

GCSE

Edexcel GCSE

History A (1334/02)

Summer 2006

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Mark Scheme (Results)

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B1: The Russian Revolution, c. 1910-24

- (a) *Study Source A. What can you learn from Source A about Lenin's part in the events of 1917 which led to the Bolshevik takeover?* (4)
-

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *Lenin had the support of 15 of the 25 members of the Central Committee.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *Lenin's views were not supported by all leading Bolsheviks, especially Kamenev and Zinoviev and, following the meeting of 10 October, he seems to have done little to organise the Party for revolution.* (3-4)

- (b) *Does Source C support the evidence of Sources A and B about Lenin's part in the events of 1917 which led to the Bolshevik takeover? Explain your answer.* (6)
-

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C supports A and B because all three show Lenin involved in the events.* (1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C seems to support B as Source C says that Lenin played an important part in the events leading to the takeover and Source B shows him trying to win support in Petrograd. C does support A in that both sources mention the important meeting of 10 October.* (3-4)

Level 3: Developed explanation which identifies similarities the extent of support/differences between all three sources.
e.g. *as Level 2 but extent of support. Strong support between C and B but little support between C and A. Differences over number who backed Lenin's decision.* (5-6)

- (c) *Study Sources D and E. How useful are these sources as evidence of the events that took place during the Bolshevik Revolution?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source D is useful because Kerensky was there at the time of the revolution. Source E is useful because it shows lots of people.*

(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 explains the weakness of the Provisional Government in facing the Bolshevik takeover and the lack of support from the military, especially the Cossack regiments, for Kerensky. Source E is useful because shows the Bolshevik supporters storming the Winter Palace. Source E is less useful because it is strongly biased towards the Bolsheviks.*

(4-6)

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

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *sees provenance of both sources as critical. Source D is useful because it is the views of the leading figure in the Provisional Government who highlights the lack of military support during the Bolshevik Revolution. On the other hand, Kerensky may have been exaggerating his plight in order to justify his defeat and subsequent flight. Source E is very useful as an example of how the Bolsheviks later portrayed the Revolution as one of mass support and a heroic event. It does not give an accurate view of the storming of the Winter Palace which, according to eyewitness, was low key. Two sources together provide contrasting views of the Bolshevik Revolution, one from the Bolshevik side and the other from the other from the leading figure in the PG.*

(7-8)

- (d) *Study all the Sources and use your own knowledge.*
'Lenin's leadership was the main reason for the success of the Bolshevik Revolution of 1917'.
Use the 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 Lenin spoke to the masses.* (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 activities of Lenin in events leading to Revolution.* (4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Sources A and C OR may look at other reasons for the success of the Revolution in Sources D and F and uses own knowledge OR may question the role of Lenin using Source A 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 between variety of factors including the weakness of the Provisional Government, roles of Lenin and Trotsky.* (11-12)

B2: The War to End Wars, 1914-19

- (a) *Study Source A. What can you learn from Source A about the effects of a gas attack on the Western Front?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *every officer or man was either dead or in hospital.*

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *Mustard gas was very difficult to detect and guard against and had devastating effects on the soldiers in the trenches with everyone killed or wounded.*

(3-4)

- (b) *Does Source C support the evidence of Sources A and B about the effects of a gas attack on the Western Front? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C says that Britain lost 6000 men due to gas. Source B shows that some British troops blinded by gas. Some British soldiers died due to gas in Source A.*

(1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C seems to support B as Source C says that men were blinded by gas which is shown in Source B. Source A suggests that gas was very effective during this attack.*

(3-4)

Level 3: Developed explanation which identifies similarities and the extent of support/differences between all three sources.
e.g. *as Level 2 but extent of support. Strong support between C and B as both suggests soldiers were wounded rather than killed by gas. Source A seems to strongly contradict the views expressed in Source C as mustard gas had a devastating effect on the soldiers exposed to it.*

(5-6)

- (c) *Study Sources D and E. How useful are these two sources about the effectiveness of tanks on the Western Front?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content **OR** nature of sources.
e.g. *Source D is useful because Len Lovell was there. Source E is not useful because it is only a poster.*

(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 effectiveness of the tank. It took the Germans by surprise and was able to destroy a machine gun position and force the Germans to run away. The source is less useful because not all tanks were so successful. In fact many of those used in September 1916 were unreliable and broke down. Source E is useful because it also shows the effectiveness of tanks in clearing a way for the advancing soldiers by flattening barbed wire defences and moving across enemy trenches.*

(4-6)

OR Developed statements about the source(s) using NOP of the source(s) **OR** content.

