



General Certificate of Secondary Education

GCSE History *Specification B*

Unit 2 Depth Studies

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

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

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GENERAL CERTIFICATE OF SECONDARY EDUCATION

HISTORY SPECIFICATION B

A: INTRODUCTION

- **Consistency of Marking**

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

- **Subject Content**

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

- **The Assessment Objectives (AOs)**

Assessment Objectives		% weighting
AO1	Recall, select and communicate their knowledge and understanding of history	32
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 candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History. All candidates take a

common examination paper – there is no tiering. Consequently, it is reasonable to expect to encounter the full range of attainment and this marking scheme has been designed to differentiate candidates' attainment by **outcome** and to reward **positively** what the candidates know, understand and can do.

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

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

B: QUESTION TARGETS & LEVELS OF RESPONSE

- **Question Targets**

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

- **Identification of Levels of Response**

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

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

- **Placing an answer within a Level**

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

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

- **What is a sustained response?**

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

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

In some cases, as you read an answer to a sub-question, it will be clear that particular levels have been reached at certain points in the answer. If so, remember to identify them 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 candidate attainment. The more positive the answers, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided. At all times, therefore, examiners should be prepared to use **the full range of marks** available for a particular level and for a particular question. Remember – mark **positively** at all times.

Consider whether the answer is:

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

Note about Indicative Content.

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

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

- **Some things to remember**

Mark positively at all times.

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

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

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

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

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

Do not use half marks.

D: SOME PRACTICAL POINTS

- **Answers in note form**

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

- **Diagrams, etc**

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

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

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

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

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

Make sure you identify such cases with an A (for alternative) in your sub-total, e.g. 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.

Paper 2: Depth Studies**Section A****Topic 1**

- 01** What does **Source A** suggest about the reasons for Bolshevik success in seizing power in October/November 1917? **4**
- Target: Comprehension and inference from a source (AO3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1 Answer that takes information from the source 1-2**
For example, Trotsky did most of the planning; there was little fighting; success was achieved by a small group of dedicated revolutionaries.
- Level 2 Answer shows understanding and is able to make inference(s) from source 3-4**
For example, the success would have been a surprise at the time, because the event was small-scale and only involved a small group of people. The success was due to their dedication. The reasons for success were later changed by Communist propaganda.

02	In August 1914 Russia became involved in the First World War. Explain why Nicholas II became increasingly unpopular during this war.	6
Target:	Causation and analysis of key features (AO1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
Level 1:	Simple descriptive comment and/or identifies one reason e.g. Russia suffered many defeats during the war and millions of soldiers died. e.g. some limited description of Russia's part in the war. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
Level 2:	EITHER Identifies several reasons e.g. defeats in the war led to loss of morale; shortages in the cities of food and fuel; transport problems; inflation; the Tsarina becoming unpopular (with Rasputin) when she was left in charge after Tsar Nicholas made himself Commander-in-Chief. OR Explains one reason e.g. the role of Rasputin in blackening the reputation of the Romanovs through his influence at court, especially in the absence of the Tsar. 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.	3-4
Level 3	Explains more than one reason e.g. two or more 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.	5-6

03	How useful is Source B for studying support for the Whites in the Civil War, 1918-1921? Use Source B and your knowledge to explain your answer.	10
	Target: Evaluation of a source for utility using own knowledge (AOs 1,2 and 3)	
	Candidates 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 e.g. the source shows France, the USA and Britain supporting the Whites.	
	OR	
	Generalised or learned response which could apply to any source e.g. the source is a cartoon and therefore does not give a serious explanation. 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
	Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge e.g. the source is useful for showing how Britain, France and the USA were using foreign intervention as a way of supporting the Whites against the Communists.	
	OR	
	Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias e.g. the source suffers from bias as the Bolsheviks are trying to show who the Whites were using as the basis of their struggle against Communism. 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	6-8
	Developed explanation about the utility/limitations of the source using the source and own knowledge e.g. the source is useful because it shows how the Whites, appealing to more wealthy and right-wing groups, persuaded other countries to intervene, relying on their hatred and fear of Communism - especially as it was supposed to spread from Russia to other more developed countries.	
	OR	
	Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge e.g. the purpose of the cartoon was to show the Whites as unpatriotic and in the pay of foreigners trying to take over Mother Russia. This is somewhat ironic, as, in theory Communism did not believe in national boundaries. 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, one at Level 3, the other at Level 2	9-10

Both strands above at Level 3

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.

