

History B (Modern World)

General Certificate of Secondary Education

Unit **A971/11–17**: Modern World History

Mark Scheme for June 2012

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Subject-specific Marking Instructions

- a. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- b. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
- d. Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- f. All marking should be in red.
- g. Half marks should not be used.
- h. Do not transfer marks from one part of a question to another.
- i. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
- j. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

- k. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- l. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
- m. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6.

Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose.
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

- o. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919–1939

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of the cartoon only</p> <p>eg ‘The source shows Germany being pushed into the water.’</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg ‘Germany is being punished by the allies.’ ‘Germany is being pushed away from the peace talks.’</p> <p>OR</p> <p>Misinterprets the sympathies of the cartoonist.</p> <p>eg ‘The Treaty is too harsh on Germany.’ ‘The terms of the Treaty are harsh and unfair on Germany.’</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg ‘Germany is being punished by the allies. The cartoon shows the figure of Germany being pushed in the back by the allies.’</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The main message should relate to Germany being forced or given no choice in how severely they will be treated at the peace discussions.</p> <p>eg ‘The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty.’ ‘Germany deserves to be punished/they are getting their just deserves.’ ‘Germany is scared of facing up to what is going to happen to them.’ ‘Germany is now realising the consequences of defeat and what the Allies are going to do to them.’</p>	5	
	<p>Level 5</p> <p>Main message of cartoon supported by details of the cartoon OR by contextual knowledg</p> <p>eg ‘The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty. In the cartoon the figure of Germany is being pushed by the hand of the allies off the diving board into the deep looking water.’ OR eg ‘The message of the cartoon is that Germany is being given no choice and is being forced to accept the Treaty. The Paris peace discussions are taking place. Germany has not been invited to the negotiations and simply has to accept the terms.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
1	(b)	<p>Explain why Clemenceau and Lloyd George disagreed over how to treat Germany.</p> <p>Target: AO1, AO2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They both wanted different things.'</p>	1–2	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One marks for ID. Top of level mark for comparison of identified reasons)</p> <p>eg 'Clemenceau wanted France secure in the future.' 'He wanted to cripple Germany.' 'He wanted revenge on Germany.' 'Lloyd George wanted to protect the British Navy.' 'He wanted to resume trade with Germany.' 'He did not want France to become too powerful'</p> <p>eg 'Clemenceau wanted to cripple Germany but Lloyd George wanted them to have the power to be a trading partner.'</p>	3–4	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>Matching pairs are acceptable, ie sequential explanations with implied comparison, eg a paragraph on Clemenceau saying he wanted to be very harsh with explanation. Following paragraph begins with Lloyd George wanted to be less harsh explained.</p> <p>OR</p> <p>Compares and explains a specific point of difference, ie a term of the Treaty.</p> <p>eg ‘Clemenceau wanted to secure France. He felt concerned that Britain wanted to treat Germany fairly in Europe, where France rather than Britain was under most threat, whilst Lloyd George was less happy to allow Germany to keep its colonies and navy which would have been more of a threat to Britain.’</p>	5–6	
	<p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	7–8	

Question		Answer	Marks	Guidance
2	(a)	<p>What were the successes of the League of Nations in the 1920s?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Maximum of 2 marks on one issue/dispute.</p> <p>Just identification of a country is not acceptable eg ‘Upper Silesia.’</p> <p>eg ‘The dispute over the Aaland Islands was solved.’</p> <p>‘A successful plebiscite was held to split Upper Silesia.’</p> <p>‘Greece and Bulgaria accepted the League order of a cease-fire.’</p> <p>‘Refugees were aided and prisoners returned home.’</p> <p>‘States were persuaded to tighten up on drug trafficking.’</p>	4	

