

Edexcel GCSE History A: The Making of the Modern World

Unit 1 Teacher Support Booklet

This Teacher Support Booklet has been designed to support you with the changes to Unit 1 of the History A (The Making of the Modern World) specification from September 2013. This specification is for first certification in June 2015.

In this booklet, you will find guidance on each question type, covering any changes to question style and mark schemes. Questions and extracts from mark schemes from the sample assessment materials are used to illustrate the changes; where there is more significant change, sample student answers are given to exemplify the changes.

In addition, at the end of the booklet, you will find guidance on how to create mock exam papers for students.

What are the changes to content?

There is now no choice of options in Unit 1: all students study International Relations 1943-1991. This avoids overlap between Unit 1 and Unit 2, and ensures chronological range across Units 1 and 2.

2009/2012 specification	2013 specification
Students study three of six sections: Section 1: Why did war break out? International rivalry 1900–14 Section 2: The peace settlement 1918–28 Section 3: Why did war break out? International relations 1929–39 Section 4: How did the Cold War develop? 1943–56 Section 5: Three Cold War crises: Berlin, Cuba and Czechoslovakia c.1957–69 Section 6: Why did the Cold War end? The invasion of Afghanistan (1979) to the collapse of the Soviet Union (1991)	All students study International Relations 1943-1991. There are three key topics, based on the old sections 4, 5 and 6, with minor amendments to specified content. All key topics should be studied. The key topics should not be studied in isolation: examination questions may cross two or more key topics.

What are the changes to assessment?

The Unit 1 question paper has been redesigned so that it no longer reflects the old six-section structure. The increase in AO1/AO2 marks in Unit 3 has meant the introduction of AO3 marks in Unit 1. Spelling, punctuation and grammar (SPaG) marks have been introduced, so that SPaG is assessed across all three examined units.

2009/2012 specification	2013 specification
Students answer questions (a), (b) and (c) from each of their three sections. Questions target AO1 and AO2. There are no marks for SPaG.	Key topics are no longer assessed discretely. Students answer questions 1, 2, 3, 4, 5 and 6. AO3 is targeted as well as AO1 and AO2. Marks for SPaG in question 6.

Question 1: source comprehension (2 marks)

This is a new question type for Unit 1. In question 1, students are given one source and the question requires comprehension.

In the sample assessment materials (SAM) the question requires students to comprehend 'two reasons'. The wording of this question will change to reflect the source content: students could be asked to give, for example, 'effects of...', 'reactions to...', 'steps taken by...' and so on. Note that students are not required to make inferences for this question.

Sample assessment materials: question 1

Study Source A.

Source A: From a school textbook, written in 2008. It is describing the impact of the Soviet invasion of Afghanistan in 1979.

[source]

1 Give **two** reasons from Source A which show that 'the Soviet Union completely miscalculated the impact that its actions would have on the West'
(Source A lines 1–2). (2)

Sample assessment materials: from question 1 mark scheme

Target: understanding source material (AO3).

One mark for each reason identified.

- Carter tried to persuade them to leave **(1)**.
- The USA found ways to support the Mujahedin **(1)**.

Exemplification: sample student answers

Two example answers to this question are given below.

- Answer 1 gains no marks: part of the text has been directly copied without selection or amendment. Comprehension is not demonstrated by this. Students should attempt a simple paraphrase, as indicated by the first example in the mark scheme, or selection from the text, as indicated by the second example in the mark scheme.
- Answer 2 gains 1 mark for one reason. Comprehension is indicated by the simple paraphrase.

Answer 1: 0 marks

The invasion was seen in the West as evidence of Soviet expansion.

Answer 2: 1 mark

President Carter thought the invasion of Afghanistan by the Soviet Union was a threat to world peace.

Additional sample question and answer

Study Source A.

Source A: From a school textbook, written in 2009. It is describing the Berlin Airlift in 1948-9.

