



GCSE

History B

91452 Twentieth Century Depth Studies
Mark scheme

9145
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Version V1 Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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 from aqa.org.uk

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 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 students, 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
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 	32
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 students are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All students 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 students' attainment by **outcome** and to reward **positively** what the students 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 and 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 students 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 students and in more sophisticated ways by students 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 students entered for the GCSE examination will be able to respond positively. Each 'level' therefore represents a stage in the development of the student'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 in the margin. **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, eg 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 student 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 in the margin 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 student 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 students 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 students to deploy alternative information to support their answers.

This indicative content must **not** however determine the level into which an answer is placed; **the student's level of critical thinking determines this**. Remember that the **number** of points made by a student 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 student'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 students 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 student 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 with an A (for alternative) in your sub-total, eg as B2A/3. Also write a brief comment to explain why this alternative has been awarded.

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

E Assessment of Spelling, Punctuation and Grammar

Spelling, punctuation and grammar will be assessed via questions 03, 06, 09, 11, 13, 15, 17, 19, 21 and 23. Three marks will be allocated for Spelling, Punctuation and Grammar in these questions. The performance descriptions are provided below.

High performance**3 marks**

Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

Intermediate performance**2 marks**

Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.

Threshold performance**1 mark**

Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

The marks allocated for Spelling, Punctuation and Grammar will achieve a total weighting of 5% of the total marks for the qualification.

0 1 What does **Source A** suggest about War Communism?

[4 marks]

Target: Comprehension and inference from a source (AO3)

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

Level 1: Answer that takes information from the source **1-2**

Eg Lenin introduced War Communism.
Peasants were forced to hand over their food.
Peasants did not cooperate.

Level 2: Answer that shows understanding and is able to make inference(s) from the source **3-4**

Eg War Communism had a different effect on different groups in Russia. The army would have seen it as a positive idea but the peasants felt strongly against it.
The peasants did not like War Communism because they had to pay the cost.
The peasants did not support War Communism from choice.
Many peasants deliberately tried to sabotage the system by growing less grain or hiding it.
War Communism involved Lenin taking control of food supplies.

0 2 Explain why the Provisional Government faced difficulties when it was in power between March and October/November 1917.

[6 marks]

Target: Analysis of causation and knowledge of key features (AO1 2 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one feature **1-2**
Eg they had never planned to take control of Russia.

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

Level 2: EITHER **3-4**
Identifies several features

Eg the Government was temporary until elections could be held and was reluctant to make decisions.

The Provisional Government continued to support the Allies in the First World War – with consequent problems for Russia.

The Provisional Government made no decision about land and peasants seized the land for themselves.

Peasant soldiers began to desert in order to seize their share.

Power sharing with the Soviets; dual authority.

Opposition from revolutionary parties – not just the Bolsheviks.

OR

Explains one feature

Eg one of the above explained in detail. The answer may also mention other features.

Eg an answer that explains clearly how the existence of the Petrograd Soviet caused a problem of dual authority because the decisions made by the Provisional Government were challenged by the Petrograd Soviet. The Petrograd Soviet issued 'Order Number One' which stated that the soldiers need not obey any orders from the Provisional Government.

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 more than one feature **5-6**
Eg two or more features from the above list and/or other features.

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.

0 3 How useful is **Source B** for studying why the rule of the Tsar collapsed in February/March 1917?

Use **Source B** and **your knowledge** to explain your answer.

[10 marks]
[SPaG 3 marks]

Target:	Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks and AO3 6 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	EITHER Accepts the content of the source at face value Eg the Russian people thought the Tsar and Tsarina were under the control of Rasputin. The figures are exaggerated. Rasputin was not really so much bigger than the Tsar and Tsarina. OR Generalised or learned response which could apply to any source Eg the source is a cartoon which is meant to be funny and not useful.	1-2
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge. Eg the source is useful because it shows the close relationship between the Tsarina and Rasputin. People believed they were having an affair. Eg the source is limited because it does not show other reasons such as defeats in the war. OR Comments on the usefulness or the limitations of the source in terms of reliability or bias Eg the cartoon is not useful because it is biased. It shows Rasputin as being in control of Nicholas and Alexandra. Eg it is useful because it was popular and widely seen and this would suggest that many people did not support the Tsar's rule.	3-5
	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:	EITHER Developed explanation about the utility/limitations of the source using own knowledge Eg this source is useful because it shows why people lost confidence in the Tsar and stopped supporting him. When the Tsar went to fight in the war he left Alexandra in charge. She was under the influence of Rasputin because he appeared to be able to help her son Alexis, who suffered from haemophilia. People believed that she made decisions based on Rasputin’s advice. Eg the source is limited because there were other reasons why the Tsar abdicated including: the strikes and riots in Petrograd that the army could not control; the workers organising themselves into a Soviet; the Russian army doing badly in the war and people blaming the Tsar’s leadership as he was Commander-in-Chief; the war causing food shortages and price rises in the cities. OR Developed explanation about the utility/limitations of the source focusing on its provenance Eg The source is limited because its purpose is anti-Tsarist and it makes a critical judgement of the Royal couple. The source’s title and graphics wanted to show Rasputin as a figure of great influence within the court. It implies he was the dominant figure in the family. The source reflects the hatred felt by Russian nobles who lost power and influence when Rasputin’s friends were appointed to prominent positions. Answers which achieve L3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3. 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.	6-9
Level 4:	Both strands above at Level 3.	10