Question		Answer	Marks	Guidance
2	(b)	Explain why the League was successful in the 1920s. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'It was able to settle disputes.' 'It was able to help with humanitarian issues.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Because its decisions were accepted.' 'Disputes were often between smaller countries.' 'War had just ended and countries did not want more hostility.' 'Early successes of the League gave nations confidence and they wanted it to work.' 'Countries such as Germany and Japan were not powerful nations at that time and therefore not a problem.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Most of the disputes in this period involved smaller nations and they accepted more readily the L of N judgement. For example Finland and Sweden were in dispute over the Aaland Islands (1920). The League studied the case and both countries accepted the League's decision.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
2	(c)	<p>How far was the organisation and structure of the League responsible for its failure in the 1930s? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The organisation was weak without some strong countries.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'The Permanent Court of International Justice could not force members to accept its rulings.'</p> <p>'The Assembly only met once a year.'</p> <p>'The Council members had a veto.'</p> <p>'It did not have an army.'</p> <p>'Slowness of operation.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation of organisation and structure OR explanation of other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>All explained issues must relate to specific events' developments in the 1930s, eg the Depression/Manchuria/World Disarmament Conference/Abyssinia/Hitler's foreign policy/aggressive nationalism.</p> <p>eg 'Because major countries were not in the League, it meant that economic sanctions were not effective. In 1931, when Japan invaded Manchuria, sanctions were not seriously considered because Japan would continue trading with the USA.'</p> <p>OR</p> <p>'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League. These extreme parties were prepared to use armed force and aggression to achieve their ends, for example, Japan invaded Manchuria to get raw materials.'</p>	4–6	
	<p>Level 4</p> <p>Explanation impact of organisation and structure AND impact of other reasons</p> <p>Both sides of level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>eg Level 4 answer + an evaluation of the relative contribution made by the factors.</p>	10	

Question		Answer	Marks	Guidance
3	(a)	<p>Describe what happened in the Saar in 1935 as a result of the Treaty of Versailles.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Answer must relate to events in 1935.</p> <p>eg 'The League of Nations held the plebiscite. 'The plebiscite to decide whether the region should return to German rule or go to France or remain with League of Nations.' 'In the vote, 90% indicated a return to German rule.' 'It was a tremendous propaganda success for Hitler.' 'It was the Third Reich's first expansion.'</p>	4	

Question		Answer	Marks	Guidance
3	(b)	<p>Explain why Italy and Japan were an increasing threat to world peace in the 1930s.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Both were threatening to other countries.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg ‘Japan was the most important power in Asia.’ ‘In Japan there was tension between the military and the politicians.’ ‘Mussolini followed an aggressive foreign policy.’ ‘Both countries wanted to improve upon what they had gained after the First World War.’ Anti-Comintern Pact signed by Japan and Germany.’</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>eg ‘Italy was badly hit by the Great Depression. When unemployment rose Mussolini turned to foreign adventures to distract Italian people from their troubles at home. Despite warnings they invaded Abyssinia. Britain and France did not want to provoke Mussolini as they feared he would move towards Hitler thus creating a threat to world peace.’</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p> <p>Both countries to be dealt with in this level.</p>	6	

Question		Answer	Marks	Guidance
3	(c)	<p>'The outbreak of war in 1939 was all Hitler's fault.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Yes it was the result of Hitler's actions.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'He signed the Nazi-Soviet Pact which gave him security.'</p> <p>'Hitler was developing Germany's military strength.'</p> <p>'It was Hitler's decision to invade Poland.'</p> <p>'The British policy of appeasement did not work.'</p> <p>'The League of Nations had failed.'</p> <p>'It was the isolationist policy of the USA.'</p> <p>'The Treaty of Versailles had caused resentment.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation of Hitler’s fault OR other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Hitler signed the Nazi-Soviet Pact which gave him security. This gave him confidence to attack Poland without fearing war on two fronts. He did not believe that Britain and France would keep their promise to defend Poland because they had not responded over his invasion of Czechoslovakia. Therefore he invaded Poland but Britain and France did declare war.’</p> <p>OR</p> <p>‘The policy of appeasement encouraged Hitler to believe he could keep getting away with aggressive expansion. Britain and France hoped that Hitler would be satisfied with the Sudetenland settlement in the Munich Agreement but this just persuaded Hitler that they would not respond to his aggression. Therefore he invaded Poland which Britain and France had promised to defend.’</p>	4–6	
	<p>Level 4</p> <p>Explanation of Hitler’s fault AND other reasons</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of ‘how far’</p> <p>Level 4+ evaluation of the relative contribution made by different factors.</p>	10	