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources **AND** content, e.g. *sees provenance of both sources as critical. Source D is useful because it is the views of someone who witnessed, first hand, the effects of the tank on the Germans and their defences and the impact that they had on the morale of the British troops. Lovell, however, only mentions this one attack and does not mention those tanks that failed to reach their objective. Source E is a government poster and useful as evidence of propaganda designed to win support for the construction and use of tanks. It exaggerates their significance in 1917 when they had not yet proven to be a war winning weapon. The two sources provide contrasting views of tanks. One from a soldier who witnessed the use of tanks and the other from the government advertising tanks a year further on in their development.*

(7-8)

- (d) *Study all the Sources.*
'The failure of new weapons was the main reason for the stalemate on the Western Front, in the years 1915 to 1917'.
Use the 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 C shows that gas failed.* (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 activities to explain failure of new weapons to break stalemate.* (4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Source B OR may look at other reasons for the stalemate shown in Source F and uses own knowledge OR may question the failure of new weapons using Sources A, D and E 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 between variety of factors including the failures of new weapons, the strong defence system and the shortcomings of the commanders on both sides.* (11-12)

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

- (a) *Study Source A. What can you learn from Source A about the reasons for the Wall Street Crash?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *Everybody was in the stock market.* (1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *There was vast over speculation on the stock market with people from all classes buying shares and putting their houses and businesses at risk to raise the money they needed.* (3-4)

- (b) *Does Source C support the evidence of Sources A and B about the reasons for the Wall Street Crash? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C says that it was due to over production, Source B shows cars, radios and telephones. Source A tells us about the US stock market.* (1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C seems to support B as Source C says that the Crash was due to over-production and the table in Source B shows increased production in cars, radios and telephones in the 1920s. Source A blames the Crash on speculation in the stock market.* (3-4)

Level 3: Developed explanation which identifies similarities and the extent of support/differences between all three sources.
e.g. *as Level 2, but extent of support. Strong support between Sources C and B with the table in B illustrating the views in Source C about over-production although it does not show the fall in consumer demand. Source A seems to strongly contradict the views expressed in Source C as it believes the Crash was due to over-speculation on the stock market rather than over- production.* (5-6)

- (c) *Study Sources D and E. How useful are these two sources as evidence about the effects of the Wall Street Crash?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source D is useful because it was written at the time. Source E is not useful because it is only a painting.*

(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 evidence of the panic that was taking place on Wall Street during late October 1929 and the effects that the panic was having on many people, especially traders and brokers some of whom were committing suicide. It graphically explains the panic which did much to trigger the Crash. Source E depicts the dramatic effects of the Wall Street Crash by showing the collapse of the buildings, themselves and people running about.*

(4-6)

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

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *sees provenance of both sources as critical. Source D by a journalist who experienced the events on Wall Street and is able to capture the atmosphere of the time. On the other hand he may exaggerate the effects on the brokers and bankers in order to highlight the panic. The artist, James Rosenberg, also experienced the Crash and is able to express its effects in graphic terms. On the other hand, he seems to exaggerate its effects by showing buildings themselves collapsing. Two sources, one pictorial and one written, together give ideas of the dramatic effects of the Crash.*

(7-8)

- (d) *Study all the Sources.*
'Speculation on the stock market was the main reason for the Wall Street Crash'.
Use the 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 C says it was the reason.*

(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 over production to answer the question..*

(4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Source B and further own knowledge OR may look at other reasons for the Crash using Sources A, D and F and own knowledge.*