Stalin set up a military blockade around West Berlin in June 1948. President Truman responded with the 'Berlin Airlift'. Allied planes transported supplies to West Berlin around the clock. Initially America committed 70 large cargo planes and airlifted between 600 and 700 tonnes of food and supplies every day. This had increased to 1000 tonnes a day within a couple of weeks. The British authorities maintained a similar system and, at its height, the airlift provided over 170,000 tonnes of supplies during January 1949.

The Berlin Blockade was a failure. In May 1949, Stalin ended the blockade.

1 Give two ways in which Source A shows that 'The Berlin Blockade was a failure'.

(Source A line 9).

(2)

Sample answer

1 *The USA and Britain organised an airlift to transport supplies.* (1)

2 *The airlift succeeded in getting huge amounts of food to West Berlin.* (1)

The answer gains 2 marks with two relevant paraphrased statements.

Question 2: recall

Question 2 requires students to recall and select information to provide a short answer to a question which relates to the context of the source given in question 1. They will not gain credit for additional material taken from the source: the marks for question 2 are for AO1 only. Although students should not expect to find the answer in the source, it will provide a stimulus for their recall. Students might be asked to outline not just 'steps' as in the case of the SAMs, but ways, decisions etc.

A useful preparation for this question would be to use some of the past paper questions (a) for sections 4, 5 and 6. Although these only asked for one example, the responses given in examiner's reports would serve to indicate the length and quality of answers required to get 2 marks and those which achieved only 1 mark.

The mark scheme below from the SAMs exemplifies fully the amount of detail required in this case to get full marks.

Sample assessment materials: question 2

Outline **two** steps that President Carter took to encourage the Soviet Union to withdraw from Afghanistan. (4)

Sample assessment materials: from question 2 mark scheme

Target: knowledge recall and selection (AO1).

Award up to 2 marks for each outline of a step that Carter took. The second mark should be awarded for additional detail.

eg

- *'President Carter tried to make sure that the Mujahedin were supplied.'* (1) *'He reached an agreement with China and Israel and the CIA provided weapons and funds for the Mujahedin.'* (1)
- *'Carter ordered a boycott by the USA of the Moscow Olympics.'* (1) *'He did this to reduce the prestige the Soviet Union would gain.'* (1)

Accept other appropriate alternatives.

Additional sample question

Outline **two** ways in which Europe became more divided in 1949. (4)

Exemplification: sample student answer

The following answer earned full marks for two valid points, each with some supporting detail.

Germany was officially divided into East and West in 1949. The three western zones became the FRG (West Germany) and then Stalin set up a second separate state in East Germany.

Divisions between the USSR and the West in Europe got worse. The western allies set up NATO – a military alliance of many of the western countries in Europe and the USA. Stalin was angry about this.

Question 3: source evaluation

The question requires evaluation of utility. It targets all three Assessment Objectives, with a maximum of 6/10 marks available for students who do not make use of additional recalled knowledge in their answers.

Teachers will be familiar with this question type from question 4 in the old Unit 3 papers. This mark scheme is similar, except for the fact that in this Unit 1 question there is no access to Level 3 for answers that do not make use of additional recalled knowledge.

Sample assessment materials: question 3

Study Sources B and C.

Source B: From a television broadcast made by President Kennedy on 22 October 1962.
[source]

Source C: An aerial photograph of Cuban missiles sites. This photograph was labelled and published by the American Embassy in London on 23 October 1962.
[source]

How useful are Sources B and C as evidence of the reasons for the USA's blockade of Cuba in October 1962?

Explain your answer, using Sources B and C and your own knowledge.

(10)

The full mark scheme can be found in the sample assessment materials. Note that:

- answers can reach Level 2 by explaining the value and/or limitations of the contents of each of the sources. Students should consider what the sources are suggesting compared to their own contextual knowledge of the topic. Answers can also reach Level 2 by explaining the value and/or limitations of the N/O/P – nature, origins and/or purpose – of the sources.
- to achieve Level 3, answers need to evaluate the contents of both sources, taking into account their N/O/P *and use additional recalled knowledge*.

How is utility different from reliability?