Topic 2

04	What does Source C suggest about the consequences of hyperinflation in Germany in 1923?	4
	Candidates either submit no evidence or fail to address the question.	0
	Target: Comprehension and inference from a source (AO3)	
Level 1	Answer that takes information from the source e.g. the German economy became worthless; many Germans were ruined; many Germans believed that their new democracy had brought them nothing but trouble.	1-2
Level 2	Answer shows understanding and is able to make inference(s) from source e.g. hyperinflation added to the complaints about the democratically run Weimar Republic; in fact, the effects of hyperinflation across Germany varied.	3-4
05	Explain what Stresemann did to help the German economy recover in the year 1924–1929.	6
	Candidates either submit no evidence or fail to address the question.	0
	Target: Causation and analysis of key features (AO1 and 2)	
Level 1:	Simple descriptive comment and/or identifies one feature e.g. Stresemann set up a new currency. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
Level 2:	EITHER Identifies several features e.g. new currency; loans from the USA; more friendly relations in Europe; allowed to join the League of Nations. OR Explains one feature e.g. help from the USA explained through details on the Dawes Plan (1924) and the Young Plan (1929). 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.	3-4
Level 3	Explains two or more features e.g. two or more 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.	5-6
06	How useful is Source D for studying the French occupation of the Ruhr in 1923?	10

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

Target: Evaluation of a source for utility using own knowledge (AOs 1,2 and 3)

Candidates 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

e.g. the source shows that French soldiers were in the Ruhr in large numbers.

OR

Generalised or learned response which could apply to any source

e.g. the source is from a French magazine and is very biased.

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

Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge.

e.g. the source is useful, because it tells us of France's claim to get coal from the mines/factories of the Ruhr instead of cash reparations which Germany was not paying.

OR

Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias.

e.g. the source is not useful, because it is from a French magazine produced at the time. It is intended to show the French in a good light.

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 6-8

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

e.g. the source is not useful because it does not explain anything about the background to the occupation – the German failure to pay reparations. Nor does it show the violence that occurred in various places, including deaths of German civilians.

OR

Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge.

e.g. the source is not useful because it is from a French magazine produced at the time with the purpose of bolstering French pride and asserting their rights as defined in the Treaty of Versailles. It is, however, useful for learning about how the event was portrayed to the French people.

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, one at Level 3, the other at Level 2 9

Both strands above at Level 3

10

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.

Topic 3

07	What does Source E suggest about American attitudes towards immigrants?	4
	Target: Comprehension and inference from a source (AO 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1 Answer that takes information from the source e.g. there was a quota system; this was a victory for the WASPs who didn't like southern and eastern Europeans.	1-2
	Level 2 Answer shows understanding and is able to make inference(s) from source e.g. many Americans were racist and wanted to control which European races came to the USA; American attitudes had become less tolerant following the influx of southern and eastern European immigrants before, during and immediately after the First World War.	3-4
08	Explain the consequences of Prohibition for the USA in the 1920s.	6
	Target: Causation and analysis of key features (AO1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple descriptive comment and/or identifies one consequence e.g. many people were arrested. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: EITHER Identifies several consequences e.g. the creation of speakeasies; moonshine; raids on illegal drinking clubs; arrests; the development of 'gangsterism'; the impact on daily lives. OR Explains one consequence e.g. detailed explanation of gangsters such as Al Capone and Bugs Malone. 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.	3-4
	Level 3 Explains two or more consequences e.g. two or more 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.	5-6

