

Results Mark Scheme Summer 2007

GCSE

GCSE History (1334 Paper 01)

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Question 1

- (a)(i) *Give ONE reason to explain why Britain and Russia formed an entente in 1907.*

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. settle disputes over Persia.

(1)

Level 2: Developed statements supported by relevant knowledge
e.g. As L1, broader issues in Tibet and Afghanistan, Britain preserving the empire.

(2-3)

- (ii) *Why was there a crisis over Bosnia in 1908?*

(5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g.
Austria-Hungary annexed Bosnia and Herzegovina.

(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, Turkey in chaos and A-H/Russia meddled.

(3-4)

Level 3: Developed explanations supported by appropriately selected
knowledge e.g. as L2, A-H had occupied B-H since 1878, issue
broadened- Straits, Serbia hostile to A-H.

(5)

- (iii) *In what ways did relations between Britain and Germany change a result of the second Moroccan crisis?* (5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Britain anxious that G. might have naval base on the Atlantic. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as 1, Lloyd George's Mansion House speech -Br. Support for France- relations poor. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, but rivalry continued -naval (Ger. 3 more battleships), industrial etc., 1912 Anglo-French naval agreement increases tension. (5)

- (iv) *Describe the key features of the Balkan Wars 1912-13.* (7)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Balkan League at war with Turkey- Turkey lost lands. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Treaty of London- Turkey lost heavily, Albania created, Balkan states enlarged. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. Bulgarians began Second War, Treaty of Bucharest ended it- Bulgaria defeated and lands gained in 1st War lost. (6-7)

(b)(i) *Describe the key features of the effects of the Franco- Prussian War on France and Germany in the early 1870s.*

(10)

Target: Key features/ recall of knowledge

Level 1: Simple statement about importance supported by some knowledge e.g. France defeated and humiliated.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about importance supported by relevant knowledge as L1, Fr. To pay huge indemnity and suffer occupation. Germany united Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-5)

Level 3: Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, indemnity of 5 billion francs, 160,000 French casualties, German-20,000. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, German Empire proclaimed, Parisian revolution began. France sought revenge , Bismarck keen to avoid future wars-foreign policies determined by the war. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(9-10)

- (ii) *Why did a system of international agreements and alliances develop in the years 1873-94?* (15)

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about the developing alliances. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli - DKB- resist socialism, renewed to help interests in Balkans or brings in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility. (5-8)

Level 3: Developed explanation supported by appropriately selected Knowledge e.g. as L2, Dual Alliance to protect A-H and Ger. Russia, sees Russia and France pushed together in 1894- may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, sees rationale behind each, may see Bismarck's hand and the division by 1894, thus moving beyond basic stimulus either by sharp focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. (13-15)

Question 2

- (a)(i) *Give one reason to explain why the Three Emperors' League was formed in 1873.*

(3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. resist the growth of socialism.

(1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, Bismarck and the notion of outflanking France, agreement to support each other in the event of an unprovoked attack.

(2-3)

- (ii) *Why did Bismarck make the Dual Alliance in 1879?*

(5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Bismarck's fear of Russian attack- drew in A-H.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, the treaty would also keep A-H away from Britain

(3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Bismarck had offended Russia at Berlin, it would block A-H from France.

(5)

- (iii) *Describe the key features of the growth of the German Empire in the 1880s and 1890s.*

(5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. moves into S. W. Africa in 1884 -no opposition from Britain

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Togo and Cameroon's added in 1884 and early 1885 Tanganyika annexed.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, moves beyond Africa - part of New Guinea, Samoa, Pacific islands, China.

- (iv) *In what ways did relations between Britain and Germany change in the years 1890-98?* (5)

(7)

Target: Change/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. general worsening- personal level between Kaiser and British Royal family.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, South Africa- Kruger Telegram 1896

(3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, 1898 Naval Laws and formation of the German Navy League heighten concerns.

(6-7)

(b)(i) *Why did the Balkans experience increased tension in the years 1876-1908?*

(15)

Target Causation / recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about growth of tension. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge

e.g. details of the stimuli, or brings in other knowledge- crisis in 1875, Sultan deposed, atrocities, further conflict - Russia involved - San Stefano. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, Berlin, Bulgarian crisis 1885, great Power agreements. Spells punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility

(9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis based on the stimuli and sees the factors behind tension, importance of nationalism, Young Turks, and Bosnian crisis. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision

(13-15)

- (ii) *Describe the key features of the Moroccan Crisis of 1905 and 1911.*
(10)

Target: Key features/ recall of knowledge

Level 1: Simple statement about demands supported by some knowledge e.g. 1905- Kaiser visited Tangier- recognised M's indep.- called for conference - Algeciras. Germany had little support- Britain drew closer together. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
(1-2)

