

Edexcel GCSE

History 1334

Summer 2005

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B1: The Russian Revolution, c.1910-24

- (a) Study Source A. What can you learn from Source A about the military situation of the Bolsheviks during the course of the Russian Civil War? (4)

Target: Comprehension of source (AO2)

- Level 1: Simple statements taking the source at face value e.g. *the Bolsheviks outnumbered the Whites.* (1-2)

- Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context e.g. *the Bolsheviks were far stronger than the Whites, having many more soldiers and controlling the key parts of Russia.* (3-4)

- (b) Does Source C support the evidence of Sources A and B about the military situation of the Bolsheviks during the course of the Civil War? Explain your answer. (6)

Target: Corroboration by cross-referencing of sources (AO2)

- Level 1: Simple statements identifying support/differences at face value e.g. *Source C supports Source A because both mention the size of the Bolshevik army. Source C also supports Source B because the map shows foreign help for the Whites.* (1-2)

- Level 2: Developed statements identifying support/differences e.g. *Source C explains that the whites were much stronger than the Reds. This is not supported by A which has the opposite view - the Reds were in a much stronger position. Source B agrees with C that the Whites had foreign aid but disagrees in that the Reds control the centre.* (3-4)

- Level 3: Developed explanation which identifies similarities/differences from all three sources with a substantiated conclusion evaluating the extent of support between the sources.
e.g. as level 2 but Source C strongly disagrees with A. Opposite views of the position of the Bolsheviks and Whites. Source C also disagrees with B because the map shows the Bolsheviks in a strong consolidated central position against the scattered forces of the Whites.

(5-6)

- (c) Study Sources D and E. How useful are these two sources as evidence of the activities of the Bolsheviks and the Whites during the Civil War? (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY, MAX. LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources
e.g. *Source D useful because it was drawn at the time. Source E is useful because it is by someone who was there.* (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources
e.g. *Source D is useful because it is a good example of the propaganda used by the Bolsheviks during the Civil War. Source E is useful because it provides evidence of the ruthlessness of the Whites during the civil war and is written by a white colonel who witnessed such brutality.* (4-6)

OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks).

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content e.g. *sees provenance of Source D as critical, especially purpose of poster to show the whites as puppets of the western powers and turn Russian people against them. Very good example of Bolshevik propaganda but exaggerates position of whites. Provenance of Source E also important. Written by White colonel who has no reason to exaggerate the actions of the white troops.* (7-8)

(d) *Study all the Sources.*
'The main reason for Bolshevik victory in the Civil War was the poor leadership of the White armies'. (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both
e.g. *Source A mentions the weakness of the Whites.* (1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level)
e.g. *As level 1 but uses knowledge of divisions in Whites* (4-7)

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge.
e.g. *as Level 2 but may look at other reasons especially the strengths of the Bolsheviks using Sources B and F or further develops weaknesses of the Whites using Sources B and D and own knowledge*

Level 4: Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge
e.g. *as Level 3 but focus on inter-action between strengths of Bolsheviks and weaknesses of Whites.* (8-10)

(11-12)

B2: The War to End Wars, 1914-19

- (a) *Study Source A. What can you learn from Source A about the reasons for the US entry into the First World War in 1917?* (4)

Target: Comprehension of source (AO2)

- Level 1: Simple statements taking the source at face value
e.g. It was because of the Zimmerman Telegram. (1-2)

- Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context
e.g. The USA was provoked into declaring war due to German actions over Mexico but this was one of several reasons. (3-4)

- (b) *Does Source C support the evidence of Sources A and B about US relations between the USA and Germany in 1917? Explain your answer.* (6)

Target: Corroboration by cross-referencing of sources (AO2)

- Level 1: Simple statements identifying support/differences at face value
e.g. Source B shows Germany was a brute. Source A says Germany will help Mexico to attack the USA. Source C says German submarines have been sinking passenger ships. (1-2)

- Level 2: Developed statements identifying support/differences
e.g. As Level 1. Source C suggests that Germany has acted in an aggressive way and has to be stopped. This is confirmed by A where Germany is encouraging a Mexican attack and by B which shows the Germany as a nasty brute. (3-4)