PART 1: SECTION B – THE COLD WAR, 1945–1975

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg ‘The cartoon shows Kennedy and Khrushchev sitting reading books about pruning.’</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg ‘Kennedy is concerned about Cuba.’ ‘Russia is under greater threat.’</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>Contextual knowledge must relate to events prior to 17th October 1962.</p> <p>eg ‘Kennedy is concerned about Cuba. In the cartoon Kennedy looks concerned about the growth of Cuba on his side of the fence representing capitalism/communism.’</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>Answers should recognise that the cartoonist is being critical of Kennedy – Khrushchev is facing the greater threat.'</p> <p>eg 'The main message is that Kennedy has little cause for complaint.' 'Khrushchev has grounds for greater complaint about the greater USA threat.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message is that Kennedy has little cause for complaint. Khrushchev has grounds for greater complaint about the greater USA threat. The cartoonist shows this by the greater number of labelled branches over-hanging the Soviet Union compared to the tiny branch representing Cuba.'</p> <p>OR</p> <p>'The main message is that Kennedy has little cause for complaint. Khrushchev has grounds for greater complaint about the greater USA threat. At that time Cuba was beginning to be seen as a threat by the USA as missiles bases had just been discovered.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
1	(b)	<p>Explain why the USA was concerned about events in Cuba between 1959 and 1961.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were losing control.'</p>	1–2	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'There was a revolution in Cuba in 1959 where Batista was overthrown by Castro.'</p> <p>'Castro was receiving 'aid' from the Soviet Union.'</p> <p>'The Bay of Pigs was a disaster.'</p>	3–4	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>Five marks for a basic explanation; six marks for a developed explanation.</p> <p>eg 'In the 1959 Cuban revolution Batista was over thrown by Fidel Castro. Castro began appointing communists to his government and signed a trade agreement with the Soviet Union. This concerned the USA as it allowed machinery, oil and economic aid to come to Cuba in return for Cuban sugar.'</p>	5–6	
		<p>Level 4 Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	7–8	

Question		Answer	Marks	Guidance
2	(a)	<p>What was the 'Iron Curtain'?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A term introduced by Churchill in his 'Iron Curtain speech in Fulton Missouri.' (2)</p> <p>'The border between the Soviet-controlled countries and the West.'</p> <p>'The edge of the USSR dominated countries following Potsdam.'</p> <p>'The ideological division of Europe into two halves.'</p> <p>'Separation of free democratic states from communist dominated ones.'</p> <p>'A divide between Capitalism and Communism.'</p>	4	

Question		Answer	Marks	Guidance
2	(b)	<p>Explain why Berlin was a cause of tension between East and West between 1945 and 1949.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because of a lack of trust.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg 'Berlin was divided into zones of occupation.' 'The Allies merged their zones and introduced a new currency.' 'On one side was capitalism and on the other communism.' 'Marshall Aid provided money for the West side.' 'There was the Berlin Blockade.' 'Stalin wanted the whole of Berlin.'</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'In 1947 Britain and USA had merged their zones into 'Bizonia' and in 1948 the US, British and French zones had been merged to form West Berlin. Stalin thought this was against the Yalta Agreement. By these actions, West Berlin became a small island of capitalism and democracy surrounded by communism.'</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
2	(c)	<p>How successful was the West in containing Communism in Europe up to 1949? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was not as Communism was spreading.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes success AND/OR failure</p> <p>eg 'The West had success over Berlin.'</p> <p>'The Truman Doctrine was introduced to contain Communism.'</p> <p>'The Marshall Plan improved the chances of keeping countries non-Communist.'</p> <p>'The Soviet Union 'fixed' elections to establish Communist satellites.'</p> <p>'The Allies formed NATO to aid control.'</p>	2–3	
		<p>Level 3</p> <p>Explains successes OR failures</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. An example of this was in relation to Greece where aid was provided under this policy of containment.'</p> <p>OR</p> <p>eg 'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'</p>	4–6	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains successes AND failures</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of ‘how successful’</p> <p>Level 4 + considers the relative importance of the various reasons.</p>	10	

Question		Answer	Marks	Guidance
3	(a)	<p>What was the Tet Offensive?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A major Vietcong offensive.'</p> <p>'The Vietcong's attempt at a revolution in South Vietnam.'</p> <p>'Communist troops attacked major South Vietnamese towns and American bases.'</p> <p>'The American embassy in Saigon was attacked.'</p> <p>'The American were forced to retreat at first but then regained all that had been captured.'</p> <p>'By the end of the offensive up to 60,000 communist troops had been killed.'</p> <p>'It was a turning point in the war.'</p> <p>'It happened during the Tet New Year celebrations.'</p>	4	

