

GCSE

History B

91452 Twentieth Century Depth Studies

Mark scheme

9145

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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 the Provisional Government?

[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 Provisional Government was popular at first.
The Provisional Government granted freedom of speech.
They found it hard to make decisions.
They did not support the idea of peasants owning land.
The Provisional Government continued fighting in the First World War.

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

Eg the Provisional Government was initially welcomed.
The politicians in the Provisional government were not united and could not make a clear policy on how to run the country.
They did not try and keep the support of the peasants.
The Provisional Government ignored the hardships created by the war and continued to fight.

0 2 Explain why Tsar Nicholas II had become unpopular by early 1917.

[6 marks]

Target:	Analysis of causation and knowledge of key features (AO1 2 marks, and AO2 4 marks))	
	Students either submit no evidence or fail to answer the question.	0
Level 1:	Simple descriptive comment and/or identifies one feature Eg demonstrators in Petrograd demanded that the Tsar step down.	1-2
Level 2:	EITHER Identifies several causes Eg hatred of Tsarist autocracy with developing revolutionary support; Defeats in the war made the Tsar unpopular as he was the Commander in Chief of the army; The Tsarina was left in charge of the capital and people began to protest because the Tsarina was German. Rasputin was believed to be wielding power via the Tsarina. The war had economic repercussions in Russia e.g. inflation; transport problems leading to food shortages. The winter of 1916–17 caused starvation and shortages; strikes and demonstrations broke out. OR Explains one feature Eg the Tsar lost support because he left the Tsarina in charge of the government during 1916 while he went to the front. People resented the relationship she had with Rasputin and the influence he had over the appointment of government ministers.	3-4
Level 3:	Explains more than reason Eg two or more features from the above list and/or other features.	5-6

0 3 How useful is **Source B** for studying the Bolshevik uprising of October/November 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)

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

Level 1: EITHER 1-2

Accepts the content of the source at face value

Eg Lenin was the leader of the Bolsheviks.

OR

Generalised or learned response which could apply to any source

Eg the source is a poster and will not be reliable.

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

Level 2: EITHER 3-5

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 cruiser *Aurora* which helped the Bolsheviks to take control of Petrograd.

Eg The source is useful because it features the Bolshevik newspaper, *Pravda*, which told its readers about Bolshevik policies.

Eg the source is limited in use because it does not show anything about the storming of the Winter Palace.

OR

Comments on the usefulness or the limitations of the source in terms of reliability or bias

Eg the poster is celebrating the success of 1917. It will be biased and exaggerate the truth.

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 6-9

Developed explanation about the utility/limitations of the source using own knowledge

Eg The source is limited as it does not show the role played by the Red Guard in attacking the Winter Palace. The uprising was also successful because the Bolsheviks gained control of strategically important parts of Petrograd such as the power and railway stations.

Eg The source is useful for showing the importance of Lenin who was responsible in his writing and his speeches for persuading the Bolsheviks to act. Lenin was the unquestioned ruler after the success of the Bolsheviks in taking over Petrograd.

OR

Developed explanation about the utility/limitations of the source focusing on its provenance

Eg the source is limited because it is a form of propaganda that was designed to encourage devotion to Lenin as the leader of the Revolution. This was particularly important at the time of the Civil War when the Bolsheviks were defeating their internal and external enemies.

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.

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 Nazi Party in Germany during the late 1920s?	[4 marks]
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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 Nazis became a national party.

The Nazis had more success with the peasants.

The Nazis promised to help the farmers if they were elected.

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

Eg the Nazi party gained more supporters and grew into a nationwide party that represented the whole country.

The Nazis were less successful than the communists in trying to increase the numbers of factory workers who supported them.

The Nazis created specifically targeted election promises to win more support in poor agricultural areas.

The Nazis tried to appeal to different sections of society.

0 5 Explain the effects of the hyperinflation of 1923 on the German people.

