



**General Certificate of Secondary Education
2018**

History

Unit 2: The Cold War 1945–1991

Higher Tier

[GHT22]

FRIDAY 8 JUNE, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the GCSE examinations are marked fairly. The mark schemes provide examiners with an indication of the nature candidates' responses likely to be worthy of credit. They also set out the apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions.

Assessment Objectives

Below are the assessment objectives for GCSE History.

Candidates must:

- recall, select, organise and communicate knowledge and understanding of history (AO1);
- demonstrate their understanding of the past through explanation and analysis of:
 - key concepts: causation, consequence, continuity, change and significance within an historical context; and
 - key features and characteristics of the periods studied and the relationships between them (AO2); and
- understand, analyse and evaluate:
 - source material as part of an historical enquiry; and
 - how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry (AO3).

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old which is the age at which the majority of candidates sit their GCSE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for tasks or questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

Tasks and questions requiring candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- **threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **high performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates’ responses to all tasks and questions that require them to respond in extended written form. These tasks and questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

Assessment of spelling, punctuation and the accurate use of grammar

Spelling, punctuation and the accurate use of grammar is taken into account in assessing candidates’ responses to specific questions in Unit 2. The following guidance is provided to assist examiners:

- **threshold performance:** Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.
- **intermediate performance:** Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
- **high performance:** Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.

The detail given in the Mark Scheme is for **teacher guidance** and candidates are not expected to cover **every** point suggested.

AVAILABLE
MARKS

Section A

1 This question is about how divisions over Germany affected relations between the USA and the USSR in the years 1945 to 1961.

(a) Study Source A.

What does **Source A** tell us about how the Allies dealt with Germany when World War Two ended?

Target AO3: Understand source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1])

Answers at this level will include limited information from Source A; for example, Source A tells me that Germany was divided into four zones in 1945.

Level 2 ([2]–[3])

Answers at this level will include relevant information from Source A and make inferences.

For example, Source A tells me that the allies divided Germany into four zones in 1945. Each of the four powers took control of one of the zones. The city of Berlin was also divided into four zones.

- Award **[2]** for one unsupported inference
- Award **[3]** for two unsupported inferences

Level 3 ([4])

Answers at this level will use the content of Source A to make a supported inference to describe how the Allies dealt with Germany when World War Two ended. For example, when the war ended in 1945, the Allies could not agree on the future of Germany. They decided to divide both Germany and Berlin into four zones. Each power took control of a zone. Some German land was given to Poland. The USSR was determined to keep Germany weak. The USA, Britain and France did not agree with this attitude to Germany. Any other valid point [4]

(b) Study Sources B and C.

How far does **Source C** support **Source B** about the role of the USA in Germany and West Berlin after 1945?

Target AO3: Understand, analyse and evaluate a range of source material to show similarity and difference as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[2])

Candidate is able to select one piece of information showing similarity and/or difference from either source but fails to develop similarity and/or difference.

No attempt at a judgement will be made as to how far Source C supports Source B.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([3]–[4])

Candidates will analyse both sources for points of similarity and difference. An attempt at a judgement will be made as to how far Source C supports Source B.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([5]–[6])

Candidates will analyse both sources for points of similarity and difference. A reasoned judgement will be made as to how far Source C supports Source B.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Some of the following points may be made:

- Both sources mention that US policy caused ‘discontent’ in the east
- Both sources agree that the USA wanted Germany and West Berlin to recover economically between 1945 and 1948
- Both sources agree that the USA helped Germany and West Berlin to recover economically between 1945 and 1948
- Source B states that the Marshall Plan “brought wealth to Germany and West Berlin”. Source C agrees, saying that the USA had filled “the shops with food and other goods”
- Source B says that US investment “made West Berlin an advertisement for the benefits of capitalism”. Source C disagrees, saying that the USA wanted to “buy the support of the people of West Berlin”.
- Source C refers to ‘wanting to weaken the economy of eastern Germany’. Source B makes no reference to this.

Any other valid point

[6]

(c) Study Source D

How **useful** and **reliable** is **Source D** in explaining why Berlin was a source of tension between the USA and the USSR in 1961?

Target AO1 and AO3: Recall of knowledge; understand, analyse and evaluate source material as part of an historical enquiry.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[3])

Answers will provide a vague, general account of the content of Source D with little attempt to address the question. Candidates at this level may discuss the content of the source but may not give any indication of the utility and/or reliability of Source D. There will be little or no use of own knowledge. Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([4]–[6])

Answers at this level will discuss the reliability and/or utility of Source D in explaining why Berlin was a source of tension between the USA and the USSR in 1961. Candidates may point out that it is a primary source and discuss the value of this. They may begin to make observations on the authorship. For example, they could mention that the source is from a television broadcast in July 1961 by the President of the USA, John F Kennedy, and will therefore give the perspective of the USA. Candidates may also explore the reasons why this source was produced and how these affect utility and reliability. Candidates will use some of their own knowledge to explain the background. For example, the disagreement between the USA and USSR over Berlin – the USSR wanted full control over Berlin and had tried to get the USA and their allies out of the city before. Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([7]–[9])

Answers at this level will discuss fully the reliability and usefulness of Source D. They will make a reasoned judgement as to how useful and reliable Source D is in explaining why Berlin was a source of tension between the USA and the USSR in 1961. Candidates will use own knowledge to support their answers.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with considerable accuracy.