Utility is about whether the source is useful – what value it has. Reliability is about whether the source can be trusted. Reliability can be brought into utility – the reliability of a source is important in making a judgement on its utility. However, utility is not part of reliability.

Helping students understand utility

A table such as the one below might help students to plan their answer.

	Source B	Source C
<p>Usefulness of what the source suggests. Give examples of what the source is useful for. Compare this to your own contextual knowledge of the topic.</p>		
<p>Limitations of what the source suggests. Identify aspects of topic we cannot find from the source. You will have to bring in your contextual knowledge.</p>		
<p>Value of N/O/P of source. What is reliable about the source which makes it useful?</p>		
<p>Limitations of NOP of source. What is unreliable about the source which makes it less useful?</p>		

Developing NOP skills

These are some activities which you can use in class to develop NOP skills:

1. Look at a variety of sources and annotate them with the 5 Ws...

- What type of source is it? – nature
- Who produced it? – origins
- When was it produced? - origins
- Where was it produced? - origins
- Why was it produced? – purpose

Think about the different types of source and their possible NOP.

Nature

Type of source	Nature (what)
Diaries	These give a day-to-day eyewitness view but only one view, and if written for publication can have an ulterior motive.
Memoirs	These are the views of someone who experienced an event and enable them to be detached and reflect on it. Careful about generalised statements about memory loss. If important event unlikely to have forgotten. Like diaries, can often be a justification of the writer's own actions – very one-sided.
Posters	These reflect views of the time, often of the government, but one-sided and generally for propaganda purposes.
Photographs	These can give accurate details, however often selective and taken for a purpose. Can give a distorted view. Only the view of photographer or whoever hired the photographer.
Cartoons	These can reflect a popular view of the time of a person or event – an 'in joke'. However, only one exaggerated, even distorted, view of the event.
Biography	These are often well researched. However, biographers are often strongly in favour of or against their subject.

Origins

Who produced the source?	Is there the name of an individual or an organisation? What do you know about who produced the source? This is where contextual knowledge is very useful.
When?	Was the source produced by someone who was there at the time? Was it produced at the time or later? What are the advantages and disadvantages of eyewitness accounts? Remember eyewitnesses can get things wrong or have a limited view. Try to avoid generalised statements such as 'Eyewitness accounts are always more useful/reliable than those written later': someone writing later could have had more opportunity to check the facts.
Where? Under what circumstances?	Was the source produced in a free society in which the person could give their own views? Was the person forced to follow the government view? For example, many First and Second World War sources were produced under strict government censorship, but are still useful as an example of a censored view of the time.

Purpose

Type of source	Possible purpose
Speeches	Because the speaker wants people to do something.
Adverts	Usually intended to persuade people to buy something.
Posters	For propaganda purposes – to get you to support or oppose a certain view.
Photographs	To give you a particular – often narrow and even distorted – view of an event in order to get your support or turn you against.
Cartoons	To turn you against a person or event by ridicule and exaggeration.

Question 4: description of key features

Question 4 is the same as the (b) question in the old-style Unit 1 paper, asking students to describe key features. Students have a choice of two questions, 4(a) or 4(b).

Sample assessment materials: question 4(a)

Describe the key features of the 'refugee problem' in Berlin in the years 1958–61. (6)

Sample assessment materials: from question 4(a) mark scheme

Target: knowledge recall and selection, key features and characteristics of the periods studied (AO1/AO2).

Level 1: Simple statement(s).

- 1 mark for one simple statement.
- 2 marks for two simple statements.
- 3 marks for three or more simple statements.

Level 2: Developed statement(s).

- 4–5 marks for one developed statement, according to degree of support.
- 5–6 marks for two or more developed statements.

Practising question 4

Past papers, mark schemes and examiner reports for old (b) questions can be used to provide practice for this question. Past questions are listed below; note that those which start 'Briefly explain' (2010, 2011 and 2012) will need to be amended to 'Describe'. The mark schemes can be used as they are.