(8-10)

Level 4: Sustained argument reviewing alternative views and making giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. *as Level 3 but focus on inter-action between variety of factors including over-production and over speculation OR differentiates between long term and short term reasons.*

(11-12)

B4: Nazi Germany, c. 1930-39

- (a) *Study Source A. What can you learn from Source A about the effects of propaganda under the Nazis?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *People turn away from propaganda.*

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *It does not seem to be working as few Germans read the newspapers and many seem to ignore the propaganda. Not many seem to really support Hitler.*

(3-4)

- (b) *Does Source C support the evidence of Sources A and B about the effects of propaganda under the Nazis? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Shirer says he was taken in by the propaganda. Source B shows a family listening to the radio. Source A says that few Germans read newspapers.*

(1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C seems to support B as Source C says that he was influenced by Nazi propaganda even though he was able to read foreign newspapers and listen to foreign broadcasts. Source B seems to agree by showing a whole family listening carefully to a broadcast by Hitler. Source A does not agree because the report says that Germans turn away from Nazi propaganda.*

(3-4)

Level 3: Developed explanation which identifies similarities the extent of support/differences between all three sources.
e.g. *Source C seems to strongly support Source B as both suggest that Nazi propaganda was effective. However we cannot be certain that the family in B was taken in by Hitler. Source C strongly disagrees with Source A by showing how an American with access to foreign media, still believes Nazi propaganda was effective.*

(5-6)

- (c) *Study Sources D and E. How useful are these two sources as evidence about how the Nazis used religion?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source E is useful because it was a prayer at that time. Source D is not 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 D shows the Nazis banners in a church and suggests that the Nazis are using the Church to put forward Nazi ideals. Source E shows how religion was used to encourage further support for Hitler with children saying prayers to the Fuehrer who is worshipped as almost a God. This cult of the Fuehrer was typical of the Third Reich.* (4-6)

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

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *as Level 2 but sees purpose of two sources as critical. Source D could be useful as evidence of Nazi attempts to subvert religious beliefs and turn people towards Nazism. On the other hand it is only evidence of one church service and could be taken by an opponent of Nazism to show how it is undermining Christianity. Source E is very good evidence of the Fuehrer cult but only provides evidence from one institution, a Nazi-run orphanage, in which there would be strict control with the children, themselves, indebted to the Nazi party for their upbringing.* (7-8)

- (d) *Study all the Sources.*
'Propaganda was the main reason why the Nazis were able to control most German people in the years 1933-1939'.
Use the 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 C shows a German family listening to a radio broadcast by Hitler.* (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 propaganda and its effects.* (4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Source C and further own knowledge OR may look at other reasons for Nazi control using Sources D, E and F and own knowledge OR questions effectiveness of propaganda using Source A 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 between variety of factors including propaganda, control of the Church and the police state.* (11-12)

B5: The World at War, 1938-45

(a) *Study Source A. What can you learn from Source A about the Dunkirk evacuation?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *British and French troops were weeping and drunk.*

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *It suggests that was a disaster with British and French troops losing morale and also suggests that some troops, more especially officers, deserted and others had to be restrained by force from doing the same.*

(3-4)

(b) *Does Source C support the evidence of Sources A and B about the Dunkirk evacuation? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C says the men played football and a boat was sunk. Source B shows two men on a train looking happy and Source A says many British and French troops got drunk.*

(1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C supports Source B as Source C says that the men stayed cheerful and in Source B we can see two returning soldiers still smiling. Source A gives a different view by saying that some deserted and others got drunk.*

(3-4)

Level 3: Developed explanation which identifies similarities and the extent of support/differences between all three sources.
e.g. *Source C strongly supports Source B with both suggesting that Dunkirk was a success for the Dunkirk spirit although Source C does mention one or two failures including the sinking of a rescue vessel Source C strongly disagrees with Source A. Source C gives an optimistic view of the soldiers whilst Source A stresses the negative effects such as desertions and drunkenness.*

(5-6)