- Level 3: Developed explanation which identifies similarities/differences from all three sources with a substantiated conclusion on the extent of support between the sources
e.g. Source C suggests that the USA sees Germany as aggressive and unscrupulous'. To a certain extent confirmed by A which discusses German plans to encourage a Mexican invasion of the USA. Source C also mentions unprovoked German aggression, the sinking of US warships by German submarine, evidenced in B but not as extreme as cartoon. (5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the Ludendorff Spring Offensive, 1918? (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX, LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources
e.g. Source D is not useful because it was written later. Source E is useful because it shows German troops capturing a French trench. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
e.g. As Level 1 and E shows the early success of these attacks. Source D is useful because it gives the views of someone who was there and shows that the attacks did not achieve a breakthrough.

OR Developed analysis of the source(s) using NOP of the source(s) OR content. (4-6)

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks).

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content,
e.g. As level 2. Provenance of both sources seen as critical. Author Source D able to use hindsight to review overall effects of German attacks. On other hand may be trying to promote part played by British. Source E, official photograph, good example of propaganda to increase morale in Germany but selected to show success of attacks. (7-8)

- (d) *Study all the Sources.*
"The main reason for the defeat of Germany in 1918 was the intervention of the USA." (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both
e.g. Source F says that the Americans played a crucial role. (1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of Level).
e.g. As Level 1 but uses knowledge of part played by USA especially 1918. (4-7)

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge.
e.g. As Level 2 but may develop impact of USA on morale of Germans and allied production OR explains other reasons for German defeat such as failure of Ludendorff offensives, Source D, and loss of allies and British blockade, Source E. (8-10)

Level 4: Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge.
e.g. As level 3 but explains inter-action of variety of factors including, US entry, failure Ludendorff offensive, British blockade and events in Germany itself. (11-12)

B3: The Depression and the New Deal: the USA, 1929-41

- (a) *Study Source A. What can you learn from Source A about attitudes towards President Roosevelt in 1936?* (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value,
e.g. thousands of Americans hated him. (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context,
e.g. Roosevelt was not popular with all Americans. Indeed the person who threatened violence against him, must have strongly opposed his policies. (3-4)

- (b) *Does Source C support the evidence of Sources A and B about the popularity of President Roosevelt? Explain your answer.* (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support/differences at face value,
e.g. Source C says that Roosevelt was very popular. Source A says he was not popular with some Americans. Source B says he won the election of 1936. (1-2)

Level 2: Developed statements identifying support/differences.
e.g. Source C supports Source B in that both suggest that he was popular with the majority of Americans. Source A disagrees because it mentions those who hated him. (3-4)

Level 3: Developed explanation which identifies support/differences from all three sources with a substantiated conclusion on the extent of support between the sources.
e.g. As Level 2. Sources C and B not in total support. Source describes him as phenomenally popular and yet in B over 16 million voted for his opponent. Source A does not necessarily contradict C as A only mentions a small minority, thousands, who hated him (5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of Roosevelt's attempt to change the Supreme Court? (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX LEVEL 1

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. Source D is not useful because it is cartoon and cartoons exaggerate Source E is useful because it is what Roosevelt said at the time. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
e.g. Source D is useful because it gives the views of someone who was against Roosevelt and his attempt to change the Supreme Court. Source E is useful because it gives Roosevelt's reasons for wanting to change the Supreme Court.
OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content,
e.g. as level 2 but with greater focus on typicality of attitude expressed in Source D and provenance of Source E. Source D reflects the views of a number of Americans who opposed Roosevelt's attempts to change the powers of the Supreme Court although the cartoon does exaggerate Roosevelt's actions in order to win support for these views. Source E provides Roosevelt's motives for change although he may be hiding his true intentions in order to win the support of his listeners. (7-8)

- (d) *Study all the Sources.*
'The greatest opposition to Roosevelt's New Deal policies came from big business.' (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

- Level 1:** Simple statement offering points using sources OR own knowledge OR both, *e.g. Source F shows the opposition to Roosevelt over the Supreme Court.* (1-3)

- Level 2:** Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
e.g. As level 1 but uses knowledge on opposition of big business. (4-7)

