

Mark Scheme (Results)

November 2009

IGCSE

IGCSE History (4380) Paper 2H

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Mark scheme Paper 2H IGCSE History November 2009

B1: The Napoleonic Wars 1803-15

1. (a) Does Source B support the evidence of Source A about the importance of the Battle of Trafalgar? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg. Source A suggests a decisive victory. Source B suggests that it did not destroy French naval power. (1-3)

Level 2 Developed explanation referring to the tone or attitude of the sources and referring to the content of the sources, eg Strong disagreement in tone and content. A enthusiastic about victory. B far more cautious. A believes decisive victory. B believes made little difference. Some agreement that victory with limitations - A death Nelson, B naval power. (4-5)

- (b) Source C shows French invaders as cruel. Why might the artist have wanted to portray the French in this way?

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The artist suggests that if the French invade successfully they will treat British with great cruelty OR British made preparations for French invasion. (1-2)

Level 2 Developed statements making inferences from the sources AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg As Level 2. The cartoon is an example of British propaganda to encourage even further support for the government and their preparations for invasion by turning people against the French. There were genuine fears of French invasion especially as Napoleon had prepared an invasion fleet. Government determined to keep up morale. (6-8)

- (c) Source D suggests that Trafalgar was the most important victory of 1805? Do you agree that it was the most important victory? Explain your answer using the sources and your own knowledge.

Target: A01/A03 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes because, as mentioned in Source D, maintained control of sea.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and greater explanation of importance of Trafalgar with reference to A AND/OR starts to look at alternative view and consequences using Source D and own knowledge OR questions view using Source B and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses the sources and own knowledge to evaluate the short and long term importance of Trafalgar, Ulm and Austerlitz.

(9-12)

Total 25 marks

B2: Bismarck's Wars 1864-1871

2. (a) Does Source B support the evidence of Source A about the meeting between Bismarck and Napoleon III? Explain your answer.

Target: A02 comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the nature of the evidence e.g. Source explains meeting between Napoleon and Bismarck. Source B shows the two men at the meeting. (1-3)

Level 2 Developed explanation referring to the tone and attitude of the sources AND referring to the content of the evidence, eg Strong agreement in tone - both suggest desperation and defeat for French. Some agreement in content - both mention meeting. Strong differences in content - in where meeting took place. B no mention of outcome. (4-5)

- (b) Source C shows the change in Napoleon III's mood as the Franco-Prussian War progresses. Why might the cartoonist have portrayed Napoleon in this way?

Target: A01/A03 making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoon suggests that Napoleon moved from being confident to being miserable OR Napoleon failed to provide the decisive, inspiring leadership needed during the early battles.

(1-2)

Level 2 Developed statements making inferences from the source supported by relevant own knowledge, eg Both level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by relevant own knowledge, eg The cartoonist would be trying to maintain Prussian morale by showing the declining fortunes of the French Emperor. The early indecisive skirmishes were followed by the first decisive Prussian victory at Metz.

(6-8)

- (c) Source D suggests that the main reason for Prussian victory in the Franco-Prussian War was the strength of the Prussian army. Do you agree that this was the main reason for the Prussian victory? Explain your answer, using the sources and your own knowledge.

Target: A01/A03 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and own knowledge, eg Yes, because Source D mentions the organisation of the Prussian army.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg as Level 1 and develops own knowledge AND/OR starts to look at alternative reasons mentioned in Sources D and own knowledge and Sources A, B and C.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge e.g. balanced answer which uses the sources and own knowledge to explain the inter-action of a variety of factors including the Prussian army, Bismarck's shrewd diplomacy and French weaknesses especially Napoleon's leadership.

(9-12)

Total 25 marks

B3: The Balkans, 1876-1914

3. (a) Does Source B support the evidence of Source A about relations between Serbia and Bulgaria in the years 1912-13? Explain your answer.

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements referring to the tone or attitude of the sources, OR referring to the contents of the sources, eg Source A says they should work together. Source B shows the two have gone to war.

(1-3)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the contents of the sources, eg Difference in tone. Source A expresses optimism about alliance. B suggests Bulgaria been betrayed. Some similarities in content. A mentions past rivalry and hatred which is shown in B.

- (b) The illustration shows Bulgarian troops capturing Turkish positions. Why might the newspaper have wanted to publicise this event?