Level 2: Developed statements about the demands supported by relevant knowledge as L1, Germany had little support- Britain drew closer together. Italy supported France. France to police Morocco. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.
(3-5)

Level 3: Developed explanation of the demands supported by appropriately selected knowledge e.g. as L2, German gunboat sent after French troops seemed to be prepared to establish a protectorate, Britain and France ever closer. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.
(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, Lloyd George's Mansion House speech, Ger. Recognised Fr. In Morocco in exchange for land in Congo. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.
(9-10)

Question 3

- (a)(i) *Give one reason to explain why the Morley-Minto reforms were passed.* (3)

Target: Causation/ Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. end the unrest after the Bengal riots. (1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, meet some of Congress' requests, Liberal gov't. in Office. (2-3)

- (ii) *In what ways did developments during the First World War increase support for self-rule campaigns in India?* (5)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. contribution of Indian soldiers in the conflict (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Indian economy prospered- help to Britain, Gandhi's Return. (3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Wilson's 14 Points also gave rise to optimism, Home Rule in Ireland after end of hostilities. (5)

(iii) *Describe the key features of the Rowlatt Acts (1919).* (5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. permitted arrest and imprisonment of trouble makers without trial. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, extended Defence of India Act into peacetime. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, judges could work without a jury, repressive legislation extending British rule. (5)

(iv) *Why did the demands for self-rule in India grow in the 1920s?* (7)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. failure to secure real change at Versailles. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, disappointment with the Dyarchy- sees failings and shortcomings. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Amritsar above all else, failure of Britain to respond to hartals, civil disobedience and failure of Simon Commission. (6-7)

(b)(i) *In what ways did the demands for Indian independence grow in the years 1930-39?*

(15)

Target: Key features/ recall of knowledge

Level 1: Simple statement about demands supported by some knowledge e.g. Describes the stimuli or makes generalised statements. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-4)

Level 2: Developed statements about the demands supported by relevant knowledge e.g. as L1, failure of RTCs and Gandhi's Salt Marches increase the clamour. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation of the demands supported by appropriately selected knowledge e.g. as L2, growth of Muslim League-disappointment with 1935 G of I Act, Congress and Muslim split. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-11)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, impact of the declaration of war, broke hopes and increased antagonism and ill-feeling. May give overview Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(12-15)

- (ii) Choose TWO items from the boxes below and explain why each was important in the moves towards self-rule in India in the years 1939- 47?

(10)

The role of Subhas

A Labour government

The role of Mountbatten

Chandra Bose

elected in Britain, 1945

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. Army against the British/Labour prepared to grant independence/Mountbatten as man who understood the situation. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(3-4)

Level 3: Developed explanation supported by appropriately selected Knowledge e.g. as L2, Labour saw cost, against empire /Bose gave encouragement to ordinary citizens to challenge/ Mountbatten insisted on full powers to carry out the policy of granting ind. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(5)

N.B. USE MARK SCHEME FOR EACH CHOICE

Question 4

- (a)(i) *Give one reason to explain why many Indians did not support Britain in the war against Germany after 1939.* (3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. No consultation- fait accompli. (1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, Viceroy legally bound to discuss foreign affairs with the Executive Council. (2-3)

- (ii) *Why did the Cripps Mission (1942) fail?* (5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g
Congress wanted full independence not Dominion status. (1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, Congress did not want any states to be allowed to break away, Congress sought united India. (3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Congress objected to the emission-felt Britain expedient with threat from Japan, offered too little and a fragmentary India was a possibility. (5)

- (iii) *In what ways was the 'Quit India' campaign important in the moves towards self-rule in India* (5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. showed the extent of opposition towards Britain (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, British actions seen as unjust- imprisonments and Congress almost ceased to exist as an organisation. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, engendered greater determination, Gandhi's followers became violent- left the situation impossible for Britain. (5)

- (iv) *Describe the key features of the partition in India in 1947.* (7)

Target: key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Mountbatten appointed in Feb. 1947, Pakistan created. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, communal violence grew, dates fixed and altered. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, neither Hindus nor Muslims happy with partition, Radcliffe Commission set up, princely states had to decide. (6-7)

(b)(i) *In what ways did British rule in India change in the years 1900-1927?*
(15)

Target: Change/ recall of knowledge

Level 1: Simple statement supported by some knowledge e.g. describes the stimuli or makes generalised statements. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, details of the stimuli, or brings in other knowledge, greater number in Legislative Council, direct local elections, after 1919 some responsibility for local gov't. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, and begins to see the links between the stimuli e.g. as L2, mixture of change and repression- Rowlatt and Dyarchy. Impact of Amritsar. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-11)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, clear discussion based on the stimuli and makes effective links between the issues to develop the case-may also use additional own knowledge. Is likely to move beyond the stimuli either by sharp/focused development of them or by selecting other factors. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(12-15)

(ii) Choose TWO items from the boxes below and explain why each was important in the moves towards self-rule in India.