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

0 **4** What does **Source C** suggest about the Treaty of Versailles?

[4 marks]

Target: Comprehension and inference from a source (AO3)

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

Level 1: Answer that takes information from the source **1-2**

Eg the Allies made Germany admit responsibility for the war.
Germany had to pay for damages.
The French wanted even harsher terms.

Level 2: Answer that shows understanding and is able to make inferences(s) from the source **3-4**

Eg Germany did not want to accept the Treaty and only did so to avoid more fighting.
The Treaty did not fully satisfy the French.
The French used the Treaty to punish Germany for starting the war.

0 5 Explain the changes in the Nazi party in the years 1920 to 1924.

[6 marks]

Target: **Analysis of change and knowledge of key features (AO1 2 marks, AO2 4 marks)**

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

Level 1: **Simple descriptive comment and/or identifies one feature** **1-2**

Eg Hitler tried to take control of the Government and held a putsch in Munich.

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

Level 2: **EITHER** **3-4**

Identifies several features

Eg founding of the party under Drexler;
25 point programme drafted - both nationalist and socialist policies;
Hitler becomes leader;
founding of SA,
design of the Nazi flag;
decision to attempt to seize control - Munich Putsch;
Hitler's trial provides national publicity for the Nazi Party;
its leader, Hitler, imprisoned and banned from public speaking;
decision by Hitler to give up idea of seizing power by force.

OR

Explains one feature

Eg one of the above explained in detail. The answer may also mention other features.

Eg an answer that explains clearly that the party in the early 1920s was a revolutionary party that wanted to take power but after the failure of the Putsch, Hitler gave up the idea of trying to seize power by force.

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 more than one feature** **5-6**

Eg two or more features from the above list and/or other features.

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.

0 6 How useful is **Source D** for studying how far the Weimar Republic recovered under Stresemann?

Use **Source D** and **your knowledge** to explain your answer.

[10 marks]
[SPaG 3 marks]

Target:	Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks, AO3 6 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	EITHER Accepts the content of the source at face value Eg the source shows that people enjoyed themselves in night clubs.	1-2
	OR Generalised or learned response which could apply to any source Eg the source is a painting of a scene that has been made up by the artist and is therefore not useful.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge. Eg the source is useful because it shows the thriving night life of Weimar Germany and that people had money to spend.	3-5
	Eg it is not useful as it only shows rich people in the later 1920s and does not show how far the Weimar Republic recovered as a whole.	
	OR Comments on the usefulness or the limitations of the source in terms of reliability or bias Eg the source is reliable because it was painted by someone who lived in Weimar Germany in the late 1920s. The artist is an eye-witness.	
	Eg the source is not reliable because it is biased. The artist did not like the way that rich people behaved in nightclubs and he therefore exaggerates what it was like.	
	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:	<p>EITHER</p> <p>Developed explanation about the utility/limitations of the source using own knowledge</p> <p>Eg this source is useful as an example of the cultural activity that developed in the ‘Golden Era’ of prosperity and stability in Germany 1923–29. There was political stability after the Munich Putsch in 1923 and economic stability after hyperinflation in 1923. Censorship had been removed and Germany led the way in creative art, architecture and design.</p> <p>Eg the source is not useful because it does not show that Germany’s recovery was not totally secure – there were still opponents of democracy and the economy was heavily reliant on American loans. Not everyone shared in the wealth.</p> <p>OR</p> <p>Developed explanation about the utility/limitations of the source focusing on its provenance</p> <p>Eg the source is limited because the purpose of the painting was to criticise life in the Weimar Republic. Many people in Germany did not feel that the cultural activity in Berlin was a sign of recovery. Instead they viewed the cabaret shows and night clubs as immoral and corrupt. Although the source seems to show the glamorous side of night life in Berlin it is an example of art being used to make a negative judgement about the socialising that took place in the cities.</p> <p>Answers which achieve L3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3.</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>	6-9
Level 4:	<p>Both strands above at Level 3.</p>	10
SPaG	<p>Spelling, Punctuation and Grammar (3 marks)</p> <p>Threshold performance</p> <p>Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p> <p>Intermediate performance</p> <p>Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p> <p>High performance</p> <p>Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.</p>	<p>1</p> <p>2</p> <p>3</p>