Question		Answer	Marks	Guidance
3	(b)	<p>Explain why the methods used by the Americans to try to defeat the Vietcong were unsuccessful.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The American tactics were the wrong type.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'America had vastly superior firepower but the war was fought in the jungle.' 'Attempted bombing attacks failed as the Vietcong had a system of underground tunnels.' 'They used search and destroy methods which did not work.'</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'The Americans used Agent Orange and napalm which lost them support. The use of these meant Vietnamese civilians were affected leading to large numbers of casualties. It damaged vegetation. It did not stop the Vietcong.'</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
3	(c)	<p>The following were equally important reasons for America withdrawing from Vietnam:</p> <p>(i) public opinion in America; (ii) guerrilla warfare;</p> <p>How far do you agree with this statement? Explain your answer, referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Public views were changing.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'Support at home was lost.' 'The public were against spending so much money.' 'Media pictures influenced American views.' 'Guerrilla tactics brought low morale.' 'Public opinion was against the 'draft.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains public opinion OR guerrilla warfare</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘There was strong public opinion against the war continuing. The high cost of war was highlighted by ‘The Tet Offensive’. There were nearly 500,000 troops in Vietnam and America was spending between \$20 and \$30 billion a year. This huge spending meant cutbacks in spending on social reform.’</p> <p>OR</p> <p>eg ‘Guerrilla warfare was a nightmare for the Americans. Guerrillas did not wear a uniform. They were difficult to tell apart from the peasants and so could attack and then disappear into the jungle causing fear in US troops.’</p>	4–6	
	<p>Level 4</p> <p>Explains public opinion AND guerrilla warfare</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of ‘equally important’</p> <p>Level 4 + evaluation of equally/more/less important in relation to the factors explained.</p>	10	

PART 1: SECTION C – A NEW WORLD? 1948–20050

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The cartoon shows Arafat having his eyes tested by President Reagan.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Arafat is having difficulty seeing that a problem exists.' 'President Reagan is helping Arafat (PLO) to look at the issue of Israel.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Arafat is having difficulty seeing that a problem exists. He is shown as being made to try on different glasses which are on the table.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is critical of Arafat saying he is blinkered in his view relating to Israel.</p> <p>eg 'Arafat cannot accept that Israel has a right of existence.' 'Arafat needs to 'get into reality'. 'USA is putting pressure on/forcing Arafat.' 'Arafat is reluctant/obstructive.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'Arafat does not was to see that Israel has a right to existence. Arafat is shown as blinkered and cannot see that Israel has a right to exist. This failure to see is shown by him having his eyes tested. He is rejecting glasses through which he could see in favour of dark glasses.'</p> <p>OR</p> <p>eg 'Arafat does not was to see that Israel has a right to exist. By 1982 the PLO was in Lebanon and Israel invaded in order to destroy the PLO. This was the very beginning of a changing approach.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
1	(b)	Explain why the Provisional IRA resorted to terrorism. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'To make things better.'	1–2	
		Level 2 Identifies AND/OR describes reasons eg 'To defend Nationalist communities.' 'To remove British troops from Northern Ireland.' To make the counties of Northern Ireland part of a united Ireland.'	3–4	
		Level 3 Explains ONE reason Five marks for a basic explanation; six marks for a developed explanation. eg 'The provisional IRA saw itself as the defender of the Northern Ireland Catholic community who have been denied civil rights and felt threatened by the British government who had put troops on the streets of Northern Ireland.'	5–6	
		Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

Question		Answer	Marks	Guidance
2	(a)	<p>Describe the Soviet response to the Hungarian uprising of 1956.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'They used brutal, military force.'</p> <p>'Khrushchev sent in tanks but they were withdrawn after a week.'</p> <p>'On 4th November 200,000 Soviet troops and 2,500 tanks arrived in Budapest.'</p> <p>'There were two weeks of bitter street fighting.'</p> <p>'They executed Nagy and his fellow leaders.'</p> <p>'They prevented Hungary leaving the Warsaw Pact.'</p>	4	

Question		Answer	Marks	Guidance
2	(b)	Explain why the Soviet Union invaded Czechoslovakia in 1968. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'It did not like what was happening.'	1	
		Level 2 Identifies AND/OR describes importance (One mark for each point.) eg 'Reforms were introduced by Dubcek who wanted to provide 'socialism with a human face'. 'He introduced reforms to reduce government control. He allowed public meetings and relaxed censorship.' 'He allowed criticism of the government. There was freedom of speech.' 'Trade unions were given greater freedom and control of industry relaxed.' 'Foreign travel was allowed.' 'They feared the threat to the Warsaw Pact.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of eastern Europe and he felt this control was being threatened by the reforms known as the 'Prague Spring'. Brezhnev knew that if control was lessened in one country others would follow.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
2	(c)	<p>How far was the collapse of Soviet control in Eastern Europe due to the influence of ‘Solidarity’? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘No it was down to Gorbachev .’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg ‘Solidarity showed that it could stand up to the Soviet Union.’ ‘Solidarity was a legitimate political party.’ ‘The economy of the Soviet Union was failing.’ ‘He introduced reforms of ‘perestroika’ and ‘glasnost’.’ ‘He made links with the West.’ ‘Communist countries were no longer dominated.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains impact of Solidarity OR other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Solidarity movement showed that if people stood together against oppression it was difficult to deal with. Solidarity had forced a strong Soviet union backed Communist government to give way through the action of industrial workers backed by popular opinion and the use of non-violent methods. The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems.'</p> <p>OR</p> <p>'Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'</p>	4–6	
	<p>Level 4</p> <p>Explains impact of Solidarity AND other reasons</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Level 4 + evaluation of lesser/greater importance of factors discussed.</p>	10	