The Salt Marches 1930

The Cabinet Mission

The role of Jinnah

1946

(10)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Salt Marches symbolic/ Cabinet Mission suggested grouped provinces/ Jinnah developed idea of separate Muslim state. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.
(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. Marches -huge support- 5 million- raised awareness/ Cabinet Mission offered hope -congress reneged on its agreement/ Jinnah supported the war- saw opp. To push for Pakistan. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, e.g. led to greater defiance, boycotts and imprisonment/ Congress reneged and Jinnah pulled out/ Direct Action. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(5)

N.B. USE MARK SCHEME FOR EACH CHOICE Question 5

- (a)(i) Give one reason to explain why Mao Zedong introduced educational reforms in China in the 1950s. (3)
- Target: Causation/Recall of knowledge
- Level 1: Simple statements supported by some knowledge e.g. c80% of population illiterate. (1)
- Level 2: Developed statements supported by relevant knowledge e.g. As L1, led to control of masses. (2-3)
- (ii) *Describe the key features of the 'One Hundred Flowers' campaign.* (5)
- Target: Key features/ recall of knowledge
- Level 1: Simple statements supported by some knowledge e.g. involve the masses in decision making. (1-2)
- Level 2: Developed statements supported by relevant knowledge e.g. as L1, Mao's view that policy was created by involvement, criticism of the Party invited. (3-4)
- Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Marxism attacked by some, campaign ended when Mao felt it got out of hand- seen as a means of flushing out enemies. (5)
- (iii) In what ways were the Red Guards important in the Cultural Revolution? (5)
- Target: Key features/recall of knowledge
- Level 1: Simple statements supported by some knowledge e.g. difficult to challenge- huge numbers. (1-2)
- Level 2: Developed statements supported by relevant knowledge e.g. as L1, young and easily led, Mao could instil revolutionary thought-easily indoctrinate. (3-4)
- Level 3: Developed explanation supported by appropriately selected

knowledge e.g. as L2, created fear in the population and carried Mao's ideas all over China- re-established Mao. (5)

(iv) *Why did Mao Zedong introduce the Cultural Revolution in 1966?* (7)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. return to the 'socialist road'. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, remove all Western influences, keep the Revolution fresh. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, re-inforce Mao's position in the country and the party. (6-7)

(b)(i) *Describe the key features of the development of the Chinese Communist Party in the years 1921-34* (10)

Target: Key features/ recall of knowledge

Level 1: Simple statement about causes supported by some knowledge e.g. CCP set up in 1921, assisted by Russia. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately. (1-2)

Level 2: Developed statements about the causes supported by relevant knowledge as L1, part of United Front to bring China together, Shanghai Massacre in 1927 setback. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-5)

Level 3: Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, red bases set up in the countryside, worked closely with peasants, suffered extermination attacks from GMD. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, Long March begun to avoid further attacks from GMD -making of Mao and myth.. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (9-10)

- (ii) *Why did Mao Zedong experience failures in his agricultural and industrial policies in the 1950s and 1960s?* (15)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about the causes. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. ill-thought policies, withdrawal of Soviet assistance. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, eschewed Western methods, relied on mass labour, failure to invest in machinery -may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors behind failure- may also use additional own knowledge. Is likely to go beyond basic stimuli either by sharp/focused development. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(13-15)

Question 6

- (a)(i) *Give one reason to explain why the first Five Year Plan was introduced in 1953.* (3)

Target: Key features/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. China backward - need to catch up. (1)

Level 2: Developed statements supported by relevant knowledge
e.g. As L1, monies and advisers provided by S.U. (2-3)

- (ii) *In what ways did the role of women change in China in the years after 1949?* (5)

Target: key features/change/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g.
polygamy forbidden and divorce allowed. (1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, educational opportunities widened, equality of pay. (3-4)

Level 3: Developed explanations supported by appropriately selected
knowledge e.g. as L2, property rights, maternity benefits, women
entered the professions. (5)

(iii) *Describe the key features of Mao Zedong's policy of collectivisation in the 1950s.*

(5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. attempt to increase output.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, peasants coaxed into co-operative farming, mutual aid teams formed, then lower stage co-operatives.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, then to higher stage, 'true socialist' system, 3-400 families, majority on these.

