacture allowed bombing campaigns to be sustained. Around 1,000 people were killed in attacks on Britain by Gotha IV aircraft in 1917-18 but 43,000 were killed in the Blitz. However, other developments in air warfare also brought terrible destruction. Germany had developed the V-1 and V-2 missiles. These accounted for around 30,000 casualties between 1944 and 1945.

Whilst civilians were more at risk from developments in aircraft between 1914 and 1945, other developments in air warfare could be more devastating. Fewer people were killed or made homeless by the V-1s and V-2s in Britain, but these missiles were only developed towards the end of the Second World War.

The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing, and will be persuasive. Specialist vocabulary is used effectively.