Question		Answer	Marks	Guidance
3	(a)	<p>Describe the human rights abuse of Saddam Hussein’s Iraqi government.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg ‘He was oppressing his own people.’ ‘He brutally defeated uprisings of Kurds in the north and Shia Muslims in the south.’ ‘He carried out a ruthless campaign against the mainly Shi’ah opponents of his regime in the marshes of southern Iraq. ‘He also began to drain the marshes on which the Shi’ah people depended.’ ‘He was not concerned that his own people were being affected by economic sanctions.’</p>	4	

Question		Answer	Marks	Guidance
3	(b)	<p>Explain why Weapons of Mass Destruction were an issue at the time of the invasion of Iraq.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were a threat.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg 'There was a belief that weapons of mass destruction would be used.' 'The UN reported that there were no major stockpiles of WMDs.'</p>	2–3	
		<p>Level 3</p> <p>Explains one reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'It was thought Saddam Hussein had WMDs and that these weapons posed an immediate threat to the world as they were worried he might use them. This was because it was believed Saddam's regime had strong links to terrorist groups including Al-Qaeda.'</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
3	(c)	<p>How far was the invasion and occupation of Iraq in 2003 a success? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Yes it was because it achieved its aims.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'More successful in battle than in victory.'</p> <p>'In military terms it only took 40 days.'</p> <p>'It united some countries in the international community.'</p> <p>'Large numbers of casualties came after the 40 days.'</p> <p>'Needed too much in terms of resources that had to be diverted.'</p> <p>'Key countries did not give support.'</p> <p>'It removed a dictator.'</p> <p>'The new regime was not really democratic.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains successes OR failures</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'A dictator had been removed. Saddam's forces were no match for the well-equipped coalition forces. The coalition had complete air supremacy and the latest communications technology. It took just over 40 days to declare an end to major combat operations.</p> <p>OR</p> <p>eg 'Many people in Iraq and in the wider world believe that the occupation has done more harm than good. The USA and the UK have lost popular support at home and their traditional alliances with and influences among other states have been damaged. France, Russia and China did not support the war. This has affected their standing in the UN.'</p>	4–6	
	<p>Level 4</p> <p>Explains successes AND failures</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Level 4 + evaluation of degree of success of the invasion.</p>	10	

PART 2: DEPTH STUDY – GERMANY, 1918–1945

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. Why was this poster published in Germany in 1919? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The poster shows a person drowning.'</p>	1–2	
		<p>Level 2</p> <p>General statements of context – no source support</p> <p>eg 'Germany was in crisis. There was much violence. There was fear of revolution. There was political chaos. They called the government 'November Criminals' as they 'stabbed Germany in the back' by accepting the peace treaty.'</p>	3	
		<p>Level 3</p> <p>Any valid interpretation – not supported</p> <p>eg 'The source suggests Germany is in danger.' 'Germany is under threat.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of source identified</p> <p>eg 'The message of the source is that communism is a danger.' 'Bolshevism will bring revolution.'</p> <p>OR</p> <p>Asserts general purpose</p> <p>eg 'It is a warning that German people are in danger.'</p>	5	
	<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>The purpose of the poster is to get the whole population to reject Communism.</p> <p>eg 'The reason for publishing this poster is to encourage the German people to resist Communism.'</p>	6	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The purpose of the poster is to encourage the German people to resist Communism. There was much violence in Germany at the time as they feared revolution. There was much political unrest including the Communist Spartacists who were very like the Bolsheviks of Russia.'</p>	7	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. Does this source prove that Germany could afford to pay reparations? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses the source at face value/general assertions</p> <p>eg 'Yes it does as it says that Germany is 'full of wealth.'</p>	1	
		<p>Level 2</p> <p>Undeveloped use of provenance/limitations of source/motive of writer</p> <p>eg 'One source cannot prove anything.' 'It is only one persons (British person's) view.' 'The writer wanted to highlight German hypocrisy.'</p>	2	
		<p>Level 3</p> <p>Developed evaluation of source (language, tone, provenance)</p> <p>eg 'I do not think this source can be trusted. What has this businessman seen? He may well be dealing with one prosperous company in one area of Germany.'</p>	3	
		<p>Level 4</p> <p>Argues yes/no – based on context of source</p> <p>eg 'The Germans were concerned about being treated harshly and did not want the punishment to be greater and so they have given the impression they are in poverty. The bill was only 2% of Germany's annual output.' OR eg 'The source does not prove that Germany could afford reparations as it does not take account of the fact that their economy was ruined by the loss of industrial areas such as the Saar.'</p>	4–5	