09	How useful is Source F to an historian studying attitudes towards the stock market in the USA in the 1920s? Use Source F and your knowledge to explain your answer.	10
	Target: Evaluation of a source for utility using own knowledge (AOs 1, 2 and 3)	
	Candidates 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 e.g. the source shows a man in hospital being interested in the stock market. OR Generalised or learned response which could apply to any source e.g. it is a cartoon; cartoons always exaggerate, so it is of limited use. 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
	Simple comments on the usefulness or the limitations of the source based on information in the source and/or own knowledge e.g. the source is useful for showing how the stock market was important to many Americans, even when they were ill and about to have an operation. OR Simple comments on the usefulness or the limitations of the source in terms of provenance or reliability or bias. e.g. the source is of limited use, because it is a biased cartoon which ridicules the excessive interest in the stock market in the USA. 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	6-8
	Developed explanation about the utility/limitations of the source using the source and own knowledge e.g. the source is useful for showing how some American newspapers assumed that their readers were familiar with stock market activities as indeed they were in many sections of society during the boom of the 1920s, with many people tempted to invest their money, even mortgaging their homes. OR Developed explanation about the utility/limitations of the source focusing on the provenance of the source in relation to the content and/or own knowledge. e.g. the source is useful for showing how some Americans were prepared to ridicule the American preoccupation with the stock market, and suggest that there might be other priorities in life such as health. By 1927 there were significant criticisms of the stock market developing. 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, one at Level 3, the other at Level 2	9

Both strands above at Level 3

10

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.

Section B
Topic 4

- 10** Using **Source G** and **your knowledge** describe the process of collectivisation of agriculture in the USSR in the late 1920s and early 1930s. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows that tractors were produced for use on collective farms.
 e.g. Small peasant holdings were made into big farms.
 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**
Detailed description of limited aspects
 e.g. in each area a kolkhoz (collective farm) was set up, and managed by a Communist Party member. The collective farm had to produce a fixed amount of food for the government each year.
OR
Limited description of wider range of aspects
 e.g. the need to join small farms together; the process of creating a kolkhoz; resistance from kulaks; killing of animals rather than handing them over; food collected from each collective to feed towns and for export; famines; most farmland collectivised by mid-1930s; importance of mechanisation to increase productivity.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 e.g. at least two aspects described in detail, such as reference to the importance of mechanisation.
 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.

- 11** 'Stalin became sole ruler of the USSR by 1928 because he had been able to use his position as General Secretary at the time of Lenin's death'. Do you agree? Explain your answer. **12**
- Target: Analysis of key features and causation (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or identifies one reason. 0-3**
 e.g. Stalin was very cunning – for example, making sure that Lenin's will was not used against him.
 e.g. Stalin doctored photographs by eliminating Trotsky from Lenin's side, and putting his own portrait there.
 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 several reasons
 e.g. how Stalin used his position as General Secretary; Stalin ensuring that Trotsky was not present at Lenin's funeral; Trotsky's perceived weaknesses; Stalin's elimination of other contenders.
OR
Explains one reason using knowledge and understanding
 e.g. detailed explanation of how Stalin outmanoeuvred Trotsky around the time of Lenin's death by using his position as General Secretary.
 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 7-10**
 e.g. details on more than one aspect (as above). This may be in the form of a narrative, but including some conclusions about the reasons for Stalin's success. It may include agreements and disagreements, but not necessarily.
 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: An analytical, linked, multi-causal answer clearly focused on the question 11-12**
 e.g. in addition to Level 3, the answer contains detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation.
 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.

Topic 5

- 12** Using **Source H** and **your knowledge** describe how Hitler gained much support from the Hitler Youth movement and the League of German Maidens. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows Hitler getting a lot of support from girls.
 e.g. the Hitler Youth movement had smart uniforms that appealed to boys.
 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**
Detailed description of limited aspects
 e.g. the Hitler Youth ran lots of activities, including summer camps which appealed to German boys. Membership provided excitement and fun.
OR
Limited description of wider range of aspects
 e.g. Hitler got support through propaganda; through schools and the pro-Nazi message that was taught; through providing exciting activities; through marches and parades; through providing training in specialist skills; through providing a sense of belonging.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 e.g. at least two aspects described in detail, such as the enthusiasm of German children when they met Hitler.
 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.