Question	Series
Briefly explain the key features of the Berlin Blockade, 1948–49. Briefly explain the key features of Cominform (1947) and Comecon (1949). Briefly explain the key features of the Bay of Pigs invasion, 1961. Briefly explain the key features of the Soviet invasion of Czechoslovakia, 1968. Briefly explain the key features of the collapse of the Warsaw Pact in 1991.	June 2010
Briefly explain what the Allies decided about Germany at the Potsdam Conference. Briefly explain the key features of the events of the Hungarian Uprising (1956). Briefly explain the key features of the events of the crisis about Berlin in 1961. Briefly explain the key features of the events of the Cuban Missiles Crisis in October 1962.	January 2011

<p>Briefly explain the key features of the summit conferences between the Superpowers in the years 1985-88.</p> <p>Briefly explain the key features of the collapse of the Soviet Union in the years 1989–91.</p>	
<p>Briefly explain the main decisions made about Germany at the Yalta Conference in February 1945.</p> <p>Briefly explain the key features of the Warsaw Pact, 1955.</p> <p>Briefly explain the key features of the opposition to Soviet control in Czechoslovakia in the spring of 1968.</p> <p>Briefly explain the key features of détente in the years 1972-75.</p> <p>Briefly explain the key features of the loosening Soviet grip on eastern Europe in 1989.</p>	June 2011
<p>Briefly explain the key features of the Teheran Conference, 1943.</p> <p>Briefly explain the key features of Soviet rule over Hungary in the years 1945–55.</p> <p>Briefly explain the impact of the building of the Berlin Wall in the years 1961–63.</p> <p>Briefly explain the key features of the Prague Spring reforms, 1968.</p> <p>Briefly explain the key features of the changing attitudes of Reagan and Gorbachev at the summit conferences in the years 1985–87.</p> <p>Briefly explain the key features of the fall of the Berlin Wall, 1989.</p>	January 2012
<p>Briefly explain the key features of the North Atlantic Treaty Organisation (NATO).</p> <p>Briefly explain the role of Nagy in the Hungarian Uprising, 1956.</p> <p>Briefly explain the key features of Khrushchev’s challenge to the USA over Berlin in the years 1957–60.</p> <p>Briefly explain the role of Alexander Dubcek in the events in Czechoslovakia during 1968.</p> <p>Briefly explain the key features of the Strategic Arms Limitation Talks (SALT) between the USA and the Soviet Union in the 1970s.</p> <p>Briefly explain the key features of relations between the USA and the Soviet Union in the years 1979–84.</p>	June 2012

Describe the key features of the Potsdam Conference, 1945.	January 2013
Describe the key features of the re-establishment of Soviet control in Hungary in 1956.	
Describe the key features of the involvement of the USA in the Bay of Pigs invasion, 1961.	
Describe the key features of the attempts by the USA and the Soviet Union to deal with the problems of a divided Berlin in the years 1959–61.	
Describe the key features of détente in the years 1975–79.	
Describe the key features of the summit conferences between the USA and the Soviet Union in the years 1985–87.	

Question 5: explanation of importance

In question 5, students are given four key aspects of the topics they have studied. The question might include events, issues, problems, developments etc. Students are asked to explain the importance of three of the four in international relations.

The requirement in this question is for an explanation of the importance of the chosen aspects. The mark scheme does not require linkage between these aspects, or a supported evaluation of the extent of their individual or relative importance. The use of the words 'very important' in the indicative content of the mark scheme is not meant to imply a requirement for an evaluative element; the exemplification goes on simply to show ways in which the event was important.

Sample assessment materials: question 5

Explain the importance of three of the following in international relations. (15)
<ul style="list-style-type: none"> • the Teheran Conference, 1943 • the formation of NATO, 1949 • the Prague Spring, 1968 • the fall of the Berlin Wall, 1989

Sample assessment materials: from question 5 mark scheme

(Apply this scheme three times)

Target: knowledge recall and selection, significance within a historical context (AO1/AO2).