- (c) *Study Sources D and E. How useful are these two sources as evidence of the effects of the German Blitz on British cities, 1940-41?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source D is useful because it is photograph taken at the time. Source E is useful because it was 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 shows the damage caused by the blitz - a house almost destroyed - and a typical air raid shelter. It also provides evidence of the reaction of this family who seem quite cheerful despite the bombing of their home. Source E is useful because it suggests that the blitz greatly affected the morale and self control of the British people.*

(4-6)

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

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *as Level 2, but sees provenance of both sources as critical. Source D is by an official photographer and is useful evidence of British government propaganda designed to keep up morale. The family probably posed for the photograph. This was typical of some but not all reactions to the blitz. Source E is a very good example of German propaganda and of how the German people perceived the effects of the blitz. However it deliberately exaggerates and distorts these effects. The two sources provide very useful contrasting views of the effects of the blitz - a British and German view.*

(7-8)

- (d) *Study all the Sources.*
'The Dunkirk evacuation was the main reason for British survival against Germany in the years 1940-41'.
Use the 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 the soldiers were cheerful.* (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 Dunkirk.* (4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Source C and further knowledge OR may look at other reasons for survival using Sources D and F and own knowledge OR questions success of Dunkirk using Source A 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 interaction between variety of factors including Dunkirk, Blitz, Battle of Britain and Churchill.* (11-12)

B6: The End of Apartheid in South Africa, 1982-1994

- (a) *Study Source A. What can you learn from Source A about the education of black South African children?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *They were given the bare minimum of education.*

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *Source A suggests that the government used education to reinforce the second class position of blacks and ensure they did not oppose apartheid. Very little was spent on their education leading to poor conditions and overcrowded classrooms.*

(3-4)

- (b) *Does Source C support the evidence of Sources A and B about the education of black South African children? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C is a song sung by black South African schoolchildren. Source B shows a very crowded schoolroom. Source A says they were given the bare minimum of education.*

(1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C supports Source A as Source C suggests that the children were taught to know and accept their place in society and Source A suggests that education had this purpose. Sources C and B suggest that the black children were given a second class education.*

(3-4)

Level 3: Developed explanation which identifies similarities and the extent of support/differences between all three sources.
e.g. *As with Level 2, but Source C also strongly disagrees with Source A. The second verse of Source C suggests that the use of education for social control, mentioned in Source A, has not worked. Source C gives little support to Source B. Source C suggests education was to teach the children to know their place whilst B suggests that their schools were badly equipped*

(5-6)

- (c) *Study Sources D and E. How useful are these two sources as evidence of the position of black South Africans in the 1980s in South Africa.*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source D is useful because it was said at the time. Source E 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 D is useful because Tutu gives some examples of the effects of apartheid such as the situation in the Bantustan homelands where black South Africans lived in poor conditions and the lack of basic citizen rights. He also hints at growing opposition in the mid 1980s to apartheid. The photograph provides useful evidence of the attitude of the white police who treated any black opponents with great brutality, shown by the woman being beaten up by the policemen.*

(4-6)

OR Developed statements about the source(s) using NOP of the source(s)

OR content.

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *As Level 2 but sees provenance of sources as critical. Source D is useful because it is a speech by a leading opponent of apartheid who is able to reflect popular black views of the time. On the other hand, his speech may be trying to promote opposition to apartheid and may exaggerate its worst effects. Source E was taken by opponents of apartheid who are able to highlight some of the worst aspects of the regime. However, it may have been an isolated example of police brutality used to encourage further opposition. The two sources together are useful because they highlight different effects of apartheid.*

(7-8)

- (d) *Study all the Sources.*
'Poor education was the worst effect of apartheid on black South Africans in the 1980s'.
Use the 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)

NB: USE OF SOURCES/OWN KNOWLEDGE ONLY MAX L2/6

- Level 1: Simple statement offering points using sources OR own knowledge OR both, e.g. *Source B shows an overcrowded schoolroom.* (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 poor education for blacks.* (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 with reference to Sources A and C and further knowledge OR may look at other effects using Sources D, E and F and own knowledge OR questions poor education using Source A.* (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 between variety of effects including poor education, living conditions in townships, police brutality, income, health and life expectancy.* (11-12)