- 13** 'The Nazis use of threats and violence was the main reason why Hitler became Chancellor of Germany in January 1933.'
Do you agree? Explain your answer. **12**
- Target: Analysis of key features and causation (AOs 1 and 2)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Simple descriptive comment and/or identifies one reason. 1-3**
e.g. the Nazis benefited from the consequences of the Wall Street Crash and rapidly rising unemployment.
e.g. threats and violence with the SA helped to increase the Nazi vote until the Nazis became the largest party.
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 several reasons
e.g. answer mentions several reasons, such as the consequences of the Wall Street Crash, Hitler's criticism of the Treaty of Versailles, Jews and Communists, the weakness of the structure of the Weimar constitution, the frailty of Hindenburg, Nazi use of threats and violence, the actions of the SA.
OR
Explains one reason using knowledge and understanding
e.g. detailed explanation of one of the above items.
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 7-10**
e.g. details on more than one aspect (as above). This may follow a narrative framework, but it must include some explicit details and/or arguments on the period 1929-1933, probably including references to national elections in 1930 and 1932. It may include agreements and disagreements, but not necessarily. 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: An analytical, linked, multi-causal answer clearly focused on the question 11-12**
e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation.
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.

Topic 6

- 14** Using **Source J** and **your knowledge** describe the main effects of the Wall Street Crash on the people of the USA. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows people queuing up for food.
 e.g. many Americans lost their jobs as unemployment rose.
 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**
Detailed description of limited aspects
 e.g. detailed description of effects on those who lost their livelihoods as the price of shares collapsed, with some driven to despair that led to suicide.
OR
Limited description of wider range of aspects
 e.g. some description of losing jobs; houses being repossessed by banks; some becoming homeless; Hoovervilles; loss of confidence in American government; reliance on charities and soup kitchens.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 e.g. at least two aspects described in detail, such as a reference to the dehumanising queuing for food - even on Christmas Day.
 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.

15	‘The New Deal led to the economic recovery of the USA in the 1930s.’ Do you agree? Explain your answer.	12
	Target: Analysis of key features and causation (AOs 1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple descriptive comment and/or identifies one feature e.g. the New Deal provided lots of jobs to help the economy out of the Depression. e.g. some limited description of the New Deal. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-3
	Level 2: EITHER Identifies several features e.g. answer mentions several features, such as how the New Deal helped different groups of people, and how the New Deal provided lots of aid towards recovery. OR Explains one feature using knowledge and understanding e.g. detailed answer on one aspect, such as the work of the TVA. 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.	4-6
	Level 3: Explains more than one feature e.g. details on more than one aspect, for example, by balancing successes of some aspects with continuing high unemployment in the late 1930s. Answers will probably mention that the real economic recovery came with the USA’s involvement in the Second World War. Answers will probably include agreements and disagreements, but not necessarily. 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.	7-10
	Level 4: An analytical, linked, multi-causal answer clearly focused on the question e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation. e.g. in addition to Level 3, answer argues that, whilst the New Deal provided relief and helped to restore confidence, the real recovery came with the USA’s involvement in Lend-Lease, etc, and how the US economy thrived even before its direct involvement in the war. The answer demonstrates highly developed/ complex understanding of the rules of spelling, punctuation and grammar. It is well structured, with an appropriate form and style of writing. Specialist vocabulary is used effectively.	11-12

Topic 7

- 16** Using **Source K** and **your knowledge** describe how racism was challenged in the 1950s. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows soldiers at the school.
 e.g. black Americans wanted an education.
 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**
Detailed description of limited aspects
 e.g. detailed description of the events at Little Rock High, passing reference to the photograph.
OR
Limited description of wider range of aspects
 e.g. some description of life in the southern states, segregation, the Klu Klux Klan.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 e.g. at least two aspects described in detail, from:
 Rosa Parks/bus boycott; the Brown v Topeka case, Little Rock High School; the protest movement under leadership of Martin Luther King (1950s)
 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.

17	<p>‘Without Martin Luther King the fight for civil rights in the USA would not have made progress in the 1950s and 1960s.’ Do you agree? Explain your answer.</p>	12
Target: Analysis of key features and causation (AOs 1 and 2)		
Candidates either submit no evidence or fail to address the question.		0
Level 1: Simple descriptive comment and/or identifies one feature		
e.g. claims Martin Luther King was a martyr and therefore important e.g. some limited description of Black Power, Rosa Parks, Brown v Topeka. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.		1-3
Level 2: EITHER		
Identifies several features e.g. the answer mentions several features, such as the importance of Martin Luther King, the Civil Rights marches, the Civil Rights Acts, the Black Power Movement, protest at the Olympics.		4-6
OR Explains one feature using knowledge and understanding e.g. detailed answer on one aspect, such as the Washington March, 1963 and links to the role of Martin Luther King. 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		
e.g. details on more than one aspect, for example, Martin Luther King as a protest organiser, 1955-1963; the Civil rights Act, 1964; the Civil Rights Act of 1968 (following King’s death); the impact of the Black Power Movement; the work of Rosa Parks. Answers will probably include agreements and disagreements, but not necessarily. 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.		7-10
Level 4: An analytical, linked, multi-causal answer clearly focused on the question		
e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation. e.g the answer may analyse the impact of Martin Luther King versus the failure of the Black Power movement, the negative impact of the Black Power movement, the success of the Washington March, the limited impact of the Civil Rights Acts. Evaluation accepts the importance of Martin Luther King but acknowledges the contribution/impact of other individuals/groups and events. 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.		11-12