[6 marks]

Target: **Analysis of consequences 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 consequence** **1-2**

Eg prices went up enormously and people could not afford to buy things.

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 several consequences** **3-4**

Eg fixed incomes such as pensions lost value;
wages did not rise as quickly as prices;
wages had to be paid on a daily basis;
banknotes became worthless;
savings were destroyed;
businesses collapsed;
effects on German international trade;
some benefited – those with debts, loans or paying rents;
loss in confidence for the new republic, with some supporting political parties that wanted a change of political control.

OR

Explains one consequence

Eg an answer that explains clearly how those who had debts or loans benefited as they could pay the money back at a fraction of the original cost.

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 consequence** **5-6**

Eg two or more consequences 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 the problems facing the Weimar Republic in the years 1919 to 1923?

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)**

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

Level 1: **EITHER** **1-2**

Accepts the content of the source at face value

Eg the source shows that the Spartacists wanted to destroy the government.

OR

Generalised or learned response which could apply to any source

Eg the source is a **poster with cartoon-like figures**. It is likely to be exaggerated.

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

Level 2: **EITHER** **3-5**

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 the Spartacists were a challenge to the Weimar Republic. They attempted to stage a revolution in Berlin in January 1919.

e.g. the source is limited in use because it does not reflect the range of problems being faced by the Weimar Republic, such as the Freikorps (or the consequences of the Treaty of Versailles, reparations, inflation, problems with the Weimar constitution, etc).

OR

Comments on the usefulness or the limitations of the source in terms of reliability or bias

Eg the source is not useful because it is trying to win **support** for the Spartacists.

e.g. the source is useful because it shows how the Spartacists wanted to take over and set up a Communist government as in Russia.

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 gives the impression that the Spartacists were a serious threat to Ebert's government. In fact the uprising in Berlin was easily crushed by the Freikorps and over 100 Spartacists were killed. The leaders Luxemburg and Liebknecht were captured and killed. e.g. The source is an example of one of the political challenges faces by the Weimar Republic but there were others ie the Kapp Putsch in 1920 and the Munich Putsch in 1923, as well as many political murders and much violence in the streets.</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 in use because it is propaganda. The purpose of the source was to persuade Germans that the Spartacists were a viable party who could take over and rule Germany, and so it makes the Spartacists seem stronger and more powerful than they really were. For this reason the source is not useful for evaluating the true extent of the challenge posed by the Spartacists.</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.

0 7 What does **Source E** suggest about the effects of the Wall Street Crash?

[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 people sold shares.

People committed suicide.

The government had to provide soup kitchens.

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

Eg The value of shares fell.

Investors became desperate and could see no hope for the future.

People were-hungry and poor.

People needed charity hand outs at soup kitchens.

People became homeless.

0	8	Explain developments in the entertainment industries in the USA 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 Eg people had more money to spend on entertainment and so the cinema industry grew.		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 Identifies several features Eg Jazz music became popular throughout the whole country; jazz clubs developed helped by the availability of electric light; musicians such as Duke Ellington and Louis Armstrong became famous; jazz style was able to spread because of the availability of radio; people had more time to watch sports and sports stars became heroes; increased car ownership made it easier to travel to sports matches; new dance styles became fashionable; movie-going became a national habit; film companies used publicity to promote the actors; film making developed from silent movies to ‘talkies’.		3-4
	OR Explains one feature Eg an answer that explains clearly the development of the cinema industry.		
	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 Eg two or more features from the above list and/or other features.		5-6
	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 American attitudes to immigration 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)

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

Level 1: EITHER 1-2

Accepts the content of the source at face value

Eg the source shows that lots of people from Europe wanted to come to the USA.

OR

Generalised or learned response which could apply to any source

Eg the source is a cartoon 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 3-5

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 USA wanted to limit the number of people that could enter the country.

e.g. the source is of limited use because it doesn't tell you which parts of Europe people wanted to emigrate from.

OR

Comments on the usefulness or the limitations of the source in terms of reliability or bias

Eg the source is not reliable. It is biased as it only reflects the views of those Americans who were afraid of immigrants.