(4-5)

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source B suggests that the Bulgarians have been very successful OR Bulgarians were part of the Balkan League which defeated the Turks in the first Balkan War.

(1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The main purpose would have been to encourage support for the war in Bulgaria and show the rest of the Balkan League the achievements of Bulgarian troops. There was rivalry between Bulgaria and Serbia over the area of Macedonia. This was to further Bulgarian claims. (6-8)

- (c) **Source D suggests that the Balkan Wars of 1912-13 were the most serious crisis in the region in the years 1900-1914. Do you agree that this was the most serious crisis of the years 1900-1914? Explain your answer, using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because Source D explains consequences of Wars.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of consequences of Balkan Wars, using Sources B and D, AND/OR starts to look at alternative view and other threats using Source D and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the threat posed by Bosnian Crisis, Austro-Serbian rivalry, Balkan Wars and Sarajevo. (9-12)

Total 25 marks

B4: The First World War, 1914-1918

4. (a) **Does Source B support the evidence of Source A about the effects of the British attacks on the German army in August 1918? Explain your answer.**

5

Target: AO2 Comprehension and cross-referencing of sources.

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests Germany defeated and retreating. Source B suggests black day for German army. (1-3)

Level 2 Developed explanation referring to the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone with both suggesting that disaster for the Germans. Strong agreement in content. Source B suggests Germans surrendered in great numbers. Source A mentions prisoners and look of defeat on their faces. (4-5)

- (b) **Source C shows the mass surrender of German troops. Why might a British newspaper have wanted this widely publicised?** (8)

Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The photo suggests that it was a great success for the British OR in July-August the Allies launched counter-attacks against the Germans. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg as Level 2. The photograph was to maintain morale in Britain and the armed forces by highlighting the success of the offensives. Britain had experienced four years of stalemate and trench warfare. This was the first significant breakthrough since 1914. (6-8)

- (c) **Source D suggests that the arrival of US troops was the main reason for the defeat of Germany in 1918. Do you agree that this was the main reason for the defeat of Germany in 1918? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge e.g. Yes, because D suggests it led to German defeat

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

(1-4)

- Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of importance of arrival of US troops AND/OR starts to look at alternative view, especially the part played by the British attacks. (5-8)
- Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to evaluate the inter-action of a range of factors including the US entry, failure Ludendorff offensives and impact of British blockade. (9-12)

Total 25 marks

B5: Weimar Germany and its challengers

5. (a) (a) Does Source B support the evidence of Source A about the effects of hyperinflation in Germany? Explain your answer. 5

Target: AO2 Comprehension and cross-referencing of sources.

- Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that it caused prices to rise very quickly. B suggests money was worthless. (1-3)
- Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement between Sources A and B in tone and content. Both suggest chaos and desperation. Both show loss of value of mark. Even greater desperation in B. (4-5)

- (b) Source C shows numerous 1000 mark notes being printed. Why might the magazine have wanted to publicise this event?

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

- 8
- Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The cartoon suggests that the mark has lost all value OR the government was printing more and more paper money to keep up with rising prices. (1-2)
- Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg The cartoonist would be trying to convince the German public that the actions taken by the German government was making the situation worse. The reparation payments and French occupation of the Ruhr had forced the government to print more and more paper money which seriously devalued the mark. (6-8)

(c) **Source D suggests that hyperinflation was the main reason for the early unpopularity of the Weimar Republic. Do you agree that this was the main reason for its early unpopularity? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes as Source D says destroyed people's savings.

N.B. Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of the effects of hyperinflation AND/OR starts to look at alternative view and other reasons using Source D and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of reasons including T of V, French occupation of Ruhr, opposition from Left and Right and hyperinflation. (9-12)

Total 25 marks

B6: Russia in Revolution, 1914-24

6. (a) **Does Source B support the evidence of Source A about the food shortages in Petrograd in 1917? Explain your answer.** (5)

Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg
Source A suggests there were bread queues and people were in despair. Source B shows women queuing. (1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources AND referring to the contents of the sources e.g. Strong agreement in tone as both suggest hardship and desperation. Strong agreement in content with both mentioning queues and food shortages. Some differences in content - B does not confirm that shopkeepers making money at expense of starving.

(4-5)

- (b) **Source C shows Lenin being hanged. Why might the newspaper have wanted to portray Lenin in this way in July 1917?**
Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg. The cartoon suggests that Lenin deserved to be executed OR Lenin led opposition to PG and his supporters organised uprising in July 1917.