Level 1: Describes the event or action without considering importance. (1)

Level 2: Describes the event or action and states importance. (2–3)

Level 3: Explains importance, with detailed factual support. (4–5)

Students should understand that the question is not merely asking about the importance of the events, but about their importance *in international relations*.

Students may feel reassured to think of this as three 5-mark questions, rather than as a single 15-mark question. Each choice in question 5 is marked separately.

Practice questions can be created by taking any key events from the period mentioned in the specification.

Practising question 5

An explanation of importance requires an explicit comment on the way in which something was important – in other words it requires the student to apply at least one valid criterion. They could perhaps be helped to do this via everyday examples:

- Choose an event in the last [week/ month/year etc] and explain why it was important to [you/family/individual/school/football club etc].

Question 6: explanation of causation

Question 6 is similar to the old question (c), with the following differences:

- Stimulus bullet points are given with the question. Students are required to include additional material of their own.
- There are now 13 marks, not 12, available for this question, across four levels, not three.
- There are marks for spelling, punctuation and grammar, previously not assessed in Unit 1.

Students should be aware of the importance of completing this question: if they do not answer it, they lose both the marks for the question (13) and the marks for spelling, punctuation and grammar (3) – 16 marks from a total of 53 for the paper. Students should also be aware that as the paper now spans all three key topics and is not divided into content sections as before, the questions will not run in chronological order. It is also possible for question 6 to span more than one key topic. There is no set order in which questions must be answered.

Sample assessment materials: question 6

Explain why relations between the USA and the Soviet Union grew worse in the period 1945–48. (13)

You may use the following in your answer.

- capitalism and communism
- the Berlin Blockade

You must also include information of your own.

Sample assessment materials: from question 6 mark scheme

Target: knowledge recall and selection, causation and significance within a historical context (AO1/AO2).

Level 1: Simple or generalised statement(s) of causation. (1–2)

The candidate makes statements which lack any supporting contextual knowledge or makes unsupported generalisations.

Level 2: Describes causes. (3–6)

The candidate supports the reason(s) given with relevant contextual knowledge but does not explain how they led to the stated outcome. Maximum 5 marks for answers that do not detail an aspect in addition to those prompted by the stimulus material.

Level 3: Explains causes. (7–10)

The candidate explains how the cause(s) led to the stated outcome and supports the explanation with relevant contextual knowledge. Maximum 9 marks for answers that do not explore an aspect beyond those prompted by the stimulus material.

Level 4: Prioritises causes or sees link between them (11–13)

This considers the relationship between causes from the stimulus and additional material. (This level can be achieved only if the response has explained at least three causes and has made explicit comparisons of the relative importance of two of them in coming to a judgement.) No access to Level 4 for answers which do not explore an aspect beyond those prompted by the stimulus material.

Up to 3 marks for spelling, punctuation and grammar.

Sample student answer 1

Relations grew worse because of the disagreement about capitalism and communism and the Berlin blockade. in 1947 the 3 zones Britain USA and France all joined to create Bizonia. Stalin felt it was a developing alliance against communism Stalin ordered all western influences to be removed in the Soviet zones. the western zones created a new currency the Deutschmark the new currency had more value and so the eastern Berliners were jealous and wanted to swap sides. this made communism look bad compared with capitalism, so Stalin demanded no western influences. he decided to block Berlin from the west. stopping all transport. West Berlin began to suffer from hunger etc. so as part of Marshall Aid, planes were constantly delivering food for West Berlin. The Berlin Airlift lasted from June 1948 to May 49. Stalin's blockade only caused the West to become more united against him. The West then introduced NATO. Which would help any country under Com. threat. and then Stalin introduced the Warsaw Pact.

this created a strong division in Europe, called the Iron Curtain, and 2 defined alliances. It created 2 Germanys and 2 republics

the arms race also continued as Stalin created an atom bomb like the one dropped by the USA in 1945 they wanted to beat each other and have the strongest weapons.

there was no direct fighting between them but strong competition.