0 7 What does **Source E** suggest about American women in the 1920s?

[4 marks]

Target: Comprehension and inference from a source (AO3)

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

Level 1: Answer that takes information from the source **1-2**

Eg women got the vote.

Women wore short hair and short skirts.

More women worked.

Older people found the new fashions shocking.

Level 2: Answer that shows understanding and is able to make inference(s) from the source **3-4**

Eg attitudes towards social changes for women varied amongst the American population.

Eg women ignored the older generation's disapproval and followed the latest fashions.

They had more freedom to choose for themselves how they wanted to look and what they wanted to do.

Eg attitudes towards women were changing in some ways but not in others (such as getting the vote but not equal pay).

0 8 Explain American attitudes and policies towards immigration in the 1920s.

[6 marks]

Target: **Analysis of attitudes and knowledge of key features**
(AO1 2 marks, AO2 4 marks)

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

Level 1: **Simple descriptive comment and/or identifies one feature**

1-2

Eg Americans did not like immigrants; they passed Acts of Congress. They passed laws to make it harder for people to come into America in the 1920s.

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

Level 2: **EITHER**

3-4

Identifies several features

Eg the attitude of racial prejudice against immigrants from Southern and Eastern Europe, including attitudes and policies of the KKK. Sense of superiority among WASPS.

1921 Emergency Quotas Act which favoured immigrants from Northern and Western Europe;

1924 National Origins Act;

Credit can also be given for information not named in the specification

Eg the Red Scare or the case of Sacco and Vanzetti.

OR

Explains one feature

Eg one of the above explained in detail. The answer may also mention other features.

Eg an answer that explains clearly the system of immigration quotas.

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 more than one feature**

5-6

Eg two or more features from the above list and/or other features.

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.

0 9 How useful is **Source F** for studying the economic boom in the USA in the 1920s?
Use **Source F** and **your knowledge** to explain your answer.

[10 marks]
[SPaG 3 marks]

Target:	Evaluation of a source for utility using own knowledge and provenance (AO1 2 marks, AO2 2 marks, AO3 6 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	EITHER Accepts the content of the source at face value Eg the source shows that adverts encouraged people to buy cars in the 1920s.	1-2
	OR Generalised or learned response which could apply to any source Eg the source is an advert and does not show real life.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Comments on the usefulness or the limitations of the source based on information in the source and/or basic knowledge. Eg the source is useful because it shows that Ford cars were a successful industry in the 1920s. Ford cars were made using a production line and this meant they were cheap. Eg the source is limited in use because only some Americans shared in the boom of the 1920s. Many remained below the poverty line.	3-5
	OR Comments on the usefulness or the limitations of the source in terms of reliability or bias Eg the source is useful because it illustrates how magazines chose to portray rich people in their dress and their homes. Eg the source is not reliable because it is biased. Adverts always exaggerate the good points of the product. In fact Ford cars were mass produced.	
	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:	<p>EITHER</p> <p>Developed explanation about the utility/limitations of the source using own knowledge</p> <p>Eg the source is limited as it does not show all the other factors that enabled the USA to become prosperous in the 1920s. Mass production in consumer industries; advertising; hire purchase; share speculation and the Republican policy of laissez faire all contributed to the prosperity enjoyed in 1920s America.</p> <p>Eg the source is limited because the prosperity represented in the source only applied to less than half the American population in the 1920s. The boom was not enjoyed by most black Americans (whether working in southern states or in northern factories) and many recent immigrants lived in ghettos in cities in the eastern USA.</p> <p>OR</p> <p>Developed explanation about the utility/limitations of the source focusing on its provenance</p> <p>Eg the source is useful because it is an example of the type of advertising that contributed to the boom. The purpose of the source was to increase sales by encouraging consumer demand. The fashionable women, attractive house and servants shown in the picture were intended to encourage aspirations among consumers and make them want to buy the products associated with the glamour of the advert.</p> <p>Answers which achieve L3 on knowledge OR provenance with Level 2 on the other can be awarded top of Level 3.</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>	6-9
Level 4:	Both strands above at Level 3.	10
SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