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6

- Level 3:** Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge.
e.g. As level 2 and further develops opposition of big business OR questions level of opposition using Sources B and C OR begins to present other case by explaining other reasons for opposition using Sources A, D and E. (8-10)

- Level 4:** Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge,
e.g. As Level 3 but focus on inter-action of various factors bringing opposition to Roosevelt including Republicans, those who felt he was doing too much to those who felt he was doing too little and/or judgment of 'greatest opposition' (11-12)

B4: Nazi Germany, c.1930-39

- (a) Study Source A. What can you learn from Source A about Nazi attempts to reduce unemployment in Germany? (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *there were a great number of unemployed Jews* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *Hitler had not reduced unemployment as much as figures suggested by 1936 as the statistics did not include unemployed Jews or women and married men under 25.* (3-4)

- (b) Does Source C support the evidence of Sources A and B about the reduction of unemployment in Germany? Explain your answer. (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support at face value, e.g. *Source C says there were one million out of work in 1938. The graph in B shows no unemployment by 1939. Source A says there was 'invisible unemployment'.* (1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C does not support the evidence of Source A because it makes no mention of 'invisible unemployment' explained by the American writer. Source C Source B as both show how unemployment has fallen under the Nazis..* (3-4)

Level 3: Developed explanation which identifies support/differences from all three sources with a substantiated conclusion evaluating the extent of support between the three sources.
e.g. *As Level 2 but C and A support each other in that both mention methods Hitler has used to show unemployment has fallen. Source C only focuses on 1938 whereas Source B shows steady decline in unemployment from 1933 to 1939.* (5-6)

(c) *Study Sources D and E. How useful are these two sources as evidence of opportunities for working people in Nazi Germany?* (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. Source D useful because it is a poster done by the Nazis. Source E is useful because it was said at the time. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
e.g. Sources D is useful because it is a good example of the type of posters used by the Nazis in this period. It is an example of the message they were trying to get across to the German people. Source E is useful because it provides evidence of two workers who did not enjoy labour service. (4-6)

OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks).

Level 3: Developed explanation of utility of all the sources using the nature, origin and purpose of sources AND content, *e.g. as Level 2 but also provenance of two sources. Source D could be useful as example of Nazi propaganda to win over German workers but exaggerates/distorts the true picture. No worker was able to afford the Volkswagen. Source E is useful because it is the evidence of a conversation between two workers who had no reason to exaggerate or distort. However Englemann may have been selective in what he used from the conversation.* (7-8)

(d) Study all the Sources.

*'Conditions for German workers improved during the years 1933 to 1939'.
Use these sources, and your own knowledge, to explain whether you agree with this view.* (12)

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both, *e.g. Source B shows that unemployment fell.* (1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
e.g. as level 1 and uses own knowledge to show how unemployment was reduced. (4-7)

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge.
e.g. as level 2 with further evidence from Sources C and D OR may look at alternative view using Sources A, E and F and own knowledge. (8-10)

Level 4: Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge,
e.g. as Level 3 but focus on balanced view with improvements in some areas, especially employment, but at the expense of workers' rights and freedoms. (11-12)

B5: The World at War, 1938-45

- (a) *Study Source A. What can you learn from Source A about the D-Day landings on Omaha Beach?* (4)

Target: Comprehension of source (AO2)

- Level 1: Simple statements taking the source at face value (1-2)
e.g. Many soldiers were killed.

- Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context (3-4)
e.g. The landings on this beach were not a success as the enemy were ready and killed many US troops.

- (b) *Does Source C support the evidence of Sources A and B about what happened during the D-Day landings? Explain your answer.* (6)

Target: Corroboration by cross-referencing of sources (AO2)

- Level 1: Simple statements identifying support/differences at face value, (1-2)
e.g. Source C says that there was little German resistance. Source A says many US troops were killed. In Source B the soldiers are walking onto the beach.

- Level 2: Developed statements identifying support/differences. (3-4)
e.g. Source C seems to contradict Source A. In C the reporter says the landings were a great success as the Germans were taken by surprise. In A, the Germans were lying in wait and there were many US casualties. C also agrees with B which shows US troops landing easily.