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 useful because it shows an example of the way in which the USA started to restrict the number of immigrants in the 1920s. After WWI, there were fears that millions of Europeans would flood to the USA and bring political ideas such as communism with them.</p> <p>e.g. The Emergency Quota Act of 1921 favoured countries in Northern and Western Europe because the USA wanted white, Protestant immigrants rather than Catholics or communists from Southern or Eastern Europe. Immigration numbers were reduced to a maximum of 3% per year of the total from that country who were resident in the USA in 1910. In 1924 the National Origins Act was passed which put further restrictions on immigration (2% and 1890).</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 reflects popular support for immigration controls as many Americans had a prejudiced attitude to immigrants. In the 1920s American Republican governments wanted to be isolated from Europe and restricting the number of immigrants was one way of achieving this. The cartoon reflects the views of isolationists.</p> <p>e.g. the source is useful because it shows the view of some Americans who wanted to ridicule the policy of the Republican governments. America was traditionally a land of opportunity, and at a time when many Europeans were suffering badly after the First World War this policy is being shown up as inhumane.</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

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.

2

High performance

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.

3

1 0 Explain the economic results of the Five Year Plans in the years 1928 to 1941.

[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 effect. **1-2**

Eg the USSR substantially expanded its industry.

Eg the number of industrial workers doubled.

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 several effects **3-6**

Eg 100 new cities were built which provided work.

Eg Magnitogorsk was built from scratch **with** a dam and an underground railway.

Eg the Third Plan produced new consumer goods.

Eg the plans allowed for making weapons which boosted the economy ready for war.

Eg the USSR transformed in the 1930s, when most countries had millions unemployed.

Eg electricity, hospitals and healthcare were improved.

OR

Explains one effect

Eg from list above.

Eg over 100 new cities were built which included new industrial areas which were located in Siberia which ensured that economically, Russian industry would survive an invasion from the West.

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 effect **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

'Defeating Trotsky was the main reason why Stalin was the leader of the USSR by 1929.'

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 **1-3**

Eg Stalin was able to gain complete control of the government.
Eg Trotsky was a threat to Stalin's ideas.

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 **4-6**

AGREE

Eg Trotsky was seen as a threat as people respected him as he had been important in the takeover in the revolution in 1917 and had played an important role in the Red victory in the Civil War.

Eg Trotsky could be a threat to Stalin because he was clever, a thinker, and a good writer.

Eg Stalin tricked Trotsky so that he missed Lenin's funeral.

Eg Trotsky's policies could threaten Stalin

Eg It was important for Stalin to criticise Trotsky, saying he was intending to destroy Lenin's achievements, and focusing on Trotsky's Jewish heritage.

DISAGREE

Eg Censorship was tightened which helped him to gain control, including suppression of Lenin's Will which criticised Stalin.

Eg Communist propaganda controlled the minds of the people.

Eg Stalin was shown to be carrying on the work of Lenin and the Russian people wanted a period of stability; they didn't want Trotsky's permanent revolution.

Eg Stalin controlled the Politburo with his supporters.

Eg Stalin also **defeated** other rivals such as Zinoviev and Kamenev.

Eg Sometimes Trotsky helped to defeat himself by being too confident and aloof.

OR

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

May explain the interpretation on the basis of analysis of:

Eg Stalin’s strengths and his ruthlessness, but also Trotsky’s weaknesses and his mistakes.

May explain how interpretation came about on basis of:
Eg why Trotsky was seen as such a threat to Stalin after the death of Lenin and Stalin’s ways of using propaganda to belittle Trotsky.

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) and with a clear judgement (12 marks)

Eg Stalin filled the Politburo with his supporters, firstly allying himself with Zinoviev and Kamenev, who he then expelled and then with Bukharin. Stalin used alliances to achieve power because they allowed him to pick off his opponents in turn rather than dealing with them all at once. By 1929 he was the only one left with any power in the government.