This answer would receive a low Level 2 mark. The student has included information outside the chronology of the question, which ends in 1948. There is also some confusion between the situation in Berlin in 1948 and in the 1960s. However, the student advances a reason initially (disagreements between capitalism and communism) and includes enough relevant information to merit 3 marks. The Berlin Blockade is not shown as a separate reason, and material on this is credited as information related to the initial statement.

SPaG 1 mark. Only the first part of the answer contains relevant information on which SPaG can be assessed. The answer succeeds in conveying meaning, but the use of capital letters is weak and sentence construction is faulty in places. Terminology is not secure since the terms Bizonia and Marshall Aid are not used with precision.

3+1 = 4 marks

Sample student answer 2

Between 1945 and 1948 many things happened that saw relations worsen between the USA and the USSR.

One reason why relations worsened was due to political disagreements between the allies and their different plans for Germany. The USA wanted to rebuild Germany and make it a strong trading country in Europe, whereas the USSR wanted heavy reparations payments from Germany and wanted to cripple them as a country. This led to famine and death in the Soviet part of Germany. They also disagreed over whether Germany should be reunited and whether it should have a communist or capitalist government. These disagreements meant that they did not work together over Germany.

Another reason was the USSR breaking the agreement that all countries in the sphere of influence will get free elections - for example in Poland. This led to Churchill's Iron Curtain becoming a reality as Europe seemed to be split into soviet controlled East. The USA did not like the increase in the spread of communism. It set up the Truman Doctrine in 1947 to give help (money and troops) to countries trying to stop the spread of communism. This showed that the US would act to stop communism and not be isolationist so the split between the USA and the USSR got worse.

Another reason why relations worsened was due to the Berlin Blockade by Stalin in 1948. This was an attempt by Stalin to take full control of Berlin and force the Western presence out. He blocked all road and rail connections in 1948. Unfortunately for Stalin, the USA was reluctant to give up, so they started flying supplies to West Berlin. I think that the Berlin blockade was the biggest reason, as this showed the physical actions of the soviets trying to remove the West from Berlin and the west stood up to him. They were definitely on opposite sides.

The answer would receive a mark in Level 3.

Three reasons are advanced and linked to the stated outcomes but the supporting material is not well developed. Priority is asserted but not shown by comparison.

A mark of 9 is appropriate.

SPaG 3 marks. Just enough to allow a high-level mark in this answer, although it is borderline. Meaning is conveyed and historical terms are used accurately. Sentence construction and punctuation are broadly accurate, despite a spelling error and occasional lack of capitalisation.

Total 9 + 3 = 12

Sample student answer 3

Underneath all the problems between the USSR and the USA was the USA's fear of the spread of communism and Stalin's determination to stop the spread of capitalism into his sphere of influence. Relations worsened because of the death of Roosevelt. Roosevelt was beginning to build trust between himself and Stalin; however the next president of the US, Truman, completely disregarded Stalin's ideas and was completely anti communist. He feared that the communists were trying to expand their sphere of influence and Stalin's actions in Poland seemed to prove him right. Stalin broke his agreement to set up a government there including both communists and capitalists. Stalin was attempting to turn more countries communist and create a buffer zone in Eastern Europe. But as a result the USA and USSR became more suspicious of the other.

Another reason why relations between the USA and the USSR worsened in the years 1945 to 48 was the different ideas about Germany. At Potsdam the four allies agreed that all decisions about Germany must be made together. Stalin was opposed to a division of Germany. Stalin felt that the western allies broke this agreement when they began to organise their zones together to rebuild Germany. Stalin was angered because of 'Bizonia'. The USA and Britain operated their zones together. France joined later to form 'trizonia'. In 1948, they agreed to set up a German Assembly to create a new constitution. They also introduced a new currency called the Deutschmark. This led directly in 1948 to Stalin's Blockade of Berlin. The blockade worsened relations as it was an aggressive stance by Stalin against the west and could have resulted in an open war. It also showed the West's determination to resist communist demands.