1	0	Explain why there was a power struggle within the Communist Party in the years following Lenin's death.	[8 marks]
Target:		Explanation of key features (AO1 4 marks, AO2 4 marks)	
		Students either submit no evidence or fail to address the question.	0
Level 1:		Simple descriptive comment or identifies one reason	1-2
		Eg Stalin and Trotsky both had claims to power.	
		The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:		EITHER	3-6
		Identifies several reasons	
		Eg no preparations had been made for a successor.	
		Eg both had claims to succeed Lenin because of their roles before Lenin's death.	
		Eg Stalin made sure that Trotsky was isolated.	
		Eg Trotsky and Stalin wanted different things for the development of Communism.	
		Eg Stalin had organised Lenin's funeral and Trotsky wasn't present.	
		OR	
		Explains one reason	
		Eg One of the above explained in detail. The answer may also mention other features.	
		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 more than one reason	7-8
		Eg at least two areas from the list above explained in detail.	
		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.	

1 1 'The Purges were the main reason why Stalin was able to strengthen his position as dictator in the 1930s.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	Simple descriptive comment or comments about the interpretation Eg Stalin used the Purges as he never felt secure. Eg Stalin made sure he controlled all parts of people's lives.	1-3
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Identifies or describes different ways in which the issue has been interpreted AGREES Eg The Purges got rid of enemies of the state. Fear of other possible rivals – Kirov, Kamenev and Zinoviev (potential future leaders). He purged the armed forces in 1937-8 to ensure loyalty. All ranks of the army were purged – 35,000 officers. During the 'Great Terror' millions (possibly 12 million) were sent to labour camps – doctors, lawyers etc.	4-6
	DISAGREES Eg through his control of government – he controlled the politburo who controlled all government departments, all policies imposed by Stalin. Eg through the Cult of Personality – positive propaganda from film makers, musicians etc. Eg through the new constitution – described as being democratic but only communists allowed to be members of the Supreme Soviet and it rarely met. Eg through the Show Trials – two high profile trials in 1936 and 1937 which used torture to force confessions and justify sentences. Eg through the work of the secret police – NKVD – spies everywhere.	
	OR Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about Eg may explain the interpretation on the basis of analysis of one of the examples above in Level 2.	

Eg may explain how the interpretation came about on basis of anti-Communist bias, emphasising the tyranny of the purges.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and / or explain how the interpretation came about** **7-10**
- Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.** **11-12**
- Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, the interpretation is valid when you look at it from the perspective of the fact that Stalin suffered from paranoia and was constantly in fear of his position. Some have argued that Stalin was a weak character who was easily influenced by others, but others have said that he was a sadist who enjoyed inflicting cruelty on others.

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.

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

1 2 Explain how the failures of the Weimar Republic in the years 1929 to 1933 increased support for the Nazi Party.

[8 marks]

Target: Explanation of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment or identifies one cause **1-2**

Eg there were many unemployed people.
Eg the Weimar Republic had a lot of critics.

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

Level 2: EITHER **3-6**

Identifies several causes

Eg unemployment was rising – up to 6 million by 1932.
Eg unstable government – frequent elections – changes of Chancellor.
Eg Nazis used situation – policies seemed appealing; propaganda; actions.

OR

Explains one cause

Eg one of the above explained in detail. The answer may also mention other causes.

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 more than one cause **7-8**

Eg at least two causes from the list above explained in detail. The best answers may show some chronological progression.

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.

1 3 'All Germans benefitted from Nazi rule in the years 1933 to 1939.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, AO3 8 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment or comments about the interpretation	1-3
	Eg children were able to join youth groups. Women were made to have lots of children.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER	4-6
	Identifies or describes different ways in which the issue has been interpreted	
	AGREES	
	Education – eg girls were taught to be good mothers and boys were taught military skills. Youth groups – eg children were able to go away for weekends and camp and go hiking. Economic policies – eg the German Labour Front ensured that people were employed in public works schemes such as building autobahns. Social policies – eg 'Strength through Joy' provided rewards and leisure time for hard work. Women – eg they were rewarded with medals for having a lot of children.	
	DISAGREES	
	SS and Gestapo – eg people were afraid as they had networks of informants organised into blocks. Law and order – eg the SS and Gestapo could arrest anyone they wanted and people could be sent to concentration camps. Jews and other alien groups – eg the Nuremberg Laws were introduced which prevented Jews from marrying Aryans. Education – eg teachers had to swear an oath of loyalty to Hitler and Jewish teachers were sacked. Control of churches – eg in the late 1930s hundreds of priests and nuns were arrested. Women – eg women were made to wear their hair in plaits or a bun. Culture – eg many musicians and scientists left Germany such as Einstein.	