Topic 8

- 18** Using **Source L and your knowledge**, describe the US response to guerrilla tactics. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows the USA bombing north Vietnam.
 e.g. the USA used their technology to try and defeat the guerrillas.
 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**
Detailed description of limited aspects
 e.g. detailed description of the campaign ‘Operation Rolling Thunder’ with reference to the length of the campaign, numbers of bombs dropped, the amount of damage.
OR
Limited description of wider range of aspects
 e.g. covers a range of tactics including: Blanket bombing; The use of helicopters; ‘Hearts and minds’ and Safe hamlets.
 Technology: Agent Orange, Napalm.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 e.g. at least two aspects described in detail, from:
 the use of helicopters; ‘Hearts and minds’ and Safe hamlets.
 Technology: Agent Orange, Napalm.
 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.

19	‘The Tet Offensive in 1968 was the main reason why the USA lost the Vietnam War.’ Do you agree? Explain your answer.	12
	Target: Analysis of key features and causation (AOs 1 and 2)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Simple descriptive comment and/or identifies one feature e.g. North Vietnamese troops were actually in Saigon. e.g. Bombing north Vietnam did not work. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-3
	Level 2: EITHER Identifies several features e.g. the answer mentions several features, such as Vietnamisation, American withdrawal, the fall of Saigon. OR Explains one feature using knowledge and understanding e.g. detailed answer on one aspect, such as the impact of the Tet Offensive on people back home, the sense that it was a defeat despite the losses of the North Vietnamese Army. 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.	4-6
	Level 3: Explains more than one feature e.g. details on more than one aspect, for example: the Tet Offensive and its impact on the war, 1968; attacks on Laos and Cambodia, 1970; US bombing of north Vietnam, 1970-1972; US withdrawal, 1973-1975; Vietnamisation. Answers will probably include agreements and disagreements, but not necessarily. 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.	7-10
	Level 4: An analytical, linked, multi-causal answer clearly focused on the question e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation. e.g the USA knew that Vietnamisation had little real sense of success. Expanding the war into Laos and Cambodia got a reaction at home which forced withdrawal and defeat. Balancing reactions to the Tet Offensive at home and military failure in Laos and Cambodia. 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.	11-12

Topic 9

20	Use Source M and your knowledge to describe the events on Bloody Sunday, 1972.	8
	Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)	
	Candidates either submit no evidence or fail to address the question.	0
	Level 1: Basic description, using source or own knowledge e.g. the photograph shows them carrying someone away. e.g. the march was banned, the army shot 13 people. The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.	1-2
	Level 2: EITHER Detailed description of limited aspects e.g. detailed description of the march: the use of water cannons and rubber bullets, the army opened fire and killed 13 people, an enquiry followed. OR Limited description of wider range of aspects e.g. covers a range of issues including: civil rights protests 1968-1972; the deployment of the British Army; Paramilitary actions/IRA/UDF; the RUC and house to house searches; Internment. 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.	3-5
	Level 3: Detailed description of several aspects using source and own knowledge e.g. at least two aspects described in detail, from: civil rights protests, 1968-1972; the deployment of the British Army; Paramilitary actions/IRA/UDF; the RUC and house to house searches; Internment. 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.	6-8