Another reason why relations worsened between the USA and USSR between the years 1945 and 48 was the USA's open campaign to resist communism by the Truman Doctrine and the Marshall Plan. For example, Britain had told the USA that they could no longer afford to support the Greek government fighting against the communist rebels. The Truman Doctrine promised that the USA would send troops and economic resources to help governments which were threatened by communists. The Marshall Plan offered \$13,750,000,000 in total to countries in Europe to help rebuild Europe's economy after the Second World War. It was designed to weaken the attraction of communism. Seventeen countries accepted the Marshall Plan, however only countries in the West accepted. The Marshall Plan worsened relations as it showed that the USA was trying to stop the spread of communism and the USSR saw it as an attempt to split Europe into two camps.

The key reason for the worsening relations was the division between capitalism and communism and the resulting fear each side had of the spread of the other's influence. This created suspicion and mistrust and relations worsened as a result. What Stalin saw as creating a defensive buffer zone in Eastern Europe, the USA saw as the spread of communism by the creation of satellite states. What the USA saw as a strategy to resist the spread of communism in the Marshall plan, Stalin saw as the threat of US expansion - Stalin called it 'dollar imperialism'. This distrust intensified disagreement over the future of a united Germany. Should it receive Marshall Aid? Whose sphere of influence should it be in? Stalin's blockade of Berlin was a reaction to what he saw as an attempt to create a capitalist western Germany under American influence. I think the division between capitalism and communism has to be the main reason, because it was the basis for all the other disagreements.

Three reasons are advanced and their interrelationship is shown. The answer reaches Level 4 and is sufficiently well developed to receive 13 marks.

SPaG 3 marks. A strong high level. Spelling, punctuation and grammar are consistently accurate and there is effective control of meaning. Historical terms are used adeptly and with precision.

13+3 = 16

Additional example questions

Explain why there was so much division between the USA and the USSR over Berlin in the years 1945–61.

Explain why relations changed between the USA and the Soviet Union in the years 1983–89.

How can I create mock papers for this new style of examination paper in Unit 1?

Question 1	<p>Choose a topic from the specification and a passage from a textbook which relates to it. The length and degree of difficulty of the passage should be no greater than that in the SAM. The passage may be adapted as necessary.</p> <p>Construct a question requiring comprehension of two aspects (e.g. reasons, steps, effects) from Source A, following the SAM format as closely as possible, including a quotation from the source.</p> <p>Follow the mark scheme as for the SAM, awarding a single point for each required item.</p>
Question 2	<p>Choose a topic related to the document used in question 1, but make sure that the answer cannot be found in the document itself.</p> <p>Replicate the question stem used in SAM as closely as possible amending 'steps' as necessary. For example, you might wish to refer to events, reasons, effects etc.</p> <p>Use the mark scheme for the SAM, adapting the indicative content as necessary. You will find past paper (a) questions (see earlier section) useful for this exercise.</p>
Question 3	<p>Choose two contemporary documents of different types which relate to an element of specification content. For example, you could use two of the following: a photograph, a speech, a newspaper report, a memoir etc.</p> <p>Make sure that you use materials about which you have enough knowledge to write an informative caption about the origin of each the sources.</p> <p>Replicate the question stem used in the SAMs (How useful are Sources B and C as evidence of...), amending the ending to relate to the issue you have chosen.</p> <p>Use the mark scheme from the SAM, adapting the indicative content. Note that for marks above 6, additional knowledge must be present.</p>
Question 4	<p>Use (b) questions from sections 4, 5 and 6 in past papers, as above. Note that those from 2010, 2011 and 2012 will need to have the question stem amended. Mark schemes and examiner reports can be used.</p>
Question 5	<p>Choose key events specified in the specification content. Replicate the question stem used in the SAM question paper.</p> <p>Use the mark scheme from the SAM, adapting the indicative content. Note that for Level 3, importance must be shown, i.e. one criterion at least must be made explicit and applied with the use of supporting evidence.</p>

Question 6

Use (c) questions from sections 4, 5 and 6 in past papers.

The following amendments will be needed:

- add stimulus bullet points
- change marks to 13 (not 12)
- amend mark schemes into four levels, including requirements for additional material.
- add SPaG marks.