Level
1

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.

Level
2

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg Newspaper and PG would be wanting to divert support away from Lenin by ensuring people knew his involvement in July uprising. Lenin was danger because of his slogan. Bolsheviks did organise premature rebellion in July 1917 which led to arrest many leaders. Lenin fled to Switzerland.

(6-8)

- (c) Source D suggests that the main reason for the success of the Bolshevik seizure of power was the leadership of Lenin and Trotsky. Do you agree that this the main reason for the Bolshevik success? Explain your answer using the sources and your own knowledge.

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in Source D the leadership of two men important

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As Level 1 but develops own knowledge of support of their leadership AND/OR starts to examine alternative view using Sources A, B, C and D AND/OR questions Lenin's leadership using Source C.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain that Success due to interaction of variety factors including mistakes and unpopularity PG, the leadership of Lenin and the organisation of Trotsky.

(9-12)

Total 25 marks

B7: The USA, 1917-29

7. (a) (a) Does Source B support the evidence of Source A about the effects of alcohol? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests that alcohol leads to crime and poverty. Source B shows that it has led to insanity and corrupted the youth.

(1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone and contents. Both suggest that alcohol is evil and has very wide ranging effects. Both believe leads to crime and poverty. Some differences - A mentions how handicaps children and weakens democracy. B stresses unpatriotic pro-German nature of liquor. (4-5)

(b) **Source C shows two children standing outside a saloon. Why might the poster have shown the children in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that the children are suffering because father in saloon OR Prohibition movement used many arguments against liquor to bring support for Prohibition. (1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge.
e.g. The poster was to encourage support for Prohibition and convince people that alcohol was evil because it destroyed families. Prohibition movement, especially Anti-Saloon League, stressed the negative wider social effects on family life - how it destroyed the family and brought poverty as the breadwinner wasted money. (6-8)

(c) **Source D suggests that support from religious groups was the main reason for the introduction of Prohibition. Do you agree that this was main reason for the introduction of Prohibition? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge e.g. Source D mentions strong support of Protestant groups especially immigrants.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of support from religious groups AND/OR starts to look at other reasons using Sources A,B, C and D and own knowledge. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action of a variety of factors including support of religious groups, social arguments (poverty and crime), economic (loss of productivity) and patriotic - German brewers. (9-12)

Total 25 marks

B8: The Holocaust: 1939-45

8. (a) **Does Source A support the evidence of Source B about conditions in the ghettos? Explain your answer.**
Target: AO2 Comprehension and cross-referencing of sources. 5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests food shortages. Source B suggests that people often went without much food. (1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Strong agreement in tone. Both suggest desperate conditions for inmates who struggled to survive. Source B suggests that people frequently hungry. Source A shows that inadequate food led to death. However A much more serious about B which mentions inmates who got extra rations. (4-5)

(b) **Source C shows Jews working hard and being treated well in the ghettos. Why might the SS have wanted to portray the ghettos in this way?**
Target: AO1/AO3 Making a judgement about evidence related to own knowledge. 8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg Source C suggests that the inmates were treated quite well OR this was not typical of ghettos. Most inmates were not given worthwhile employment. (1-2)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Both Level 1 options. (3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The SS would want to convince the German public and the outside world that the inmates were well treated and given meaningful tasks as well as allowing help from Red Cross. This may well have been to divert attention from the ever worsening conditions and deaths in many ghettos by mid 1941. (6-8)

(c) Source D suggests that the main reason for setting up the ghettos was to prepare for the permanent removal of the Jews. Do you agree that this was the main reason for the ghettos? Explain your answer using the sources and your own knowledge.
Target: AO1/AO3 Making an interpretation of a key event related to own knowledge. 12

Level 1 Developed statements using the sources and relevant own knowledge eg Yes, because, as mentioned in Source D, the Nazis were able to round up the Jews.
NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks. (1-4)

Level 2 Developed explanation using the sources as evidence, and selected own knowledge, eg As Level 1 and greater explanation of rounding up and establishment of ghettos AND/OR starts to look at alternative reasons using Sources A, B, C and D. Ghettos predate Hossbach. (5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain a variety of reasons including further problems of increasing numbers in Nazi occupied eastern Europe, to eradicate some within the ghettos, as well as preparation for 'Final Solution'. (9-12)

Total 25 marks

B9: The Second World War, 1939-45

9. (a) **Does Source B support the evidence of Source A about Allied and Japanese war production?**

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrasting the tone or attitude of the sources, OR referring to the content of the sources, eg Source A suggests USA well ahead of Japan in war production. Source B shows that Japan well below Allies in oil, coal and war production.

