

GCSE History online network event: Period study

November 2022

1HI0–2203

Delegate Booklet

Contents

Question 1: mark schemes, Answers A and B	2–5
Question 2: mark schemes, Answers C and D	6–12
Question 3: mark schemes, Answers E and F	13–17
Examiner commentaries on Answers A–F	18–19

This pack is for delegates attending the GCSE History network event for the Period study. This pack contains the exemplar material that you will need during the meeting, as well as a space to type any notes or comments.

This GCSE History network will allow delegates to:

- remind themselves of purpose, content structure and assessment model for the Period study
- review and discuss student exemplar answers from the 2022 series
- network and share teaching ideas and strategies

Period study exemplar student answers

Question 1: Consequences

P4 Superpower relations

Question		
1		<p>Explain two consequences of Gorbachev's 'new thinking'.</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1–2	<ul style="list-style-type: none"> Simple or generalised comment is offered about a consequence. [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3–4	<ul style="list-style-type: none"> Features of the period are analysed to explain a consequence. [AO2] Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> Gorbachev's 'new thinking' made it clear that defence spending had to be cut and in 1988 the withdrawal of Soviet troops from the expensive war with Afghanistan began. Gorbachev's ideas led to improved US-Soviet relations and agreements made, such as the 1987 INF Treaty, laying the foundations for further reductions in nuclear weapons. As part of 'new thinking', the Sinatra Doctrine led to the withdrawal of Soviet troops from the USSR's former satellite states, and eastern European governments were freed from Soviet control. Although Gorbachev believed 'new thinking' would strengthen communist control of eastern Europe, it instead encouraged the growth of reform movements that rejected communism. 		

Superpower relations and the Cold War, 1941-91

Answer ALL questions. Write your answers in the spaces provided.

- 1 Explain **two** consequences of Gorbachev's 'new thinking'.

Consequence 1

One consequence of Gorbachev's 'new thinking' was that protests throughout Eastern Europe occurred, leading to free elections and the collapse of communism in places like Poland, Hungary and East Germany. Gorbachev introduced perestroika and glasnost, openness and restructuring which included weakening their sphere of influence in East Europe. As a result, people in these countries called for change because Gorbachev outlined that he wouldn't interfere. This meant with elections capitalist governments got voted back into power effectively ending communism in the previous Soviet-controlled areas. Therefore, a consequence of Gorbachev's new thinking was that widespread Eastern European protests meant communism was abolished in these countries and the Berlin Wall was demolished.

Consequence 2

Another consequence of Gorbachev's 'new thinking' was that their relations with the west improved. After the second cold war and arms race in the 1980's, Gorbachev realised he couldn't carry it on as their economy would become damaged beyond repair, with neither the funds nor technology to keep up with the Americans. As a result, Gorbachev's new thinking of implementing slightly capitalist ideas (the first McDonald's opened in USSR 1990) and the end of censorship and lack of freedom of speech, won support with the west. This meant many summit meetings, at Reykjavik, Moscow

and Malta took place, as well as START being signed in 1989. This ~~x~~ reduced numbers of nuclear weapons so eased tension as there was less of a threat of war, stemming from Gorbachev's desire to work with the west with (Total for Question 1 = 8 marks)

his new thinking. Therefore, another consequence of Gorbachev's new thinking was the end of the cold war and better relations with the west as he knew he couldn't afford to keep disagreeing with them.

P3 The American West

Question		
1		<p>Explain two consequences of the Homestead Act (1862).</p> <p>Target: Analysis of second order concepts: consequence [AO2]; Knowledge and understanding of features and characteristics [AO1].</p> <p>AO2: 4 marks.</p> <p>AO1: 4 marks.</p> <p>NB mark each consequence separately (2 x 4 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> Simple or generalised comment is offered about a consequence. [AO2] Generalised information about the topic is included, showing limited knowledge and understanding of the period. [AO1]
2	3-4	<ul style="list-style-type: none"> Features of the period are analysed to explain a consequence. [AO2] Specific information about the topic is added to support the explanation, showing good knowledge and understanding of the period. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> Thousands of settlers moved to the West to gain access to plots of 160 acres of land as promised in the Homestead Act. Areas of the Great Plains were farmed for the first time due to the increase in the number of settlers in areas that had not previously been settled. The number of European immigrants increased as they could claim the land if they intended to become a US citizen. Despite the design of the Act being to encourage small farmers taking the land, the land was often sold for profit after homesteaders had lived on it for six months. 		