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg may explain the interpretation on the basis of analysis of one of the factors listed above.

Eg may explain how the interpretation came about on basis of: pro-Nazi sympathies.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**
Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about.** **11-12**
An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of Level 3.

Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, the answer differentiates chronologically in its response to the interpretation. In the mid-1930s many Germans believed they were benefitting in terms of political stability and an improving economic situation, Germany was praised during the 1936 Olympic Games. However, later when war loomed and Jews were trying to flee the country, many Germans began to feel threatened by a dictatorial regime.

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.

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

1 **4** Explain why Hoover lost the 1932 Presidential election.

[8 marks]

Target: Explanation of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one cause **1-2**

Eg Hoover failed to deal with the Depression.

Eg Roosevelt was more popular with the American people.

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

Level 2: EITHER **3-6**

Identifies several causes

Eg Laissez faire and rugged individualism did not seem to help the American people.

Eg Hoover had problems appreciating the extent of the crisis.

Eg Hoover's policies mostly failed, eg Hawley-Smoot tariff.

Eg under Hoover, cities were close to bankruptcy, with problems added to through consequences of relief programmes.

Eg impact of poor publicity after dispersing the Bonus Army.

Eg Roosevelt had enthusiasm and charisma, and promised to end the Depression.

Eg Roosevelt travelled all around America and listened to the people.

Eg Roosevelt used the radio to convey his promises to the people.

Eg Roosevelt had been a successful State Governor in New York.

OR

Explains one cause

Eg one of the above explained in detail. The answer may also mention other reasons.

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 more than one cause **7-8**

Eg at least two causes from the list above explained in detail. The best answers will show balance between the two presidents, and may attempt comparisons.

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.

1 5 ‘The Second World War was the main reason why the American economy recovered from the Depression.’

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, AO3 8 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment or comments about the interpretation	1-3
	Eg the war created jobs which lowered unemployment. The New Deal helped the economy by creating jobs.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER	4-6
	Identifies or describes different ways in which the issue has been interpreted	
	AGREES	
	Eg Northern industries expanded enormously. Eg the ‘cash and carry’ scheme allowed countries to purchase weapons which meant there was a need to produce more weapons. Eg ‘Lend-lease’ meant that the demand for weapons continued to provide jobs. Eg unemployment fell to nearly zero in the USA and women were employed as well. Eg the GNP of the USA doubled during the war.	
	DISAGREES	
	Alphabet Agencies	
	Eg the AAA helped farmers’ incomes grow between 1932 and 1935. The CWA temporarily created four million jobs. The CCC created work for three million young people. The PWA created hundreds of thousands of jobs such as building roads and schools.	
	The Banks	
	Eg Roosevelt closed banks for four days which gave time for the Emergency Banking Act to be put in place which protected some savings and restored confidence in the banking system.	
	Roosevelt	
	Eg Roosevelt restored confidence and dispelled fear.	

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg may explain the interpretation on the basis of analysis of the features listed above.

Eg may explain how the interpretation came about on basis of a Republican author wishing to minimise the success of Roosevelt's policies.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**
Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.** **11-12**

Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, the opinion that the Second World War ended the Great Depression can be argued because it provided jobs to produce weapons for the war. The New Deal was a failure as people believe that Roosevelt extended the Great Depression at least 7 years longer than it needed to last. However, others argue that the New Deal programmes of Roosevelt did reduce suffering between 1933–1937. Many farms and homes were still being repossessed, but by 1937 unemployment had gone down to 12%. Roosevelt ensured confidence had returned and great improvements were seen in less than 4 years.

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.

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

1 **6** Why was there a crisis at Little Rock High School in 1957?

[8 marks]

Target: Knowledge and analysis of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one reason 1-2

Eg nine Black students tried to get into Little Rock High School.

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

Level 2: EITHER 3-6

Identifies several reasons

Eg desegregation by Supreme Court following 1954 ruling – but not implemented.

