



General Certificate in Education

A2 History 6041

Alternative H Unit 4

Mark Scheme

2008 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:

A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

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

The schemes of marking for the specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives.

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

B: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

C: **DECIDING ON MARKS WITHIN A LEVEL**

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

June 2008

Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day

A2 Unit 4: Aspects of European and World History, 1900 to the Present Day

Question 1

- (a) Use **Sources C** and **D** and your own knowledge.

How fully do **Sources C** and **D** explain why the Berlin Wall was brought down?

(10 marks)

Target: AO1.1, AO1.2, AO2

- | | | |
|-----|---|-------------|
| L1: | Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. | 1-2 |
| L2: | Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. | 3-5 |
| L3: | Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. | 6-8 |
| L4: | Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. | 9-10 |

Indicative content

Source C does offer some reasons for the event. It raises the fact that the Wall was failing in one of its purposes i.e. to keep East Germans in East Germany. It raises the second issue that successful emigration encouraged pro-democracy groups to develop. Source D provides a more immediate timetable of some of the events leading to the collapse of the Wall. The source emphasises the spontaneous nature of mass demonstrations which led to the authorities opening the barriers.

Neither of the sources defines an extensive range of factors, nor do they develop any detailed analysis of the factors. Candidates own knowledge may lead to a consideration of the impact of changes in the USSR under Gorbachev and Moscow's rethinking on its German policy. The condition of the East German economy may also be linked to popular attitudes. Popular protests outside Berlin are also a key issue as is the gradual disintegration of the East German Communist Party. Although the sources touch on some key issues they lack range, analysis and judgement and therefore the sufficiency of their content is inevitably limited in explaining why the Berlin Wall came down in 1989.

- (b) Use **Sources A, B, C and D** and use your own knowledge.

'Throughout the twentieth century the peoples of Eastern Europe have placed the removal of external control above their desire for economic prosperity.'
Assess the validity of this view. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**
- L2: ***Either***
Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**
- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

The sources offer some useful examples of resistance to external occupation. Source A illustrates the link between economic control and indirect political power managed by external powers. It suggests that economic prosperity was significantly more important than independence. Source B illustrates the efforts of Czech partisans and the government in exile to strike a blow against German occupation towards the end of the war in Europe. This was to be a collective effort and is another example of nationalism overriding any economic self-interest. Source C illustrates the economic priorities of East Germans. There is a desire to emigrate to the West. Implicit in this action is the aim to achieve economic improvement and be free from the tyranny of Communism. This theme is further illustrated in Source D when demonstrators are trying to bring the Wall down in order to access the West freely. Again there is the implicit suggestion that the motive behind this is economic freedom and Western prosperity.

Candidates may draw on their own knowledge to suggest that the proposition in the question is inaccurate. References may be made to the Austro-Hungarian Empire and the willingness of the dominant Magyars to tolerate Austrian control in order to protect their own economic power.

Reference may be made to the occupation of Czechoslovakia in 1938–1939 and candidates may suggest that there was no real attempt to halt the occupation. The Slovaks were not only politically self-interested but also economically so. The post-1945 period offers a range of opportunities for candidates to develop support for the idea of resisting external control through references to disturbances directed against the Soviet model of Communism, particularly in Hungary (1956), Czechoslovakia (1968) and Poland (1980–1981). Candidates may also consider the economic condition of Eastern Europe and link economic problems to anti-Soviet reactions. They may argue that it was economic issues that drove the desire to resist external control.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Question 2

'The USA was protecting its own global power rather than promoting democracy in Vietnam.'

To what extent do you agree with this explanation of the USA's increasing involvement in Vietnam in the years 1954 to 1968? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The basis of this question is an analysis of the USA's motives in becoming involved in Vietnamese affairs. Candidates may suggest that the USA was involved because its involvement was a logical consequence of its commitment to containment. An analysis of containment may suggest that its aim was to promote US influence globally and the promotion of democracy was a secondary objective. Reference may be made to the Domino Theory and the context of significant changes in Asia, primarily the emergence of China as a Communist state in 1949 and the impact of the war in Korea. A survey of US policy during this period may reveal a continuity of commitment to containment. There may be reference to the USA's willingness to back dubious regimes in order to contain communism rather than to promote democracy. Some candidates may interpret containment differently and suggest that its aim was primarily to defend democracy.

Question 3

'US militarism and imperialism were the Vietcong's greatest assets in their struggle for a united Vietnam.'

How valid is this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Some candidates may challenge this view and suggest that the Vietcong's greatest asset was its inherent nationalism through its campaign to rid Vietnam of American imperialism and establish a united Vietnam. It was not US imperialism that was the greatest asset of the Vietcong, rather its own commitment to nationalism at every level. Some may argue that as US involvement in Vietnam continued the impact of US militarism became ever more damaging to the US and therefore an increasing asset to the Vietcong. Evidence of Vietcong popularity in South Vietnam may also be developed. Candidates may consider the nature of government, particularly under Diem and the support the US gave to his regime. Equally the Vietcong were also communist; therefore this ideology had some appeal to the South Vietnamese peasant class.