Question	Answer	Marks	Guidance
	Level 5 Argues yes/no – based on context of Source C Both sides of Level 4.	6	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'A man is drowning whilst two others watch.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Germany feels it is unable to cope.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Germany feels it is unable to cope and is shown in the cartoon to be drowning.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The main message of the cartoon is that Germany is trying everything to avoid being punished.</p> <p>eg 'The main message given by the cartoon is that Germany cannot be trusted.' 'Germany is trying to get away without paying.' 'Germany is trying to 'pull a fast one'.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message given by the cartoon is that Germany cannot be trusted. This is shown by the figure in the water asking for a life-belt whilst kneeling down. The two watchers are saying don't try that trick (dodge).'</p> <p>OR</p> <p>eg 'Germany is saying it is worse than it is. In 1921 the first instalment of the reparations was paid. It was only 2% of Germany's annual output and yet they protested that it was an intolerable strain on the economy.'</p> <p>(Some may make valid reference to previous source.)</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
5	(a)	Describe how some church leaders opposed the Nazis. Target: AO1		
		Level 0 No evidence submitted or response does not address the question	0	
		One mark for each relevant point; additional mark for supporting detail. eg 'The Catholic Bishop Galen continually criticised Nazi policies throughout the 1930s.' 'Protestant Pastor Niemöller was a high profile critic of the regime in the 1930s and together with Bonhoeffer formed an alternative Protestant Church to the official Reich church.' 'Bonhoeffer preached against the Nazis until the Gestapo stopped him in 1937.'	4	

Question		Answer	Marks	Guidance
5	(b)	Explain why the Night of the Long Knives happened. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'To remove concerns.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Rohm was a challenge to Hitler.' 'Hitler was concerned about the SA.' 'To arrest Rohm.' 'To please the Army leaders.' 'Rohm's views were too left-wing.' 'The SA had lost their purpose.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'A significant threat to Hitler came from within the Nazi Party. The SA had become a major problem. Rohm, leader of the SA, had left-wing views which would offend the businessmen that Hitler now wanted to work with.'	4–5	
		Level 4 Explains TWO reasons	6	

Question	Answer	Marks	Guidance
5 (c)	<p>The following were equally important in enabling Hitler and the Nazis to exercise control over the German people: (i) terror; (ii) propaganda. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Terror was more important.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes importance</p> <p>eg 'German citizens lived in fear of the Gestapo and concentration camps.' 'The Germans organised huge rallies at Nuremberg bringing colour into people's lives.'</p>	2–3	
	<p>Level 3</p> <p>Explains importance of terror OR propaganda to control</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'German citizens lived in fear of the Gestapo and concentration camps. The Gestapo had sweeping powers being able to arrest people on suspicion and send them to concentration camps. Germans thought the Gestapo to be extremely powerful and this resulted in them informing on each other.' OR eg 'Goebbels was responsible for controlling information. He decided what the German people should hear and see. He organised huge rallies, torchlight processions and meetings. Here Hitler was able to make brilliant speeches. These rallies showed the German people the power of the state, emphasising order, and convinced them that 'every other German' fully supported the Nazis.'</p>	4–6	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains importance of terror AND propaganda to control</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + Explains with evaluation of ‘equally important’</p> <p>Shows an argument which considers equally/more important than by the use for example ‘impact’.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>What was the Hitler Youth?</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A leisure activity organisation for young Germans.'</p> <p>An organisation which aimed to control young people.'</p> <p>'An opportunity for boys and girls to enjoy weekend trips/camps/walking/sports.'</p> <p>'An organisation which indoctrinated young people.'</p> <p>'A training ground for the army.'</p> <p>'A training ground for young women in home-making.'</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain why young people were important in Hitler's plans for Germany. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'To aid control.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'To ensure the next generation.' 'They were the next army.' 'To continue the Aryan race when old enough.' 'To act as eyes and ears for the Nazis.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Children were the ones that were more easily indoctrinated in to Nazi ways. This meant that when they brought up children they would have a similar view. As children grew older this increased loyalty to the Führer.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally important in increasing support for the Nazis: (i) policies aimed at women and the family; (ii) policies aimed at workers. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Both were important as they kept the people happy.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes importance</p> <p>eg 'The Nazis thought women should not be keeping men out of a job.' 'The Nazis promised to reduce unemployment.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of policies relating to women and the family OR Explains importance of policies relating to workers</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Nazis were a very male-dominated organisation. There was resentment at that time towards working women. This was because of the high unemployment and they were seen as keeping men out of work. This policy increased support for the Nazis as they were seen as putting their promises into practice and increasing the number of jobs available for men at the time of the Depression.'</p> <p>OR</p> <p>eg 'A huge programme of work creation was introduced to deal with the massive unemployment. Conscription was re-introduced, armaments factories employed huge numbers and a programme of public works built motorways and railways to improve public transport. This approach brought economic recovery with Germans feeling that their country was emerging from the humiliation of the Great War and the Treaty.'</p>	4-6	
	<p>Level 4</p> <p>Explains importance of policies relating to women and the family OR Explains importance of policies relating to workers</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.</p>	6-9	
	<p>Level 5</p> <p>L4 + evaluation of 'how far'</p> <p>Shows an argument which considers equally/more important than - by the use for example 'impact' on support for the Nazis.</p>	10	