- Level 3: Developed explanation which identifies support/differences from all three sources with a substantiated conclusion on the extent of support between the sources. (5-6)
e.g. As Level 2 but B and C support each other because both may be evidence of Utah beach where landings were successful. At Omaha beach, in Source A, conditions were very different.

(c) Study Sources D and E. How useful are these two sources as evidence of the Allied bombing attacks on German cities? (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY.
RELIABILITY ONLY MAX LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. Source D is useful because it is by someone who was there. Source E is useful because it is a photo taken at the time. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources
e.g. Source D is useful because it shows the extent of the damage brought to Hamburg and the effects it had on the people. Source E provides further evidence of the devastation caused by these attacks.
OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content,
e.g. As Level 2 but looks at provenance of sources in relation to value. Source D is the evidence of one of the leading Nazi Ministers. He would have no reason to lie in his diary. Source E is an official German photograph and provides evidence of the propaganda used by the Nazis to turn people against the British. (7-8)

- (d) *Study all the Sources.*
'The main reason for German defeat in 1945 was the success of the D-Day landings in 1944'. (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both
e.g. Source B shows the success of the landings. (1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
e.g. As Level 1 but uses own knowledge to explain the success of the landings.

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6 (4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge.
e.g. As Level 2 but further evidence of importance of D-Day from Sources B, and F OR looks at other reasons for German defeat using Sources D, E and F. (8-10)

Level 4: Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge,
e.g. as Level 3 but focus on inter-action of reasons AND/OR differentiates between long-term and short-term reasons. (11-12)

B6: The End of Apartheid in South Africa, 1982-94

- (a) Study Source A. What can you learn from Source A about President Botha's plan to reform the political system of South Africa? (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value,
e.g. he is trying to fool the outside world. (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context,
e.g. The plan is cosmetic and has no efficacy. He wants to maintain white supremacy. (3-4)

- (b) Does Source C support the evidence of Sources A and B about the effects of President Botha's attempts to reform the political system in South Africa? Explain your answer. (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support/differences at face value,
e.g. Source C does support Source A because it says the whites still have power. (1-2)

Level 2: Developed statements identifying support/differences.
e.g. Source C agrees with A in that both show that blacks, Coloureds and Indians gained nothing from the new constitution. Source B also agrees with C because it shows that the whites would have a majority as a result of the constitution. (3-4)

Level 3: Developed explanation which identifies support/differences from all three sources with a substantiated conclusion on the extent of support between the sources.
e.g. As Level 2 but Source C does not fully support A, as A is about Botha's motives and C is about reactions to the Constitution. C suggests nothing for blacks but in B blacks selected to local councils. (5-6)

(c) *Study Sources D and E. How useful are these two sources as evidence of reactions to President Botha's changes to the system of apartheid?* (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX LEVEL 1.

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. Source D is useful because it is a poster used at the time. Source E is useful because it is an article written at the time. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
e.g. Source D is useful because it provides evidence of the opposition of the UDF to Botha's reforms and their attitude to apartheid. Source E is useful because it gives reasons for opposition to power-sharing.
OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content,
e.g. as Level 2 but looks more closely at provenance and typicality of both sources. Source D was produced by one of the leading black organisations campaigning against apartheid and describes the methods they used. However, opposition was not always as peaceful as shown in the poster. Source B provides evidence of the views of the extreme Afrikaner Resistance Movement. However Terre Blanche exaggerates/distorts the effects of power-sharing in order to win support for his views. (7-8)

(d) *Study all the Sources.*
'The main opposition to President Botha's changes to the system of apartheid came from black South African citizens.' (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both, (1-3)
e.g. Source D shows the opposition of UDF

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
e.g. As Level 1 but uses own knowledge to explain black opposition to Botha's changes.

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6 (4-7)

Level 3: Developed explanation giving a judgement making explicit and confident use of the sources and supported by selected knowledge. (8-10)
e.g. As Level 2 and uses evidence from Sources A, D and E OR may look at other opposition using Sources A, C and F.