(1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the content of the sources, eg Very strong agreement in tone with both suggesting that Japanese position becoming desperate in production of key war materials. Strong agreement in contents. B confirms view in A that Japanese falling behind in war production. However some differences. B compares Japanese to Allied rather than USA production. B does not suggest reasons mentioned in A.

(4-5)

- (b) **Source C shows the Japanese as rats caught in a trap. Why might the cartoonist have portrayed the Japanese in his way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that the Japanese are no better than rats OR war in Pacific leading to heavy US casualties.

(1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge eg The poster will be to maintain morale in USA and turn people against the Japanese at a time when the US was suffering very heavy casualties due to stubborn Japanese resistance to US tactics of island-hopping.

(6-8)

- (c) Source D suggests that Allied air and sea power were the main reason for the defeat of the Japanese. Do you agree that this was the main reason for the defeat of the Japan? Explain your answer, using the sources and your own knowledge

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Yes, because as mentioned in D Japanese suffered key defeats at Midway and Coral Sea.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of importance air and sea power using Sources D and own knowledge including importance Midway AND/OR starts to look at alternative reasons using Sources A and B and own knowledge.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain the inter-action between a variety of factors including Allied air and sea-power, Allied superiority in resources, Japanese shortages and possibly decision to use atom bomb.

(9-12)

Total 25 marks

B10: China under Mao, 1949-59

10. (a) Does Source B support the evidence of Source A about the failures of the Great Leap Forward? Explain your answer.

Target: AO2 Comprehension and cross-referencing of sources.

5

Level 1 Developed statements contrast the tone or attitude of the sources OR referring to the contents of the sources, eg Source A suggests that Mao made mistakes in GLF. Source B describes a mistake made at a chemical factory.

(1-3)

Level 2 Developed statements contrasting the tone or attitude of the sources, AND referring to the contents of the sources, eg Strong agreement in tone. Both suggest ignorance, lack of understanding of industry. Source B explains serious mistake due to ignorance of Party official which supports Mao's confession of ignorance in A. Some differences. B blames government official. A blames Mao.

(4-5)

- (b) **Source C shows an industry of the future in China. Why might the government have wanted to portray the future of China in this way?**

Target: AO1/AO3 Making a judgement about evidence related to own knowledge.

8

Level 1 Developed statements making inferences from the source OR using relevant own knowledge, eg The poster suggests that industry will develop rapidly in key industrial centres OR Mao was determined to rapidly industrialise China by mobilising the Chinese people.

(1-2)

Level 2 Developed statements making inferences from the source AND using relevant own knowledge, eg Both Level 1 options.

(3-5)

Level 3 Developed explanation using the source as evidence supported by selected own knowledge, eg The poster is to encourage support for the GLF by convincing people it would lead to rapid industrial development. The GLF was to use Chinese manpower to develop industry. Propaganda was essential to motivate the workforce.

(6-8)

- (c) **Source D suggests that lack of foreign support was the main reason for the failures of the Great Leap Forward. Do you agree that this was the main reason for its failures? Explain your answer using the sources and your own knowledge.**

Target: AO1/AO3 Making an interpretation of a key event related to own knowledge.

12

Level 1 Developed statements using the sources and relevant own knowledge, eg Source D mentions the loss of Soviet support.

NB Answers that make use of only the sources or own knowledge can score a maximum of 6 marks.

(1-4)

Level 2 Developed explanation using the sources as evidence and selected own knowledge, eg As level 1 and greater explanation of consequences of loss of Soviet support B and C AND/OR starts to look at alternative view and other reasons using Sources A and B.

(5-8)

Level 3 Sustained argument using the sources as evidence and precisely selected knowledge, eg balanced answer which uses sources and own knowledge to explain inter-action of variety of reasons including lack of planning and organisation, Mao's limited leadership, unrealistic aims and methods and loss of Soviet expertise.

(9-12)

Total 25 marks

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