Answer B

The American West, c1835–c1895

Answer ALL questions. Write your answers in the spaces provided.

- 1 Explain **two** consequences of the Homestead Act (1862).

Consequence 1

It meant white people could come live on the plains and were being encouraged too by the government at the time. The ~~larger~~ consequence of this is that more white ~~peo~~ people move onto the plains.

Consequence 2

~~the~~ It meant more white people invading and living on the Indians' land as per the previous treaties.

Question 2: Analytical narrative

P3 The American West

Question		
2		<p>Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • overstocking • winter of 1886-87 <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6-8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • By the mid-1870s, the cattle industry was booming with the introduction of refrigerated railcars, and cattle barons started to over-invest in ranching. • The increase in investment meant the open range became overstocked with cattle by the beginning of the 1880s, which led to a fall in demand for beef in the shops. • Drought in 1883 meant there was less grass for the cattle to live on, making the overstocking even worse. • The winter of 1886-87 was very harsh and cattle couldn't get any grass, resulting in thousands of cattle dying and many cattlemen going bankrupt. 		

- Ranchers moved to smaller herds in order to control the cattle and keep them fed, ending the open range.
- By 1890, ranchers fenced off their land with barbed wire to maintain separate herds in order to breed pure-breds to produce high quality meat.

Answer C

- 2 Write a narrative account analysing the ways in which the cattle industry changed in the years c1876-c1890.

too early? - Abilene - Joseph McCoy - Chisholm trail
- Illig - open range
- ranching (8)

You may use the following in your answer:

- overstocking
- winter of 1886-87 - 15% cattle died
- - 44°C

You must also use information of your own.

by cattle barons.
hoping prices would rise
lead to overstocking.

Following the civil war in 1861-65, cattle were left to breed and a staggering 3 million cattle were around. This led to the value of cattle decreasing rapidly. However, cattle were sold to states north of Texas. Texas got a great profit (\$40 per head). This triggered the big bonanza in 1876, where investors piled in and the cattle industry grew enormously. This was also thanks to the work of John Illig who introduced cattle ranching and near Denver and to the ^{concept of the} open range.

However, following this various issues arose, such as quarantine laws preventing cattle drives due to Texas Fever and the low value of cattle in and around Texas. As a result of this, cattle barons decided to hold back on selling.

their cattle in hope that their value would rise and they could then be sold. However, the cattle barons couldn't have predicted the overstocking this would cause. Consequently, ~~cattle~~ this had a negative impact on the ~~cattle~~ cattle industry due to lower value of cattle and bees.

Then, in 1886-1887, a harsh winter struck where temperatures of -44°C were reached. ^{These} ~~This~~ devastating conditions led to 15% of cattle ~~to~~ being wiped out which greatly decreased the number of cattle that could be sold. Following this, a focus was placed on selling a lower quantity of high quality bees. From this point, this fluctuating industry began to stabilise.

P5 Conflict in the Middle East

Question		
2		<p>Write a narrative account analysing the key developments in the negotiations between Israel and the Palestinians in the years 1993-95.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>You may use the following in your answer:</p> <ul style="list-style-type: none"> • Arafat • Oslo II (1995) <p>You must also use information of your own.</p> </div> <p>Target: Analytical narrative (i.e. analysis of causation/consequence/change) [AO2]; Knowledge and understanding of features and characteristics) [AO1]. AO2: 4 marks. AO1: 4 marks.</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised narrative is provided; the account shows limited analysis and organisation of the events included. [AO2] • Limited knowledge and understanding of the events is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • A narrative is given, showing some organisation of material into a sequence of events leading to an outcome. The account of events shows some analysis of the linkage between them, but some passages of the narrative may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the events. [AO1] <p><i>Maximum 4 marks for answers that do not go beyond aspects prompted by the stimulus points.</i></p>
3	6-8	<ul style="list-style-type: none"> • A narrative is given which organises material into a clear sequence of events leading to an outcome. The account of events analyses the linkage between them and is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the key features or characteristics of the events. [AO1] <p><i>No access to Level 3 for answers which do not go beyond aspects prompted by the stimulus points.</i></p>
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge and understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • In 1993, the Israeli leader, Rabin, was willing to hold talks with PLO leader, Arafat, as long as they were held in secret. • Secret talks were held in Oslo, Norway, in 1993, in which Arafat rejected the use of terrorism and recognised the right of Israel to exist and Rabin recognised the PLO as the representative of the Palestinian people. • When Arafat and Rabin met in Washington to sign the Oslo Accords both leaders shook hands for the first time, with the agreement including the establishment of the Palestinian National Authority, which was to be implemented over the next five years. 		