Level 4: Sustained argument reviewing alternative views and giving a balanced judgement using the sources and supported by precisely selected knowledge, (11-12)
e.g. as Level 3 but focus on extent of opposition to Botha's changes from both sides - whites who opposed any change to blacks, Coloureds and Indians who wanted much more change.

B7: Conflict in Vietnam, c.1963-75

- (a) Study Source A. What can you learn from Source A about the aims of Nixon's policy of Vietnamisation? (4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value,
e.g. Nixon would withdraw American troops from Vietnam. (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, *e.g. Nixon was trying to get US troops out of Vietnam and use the South Vietnamese to defeat the Vietcong. The policy was not a success due to the weakness of the ARVN.* (3-4)

- (b) Does Source C support the evidence of Sources A and B about Nixon's policy of Vietnamisation? Explain your answer.. (6)

Target: Corroboration by cross-referencing of sources (AO2)

Level 1: Simple statements identifying support/differences at face value,
e.g. Source C says the South Vietnamese were poorly equipped. Source A says the ARVN were no match for the communist forces. Source B shows a scarecrow, the ARVN, being attacked by crows, the communists (1-2)

Level 2: Developed statements identifying support/differences.
e.g. Source C supports A in that both explain the weakness of the ARVN. Source C also supports B because the cartoon shows that the ARVN was not strong enough to take on the communists. (3-4)

Level 3: Developed explanation which identifies support/differences from all three sources with a substantiated conclusion on the extent of support between the sources.
e.g. As Level 2 but differences between A and C. C says ARVN badly equipped yet in A US to support ARVN with Air Force and equipment. C says ARVN lacked equipment yet scarecrow has equipment in B. (5-6)

(c) Study Sources D and E. How useful are these two sources as evidence of the effects of the war on the people of the USA? (8)

Target: Evaluation of sources for utility (AO2)

NB: RELIABILITY TO BE AWARDED ONLY IF IT IS DISCUSSED IN TERMS OF UTILITY. RELIABILITY ONLY MAX L1.

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. Source E is useful because it is an article written at the time. Source D is useful because it is a photograph taken at the time. (1-3)

Level 2: Developed statements about the utility of the sources which examine/question the NOP and/or the content of the sources.
e.g. Source E is useful because it explains how the war affected American opinion, how it divided Americans and aroused much opposition. Source D is useful because it shows the reactions of those who supported the war.

OR Developed analysis of the source(s) using NOP of the source(s) OR content.

NB: Candidates who only use a developed analysis of one source in their answer cannot go above the bottom of level 2 (max. 4 marks). (4-6)

Level 3: Developed explanation of utility of all the sources using both nature, origin and purpose of sources AND content,
e.g. as Level 2 but examines provenance and typicality of each source. Source E is written for a magazine which seems to be trying to reflect the mixed reactions to the war itself in 1973. However it written by someone who appears to be against the war. Source D shows the actions of those who supported the war and could be a good example of pro-war propaganda. It provides an insight into the less publicised supporters of the war. (7-8)

(d) Study all the Sources.
"The main reason for communist victory in the war in Vietnam was the strength of the North Vietnamese forces". (12)
Use these sources, and your own knowledge, to explain whether you agree with this view.

Target: Making a judgement about an interpretation, relating analysis of sources to contextual knowledge (AO1) & (AO3)

Level 1: Simple statement offering points using sources OR own knowledge OR both, e.g. Source C explains the strength of the North Vietnamese forces. (1-3)

Level 2: Developed statements offering points in support OR against the view using sources and own knowledge, sources used to show yes/no but material not selected extensively. Some recall to support case. OR developed responses using sources only OR developed responses using own knowledge. (Implicit reference to the sources for top of level).
e.g. As Level 1 but uses own knowledge to explain the strength of the North Vietnamese forces

OWN KNOWLEDGE OR SOURCES ONLY MAX. L2/6 (4-7)

Level 3: Developed explanation making explicit and confident use of the sources and supported by selected knowledge.
e.g. As Level 2 but develops strengths OR may look at other reasons for victory using Sources A, B, C and D and own knowledge. (8-10)

Level 4: Sustained argument reviewing alternative views and making a balanced judgement using the sources and supported by precisely selected knowledge, e.g. as Level 3 but focus on inter-action of various factors (11-12)

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