Eg nine Black students faced protests outside the school.

Eg the governor of Arkansas opposed desegregation.

Eg the National Guard was used – adverse publicity on the national media.

Eg even more adverse publicity when Eisenhower sent federal troops to enforce the law.

OR

Explains one reason

Eg one of the above explained in detail. The answer may also mention other factors.

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 two or more reasons 7-8

Eg at least two reasons from the list above.

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.

1 7 'The role of Martin Luther King was the most important factor in the growth of the Civil Rights movement in the 1960s.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target: Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, AO3 8 marks)

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

Level 1: Simple descriptive comment or comments about the interpretation **1-3**

Eg Martin Luther King did many great speeches to people to make them support civil rights.

Martin Luther King led peaceful marches in the most racist parts of America.

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

Level 2: EITHER Identifies or describes different ways in which the issue has been interpreted AGREES **4-6**

Eg he captivated and motivated both black and white people into fighting for civil rights such as in his "I have a dream" speech.

Eg he led marches - Birmingham, Washington and Selma - which were televised and got support for civil rights despite the violence with which the police attacked the marchers

Eg he stuck to his principles of peaceful protest and never supported violent protest despite his house being bombed.

Eg he won the Nobel Peace Prize in 1964 as a consequence of his approach to civil rights issues.

DISAGREES

Eg Malcolm X – he led the Black Muslim Organisation and spoke on TV and to large crowds about civil rights issues. Young black Americans related to his story and poor upbringing.

Eg Stokely Carmichael – he changed the SNCC into an all black organisation and inspired young black Americans. He marched with King but supported violence.

Eg the Olympic Protest in 1968 ensured that the Black Power movement received maximum publicity despite the consequences for the athletes.

Eg the Kennedys – JFK met with the leaders of the Freedom Rides and with the leaders of the speakers at the Washington march. His legacy was the Civil Rights Act which was signed in 1964 after his death.

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg may explain the interpretation on the basis of analysis of one of the above factors.

Eg may explain how the interpretation came about on the basis of: Martin Luther King winning the Nobel Peace Prize and ‘Man of the Year’, thereby over-emphasising his actual role by reflecting his public media image.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**
Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.** **11-12**

Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, there were many leaders in the civil rights struggle, but Martin Luther King was more than just the most conspicuous – and eloquent – among them. The reluctance with which America had supported black civil rights had bred disillusionment among SNCC and CORE militants. They used King’s media presence for new slogans and then announced that they were no longer committed to his key principles of non-violence and integration. This demonstrates that not all Americans were committed to his ideas of non-violence although it can be argued he unified the movement.

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.

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

1 8 Why did the USA become involved in Vietnam in the years 1954 to 1960?

[8 marks]

Target: Knowledge and analysis of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one reason 1-2

Eg the USA wanted to stop the spread of Communism.

Eg the USA was worried about the threat of Ho Chi Minh.

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

Level 2: EITHER 3-6

Identifies several reasons

Eg following French defeat, a temporary peace treaty with artificial boundaries – unstable situation.

Eg North Vietnam led by Ho Chi Minh was becoming a concern after his role of getting rid of French and Japanese occupiers.

Eg weak political leadership under Ngo Dinh Diem was a concern.

Eg one of USA's key foreign policies was that of containing communism.

Eg USA concerned about the Domino Theory. If elections were held, the communists would win.

OR

Explains one reason

Eg one of the above explained in detail. The answer may also mention other factors.

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 two or more reasons 7-8

Eg at least two reasons from list above

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.