(5)

(iv) *Why did Mao Zedong experience some failures in his industrial policies in the 1950s?*

(7)

Target: causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. poor quality steel - backyard furnaces.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, withdrawal of Soviet help, high interest on Soviet loans. Policies ill-thought out

(3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, western methods ignored, reliance on mass labour, no integrated planning

(6-7)

(b)

(i) *Describe the key features of life in China under the warlords* (10)

Target: Key features/ recall of knowledge

Level 1: Simple statement about features supported by some knowledge e.g. local rulers who had own armies, many ruled corruptly. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately. (1-2)

Level 2: Developed statements about the causes supported by relevant knowledge as L1, increased taxation, monies extorted from locals. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-5)

Level 3: Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2 , opium grown, drug problem created, often at war with neighbouring warlords. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, villages raided, crops destroyed, men pressed into armies, food production fell, modernisation halted. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision. (9-10)

(ii) Why was the Chinese Communist Party able to secure control over China in the years 1934-49? (15)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. describes the stimuli or makes a general statement . Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2: Developed statements supported by relevant knowledge
e.g. As L1, won support of peasants- myth created by the Long March or brings in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility. (5-8)

Level 3: Developed explanation supported by appropriately selected Knowledge e.g. as L2, cruelty of Japanese, lack of action of GMD- CCP fortunate - and begins to see the links between the stimuli- may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, and makes effective links between the issues to develop the argument- help after WW2, corruption of GMD, strategy of CCP, role of LinPiao, over-confidence of Chiang, may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. (13-15)

Question 7

(a)(i) *What is meant by the term collective farm?* (3)

Target: Key feature/Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g .
small farms which had been put together. (1)

Level 2: Developed statements supported by relevant knowledge
e.g. As L1, owned by the state, lead to more efficient farms,
Sovkhozy, kolkhozy. (2-3)

(ii) *Why did Stalin introduce the policy of collectivisation* (5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g.
increase food supply, modernise. (1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, control peasants, finance industrialisation. (3-4)

Level 3: Developed explanations supported by appropriately selected
knowledge e.g. as L2, remove kulaks, party control, Stalin's own views. (5)

- (iii) *Describe the key features of the Five Year Plans (1928-41).* (5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. three plans, aim to modernise and catch up. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, first dedicated to heavy industry and energy production. Notion of targets, Stakhanov. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, Stalin's notion of 'socialism in one country', did bring SU to prominence, few consumer goods, human cost. (5)

- (iv) *Why were the purges and show trials important for Stalin's leadership in the 1930s?* (7)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. control of the Party. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, end of opponents, armed forces also purged, Stalin's security catered for. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, imposed fear on the rest of the population, raised the importance of the Party, use of NKVD. (6-7)

(b)(i) *In what ways did agriculture and industry change in the Soviet Union while Khrushchev was leader?*

(10)

Target: Change/ recall of knowledge

Level 1: Simple statement about changes supported by some knowledge e.g. De-Stalinisation. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about the changes supported by relevant knowledge as L1, use of REC- help re-create initiative. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-5)

Level 3: Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, increase consumer goods, amalgamated collectives, end food shortages. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, reduce central control, compete with USA-space programme. Spells, punctuates and uses the rules of grammar with Considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(9-10)

(ii) *Why did the Soviet Union collapse in 1991?* (15)

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, economic stagnation and approaching bankruptcy, product of arms and space races or brings in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist term with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, and begins to see the links between the stimuli failure of glasnost and perestroika- too little too late, no assistance from the West, resistance from hard-liners within SU. May also use additional own knowledge.. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility

(9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, troubles in E. Europe, ethnic groups, foreign issues, Yeltsin is likely to move beyond the basic stimuli either by sharp/ focused development of them or by selecting other factors. Spells punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(13-15)

Question 8

(a)

(i) *Explain what is meant by the term 'secret speech'.* (3)

Target: Key feature/Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Khrushchev's address to the 20th Congress attacking Stalin (1)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, K. spoke in camera and attacked cult of personality. (2-3)

(ii) *Why did Khrushchev introduce the policy of de-Stalinisation?* (5)

Target: Causation / recall of knowledge

Level 1: Simple statements supported by some knowledge e.g.. K's attempt to secure his own position. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, K's attempt to distance himself from Stalin, remove fear endemic in SU. (3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, give greater autonomy to SU encourage initiative. (5)

(iii) *Describe the key features of the Virgin Lands Scheme.* (5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. grow crops on hitherto untilled land esp. in Kazakhstan (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, grow more crops, avoid food shortages- humiliation of importing, use of Komsomol. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, initial success, then failure, erosion, land in remote areas, poor transport infrastructure. (5)