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 the effects of the Second World War on the lives of the German people. **[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 effect Eg bombing raids badly affected the German cities.	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 Identifies several effects Eg Effects on cities such as Berlin, Dresden and Hamburg - ruins. Eg Effects on working work of German people - increased working week to 60 hours. Eg Effects on women - the number involved in war work increased; however, not as many signed up as had been anticipated. Eg effects on food supplies :at first there were no food shortages, as Germany followed a policy of autarky. Parks and gardens dug up. Eg Effects on Hitler Youth - carried out tasks such as collecting metal. Eg Effects on children who were evacuated from Berlin in 1940, but returned. Eventually there was mass evacuation in 1943. Eg propaganda was made by Goebbels to increase morale such as the film 'Kolberg'. Eg Concept of Total War was encouraged and there was a closure of non-essential businesses. Eg Effects on smokers – Cigarettes rationed to one and a half a day, and people frequently resorted to the Black Market.	3-6
	OR Explains one effect Eg from list above.	
	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 effect Eg at least two areas from the list above explained in detail.	7-8
	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 'The use of propaganda in the years 1929 to 1933 was the main reason Hitler became Chancellor of Germany in January 1933.'

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 Nazis used a lot of posters; they held rallies to get support.

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 **4-6**

AGREE

Eg Goebbels exploited new methods of propaganda and still used old methods as well.

Eg the propaganda appealed to people's nationalism ("stabbed in the back").

Eg Hitler's transformation – propaganda images showed him in army uniform and being photographed with animals and children.

Eg propaganda slogans – "Ein Volk, ein Reich, ein Fuhrer."

Eg poster campaigns targeted particular audiences.

Eg propaganda speeches – topics which affected particular audiences.

Eg propaganda about the Wall Street Crash – appeal to businessmen who lost everything and to unemployed workers.

DISAGREE

Eg the consequences of the Wall Street Crash – led to 6 million Germans being unemployed.

Eg Hitler ran for **President** in 1932 and, even though he lost, secured 13 million votes.

Eg the weaknesses of the Weimar Republic – Brüning nicknamed Hunger Minister due to his harsh economic policies such as cutting unemployment benefits.

Eg Nazi use of threats and violence – the SA threatened political opponents and disrupted meetings, started fires and beat up members.

Eg political scheming – using Von Papen to persuade Hindenburg to appoint Hitler as Chancellor and Von Papen as Vice-Chancellor.

OR

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

May explain the interpretation on the basis of analysis of:

Eg reasons why Hitler was able to gain support from different groups of people in Germany such as the middle class, working class and businessmen.

May explain how interpretation came about on basis of:

Eg Was the role of propoganda instrumental in securing support from the German people or was it the result of taking advantage of opportunities which occurred between 1929 to 1933?

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) and with a clear judgement (12 marks).

Eg Hitler's rise to power was based upon long-term factors such as the resentment of the German people and the weaknesses of the Weimar Republic, which Hitler exploited through his use of propoganda. The propoganda was paid for by his Communist-fearing backers. He also was able to secure the Chancellorship due to the strength of his stormtroopers and his own charisma with his rousing speeches. It was ultimately the Wall Street Crash which secured support, as thousands began to vote 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

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 there was opposition to the New Deal.

[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 some people thought that Roosevelt was doing too much, others thought not enough to help.

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 several reasons **3-6**

Eg the government was spending too much money on the Alphabet Agencies according to Roosevelt's Republican opponents.

Eg by the outbreak of the Second World War, business was still 25% less profitable than it had been in early 1929.

Eg Huey Long, **Senator for** Louisiana, spoke out against big business and wanted all Americans with over \$3 million to have it confiscated.

Eg Father Coughlin, who had around 30-40 million listeners for his radio show, said Roosevelt wasn't doing enough to help.

Eg Republicans said that Roosevelt had too much control; a dictator.