B7: Conflict in Vietnam, c. 1963-75

- (a) *Study Source A. What can you learn from Source A about the effects of the Tet offensive of 1968 on the North Vietnamese Army and the Vietcong?*

(4)

Target: Comprehension of source (AO2)

Level 1: Simple statements taking the source at face value, e.g. *When the offensive was over North Vietnam did not have enough troops left to fight a major battle.*

(1-2)

Level 2: Developed statements showing sound comprehension OR statements making inferences/judgements, placing the source in context, e.g. *The Tet offensive was a failure for North Vietnam and the Vietcong. They were seriously weakened by the heavy casualties they suffered and by many desertions.*

(3-4)

- (b) *Does Source C support the evidence of Sources A and B about the Tet offensive of 1968 on the North Vietnamese Army and the Vietcong? Explain your answer.*

(6)

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

NB: COMPARISON WITH ONLY ONE SOURCE. MAX. L2/3

Level 1: Simple statements identifying support/differences at face value, e.g. *Source C says that the offensive was a massive victory for the Vietcong. Source B shows US troops trying to recapture the Embassy. Source A says that the North suffered heavy casualties.*

(1-2)

Level 2: Developed statements identifying support/differences.
e.g. *Source C supports Source B as Source C says it was a victory for the Vietcong because they captured the US Embassy in Saigon. Source B shows US troops trying to recapture the Embassy. Source C does not support Source A as Source A says it was a failure for the Vietcong.*

(3-4)

Level 3: Developed explanation which identifies similarities the extent of support/differences between all three sources.

e.g. *As Level 2 and Source C strongly supports the evidence of Source B as both highlight the effects of the capture of the Embassy on the morale of US citizens. Source C partially supports A as it mentions the failure of the offensive to inspire a popular rising. However, the tone of each source is very different. Source C sees it was a failure for the USA and Source A for the North.*

(5-6)

- (c) *Study Sources D and E. How useful are these two sources as evidence of the tactics used by the Vietcong against the US troops?*

(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. 2 MARKS

Level 1: Simple statements about utility based on content OR nature of sources.
e.g. *Source D is not useful because it is just a poster. Source E is not useful because it was written later.*

(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 guerrilla tactics used by the Vietcong who made use of the jungle to carry out hit and run raids on the US forces. The Vietcong were skilled in such tactics and had first hand experience of the area. Source E is useful because it gives details of these tactics. It shows how the Vietcong were able to avoid pitched battles and also US artillery and air strikes making it very difficult for the US to take advantage of their superior equipment and technology.*

(4-6)

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

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

Level 3: Developed explanation of utility of both the sources using both nature, origin and purpose of sources AND content, e.g. *As Level 2, but provenance of both sources seen as critical. Source D is useful as evidence not only of the tactics used by the Vietcong but also of the propaganda used by the North to win support for their cause. On the other hand, the source only shows the apparent success of these tactics. Source E is useful because it is written by a member of the Vietcong who is able to give genuine views of the Vietcong tactics having settled in the USA. Both sources, one pictorial and one written, provide first hand evidence of Vietcong tactics.*

(7-8)

- (d) *Study all the Sources.*
“The Tet offensive was the main reason for the failure of the US armed forces in Vietnam”.
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 the success of the Tet offensive.*

(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 the Tet offensive.*

(4-7)

NB: USE OF SOURCES/OWN KNOWLEDGE 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 with reference to Source C and further knowledge OR may look at other reasons using Sources D, E and F and own knowledge OR questions importance of Tet offensive using Sources A and C.*

(8-10)

Level 4: Sustained argument reviewing alternative views and making giving a balanced judgement using the sources and supported by precisely selected knowledge, e.g. *as Level 3, but focus on inter-action between variety of reasons including the Tet offensive, Vietcong tactics and the inexperience of the US troops.*

(11-12)