(iv) *Why did Khrushchev experience some failures in his industrial policies?* (7)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. muddle and confusion. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, initiative had been stifled for too long, profit motive could not be used, not enough consumer goods produced. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, monies diverted elsewhere- space, abroad and consumer goods were of poor quality - little incentive for workers. (6-7)

b(i) *Why was Stalin able to secure control over Soviet citizens in the years 1928-41?*

(15)

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about the causes. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli, pictures, revision of history, and collectivisation emphasised his control or brings in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, removal of old Bolsheviks, threats vanish, secret police, trials of Kamenev etc. and begins to see the links between the stimuli, may also use additional own knowledge- Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-12)

Level 4: Substantial argument supported by precisely selected knowledge e.g. as L3, creation of climate of fear across the population - no-one safe.- clear analysis of the stimuli and sees the methods of control. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(13-15)

b(ii) In *what ways did Gorbachev's policies of glasnost and perestroika try to change the Soviet Union?*

(10)

Target: Change/recall of knowledge

Level 1: Simple statement about causes supported by some knowledge e.g. change society -a more liberal approach. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about the causes supported by relevant knowledge as L1, break down state monopolies allow some competition, Western ideas.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-5)

Level 3: Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, remove 'black economy', create incentive, remove drunkenness. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, bring in investment, reduce arms spending, balance the budget, free speech. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(9-10)

Question 9

(a)(i) *Give one reason to explain why the Second World War was important in the development of the civil rights movement in the USA.*

(3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. increased employment opportunities.

(1)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, pilots, some integrated units, Randolph, Double V.

(2-3)

(ii) *Describe the key features of the Brown v Topeka case (1954).*

(5)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Linda Brown able to attend local school-.neighbourhood school.

(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, supreme Court ordered all schools to integrate as a result.

(3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, role of Marshall, NAACP.

(5)

- (iii) *Why was the Montgomery Bus Boycott important in the development of the civil rights movement?* (5)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Role of MLK. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Supreme Court's decision, peaceful protesting, well organised. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, issue seen across the USA, economic power of black community. (5)

- (iv) *In what ways were events at Little Rock High School (1957) important for the development of the civil rights movement?* (7)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. role of the media. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, role of the President, attitude of White supremacists seen across the USA. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, progress via the law. (6-7)

- b(i) *In what ways did the fear of Communism in the USA grow in the years 1945-54?* (15)

Target: Key features/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about fear. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli, or brings in other knowledge-events in China, Korean War. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility. (5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, and begins to see the links between the stimuli may also use additional own knowledge- FELP, mood of hysteria, sacking of civil servants.. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility (9-11)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors involved in any improvement, may also use additional own knowledge-gives overview, whole nation caught up in the mood, cut across groups and sections, fades away but scars left. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision. (12-15)

(b)(ii) *Choose TWO items from the boxes below and explain why they were important in the USA in the 1960s.*

(10)

The Student Movement

	The Voting Rights Act	
	The Black Power	
(1965) Civil Rights Act		Movement

Target: Causation/ recall of knowledge

Level 1: Simple statement about importance supported by some knowledge e.g. challenged the status quo/ equality for black Americans/ acceptance that black Americans would not follow meekly. Equal employment rights. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about importance supported by relevant knowledge as L1, attacked Vietnam/ ended Literacy Tests/ kept race issue in the public's eye. End discussion in public places
Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-4)

Level 3: Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, system opposed/ optimism for black Americans/pressure on governments to reform- be accountable. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(5)

N.B. Use the mark scheme for each choice

Question 10

(a)(i) *Give one reason to explain why some black US citizens opposed the methods of Martin Luther King.*

(3)

Target: Causation/ Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. slow to achieve anything positive

(1)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, pawn of the Whites, too many killed/assaulted for little gain.

(2-3)

(ii) *Describe the key features of the Black Power Movement.*

(5)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. end discrimination and secure equality.

(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, role of Carmichael, no wish to work with Whites - Whites expelled from CORE and SNCC. Panthers part of the movement

(3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, violence and demands for separate society, diminished in importance after 1968.