([3]) AO1 ([6]) AO3

Some of the following points may be made:

- Source D is useful as the author, the President of the USA, will be well informed about why and how Berlin was a contentious issue between the two superpowers
- Source D is a contemporary source which adds to its utility. The source makes clear that there is conflict between the two superpowers over West Berlin
- The source gives very useful information about the USA's attitude to West Berlin. Kennedy states that the USA intends to stay in Berlin as they want to defend the freedom of the people who live there
- Kennedy's tone is very firm. We are left in no doubt that the USA takes seriously the need to protect West Berlin
- Candidates may point out that the source is limited as it gives the

perspective of one side only – the USA. They may also comment on the nature of the source, a television broadcast, and discuss why the President decided to make this broadcast

- Candidates may use their own knowledge to place this source in context. They could explain that since 1949 over three million East Germans had escaped to the West through West Berlin. Most of these were young professionals and this was having a disastrous effect on the economy of the East. Khrushchev, the leader of the USSR at this time, was determined to close this “hole in the Iron Curtain”.

Any other valid point [9]

- (d) “The USA and USSR were both to blame for the tensions between them over Germany and West Berlin, 1945–1961”.

Using **Sources A, B, C and D** and **your own knowledge**, explain whether you agree with this interpretation of the actions of the USA and the USSR in Germany and West Berlin, 1945–1961.

Target AO1, AO2 and AO3: Recall of knowledge; demonstrate understanding of the past through explanation and analysis; understand, analyse and evaluate how aspects of the past have been interpreted and represented in different ways.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[5])

A weak, generalised response which does not always address the question. Candidates at the lower end of this level may extract limited information from one source which outlines some of the actions of the USA and the USSR in Germany and Berlin. Candidates may include some general points from their own knowledge which will enable them to achieve marks in the mid-upper end of this level. Explanation, if any, will be limited.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

Answers at this level will demonstrate an understanding of the different views about the actions of the USA and the USSR in Germany and Berlin between 1945 and 1961 but may show limited own knowledge or understanding of the reasons why these views are held. Candidates can access marks at the higher end of this level if they attempt to use the sources to reach a conclusion about the reasons for the range of views which they give. Candidates will make close reference to the sources and will use some of their own knowledge to support their answer.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([11]–[15])

Candidates at this level will demonstrate a clear understanding of different views about the actions of the USA and the USSR in Germany and Berlin between 1945 and 1961. They will show a clear understanding of the

reasons why the authors of Sources B, C and D held different views. At the top of this level candidates will use their own knowledge to make a reasoned judgement about the interpretation in the question and make reference to the sources to support their explanation and conclusion reached.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([3]) AO1 ([3]) AO2 ([9]) AO3

Some of the following points may be made:

- **Source A** is a map, a factual source which allows us to see how the wartime allies dealt with Germany when World War Two ended.
- **Source B** is the view of a modern historian, writing in 2009. The source gives an accurate factual account of the different attitudes which the USA and the USSR displayed towards Germany and West Berlin after 1945. It tells us that the USA wanted to help Germany to recover from the war and introduced the Marshall Plan to bring this about. The Plan brought prosperity to the western zones of both Germany and West Berlin. We learn that Stalin was unhappy about the actions of the USA as he feared that the higher living standards which resulted would cause discontent among those living under communist control in the eastern zone. USSR policy was very different. The USSR took resources from its zones to pay for its own economic recovery. Candidates may use their own knowledge to explain the reasons for these attitudes, for example that the USA tried to bring about the economic recovery of Germany so that it could stand on its own and become an ally of the west in the developing Cold War. The USSR wanted to keep Germany weak so that it would no longer be a threat to the USSR. The view in this source would support the interpretation that both the USA and the USSR contributed to the tensions between them.
- **Source C** is the view of a member of the Soviet government at the time of the Berlin Blockade. In this source he is looking back at the events of 1948 and explaining the perspective of the USSR. The official is critical of the actions of the USA in West Berlin, stating that they “wanted to weaken the economy of eastern Germany”. He accuses the USA of causing “discontent among the people in eastern Germany” by their actions. The official explains that the USSR wanted to unite the city of Berlin and admits that they wanted to “drive the western powers completely out of the city of Berlin” and that “this was why we put the blockade in place”. Candidates could use their own knowledge to explain the effects of that decision, as the western powers refused to be driven out and responded by organising an airlift to get essential supplies to West Berlin. Despite the fact that the author of this source is a Russian who puts the blame on the USA, it would seem to support the interpretation that the USA and the USSR were both to blame for the tensions between them.
- **Source D** is the view of the President of the USA, John F Kennedy, speaking in a television broadcast to the American people in July 1961. He states very clearly that the USA intends to stay in West Berlin in order to “make sure that the two million people who live there are free to choose their own way of life”. He accuses the USSR of wanting to “force these people under its