21	<p>'Poverty and economic equality were the main reasons for the troubles in Northern Ireland in the 1960s and 1970s.'</p> <p>Do you agree? Explain your answer.</p>	12
	<p>Target: Analysis of key features and causation (AOs 1 and 2)</p>	
	<p>Candidates either submit no evidence or fail to address the question.</p>	0
	<p>Level 1: Simple descriptive comment and/or identifies one feature</p> <p>e.g. the lack of jobs for the Catholics. e.g. poor housing for the Catholics.</p> <p>The answer demonstrates simple understanding of the rules of spelling, punctuation and grammar. It is generally coherent but basic in development.</p>	1-3
	<p>Level 2: EITHER</p> <p>Identifies several features</p> <p>e.g. answer mentions several features, such as local elections, jobs for protestants, poor economy, poor housing and the lack of investment in Northern Ireland.</p> <p>OR</p> <p>Explains one feature using knowledge and understanding</p> <p>e.g. Prime Minister O'Neill tried to link more with Eire but opposition grew to some of his actions.</p> <p>The answer demonstrates developed understanding of the rules of spelling, punctuation and grammar. It is reasonably well organised and presented in a clear and effective manner.</p>	4-6
	<p>Level 3: Explains more than one feature</p> <p>e.g. details on more than one aspect: local elections; there were few Catholics in top jobs; the low standard of living; the fears of Catholics that they would eventually leave; segregation in Derry/Londonderry/Belfast; Church and schooling; NICRA/civil rights; Craigavon. Answers will probably include agreements and disagreements, but not necessarily.</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
	<p>Level 4: An analytical, linked, multi-causal answer clearly focused on the question</p> <p>e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation.</p> <p>e.g. Protestants did dominate in better jobs and local government, but Northern Ireland was suffering economically throughout; the poor handling of civil rights marches led to increased opposition.</p>	11-12

Topic 10

- 20** Use **Source N** and **your knowledge** to describe the events at the Munich Olympics, 1972. **8**
- Target: Use of source and knowledge to describe key features (AOs 1,2 and 3)**
- Candidates either submit no evidence or fail to address the question. **0**
- Level 1: Basic description, using source or own knowledge** **1-2**
 e.g. the photograph shows a terrorist in control.
 e.g. The Israeli athletes were killed in the rescue attempt.
 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**
Detailed description of limited aspects
 e.g. detailed description of events including the attack on the Israelis in the Olympic village, the negotiations, the rescue attempt, the failure of the rescue, the consequences.
OR
Limited description of wider range of aspects
 e.g. Terrorism /the use of the media/ it was an international sporting event; the attack and failure of the German Police; the decision to go ahead with the Games and the reaction of Israelis.
 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: Detailed description of several aspects using source and own knowledge** **6-8**
 At least two aspects described in detail, from: terrorism /the use of the media/ it was an international sporting event; the attack and failure of the German Police; the decision to go ahead with the Games and the reaction of Israelis.
 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.

21	<p>'The signing of the treaty between Egypt and Israel in March 1979 brought peace to the Middle East at the end of the 1970s.'</p> <p>Do you agree? Explain your answer.</p>	12
Target: Analysis of key features and causation (AOs 1 and 2)		
Candidates either submit no evidence or fail to address the question.		0
Level 1: Simple descriptive comment and/or identifies one feature		
e.g. peace between Egypt and Israel.		1-3
e.g. they had a road-map to peace. The leaders met at Camp David.		
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		4-6
e.g. the answer mentions several features, such as the meeting between Begin and Sadat, the Camp David agreement.		
OR		
Explains one feature using knowledge and understanding		
e.g. detailed answer on one aspect, such as the impact of the first meeting between Begin and Sadat resulting in some progress (leading to the treaty) but it cost Sadat his life in a terrorist attack.		
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		
e.g. details on more than one aspect, for example: Begin and Sadat, 1977, the Camp David Agreement, 1978; Lebanon, 1978 and the West bank and Gaza, 1977 (used to challenge the move toward peace). Answers will probably include some agreements and disagreements, but not necessarily.		7-10
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: An analytical, linked, multi-causal answer clearly focused on the question		
e.g. in addition to Level 3, answer argues contains a detailed, balanced judgement(s) regarding the interpretation. The judgement(s) may support or reject the interpretation after considering both points of view, or partially support and partially accept the interpretation.		11-12
e.g. Balances the peace between Israel and Egypt against the PLO and occupied territories of Gaza and the West Bank and the Israeli invasion of the Lebanon.		
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.		