Eg Businessmen were outraged by higher taxes. They said it encouraged laziness

Eg the Supreme Court said that parts of the New Deal were illegal.

Eg The New Deal didn't revive the economy successfully – after a cut in government spending, by 1937-38 unemployment had risen to 10 million, nearly as bad as in 1933.

OR

Explains one reason

Eg from list above.

Eg the Supreme Court ruled that some of the New Deal was illegal, because Roosevelt's government had gone beyond what was

allowed in the American constitution. One of the acts which restricted the people's rights was the **NIRA**.

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 5 'Hoover's attempts to end the Depression were a complete failure.'
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 Hoover failed to deal with unemployment; Hoover didn't sort out problems successfully.

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 **4-6**

AGREE

Eg Severe effects of depression on businesses, jobs, banks, farmers etc – lower incomes; 12 million unemployed by end of 1932.

Eg Hoover relied on voluntary co-operation between government and businesses.

Eg the Hawley-Smoot Tariff 1930 failed to increase sales of goods as other countries put a similar tariff on **American goods**.

Eg farmers produced even more food when they realised that the government would pay the high prices.

Eg. He thought the poor should be helped by local communities – but many cities nearly bankrupt.

Eg. **Hoover's failures led to** the Bonus Marchers **demanding their pensions early**.

DISAGREE

Eg \$4,000 million for major building projects in construction industries for new jobs (eg Hoover Dam).

Eg \$300 million Emergency Relief Act to help unemployed.

Eg \$1,500 million Reconstruction Finance Corporation to help businesses recover.

Eg Hoover attempted to buy farmers surplus stock

Eg in 1930 he cut taxes and the Committee for Unemployment Relief was formed.

Eg the Norris-La Guardia Act protected trade unions and the Glass-Steagall Act helped banks by making it easier for them to borrow from the federal reserve.

OR

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

May explain the interpretation on the basis of analysis of:

Eg analysis of the successes and failures of actions which Hoover undertook to try and solve the Depression.

May explain how interpretation came about on basis of:

Eg answers can compare the promises of Roosevelt in contrast to the action of Hoover. These can be related to promises of the election campaign, but not about campaign tactics.

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) and with a clear judgement (12 marks)

Eg the interpretation that Hoover was a “do nothing” President can be contested due to the efforts that he undertook after the Wall Street Crash. He did lower taxes in 1930 and introduced acts such as the Emergency Relief Act which helped the poor. It might be argued that these efforts to combat the Depression were largely funded without raising taxes, which is what Roosevelt did later with his New Deal. However, this argument can be contested by the fact that some of his policies failed, such as the Hawley-Smoot Tariff. Arguably, as some historians say, he did ‘too little too late’.

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 did the Freedom Rides and Freedom Marches lead to the passing of the Civil Rights Act of 1964?

[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 there were a lot of Civil Rights marches which showed people supported it; Martin Luther King Jnr led the people successfully.

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 several reasons 3-6

Eg marches – In 1963 alone there were marches in 100 cities.

Eg Washington – 250,000 attended to watch MLK and others speak about Civil Rights.

Eg impact of MLK – tenacious leader despite frequent arrests; inspiration for peaceful protest. Letter from Birmingham Jail.

Eg JFK – met with leaders after the Washington March and congratulated them on their success.

Eg death of JFK – people supported the Act who wouldn't have done normally in memory of JFK ("Kennedy Bill").

Eg Freedom Rides – 1961 – their impact on TV and therefore public opinion.

Eg Images of CORE supporters being beaten up by KKK – affected public opinion.

Eg Increasing support from white communities – as seen on television.

OR

Explains one reason

Eg from list above

Eg in 1963 there were 900 demonstrations in 100 cities which led to 20,000 arrests. This showed the government that support for the Act was significant, including from white sections of communities.

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 Montgomery Bus Boycott was the most important event in the Civil Rights movement in the 1950s.’

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 bus boycotts were successful; the boycotts made the laws change.