control and deny them freedom". Kennedy ends by stating that "we will not allow the communists to drive us out of the city of Berlin". Candidates could use their own knowledge to explain that by 1961, East Germany was losing thousands of young professionals every year as they escaped to the "Golden West" through the city of West Berlin and that USSR leader Khrushchev was under pressure to find a solution. They may explain that just one month after this broadcast, Khrushchev approved the building of the Berlin Wall, which cut off the East of the city from the West. Candidates may decide that while Kennedy blames the USSR for the tension over Berlin, his decision to stay also contributed. Therefore this source also seems to support the interpretation that both powers are to blame for the tensions between them.

Any other valid point

[15]

Section A

**AVAILABLE
MARKS**

34

34

Section B

AVAILABLE
MARKS

Any **one** question from this section.

In **both** questions, a maximum of **5 additional marks** is available for the use of spelling, punctuation and the correct use of grammar.

2 Explain why tension increased between the USA and the USSR outside Europe in the period 1950 to 1962.

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and change over time.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[5])

Simple, descriptive answer, rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of why events outside Europe in the period 1950 to 1962 caused tension between the USA and the USSR.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of why events outside Europe in the period 1950 to 1962 caused tension between the USA and the USSR. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2 arguments must give specific details of why events outside Europe in the period 1950 to 1962 caused tension between the USA and the USSR. However, there may be omissions of some episodes and developments.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([11]–[16])

Well-informed, accurate explanation and a clear and coherent analysis of why events outside Europe in the period 1950 to 1962 caused tension between the USA and the USSR. Answers will demonstrate a sound understanding and a explanation of why events outside Europe in the period 1950 to 1962 caused tension between the USA and the USSR. Top Level 3 answers will address the issue in a comprehensive way and provide full coverage of the period.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([5]) AO1 ([11]) AO2

Answers may include some of the following:

Tensions in Asia

- In 1950 the USSR signed a Treaty of Friendship with the new communist government in China. The USA was seriously concerned and tensions in this area increased.

Korea, 1950–1953

- In June 1950, the North Korean leader, Kim Il Sung with the approval of the USSR, invaded South Korea and pushed the South Korean army into a small area in the south called the Pusan Pocket. The USA blamed the USSR. They believed that Stalin was trying to spread communism worldwide. They believed that the countries of Asia were in danger of falling under communist control, like a row of dominoes. This was the Domino Theory, which caused tensions to increase
- Through the Truman Doctrine, the USA had followed a policy of containment in Europe. Truman now decided to extend that policy and to take action to stop the spread of communism to South Korea
- Tensions increased when the USA abandoned containment to follow the more ambitious policy of 'Rollback' and invaded North Korea in November 1950. However, the entry of 250 000 Chinese 'volunteers' and the USSR's development of the atom bomb prevented President Truman from risking nuclear war to achieve Rollback or reuniting Korea

Vietnam

- Since 1950 the USA had supported French attempts to regain control of Vietnam. Despite this the French were defeated in 1954
- After this Vietnam was divided temporarily until elections could be held. The North was controlled by the communist Vietminh, the South by anti-communist Diem
- Elections did not take place in South Vietnam and the USA feared a communist victory. The USA was afraid that Domino Theory would occur. The US government continued to give aid to South Vietnam throughout the 1950s though caused tensions between the USA and the USSR.

Cuba

- In 1961 the USA cut off all trade and diplomatic links with Cuba in response to Castro's decision to nationalise Cuba's banks and industries. When Castro announced that Cuba had become a communist country, the USA was alarmed
- The USSR leader Khrushchev was happy to respond to Castro's request for support. Castro signed trade agreements with the USSR and countries in the Soviet Bloc in response to the US trade ban. By 1962 over 80% of Cuba's trade was with the USSR
- After the failed Bay of Pigs invasion in 1961, Castro sought protection from the USSR. In May 1962, the USSR agreed to supply him with weapons to protect Cuba from another US invasion
- By 1962 the USSR was increasingly concerned by the USA's superiority in long range nuclear missiles and NATO missiles in Turkey close to the USSR. In 1962 the USSR sent technicians to Cuba to secretly install short and medium range nuclear weapons. By September 1962 most of the USA was in range of Russian nuclear missiles. The USA discovered this in October 1962. The increased tension between the superpowers arising from this, known as the Cuban Missile Crisis, brought the world to the brink of nuclear war.