(5)

(iii) Why did the Women's Movement develop in the USA in the 1960s?
(5)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g..
legacy of involvement during the Second World War.
(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, prosperity of the USA, educational opportunities, work in
Civil Rights movement.
(3-4)

Level 3: Developed explanation supported by appropriately selected
knowledge e.g. as L2, Betty Friedan et al.
(5)

(iv) *In what ways did the student movement develop in the USA in
the 1960s and early 1970s?*
(7)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g.
affluence, pop music in terms of protest a la Dylan.
(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. riots, demonstrations, SDS- Berkeley, civil rights
(3-5)

Level 3: Developed explanations supported by appropriately selected
knowledge e.g. as L2, more strident as the years move on- Vietnam -
draft issue, influence of France, diminution in early 1970s.
(6-7)

(b)(i) *In what ways did black US citizens achieve improvements in civil rights in the years 1955-68?*

(15)

Target: Key features/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about changing situation. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli, or brings in other knowledge- peaceful protest, economic weapon, legal assistance. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, and begins to see the links between the stimuli may also use additional own knowledge- use of Supreme Court, sit-ins, legislation, role of MLK.-. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-11)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors behind change, may also use additional own knowledge - pressure groups, role of presidents, media. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(12-15)

(ii) Choose TWO items from the boxes below and explain why they were important in the USA in US politics at this time.

The New Frontier(1960-63)

Joseph McCarthy in the years1950-54

Senator

The impact of the resignation of President Nixon in the years to1980

(10)

Target: Causation/ recall of knowledge

Level 1: Simple statement about successes supported by some knowledge e.g. spread fear of communism/ optimism for the future after the stagnant 50s/ led to distrust of politicians. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately

(1-2)

Level 2: Developed statements about successes supported by relevant Knowledge e.g. as L1, young president- clear goals/ no one safe from accusations- hysteria/ humiliation for USA across the world- president a gangster. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-4)

Level 3: Developed explanation of the successes supported by appropriately selected knowledge e.g. as L2, spirit of the time, even Eisenhower intimidated by McCarthy/ all aspect of American life open to change-space/ squalid nature of politics- hard on heels of defeat in Vietnam- depressing for USA. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(5)

Question 11

(a)(i) Give one reason to explain why the Soviet Union did not allow free elections to take place in Eastern Europe after 1945. (3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. retain control -fear of non-communist regimes being elected (1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, maintain buffer zone, world communism, increase empire (2-3)

(ii) *In what ways did the Allied Powers deal with Germany at the Potsdam Conference (1945)?* (5)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Germany and Berlin divided into four zones (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, disarmed, armament production stopped, Nazi Party abolished (3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, War Crimes Trials, reparations, Germans in E. Europe transferred into Germany. (5)

(iii) *Why was the Marshall Plan drawn up in 1947?* (5)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. assist Europe to recover economically. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, economic arm of Truman Doctrine and seen as a means to prevent countries turning to communism, prevent spread of communism. (3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, dollar imperialism, expand US economy. (5)

(iv) Describe the key features of the Berlin Blockade (1948-49). (7)

Key features: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Western Allies flew in supplies to Western zones of Berlin. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, roads, railways and waterways closed - hence airlift. Stalin angry at new currency and mergers of zones. (3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, lasted 1948-49, Operation Vittles, 76 Allied airmen killed, heightened Cold War. (6-7)

Part (b) of this question is about relations between the USA and the USSR in the years 1949-79.

- (i) Choose TWO items from the boxes below and explain how each contributed to the development of the Cold War.

1949 North Atlantic

1955 Warsaw Pact

1956 Hungarian Uprising

Treaty Organisation

(10)

- (i) Target: Key features/change/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about changing relations. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately. (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. NATO creates one camp- end of wartime alliance, Warsaw Pact sees two camps/ Uprising shows unyielding nature of SU- despite Khrushchev's emollient words. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility. (3-4)

Level 3: Developed explanation of the importance supported by appropriately selected knowledge e.g. as L2, each crucial- creates ideological sides, divides Europe and then the world, Uprising clear indication to the world of nature of Soviet occupation. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility. (5)

N.B. Use the mark scheme for each choice.

(ii) Why did relations between the USA and the USSR change in the years 1961-79?

(15)

Target: Causation/ recall of knowledge

Level 1: Simple statement about changes supported by some knowledge e.g. describes the stimuli or makes a general statement about changing relations. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-4)

Level 2: Developed statements about the changes supported by relevant knowledge as L1, Berlin saw Kennedy challenged-tension rose, tanks at C-C, near war over Cuba. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, CMC led to détente, SALT- attempts at limitation, moves to SALT 2. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-11)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, Helsinki, moves destroyed by events of 25-12-79, may give overview. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(12-15)

Question 12

(a)(i) *Give one reason to explain why the telephone hot-line between Washington D.C. and Moscow was set up in 1963.* (3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. establish fast communication in a crisis. (1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, slow communication in CMC, Khrushchev had resorted to letters in CMC, permitted private contact. (2-3)

(ii) *Describe the key features of the Strategic Arms Limitations Talks (SALT) in the 1970s.* (5)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Nixon/Brezhnev keen to limit arms expenditure. SALT 1 limited increase in nuclear missiles (1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, delay on further building in SALT 1, separate restricted ABM numbers. (3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, SALT 1 did not cover multiple warheads, SALT 2 1974-79, never ratified by USA. (5)

(iii) *Why did the Soviet invasion of Afghanistan in 1979 change Soviet relations with the USA during the early 1980s?*

(5)

Target: Causation/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. ended détente.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, USSR seen as aggressor, US fear of Soviet move to Middle East oilfields, US saw the invasion of continued world communist aggression.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, last straw for US- soviet record on human rights poor, USSR had deployed more missiles in Europe- hence sour relations.