1 9 'The Tet Offensive was the main reason the USA lost the Vietnam War.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks and AO3 8 marks)	
	Students either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment or comments about the interpretation Eg in the Tet offensive the Vietcong reached Saigon. Eg the US lost the war because of guerrilla warfare.	1-3
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Identifies or describes different ways in which the issue has been interpreted AGREES Eg Vietcong surprise attack – successful in capturing Saigon briefly. Eg Vietcong captured a lot of territory eg Hue for 25 days. Eg US media showed US suffering setbacks – Belief spread that the war was unwinnable. Eg President Johnson decided not to stand for re-election – Nixon elected on platform of bringing war to an end. DISAGREES Eg Effects of Vietcong guerrilla warfare and help from China. Eg US troops suffering from terrain and climate; young and inexperienced. Eg US tactic of search and destroy – lost support in Vietnam and when activities publicised encouraged anti-war sentiments at home. Eg attitudes at home – celebrities, marches, demonstrations, including Kent State University deaths 1970. Eg corrupt and weak South Vietnam government. Eg policy of Vietnamisation under Nixon. OR Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about Eg may explain the interpretation on the basis of analysis of one of the reasons listed above. Eg may explain how the interpretation came about on the basis of the USA not wanting to accept blame for the defeat in Vietnam.	4-6
	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:	<p>Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about Will explain more than one interpretation as above.</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>	7-10
Level 4:	<p>Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3. Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks. Answer which also includes a supported judgement – 12 marks.</p> <p>Eg In addition to Level 3, people at the time and since have disagreed over the main reason for the Vietnam debacle. Some place more emphasis on the young, raw soldiers being thrown into a hostile environment for which they were not prepared. Others place more emphasis on the growing hostility to the war within the USA after the Tet offensive – so was Tet the trigger for changing public opinion at home?</p> <p>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.</p>	11-12
SPaG	Spelling, Punctuation and Grammar (3 marks)	
	<p>Threshold performance Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.</p>	1
	<p>Intermediate performance Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.</p>	2
	<p>High performance Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of</p>	3

the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

2 0 Why did the Good Friday Agreement in 1998 help to solve the problems of Northern Ireland?

[8 marks]

Target: Knowledge and analysis of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one reason 1-2

Eg it was well received on both sides.

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

Level 2: EITHER 3-6

Identifies several reasons

Eg it was the consolidation of talks which had begun between John Hume (SDLP) and Gerry Adams (Sinn Fein) and others.

Eg it gained support on both sides of the border in May 1998.

Eg the power was transferred back to the parliament building at Stormont with a NI Assembly with a power-sharing executive.

Eg reached agreement that NI is part of the UK until a majority of people in NI want to join the Irish Republic.

Eg the Irish Republic dropped its claim to the six counties of NI.

Eg joint organisation was set up to deal with 'north-south' issues.

Eg there were proposals for the decommissioning of paramilitary weapons and future policing.

OR

Explains one reason

Eg one of the features above explained in detail. The answer may also mention other features.

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 two or more reasons 7-8

Eg at least two reasons from the list above.

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.

2 1 'The Civil Rights Marches of 1968–1969 were the main reason why no solution was found to the Troubles in Northern Ireland in the late 1960s and early 1970s.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, AO3 8 marks)	0
	Students either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment or comments about the interpretation	1-3
	Eg the protest marchers clashed with the RUC. Internment caused more damage than the marches.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER	4-6
	Identifies or describes different ways in which the issue has been interpreted	
	AGREES	
	Eg the actions of NICRA – some marches were successful such as Coalisland to Dungannon, but the Derry march was attacked by the RUC.	
	Eg the use of the TV – cameras filmed the marches and the images were shown which heightened tension.	
	Eg in January 1969 the march from Belfast to Derry was ambushed at Burntollet Bridge which injured marchers.	
	Eg July / August 1969 – 'The Troubles' with the march of the Protestant Apprentice Boys which led to the Battle of Bogside.	
	Eg Bloody Sunday – protest march against internment which resulted in 13 protesters being shot dead.	
	DISAGREES	
	Eg British Army in Northern Ireland – the army was initially seen as a saviour to the Catholics but then they began to think that the army was there to back up the Protestants.	
	Eg in late 1969, the troops clashed with Belfast loyalists and as a result the Provisional IRA was formed.	
	Eg Internment – British troops forced Catholics to stay in their homes at night and as a result British troops began to imprison people without trial.	
	Eg Direct Rule in 1972 – hatred for the fact that Northern Ireland was ruled from London.	
	Eg Power sharing – the failure of the Sunningdale Agreement. This led to more violence.	

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and /or explain how the interpretation came about

Eg may explain the interpretation on the basis of analysis of one of the reasons given above.

Eg may explain how the interpretation came about on basis of pro-English bias against Sinn Fein.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**
 Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of Level 3.** **11-12**

Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
 Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, the civil rights marches did not necessarily cause trouble as shown in marches such as the one in Derry as they forced the O'Neill administration to agree to some reforms. However, the marches often resulted in violence which had a detrimental effect, such as the march from Belfast to Derry in January 1969, and the violent opposition to the marchers at Burntollet Bridge, which destroyed any hopes of non-violent protest. However, the failures of the Northern Ireland parliament and its slow actions could be seen as a more valid reason for the continued troubles which led to the mounting scale of the disorder which led successive UK governments to intervene. In 1969, the situation was so grave that British troops were sent to help restore order. By 1972, things had deteriorated so badly that the British government suspended the Northern Ireland parliament and imposed direct rule from London.