PART 2: DEPTH STUDY – RUSSIA, 1905–1941

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. What is the message of this poster? Use details of the poster and your knowledge to explain your answer</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0 No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of poster only</p> <p>eg ‘It shows a large image of Stalin.’</p>	1	
		<p>Level 2</p> <p>Secondary message</p> <p>eg ‘Stalin looks strong.’ ‘The USSR has a strong military force.’ ‘The USSR is strong.’</p>	2	
		<p>Level 3</p> <p>Secondary message supported by source and/or contextual knowledge</p> <p>eg ‘The USSR has a strong military force. This can be seen in the source which shows lots of fire power – tanks, soldiers and planes.’</p>	3	
		<p>Level 4</p> <p>Main message of poster identified</p> <p>Must relate to Stalin and his achievements</p> <p>eg ‘Stalin is a great leader who has made the USSR strong.’ ‘Stalin’s policies have made the USSR a strong military power.’</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the poster OR by contextual knowledge</p> <p>eg 'The message is that Stalin is a great leader who has made the USSR strong. This is shown by the large image of Stalin towering over a parade of military vehicles and military aircraft flying overhead.'</p> <p>OR</p> <p>Contextual knowledge could relate to international developments.</p> <p>'The message that the artist wanted to give was that Stalin is a great leader whose policies have made Russia strong. His Five Year Plans and the rapid industrialisation of the USSR have given the USSR a defence industry capable of producing weapons to protect itself.'</p>	5	
	<p>Level 6</p> <p>Main message supported by details of the poster AND by contextual knowledge</p> <p>Both sides of L5.</p>	6	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. Why did Stalin make this speech in December 1929? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg ‘Stalin is saying ‘we must smash the kulaks.’</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg ‘Collectivisation was designed to achieve socialism in the countryside. It meant that peasants had to join collective farms and give up their private ownership of land.’ ‘The kulaks were a class of richer peasants who had prospered under the NEP and were reluctant to enter the collective farms because it meant giving up their private property.’</p>	2	
		<p>Level 3</p> <p>Asserts message but with no development</p> <p>eg ‘Stalin wants to destroy the kulaks.’</p>	3	
		<p>Level 4</p> <p>Explains message of source using source OR contextual knowledge</p> <p>eg ‘Stalin wants to destroy the kulaks. This is because he thought the kulaks were preventing true Communist values as they owned their own land.’</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Asserts purpose of speech but with no development</p> <p>eg ‘Stalin wanted to unite the party/people behind his Collectivisation policy.’</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg ‘Stalin wanted to unite the party behind his Collectivisation policy to justify violent policies against the kulaks because his Collectivisation Policy was unpopular. The policy was a failure and Stalin needed to create scapegoats. The kulak class was blamed for the failure of the policy.’</p>	6	
	<p>Level 7</p> <p>Level 6 + why December 1929</p> <p>As level 4 + stating that 1929 was the year the policy of collectivisation was introduced.</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am not surprised they are trying to reach targets.' 'I am surprised work in Russia is being disrupted.' 'The woman is encouraging her friend's husband to work harder.'</p>	1–2	
		<p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am surprised this lady is writing to her friend in this manner and criticise her husband.' OR 'This source is about part of the First Five Year Plan. Under the plan Russia was to be industrialised and targets were set. Magnitogorsk was a new industrial town.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Surprised OR not surprised – checks against contextual knowledge</p> <p>Could mention inequalities between workers or material incentives as being unsocialist.</p> <p>eg ‘I am surprised that a worker is not achieving the set targets as discipline was harsh and they could be severely punished. Their family could also be affected as they could lose their home’.</p> <p>OR</p> <p>eg ‘I am not surprised that the wife of a shock worker was prepared to criticise the husband of her friend as propaganda encouraged workers to criticise other workers.’</p>	4–5	
	<p>Level 4</p> <p>Surprised AND not surprised by content of source checking against contextual knowledge</p> <p>Both sides of Level 3.</p>	6	