(5)

(iv) *In what ways did relations between the USA and USSR improve in the years 1985-90?*

(7)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Gorbachev new SU leader- prepared to bend

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Reagan and Gorbachev were able create personal friendship, G's policies indicated fresh Soviet approach.

(3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, INF -G's attitude to satellite states, Berlin and acceptance that SU could no longer compete. Meeting with Bush.

(6-7)

(b) (i) Choose TWO items from the boxes below and explain how each was important in the development of the Cold War.

(10)

1945 Potsdam

1947 Truman Doctrine

1947 Marshall Plan

Conference

Target: Change/ recall of knowledge

Level 1: Simple statement about changes supported by some knowledge e.g. Potsdam saw mistrust develop, T.D. saw US draw a line re Soviet expansion, M.P. clear indication of economic lengths US would go to. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about the changes supported by relevant knowledge as L1, Truman 'got tough' with Stalin/TD helped Greece and Turkey -communist threat opposed/ MP split Europe-satellite states excluded by SU. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility. (3-4) Level 3: Developed explanation of the changes supported by appropriately selected knowledge e.g. as L2, created problems over Germany- to plague Europe for 40+ years, TD and MP helped create rivalry and opposing groups- Comecon. Spells punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(5)

N.B. Use the mark scheme for each choice.

(ii) *Why did relations between the USA and the USSR change in the years 1949-62?*

(15)

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about changing relations. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli- Stalin concerned by NATO- seen as aggressive-hence Soviet reaction later- or brings in other knowledge. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected Knowledge e.g. as L2, two camps by 1955, Uprising showed Soviet brutality and begins to see the links between the stimuli may also use additional own knowledge -Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-11)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors behind change - culminating with CMC may see beginnings of improvement, may also use additional own knowledge to give overview. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(12-15)

Question 13

(a)(i) Give one reason to explain why war broke out between Israel and its neighbouring Arab countries in 1948.

(3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge
e.g. Neither the Jews nor Arabs accepted the UN partition plan.

(1)

Level 2: Developed statements supported by relevant knowledge
e.g. As L1, Arabs felt they were treated poorly by partition, Jews rejected a divided Jerusalem. Homeland divided anathema to each.

(2-3)

(ii) *Why was Israel successful in the war of 1948-49?*

(5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Arab soldiers often untrained, Jews determined.

(1-2)

Level 2: Developed statements supported by relevant knowledge
e.g. as L1, Arabs had no united command, Jews well led-experience with and against British.

(3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Jews used ceasefire well and fighting for their new country.

(5)

(iii) In what ways did the Superpowers and the United Nations become involved in the Arab-Israeli War of 1956?

(5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Superpowers angry at British/French activities.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, SU threatened retaliation towards Br./Fr., USA condemned actions. Cold War fears.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, UN sent in peace-keeping forces to the Canal Zone, after the Superpowers had demanded armistice.

(5)

(iv) Describe the key features of the Six Day War (1967).

(7)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. pre-emptive strike

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Nasser had UN forces removed, keen to attack Israel, surrounding Arab states threatened Israel. Dayan as Israeli War Minister.

(3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Israeli use of air force, Egypt dealt with, then Jordan /Syria, ceasefire -Gaza Strip, West Bank and Golan Heights captured by Israel.

(6-7)

(b)(i) *Why were the Palestinian Arabs unsuccessful in their attempts to secure an independent homeland in the 1960s and 1970s?*

(15)

Target: Causation/ recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. no real base, full support from Arab states lacking. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. might of Israel and victories in 1967 seemed to determine events. Middle East just a part of the Cold War and Palestinians pawns. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, methods of PLO discredited the quest for a homeland- world opinion against terrorism. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, Arafat at the UN, no real weapon, US supported Israel, may give overview. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(13-15)

(b)(ii) *Describe the key features of Israel's invasions of Lebanon in both 1978 and 1982.*

(10)

Target: Key features/ recall of knowledge

Level 1: Simple statement about causes supported by some knowledge e.g. attempt to create a buffer zone. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.