Question 4

'Vietnam had a period of successful and economic reconstruction in the years 1975 to 1980.'

How valid is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may suggest that Vietnam broke the Cold War consensus on foreign policy. There was an international reaction against a great nation such as the USA turning its might on a small nation like Vietnam. The whole world watched the defeat and a significant anti-war movement formed in the USA and continued after the war had ended. References may be made to the economic costs of the war on both countries and the embargo by the USA on Vietnamese trade. Reference to the political impact of the war on Vietnam may refer to declining relations with China and a growing dependency on the USSR and may link this to other economic factors.

Question 5

'It was more a political than a military alliance.'

How valid is this view of NATO in the years 1949 to 1955?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may view NATO as a western response to the threat posed by the militarily powerful Soviet Union. NATO was characterised by a high degree of security cooperation amongst its member states. Considerable joint military planning has existed since its inception. Candidates may consider the ideological threat from communism and link this not only to the military union but also to the idea of a political alliance. Consideration may be given to the political motives of western European states in terms of a political alliance that has a specific purpose, that of fending off communism rather than forming the basis of a more developed and long lasting form of political integration. Some analysis of Germany's membership in 1955 is relevant here. The wider context of the growth of European political unity is also a productive line to adopt.

Question 6

'Margaret Thatcher achieved her political and economic goals in the European Community in the years 1979 to 1990.'

How valid is this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider Thatcher's commitment to Europe despite her apparent hostility towards it. A key economic issue was the budgetary question and Britain's financial contribution. References to the development of supranational economic integration and Britain's relationship with this could be developed. An analysis of Britain's acceptance of the Single European Act (1985) is important. The funding of the Community's social policy and Thatcher's part in this could be examined. Some analysis of the Economic and Monetary Union would be useful in response to this question. Thatcher's opposition to political integration should be examined. Reference to the 1988 Bruges speech could act as an indicator of her position. An overall assessment in terms of the question should be founded on a balanced analysis.

Question 7

'Enlargement of the European Community in the years 1973 to 1991 created a period of political and economic progress for its members.'

Assess the validity of this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The enlargement brought with it a wider range of political and economic policy objectives. The issue of national interests was also a main priority. Essentially decision making became more difficult. The problem of the European Monetary System (1978) may be considered. Monetary policy was laboured and difficult to finalise. Consideration of CAP is relevant here and links may be made to political issues. The development of a European political system may be considered through the opposition to it, particularly from Britain. The Thatcher years could be usefully considered in this respect. The Community did develop a greater intergovernmental character. The development of the European Council is relevant.

Question 8

'In the years 1964 to 1987 the PLO was ineffective because it was divided and it relied solely on terrorism to achieve its objectives.'

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may develop a commentary on the emphasis on guerrilla action which characterised the PLO from 1968 under Yasir Arafat's leadership. Internal divisions developed between those who favoured working for Arab unity and those who favoured direct action immediately. The position of Al-Fatah is relevant here. There are numerous examples of guerrilla action and terrorism being adopted throughout the period. These were both in the Middle East and beyond it. Candidates may also consider the terrorist links with the many splinter groups that developed under the umbrella of the PLO. They may argue that the PLO lacked a coherent policy on the role of military action. Alternatively there is plenty of evidence of the diplomatic endeavours of the PLO and its links with the UN dating back to Arafat's address to the UNO in 1974. Internal divisions also made it difficult to accept UN Resolution 242. Diplomatic activity also existed via the USA – Camp David and its impact may be considered.

Question 9

'It was commitment to Islam, rather than a reaction to their economic problems, which led the people of Iran to overthrow the Shah in 1979.'

To what extent do you agree with this view?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may refer back to the development of Iran's economy and some of the issues that were associated with it that generated opposition before 1976. Candidates may consider the 'White Revolution' and the impact of land reform. 1976 was a turning point in Iran's economic condition. Economic growth began to decline significantly and this was accompanied by rising unemployment. Clear links may be established between economic factors and the rise in popular opposition through street demonstrations. Candidates may link the development of Islamic influences with the reality that the opposition was largely urban. Candidates may argue that the Islamic influence was that of a facilitator of the revolution rather than at the heart of the cause of it. There are many examples of the growth of Islamic influence.

Question 10

‘United States’ diplomacy continuously reinforced the political aims of the United Nations in Palestine in the years 1967 to 1991.’