- When the leaders met in 1995 for the Oslo II Accord, negotiations resulted in an agreed phased transfer of control of territory from Israel to the PNA.
- The division of the West Bank was unpopular with many Palestinians, especially Hamas, as Israel still had control of large areas.
- The assassination of Rabin, two months after the Oslo II Accord, by an Israeli who opposed any territorial concessions with the Palestinians, saw a breakdown in the peace process.

Answer D

- 2 Write a narrative account analysing the key developments in the negotiations between Israel and the Palestinians in the years 1993-95.

You **may** use the following in your answer:

- Arafat - Denounces Terrorism, PLO
- Oslo II (1995)

You **must** also use information of your own.

ambassador
P
E
L
P
E
L

One key development in the negotiations between Israel and Palestine in the years 1993-95 was 'Arafat's denounce of Terrorism'. In 1993 Arafat gave a speech at the UN conference denouncing terrorism as he was the leader of the PLO and went to a UN conference and gave a speech denouncing terrorism and tried to find peace for Palestinians.

This led to improved relationships between Israel and Egypt as they and Palestinians as Israel saw the PLO no longer as a terrorist organisation as well as the USA so it led them to be more open to talks.

This

Then The next key development that occurred because of Arafat renouncing Terrorism was the Oslo accords.

This happened between Israel and Palestinians as they made agreements on the freedoms and land rights Palestinians were entitled to. For example in the first Oslo accord held at ~~the UN~~ in 1995 held in the UN the Palestinian people were allowed to vote for a ~~a~~ minister to represent them they also got land rights in Israel and their own police force.

This then lead to more ~~agg~~ negotiations and more accords or agreements like the Oslo II ~~acc~~ accords in 1995 which improved the land rights of Palestinians from the previous accords up to 17% of land.

Question 3: Significance of x for y

P4 Superpower relations

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> The importance of the Marshall Plan (1947) for relations between East and West. The importance of the arms race in the years 1949-58 for the development of the Cold War. The importance of the Carter Doctrine (1980) for relations between the USA and the USSR. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> A simple or generalised answer is given, showing limited development and organisation of material. [AO2] Limited knowledge and understanding of the topic is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6-8	<ul style="list-style-type: none"> An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of the Marshall Plan (1947) for relations between East and West.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> The different views of the Marshall Plan, from Truman's stated aim of aiding war-torn Europe to the USSR regarding it as 'dollar imperialism', clearly showed the divisions in Europe. The Marshall Plan had a significant impact on the economic division of Europe as the West benefitted with rapidly improving economies whereas eastern European countries were forbidden by Stalin to benefit from the USA's 'dollar imperialism'. The Marshall Plan accelerated the division of Europe into East and West, with Stalin setting up Comecon to develop trade within the Eastern bloc as a means to compete with the West. 		
<ul style="list-style-type: none"> Cominform's official rejection of the Marshall Plan, together with Soviet propaganda comparing the USA to Nazi Germany, increased the political East-West divide. 		

Answer E

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- ☒ The importance of the Marshall Plan (1947) for relations between East and West.
- ☒ The importance of the arms race in the years 1949–58 for the development of the Cold War.
- ☒ The importance of the Carter Doctrine (1980) for relations between the USA and the USSR.