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 **4-6**

AGREE

Eg Rosa Parks was a test case which was successful.

Eg bus companies lost money; it lasted for more than 12 months.

Eg it united people in Montgomery and 17,000 refused to use the bus service.

Eg showed white Americans in a bad light – violence and intimidation of Blacks; helped change public opinion.

Eg it led to the segregation law being declared unconstitutional on transport and bus segregation was declared illegal.

OR

DISAGREE

Eg Brown vs Topeka Board of Education was the first significant change.

Eg Supreme Court had already said that segregation was illegal in schools in 1954.

Eg Little Rock had more TV coverage and Americans saw the violence of the National Guard.

Eg Rosa Parks wasn't the first person to be arrested for sitting in the wrong part of the bus.

Eg Although bus segregation was declared illegal, it still took more campaigns (e.g. Freedom Rides) to get this implemented.

OR

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

May explain the interpretation on the basis of analysis of:

Eg an overview of the impact of the bus boycotts on local affairs but

also the significance of the boycotts on other Civil Rights issues in the 1950s.

May explain how interpretation came about on basis of:
Eg answers can assess both the positive and negative impacts of the boycotts on the leaders and the supporters of the boycotts and the Civil Rights actions which follow.

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 explanation, and containing at least three explanations (11 marks) and with a clear judgement (12 marks).

Eg the Montgomery Bus Boycott of 1955–1956 is often viewed as the defining protest of black Americans. Peaceful protesting, the use of the economic weapon that almost bankrupted the bus company, and the powerful eloquence of Martin Luther King, all secured a definitive victory. Though Brown vs Topeka and Little Rock were clear successes in the civil rights movement during the 1950s, the publicity for the Civil Rights cause arguably began with the bus boycott which achieved media attention all around the USA.

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 US media coverage lead to increased opposition to the war in Vietnam in the late 1960s?

[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 **people saw horrific images on TV.**

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 Vietnam was the first media war where the media wasn't censored.

Eg newspapers and magazines gave full coverage of the war including photographs.

Eg role of TV – in colour.

Eg the napalm attack on the young girl had a huge impact on the people.

Eg the execution of a Vietcong suspect in the streets had a huge impact.

Eg negative reporting of Tet Offensive

Eg impact of My Lai.

Eg much less was reported about the atrocities by the enemy.

Eg the media image that came out of North Vietnam was of an undeveloped nation successfully resisting the USA.

OR

Explains one reason

Eg from list above

Eg the media exposed the My Lai massacre over a year after it had taken place. The media coverage of the event appeared on news bulletins every night.

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 9 ‘The failure of the American bombing campaigns in Vietnam was the main reason why the USA struggled to win the war in Vietnam.’

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 **1-3**

Eg American troops were ambushed; they couldn't tell who the enemy was.

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

AGREE

eg USA's bombing campaigns failed to give the USA control of the ground – allowed Vietcong to gain upper hand in guerrilla warfare.

Eg The US bombing raids (eg Operation Rolling Thunder) turned opinion against the USA when American TV showed pictures of horrific consequences.

Eg The Viet Cong tactic of "hanging onto the belts" of the Americans - staying so close to the Americans so they could not use air or artillery backup without killing their own men.

Eg The Viet Cong used the Ho Chi Minh trail – jungle routes through Laos and Cambodia – to supply their armies. The Americans couldn't attack their supply routes without escalating the war.

OR

DISAGREE

e.g. American bombing was not a total failure – e.g. Hi-tech B-52 Bombers, Tet Offensive, and bombing of N Vietnam 1970-1972; many Vietnamese casualties; bombing supported patrols on the ground.

Eg US struggled to win because of guerrilla warfare – hard for US to gain "Hearts and Minds". Vietcong ambushed US Search and Destroy patrols, booby traps, etc.

Eg Inexperience of most US soldiers fighting in totally unfamiliar hostile territory.