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider the political aim of the UN was to establish lasting peace in the Middle East through a settlement based on some territorial compromise between Israel and Palestine. To an extent this political objective remained unchanged throughout the period. Answers may examine the nature of US diplomacy and the motives which underpinned it. They may also consider the relationship between US aims in the Middle East and those of the UN. The issue of superpower involvement in the Middle East is also central to dealing with this question. Reference may be made to the Camp David Agreement and the involvement of US diplomacy during the 1980s.

Question 11

‘A social and economic disaster.’

How valid is this view of the record of the Chinese Communist Party in the years 1949 to 1962? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

A starting point might be to establish what the aims of the Party were and which of these were generally successful. Reference may be made to the assault on corruption and the old power order based on landlords. An analysis of the conflict between the social and economic aims may also be made. This may focus on the desire to retain peasant and mass support and at the same time impose collectivisation and the Five Year Plan approach to industry. The pace of social and economic change may also be explored. The negative outcomes of major reform programmes can be examined. This could focus on the Hundred Flowers campaign and the Great Leap Forward. The second of these will offer some useful analytical opportunities for candidates. Finally there could be some consideration of the motives underlying the Party’s policies.

Question 12

'The Cultural Revolution was aimed at maintaining Mao's ideology rather than his personal power.'

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider the concept of 'continuing revolution'. Mao was committed to the idea that it was necessary to destroy in order to create and this is clearly supported through the chaos that the Cultural Revolution brought to China after 1966. Mao feared 'neo-capitalism'. There was a consistency to the ideological aims Mao exhibited throughout the Cultural Revolution. Candidates may suggest that new ideas were not translated into new outcomes. Mao's ideology may be presented as a means to an end, that being the consolidation of his power at a time when others were beginning to emerge as possible challenges. Essentially candidates will have enough evidence to argue a case that Mao's personal power was the primary motive for the Cultural Revolution.

Question 13

'A period of limited economic progress and complete political stagnation.'

How valid is this view of Deng Xiaoping's achievements in the years 1978 to 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may challenge the idea of limited economic progress and refer to the improved income of peasants and urban workers and the closer economic links with the West. The economy developed as part of Deng's modernisation programme although the benefits were not evenly distributed. There were still significant elements of the command economy in place. China was still faced with widespread poverty throughout the period. Candidates may refer to the modernisations in industry, science and technology. The political changes under Deng were less developed despite the existence of the Democracy Wall. Deng may be considered a traditionalist in disguise. His political reforms were limited rather than stagnant.

Question 14

‘A social and economic disaster.’

How valid is this view of the impact of Apartheid on South Africa in the years 1948 to 1978? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The aim of the question is to assess the social and economic impact of Apartheid on the whole of the South African population. Candidates may suggest that Apartheid imposed rigid and increasingly sophisticated controls over black South Africans. There is a wealth of evidence to assess the social and economic impact on these people – the development of the Homelands and enforced migration, controls on education through segregation, the Pass Laws and their social and economic impact on black Africans. Apartheid may not be regarded as a social and economic disaster for white South Africans. Candidates may consider the social condition of whites and the very effective development of the economy during this period.

Question 15

‘Repressive laws, rather than disunity among its opponents, enabled Apartheid to survive in the years 1948 to 1986.’

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There is a wealth of examples of repressive legislation available for candidates to examine. This could include the Prohibition of Mixed Marriages Act (1949), the Immorality Act (1950), the Riotous Assemblies Act (1956), the Sabotage Act (1962), the Terrorism Act (1967) and the Internal Security Act (1976). There are numerous other examples including the Pass Laws. This legislative powerbase was implemented by an ever increasing security and police system. Candidates may argue that this was the greatest problem for opponents of Apartheid. Equally there was division within the opposition movement. The divisions may be illustrated through the split between Mandela, who wanted to work for reconciliation between the races, and those who wanted a purely African movement. Other divisions included the creation of the Pan-African Congress outside the remit of the ANC. Steve Biko founded the exclusively black, South African Students Organisation. Issues over the use of terrorism were also fundamental in the divisions. Candidates could balance the relative significance of these two sets of factors.

Question 16

'It was P W Botha's reformist policies, rather than external pressure, that led to the beginning of the end for Apartheid by 1989.'

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may suggest that Botha's commitment was to preserving as much of the essence of Apartheid as possible and that his reforms were not designed to deconstruct Apartheid. He was more interested in intensifying ethnic and class divisions and suppressing domestic dissidents. Equally candidates may argue that his policies did, inadvertently, contribute to the decline of Apartheid. Reference may be made, for example, to the legislation of trade unions. Rather than maintaining some control over militant workers the government's policies enabled African unions to become a central force in the struggle for power in South Africa. This balanced approach to Botha's policies may be applied generally. Reference may be made to constitutional changes, education and social policy and the response to resistance. Candidates may also consider the impact of external opinion and policy. Reference to the condition of South Africa's economy is relevant here. The shifting policy of the USA is also a key factor.