The Marshall Plan ~~was~~ ^{detailed} ~~importance~~ ^{the}
~~for~~ ~~for~~ USA helping both Greece and
Turkey with financial aid of \$400 million
in order for them to rebuild after world war
2, Military aid like guns and planes
in order ~~for~~ ^{to defend themselves} ~~defence~~, and civilian aid
for them to pay for food and
clothes for a basic level of living. This
was bad for relations between the
~~East~~ and west because it seemed like
the west were trying to buy
back Turkey's and Greece's loyalty. This
was a problem for the East/USSR
since both Turkey and Greece are close
and if they become allies with ~~off~~ ^{with} the USA
it could result in war.

P1 Spain and the 'New World'

Question		
3		<p>Explain two of the following:</p> <ul style="list-style-type: none"> • The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions. • The importance of Magellan's voyage for the Spanish Empire. • The importance of the encomienda system for Spanish control over the native population in the New World. <p>Target: Analysis of second order concepts: consequence/significance [AO2]; Knowledge and understanding of features and characteristics [AO1]. AO2: 8 marks. AO1: 8 marks. NB mark each part of the answer separately (2 x 8 marks).</p>
Level	Mark	Descriptor
	0	No rewardable material.
1	1-2	<ul style="list-style-type: none"> • A simple or generalised answer is given, showing limited development and organisation of material. [AO2] • Limited knowledge and understanding of the topic is shown. [AO1]
2	3-5	<ul style="list-style-type: none"> • An explanation is given, showing an attempt to analyse importance. It shows some reasoning, but some passages may lack coherence and organisation. [AO2] • Accurate and relevant information is added, showing some knowledge and understanding of the period. [AO1]
3	6-8	<ul style="list-style-type: none"> • An explanation is given, showing analysis of importance. It shows a line of reasoning that is coherent and logically structured. [AO2] • Accurate and relevant information is included, showing good knowledge and understanding of the required features or characteristics of the period studied. [AO1]
<p>Marking instructions</p> <p>Markers must apply the descriptors above in line with the general marking guidance (page 3).</p> <p>Performance in AO1 and AO2 is interdependent. An answer displaying no qualities of AO2 cannot be awarded more than the top of Level 1, no matter how strong performance is in AO1a; markers should note that the expectation for AO1 is that candidates demonstrate both knowledge <i>and</i> understanding.</p> <p>The middle mark in Levels 2 and 3 may be achieved by stronger performance in either AO1 or AO2.</p> <p>Indicative content guidance</p> <p>Answers must be credited according to candidates' deployment of material in relation to the qualities outlined in the mark scheme. While specific references are made in the indicative content below, this does not imply that these must be included; other relevant material must also be credited.</p> <p>The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions.</p> <p>Relevant points may include:</p> <ul style="list-style-type: none"> • Columbus saw Caribbean natives wearing gold ornaments, which encouraged further exploration of the region to search for the origin of the gold and claim it for Spain. • Columbus found a large population of people, motivating further expeditions so that Spain could spread Christianity to the New World. • As a result of Columbus's expeditions to the Caribbean, Spain arranged systems to control the riches of the New World, such as the House of Trade, which managed all trade. • Columbus claimed the region of the Caribbean for Spain, which made it possible to use the area as a base for further exploration, enabling Spain to establish itself as a world power. 		

Answer F

Indicate your FIRST choice on this page.

Indicate which question you are answering by marking a cross in the box ☒. If you change your mind, put a line through the box ☒ and then indicate your new question with a cross ☒.

- ☒ The importance of Columbus's expeditions to the Caribbean for Spain's foreign ambitions.
- ☒ The importance of Magellan's voyage for the Spanish Empire.
- ☒ The importance of the encomienda system for Spanish control over the native population in the New World.

Columbus's expeditions to the Caribbean were very important for Spain's foreign ambitions, as it is what gave them even more power than before. Previously, Spain were religiously and politically united, and were highly regarded in Europe, however their rivalry with Portugal and inability to obtain spices ~~due to~~ for both themselves and for trade due to their rivalry with the Ottoman Empire led to them not being quite ^{as} powerful as they wished to be. Therefore, when in 1491 Columbus asked Queen Isabella for sponsorship to travel to the Caribbean (though he thought it to be Japan), he was given permission, as it would increase their power and foreign ambitions. Columbus left Spain on 3rd August 1492, and first claimed land for them on 12th October 1492. From there, he spoke and traded with natives, produced the first settlement 'La Navidad' on 24th December 1492 and found gold. ~~He~~ Columbus continued his expeditions up until the 1500s, and though the failure of the settlement 'Isabella' led to the riots in Santa Domingo in 1496 (which caused him to be arrested), his voyages were hugely important to Spain. They meant that Spain had an the New World to conquer, rather than Portugal, they gained prestige amongst other countries, and most of all they had a monopoly of trade following the Casa de Contratación in 1503. This meant that all traders had to have permission from Spain, and parts of profits went to the Spanish crown, so therefore