Eg Public opinion in USA turned against war, especially after atrocities publicised such as My Lai; student protests such as at Kent

State University 1970; role of celebrities such as folk singers – this helped to reduce enthusiasm of soldiers and politicians for continuing the war.

Eg Escalating cost of war – Congress members turned against war.

OR

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

May explain the interpretation on the basis of analysis of:

Eg the answer refers to the necessity for the USA to devise answers to counteract guerrilla tactics.

May explain how interpretation came about on basis of:

Eg responses may reflect the attempts of the USA to portray its attacks on guerrilla warfare as successful for its troops.

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) and with a clear judgement (12 marks).

Eg the overall strategy of guerrilla warfare involved the Americans in a long-drawn out war. The tactic to wear down gradually the much larger and stronger enemy succeeded. American bombing campaigns could never successfully break the determination and resilience of the Vietcong, assisted by its Communist neighbours. Therefore the NLF, who were based in the thick forests of South Vietnam, began by taking control of the villages in the rural areas. As

their strength grew and the enemy retreated, they began to take the smaller towns. The Americans had no answer to this except more brutal bombings which in turn ensured adverse publicity at home and more determination on the part of their enemies.

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 0 Why did the situation in Northern Ireland in the early 1970s lead to Bloody Sunday in 1972?
[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 or identifies one reason. 1-2

Eg people were imprisoned without trial.

Eg there were battles between the English troops and the Catholics.

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 historical background of sectarian rivalry, made worse by political and economic inequalities.

Eg Arrival of British army 1969 after violence at some civil rights marches.

Eg Sectarian rivalry fuelled by both Catholics and Protestants being forced out of mixed areas – polarised positions geographically.

Eg internment – imprisonment without trial was introduced, 1971.

Over 350 arrested, but none of the people arrested was Protestant, and many were not active with the IRA.

Eg the Catholic men arrested completed a spell in prison, and then often left to join the Provisional IRA.

Eg the Provisional IRA were determined to fight against the British army.

OR

Explains one reason

Eg from list above.

Eg in the Falls curfew of July 1970, 3,000 British troops forced the Catholic community to stay at home.

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.

2 1 'Economic and political conditions improved in Northern Ireland during the time of the O'Neill government, 1963 to 1969.'

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 O'Neill promised to improve things, but housing conditions remained very poor for many.

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 **4-6**

AGREE

Eg British government tried to help O'Neill create prosperity by pumping in money - £450m to build houses, a new motorway, a new port, a new airport and to attract modern industries to create jobs.

Eg A points system for allocating council houses was proposed.

Eg meetings with Irish prime minister, Sean Lemass 1965; this improved cross-border links, and Lemass encouraged Catholics in N Ireland to get involved in N Ireland politics.

Eg formation of the Anglo-Irish Free Trade Treaty 1965.

Eg moderate Unionists supported O'Neill's Lemass visit.

Eg O'Neill was the First Unionist Prime Minister to visit a Catholic school and to meet with Catholic dignitaries like Cardinal Conway.

Eg developments in education – University of Ulster

Eg there was less support for nationalist parties by the mid-1960s, including Sinn Fein.

DISAGREE

Eg talks with Lemass proved unpopular with Unionists.

Eg Paisley formed the Protestant Unionist Party 1966. Unionists increasingly discontented with what they saw as concessions given to Republicans/Catholics.

Eg Building new University of Ulster in Coleraine created opposition.

Eg Ulster Volunteer Force reformed 1966 and it bombed water installations in March 1969.

Eg Craigavon unpopular.

Eg By the end of the 1960s there was increasing discontent with civil rights marches 1968-9 leading to The Troubles. Many

Catholics/nationalists were discontented with the slow rate of economic and political improvements.

OR

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

May explain the interpretation on the basis of analysis of:

Eg O'Neill's personal role in affairs in the 1960s. Responses will assess attempts to secure peace and equality, so therefore his successes and failures.

May explain how interpretation came about on basis of:

Eg Responses may analyse successes and failures of the government in relation to different aspects of society; political, economic, religion and social.