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.	
SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	

2	2	Why did support for the Arabs increase during the 1970s?
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[8 marks]

Target: Knowledge and analysis of key features (AO1 4 marks, AO2 4 marks)

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

Level 1: Simple descriptive comment and/or identifies one reason 1-2

Eg the Arabs changed their tactics.
Eg the Arabs gained more publicity.

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

Level 2: EITHER 3-6

Identifies several reasons

(NB Some events gained publicity for Arabs but not necessarily more support)

Eg the tactics changed from wars. (including reference to oil wars)

Eg increased use of hijackings (Dawson's Field).

Eg publicity over the Munich Olympics in 1972.

Eg Yasser Arafat gaining support from the UN in 1974-75.

Eg Israeli aggression over West Bank and Gaza, 1977, and Lebanon, 1978.

Eg President Sadat agreeing to talk to Israeli Parliament, 1977.

Eg Publicity over Camp David talks 1978 and signing of peace 1979.

OR

Explains one reason

Eg one of the above explained in detail. The answer may also mention other reasons.

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 two or more reasons 7-8

Eg at least two reasons from the list above

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.

2 3 'The Suez Crisis was the main reason why it was difficult to solve problems in the Middle East in the years 1956 to 1967.'

How far do you agree with this interpretation? Explain your answer.

[12 marks]
[SPaG 3 marks]

Target:	Understanding and analysis of an interpretation and explanation of key concepts (AO1 2 marks, AO2 2 marks, AO3 8 marks)	0
	Students either submit no evidence or fail to address the question.	
Level 1:	Simple descriptive comment or comments about the interpretation	1-3
	Eg the Arab summits in the 1960s meant that peace was never going to happen. The Suez Crisis created bad feeling between the Arab countries and Israel.	
	The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	
Level 2:	EITHER Identifies or describes different ways in which the issue has been interpreted AGREES	4-6
	Eg Nasser nationalised the canal to ensure a supply of water and hydroelectricity for Egypt which angered Israel, Britain and France. Eg the Israeli invasion of Egypt after Nasser had taken the canal meant that relations would be continually poor and it also angered the USA and Russia. Eg in the war which followed, the Israelis were victorious against five Arab nations.	
	DISAGREES Eg the Six Days War was a victory for Israel and heightened tension as Nasser wanted 'the soil saturated in blood'. Eg the Arab Summits – in 1964 in Cairo, the United Arab Command was created in case of war against the Israelis. Eg the PLO was formed after the first Arab Summit. Eg the second summit – discussions were held to discuss improving the Arab armies. Eg the third summit – Arabs drew up plans on how to attack Israel.	

OR

Answers that explain one interpretation demonstrating some depth of knowledge and understanding and/or explain how the interpretation came about

Eg may explain the interpretation on the basis of analysis of one of the factors listed above.

Eg may explain how the interpretation came about on basis of British bias focusing solely on the Suez Crisis and its huge importance as a setback for British pride.

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: Answers that explain more than one interpretation in depth. Answers will provide some evaluation of the history on which the interpretations are based and may assess the validity of the interpretations and/or explain how the interpretation came about** **7-10**
Will explain **more than one** interpretation as above.

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: Analyses how and why different interpretations have come about. An analytical answer which clearly links interpretations and/or reaches a supported judgement about the validity of the interpretations through the use of historical evidence and/or context. Answers will emerge out of level 3.** **11-12**

Eg A balanced answer, both agreeing and disagreeing with the interpretation, and containing at least three explanations – 11 marks.
Answer which also includes a supported judgement – 12 marks.

Eg in addition to Level 3, the interpretation that the Suez Crisis was the root of all the trouble is based on its financial significance. Israel was used as a decoy by the British and French and the Americans became involved due to their disgust at the situation, which may have made matters worse between the Arabs and Israelis. However, other events may have made matters worse between the two nations. In 1967, Israel simultaneously attacked Egypt, Syria and Jordan in a 'pre-emptive strike' against the Arab troops along its borders. Israel captured key pieces of land. In fact, Israel more than doubled its size in the six days that this war took place.

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.

SPaG	Spelling, Punctuation and Grammar (3 marks)	
	Threshold performance	1
	Students spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.	
	Intermediate performance	2
	Students spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.	
	High performance	3
	Students spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.	