Spain greatly benefitted from Columbus's expeditions. His voyages even (in part) led to Spain's success with silver mines in the 1540s in the new world, which also increased foreign ambitions as they could trade more. Because of this, it is evident that without Columbus, Spain would not have been anywhere near as powerful as they became, and his work was hugely important for Spain.

Examiner commentary on Answers A–F

Question 1

Answer A, from P4

The first consequence shows that Gorbachev's policies of glasnost and perestroika weakened the USSR's sphere of influence in eastern Europe, leading eventually to the collapse of communism in many of those countries.

The second consequence focuses on the international situation and shows that reduced tension and improved relations with the USA were a consequence of Gorbachev's new approach.

In both cases, the link between Gorbachev's 'new thinking' and subsequent developments is made clear and supported with specific detail.

Answer A received the full 8 marks.

Answer B, from P3

The answer states that increased settlement on the Plains was a consequence of the Homestead Act, but no details are given about the Act to show how that encouraged white settlers to move onto the Plains. It is a simple statement with generalised information – Level 1, 2 marks.

The second consequence is mainly repeating the first answer but does add that the settlers were invading the land of the Native Americans. Credit cannot be given for repeated information but this additional point of information could be rewarded – Level 1, 1 mark.

Answer B received 3 marks.

Question 2

Answer C, from P3

Answer C received the full 8 marks. A small amount of background is provided at the start, but its relevance is clear as it explains the situation in 1876 and it does not provide unnecessary detail about (e.g.) the role of Iliff.

The answer provides a clear sequence of events in the years c1876–1890, with accurate detail explaining the changing situation and leading to the outcome in 1890.

Notice key phrases connecting various stages within the narrative: 'as a result of this', 'consequently, this had a negative impact', 'then, in 1886–87; 'which greatly decreased', 'following this', 'from this point'.

Answer D, from P5

The opening paragraph presents Arafat's denunciation of terrorism as a key event, but does not show how this relates to negotiations between Israel and the Palestinians until the second paragraph. The answer goes on to say 'the next key development', which creates a sense of sequence but does not suggest a link between the two stages of the narrative. The final paragraph does suggest a link to the outcome of the Oslo II Accords ('this then led to more negotiations') but does not explain the link.

There is a clear sense of a sequence of events leading to an outcome, valid details are included and three aspects of content are covered. This answer therefore reaches Level 3 but the analysis of the links between the different stages is not well developed, so Answer D remained at the bottom of Level 3, receiving 6 marks.

Question 3

Answer E, from P4

The answer is high Level 2 because it includes valid, specific detail (although the suggestion that the Marshall Plan provided military equipment is inaccurate) and suggests that this was an important policy. It also offers some explanation of the impact of this on East-West relations.

Answer E is Level 2 and received a mark of 5.

To develop the answer, it could explore the wider aims of economic stability and support for democracy in other countries, or the impact on the existing divisions between the allies. The answer explains that the Plan made the USSR suspicious and that war was a possible outcome; it could go on to explain how it drew Western countries together and exacerbated the rivalry between East and West, putting pressure on the USSR to offer similar support to the satellite states.

Answer F, from P1

The answer has a consistent focus on Spain (the y element in the question). It starts by explaining why Spain appeared to be declining in power and makes a direct link to Columbus' voyage as a way of improving power and status.

Brief details of Columbus' voyage are given, keeping the focus on how this affected Spain, providing opportunities for further expansion, prestige, trade and wealth.

The presentation of this answer would have been improved if it had been written in paragraphs, strengthening the impact of each separate point, but it clearly addresses the question and uses specific detail to support the analysis.

Answer F is Level 3 and received the full 8 marks.