Any other valid point

[16]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award [0] for responses not worthy of credit

AVAILABLE
MARKS

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[SPaG 5]

21

3 In what ways did relations between the USA and the USSR change between 1972 and 1989?

Target AO1 and AO2: Recall of knowledge; demonstrate understanding of the past through explanation and analysis of key events and change over time.

Award **[0]** for responses not worthy of credit

Level 1 ([1]–[5])

Simple descriptive answer, rather than explanation and analysis, which may be episodic and lack historical accuracy. To reach the top of Level 1, answers must attempt to provide some detail of the ways in which relations between the USA and the USSR changed between 1972 and 1989.

Writing communicates ideas using a limited range of historical terminology and showing some skills of selection of material, but the response lacks clarity and organisation. Candidates spell, punctuate and use the rules of grammar with limited accuracy.

Level 2 ([6]–[10])

Developed but limited explanation which goes beyond Level 1 by providing a more accurate account of the ways in which relations between the USA and the USSR changed between 1972 and 1989. There will be a more informed analysis but it may be limited in places. To reach the top of Level 2, answers must give specific detail of the ways in which relations between the USA and the USSR changed between 1972 and 1989. However, there may be omissions of some episodes and developments.

Writing communicates ideas using historical terms accurately and showing some skills of selection and organisation of material. Candidates spell, punctuate and use the rules of grammar with some accuracy.

Level 3 ([11]–[16])

Well-informed, accurate explanation and a clear and coherent analysis of the ways in which relations between the USA and the USSR changed between 1972 and 1989. Answers will demonstrate a sound understanding and provide a detailed explanation of the ways in which relations between the USA and the USSR changed between 1972 and 1989. Top Level 3 answers will address the issue in a comprehensive way and provide full coverage of the period.

Writing communicates ideas effectively, using a range of precisely selected historical terms and organising information clearly and coherently. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

([5]) AO1 ([11]) AO2

Answers may include some of the following:

Détente

- A period of Détente, when relations between the superpowers improved, developed after the Cuban Missile crisis, when both the USA and the USSR realised that they had come very close to nuclear war. Both the USA and the USSR hoped to make agreements which would lead to reductions in military spending and to increased trade
- A series of meetings between the USA and USSR took place during the 1970s. These produced a number of important agreements such as SALT 1, where they agreed on some limitations on certain types of nuclear weapons and the Helsinki Agreement, in which the USA accepted the division of Europe in return for an undertaking by the USSR to improve human rights

- However this period of reduced tensions came to an end in 1979 when the USSR invaded Afghanistan and began the 'Second Cold War'. Relations became even worse when Ronald Reagan became President in 1981. He began to increase spending on new defence systems and called the USSR an 'evil empire'.

Gorbachev and Reagan

- A new Russian leader, Mikhail Gorbachev, came to power in 1985. He realised that the USSR could no longer afford to keep up with the USA in weapons production. He also wanted to reform the USSR and improve living standards. First he had to reduce spending on defence. This meant that the USSR needed a better relationship with the West
- Gorbachev decided that he had to end the Cold War between the USA and the USSR. Gorbachev and Reagan held a series of summit meetings in which they agreed to make significant reductions in nuclear weapons. The changes continued when George Bush took over from Reagan in 1989.

The End of the Cold war

- As a result of the improved relationship with the USA, Gorbachev abandoned the Brezhnev Doctrine and allowed the countries of Eastern Europe more freedom to decide their future. He made it clear that communist governments in Eastern Europe could no longer depend on the Red Army, which was withdrawn from Eastern Europe
- The Iron Curtain, the clearest symbol of USSR control over Eastern Europe after 1945, collapsed as the Communist Party lost control in many countries in Eastern Europe. These changes were welcomed by the USA and in 1989 at the Malta summit the leaders of the USA and USSR declared that the Cold War was over.

Any other valid point.

[16]

Assessment of spelling, punctuation and the accurate use of grammar.

If the response does not address the question then no SPaG marks are available. However, if the candidate has attempted to answer the question but produced nothing of credit, SPaG marks may still be awarded.

Award **[0]** for responses not worthy of credit

Level 1 Threshold performance ([1] mark)

Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, candidates use a limited range of specialist terms appropriately.

Level 2 Intermediate performance ([2]–[3] marks)

Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, candidates use a good range of specialist terms with facility.

Level 3 High performance ([4]–[5] marks)

Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the question. Where required, candidates use a wide range of specialist terms adeptly and with precision.

[SPaG 5]

Section B

Total

**AVAILABLE
MARKS**

21

21

55