(1-2)

Level 2: Developed statements about the causes supported by relevant knowledge as L1, Israel sought to stop PLO attacks, Israel angry at weak UN role. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-5)

Level 3: Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, response to attempted assassination of Israeli ambassador to London, 1982- crush PLO once and for all. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, 1982 war lost Israel support- many Lebanese killed, US intervened and PLO allowed to leave Beirut and move to Tunis. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(9-10)

Question 14

(a)(i) *Give one reason to explain why Israel and Egypt accepted the Superpowers' proposals for a ceasefire to end the Yom Kippur War (1973).*

(3)

Target: Causation/Recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Oil used as weapon- Saudi Arabia stopped exports to the USA - pressure.

(1)

Level 2: Developed statements supported by relevant knowledge e.g. As L1, US and SU involved US feared SU troops might be brought in - pressure.

(2-3)

(ii) *Why was a peace settlement made between Israel and Egypt in 1978?*

(5)

Target: Causation/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. both sides tired of war, toll on economy.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, Kissinger-Nixon diplomacy, concession by Israel and Egypt in 1974.

(3-4)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, role of Carter, US attitude to Palestinian cause, Sadat conciliatory.

(5)

(iii) *In what ways did the intifada win support for the Palestinian Arabs after 1987?*

(5)

Target: Key features/recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. publicity across the world

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, issues of conditions of Palestinians in Gaza and the West Bank- Jewish settlements- contrast.

(3-4)

Level 3: Developed explanation supported by appropriately selected knowledge e.g. as L2, 'iron fist' policy, hundreds killed- seen on world television- Israel accused of atrocities, lost support.

(5)

(iv) *Describe the key features of the Middle East Peace Process in the years 1991-95.*

(7)

Target: Key features/ recall of knowledge

Level 1: Simple statements supported by some knowledge e.g. Madrid and Oslo talks 1991 and 1993 -readiness of each side to talk.

(1-2)

Level 2: Developed statements supported by relevant knowledge e.g. as L1, role of US- end of Cold War, Madrid - face to face talks. Impact of Gulf War.

(3-5)

Level 3: Developed explanations supported by appropriately selected knowledge e.g. as L2, Rabin-Arafat- latter rejected terrorism, accepted Israel's right to exist, Accord signed 1995

(6-7)

b(i) *Why was Israeli so successful in each of the wars it fought in 1948-9, 1956 and 1967?*

(15)

Target: causation / recall of knowledge

NB No credit will be given for copying stimulus material without elaboration.

Level 1: Simple statements supported by some knowledge e.g. describes the stimuli or makes a general statement about the wars. Spells, punctuates and uses the rules of grammar with some accuracy; uses a limited range of specialist terms appropriately.

(1-4)

Level 2: Developed statements supported by relevant knowledge e.g. details of the stimuli, experiences of Israeli forces, help from Br. /Fr. In 1956 or brings in other knowledge- weaknesses of the Arab states- command chain. Spells, punctuates and uses the rules of grammar with some accuracy; uses a range of specialist terms with facility.

(5-8)

Level 3: Developed explanation supported by appropriately selected knowledge as L2, and begins to see the links between the stimuli may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility

(9-12)

Level 4: Sustained argument supported by precisely selected knowledge e.g. as L3, clear analysis of the stimuli and sees the factors behind successes, may also use additional own knowledge. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style, uses a broad range of specialist terms adeptly and with precision.

(13-15)

b(ii) Describe the key features of the role played by Yasser Arafat in the campaign for an independent Palestine in the years to 1974.

Target: Key features/ recall of knowledge

Level 1: Simple statement about causes supported by some knowledge e.g. involved with PLO. Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms appropriately.
(1-2)

Level 2: Developed statements about the causes supported by relevant knowledge as L1, worked in Al Fatah, leader of PLO in 1968 - prepared to step up methods after 1968.

Spells, punctuates and uses the rules of grammar with general accuracy; uses a range of specialist terms with facility.

(3-5)

Level 3: Developed explanation of the causes supported by appropriately selected knowledge e.g. as L2, Karamah 1968, developed the PLO in Jordan, recognised as sole spokesperson for Palestinians. Spells, punctuates and uses the rules of grammar with considerable accuracy; shows some variety of expression; uses a broad range of specialist terms with facility.

(6-8)

Level 4: Developed exposition supported by precisely selected knowledge e.g. as L3, addressed UN 1974- image of olive branch and gun, raised world awareness of plight of Palestinians. Spells, punctuates and uses the rules of grammar with considerable accuracy, deploys a range of grammatical constructions with some sense of style; uses a broad range of specialist terms adeptly and with precision.

(9-10)