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) and with a clear judgement (12 marks).

Eg O'Neill resigned in April 1969 having lost the support of many nationalists and unionists. As early as 1965 Paisley, following O'Neill's meetings with Lemass had started an "O'Neill Must Go" campaign. Many unionists had become increasingly unhappy with O'Neill's reforms which they saw as concessions to nationalists and

they felt he was taking Northern Ireland closer to a United Ireland. He had major critics within his own party who disagreed with him over his reforms and resigned from his government.

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 the Palestine Liberation Organisation (PLO) gain support in the 1960s?

[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 or identifies one reason. 1-2

Eg it was a new organisation and brought people together.

Eg it was feared by the Jews.

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 a new organisation for the stateless Palestinians.

Eg it was founded with Arab League support to secure themselves from Israeli domination.

Eg it was feared by the Jews and seen as a group of freedom fighters trying to regain their country for the Palestinians and Arabs.

Eg after defeats in the Six Day War Palestinians realised they needed alternative methods of defeating the Israelis.

Eg PLO established bases in Jordan, Syria and the Lebanon, gaining many recruits.

Eg In 1968 Yasser Arafat became leader of PLO; his leadership encouraged growth of Palestinian nationalism and pride.

Eg Attacks on Israeli targets (buses, tourist resorts, etc) by the terrorist wing of the PLO, Fatah, showed that the PLO was an organisation worth joining (though it created adverse publicity from opponents).

OR

Explains one reason

Eg from list above.

Eg guerrilla networks were increasingly active throughout the late 1960s and were given even more freedom after the Cairo agreement in 1969, in which refugee camps in Lebanon were placed under the command of Palestinian forces which were less heavy handed.

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.

2 3 'The Camp David Agreement showed that peace between Arabs and Israelis in the Middle East was possible.'

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 Camp David brought peace to the Middle East.

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** **4-6**

AGREE

Eg some specific details of the Camp David agreement might be included such as the role of president Carter and the duration of the talks.

Eg two documents were produced "The Framework for Peace in the Middle East" and "The Framework for the Conclusion of a Peace Treaty between Egypt and Israel".

Eg Carter received the Nobel Peace Prize in 2002 for his work.

Eg The Washington Treaty, March 1979.

DISAGREE

Eg wider Arab opinion – Egypt signing of peace made other Arab nations furious – threw Egypt out of Arab League.

Eg Moderate Arab nations rejected the peace e.g. Jordan, Saudi Arabia.

Eg PLO and Syria criticised Egypt for signing peace terms.

Eg the fate of Sadat – assassinated in 1981 due to unpopularity.

Eg settlement building – Begin increased these in the West Bank from 45 to 100.

Eg continuing Arab resentment of Israeli victories.

Eg continuing Arab failure to recognise Israel.

Eg absence of Palestinian state.

Eg the need for Oslo Accords 1993 and 1995.

Eg need for foreign intervention to resolve problems (the UN).

OR

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

interpretation came about

May explain the interpretation on the basis of analysis of:

Eg answers may examine issue of success/failures of the talks and agreements but this conclusion will not be developed.

May explain how interpretation came about on basis of:

Eg answers may refer to the terms of the agreement, the significance of the talks, the role of Carter as evidence that peace was possible AND/OR the Arab resentment of Israeli victories, continued settlement building, Israeli invasion of Lebanon and continued absence of Palestinian state as evidence that peace was not possible.

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) and with a clear judgement (12 marks).

Eg the results of the Camp David talks were substantial and historic: the return of the Sinai to Egypt, the establishment of diplomatic relations between Israel and Egypt, and a framework for guiding the subsequent negotiations on Palestinian self-governance and relationship to Israel. The problem lies not in what happened at Camp David, but what has failed to happen since. But even as the two sides grew closer to a resolution of their differences, the extremists in both camps tried to alter the process. The Israelis created new settlements in the West Bank and from among the Palestinians suicide bombers emerged.

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