	<p>Level 5</p> <p>As Level 4 plus provenance/tone/purpose/typicality</p> <p>I am not surprised that one person would denounce another as this was typical of the period and part of the control exerted by Stalin to ensure targets were met.’</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>What were the main features of Tsarist rule in the early twentieth century?</p> <p>Target: A01</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It was an autocracy.'</p> <p>'The Tsar had unlimited power.'</p> <p>'The Tsar was head of the Russian Orthodox Church.'</p> <p>'The Okhrana/secret police kept the people under surveillance.'</p> <p>'There were no political parties to represent the people.'</p> <p>'People had no rights/liberties.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	<p>Why was Stolypin important in helping the Tsar after the 1905 Revolution?</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because he was strong.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'He used brutal suppression.' 'Thousands were hung or sent into exile.' 'He introduced Land Reforms.' 'Peasants were encouraged to purchase land individually.'</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Stolypin used brutal methods to crush any remaining opposition after 1905. Strikers, protestors and revolutionaries were tried by courts martial and executed by the hundred. This reinforced the Tsar's authority.'</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following factors were equally important in causing the March Revolution in 1917: (i) Military failures in the First World War; (ii) Rasputin. How far do you agree? Explain your answer referring only to (i) and (ii).</p> <p>Target:AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were both important reasons making the revolution possible.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Continued defeat lowered soldiers' morale.'</p> <p>'People lost faith in the Tsar when he became Commander-in-Chief.'</p> <p>'Rasputin discredited the monarchy.'</p> <p>'Rasputin and the Tsarina were seen as damaging the war effort.'</p> <p>'Workers were paid badly and were working harder because of the war effort.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains the contribution of military failures in the First World War OR Explains the contribution of Rasputin</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Continued military failure led to a series of defeats which reduced the troops’ morale. The soldiers were badly equipped and led with the officers, who were mainly from the aristocracy, treating the soldiers very badly. This fuelled discontent which was made worse when the Tsar took over supreme command in 1915. He was now personally blamed for the poor war effort leading to the development of mutinous sentiments in the Army. This made the potential for revolution much stronger.’</p> <p>OR</p> <p>‘Rasputin’s activities scandalised the Russian court. There were rumours of his having an affair with the Tsarina and he was seen as a devil figure who was damaging the war effort as he was able to appoint and dismiss ministers because of his influence over the Tsarina. Many blamed the Tsar for allowing him to gain this influence and even members of the aristocracy turned against the Tsar, thinking that Russia could never win the war whilst he remained on the throne.’</p>	4–6	
	<p>Level 4</p> <p>Explains the contribution of military failures in the First World War OR Explains the contribution of Rasputin</p> <p>Both sides of Level 3. Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of equally/more/less important</p> <p>Answer considers relative importance in relation to the March Revolution of 1917.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>What were Trotsky's strengths as a leadership contender in 1924?</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Head of the Red Army' 'He had turned the Red Army into a large and highly effective machine.' 'He had great prestige as architect of victory in the Civil War.' 'He had organised the November Revolution.' 'He was seen by many as Lenin's second in command.'</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Why was Stalin able to emerge as leader of the USSR by 1928? Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'He was strong and successful.'	1	
		Level 2 Identifies AND/OR describes eg 'He allied with other leading Bolsheviks against Trotsky.' 'Stalin was the chief mourner at Lenin's funeral.' 'Stalin offered 'Socialism in One Country.' 'Trotsky believed in World Revolution.' 'Trotsky was arrogant and was not popular with other leading Bolsheviks.' 'Many leading Bolsheviks feared Trotsky's ambition.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Stalin outmanoeuvred Trotsky by forming an alliance with Zinoviev and Kamanev to outvote Trotsky over key decisions. They were able to present him as going against Lenin's wishes and got him removed from his post as Commissar for War.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally important in Stalin's establishment of a dictatorship: (i) the use of terror; (ii) propaganda. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>		
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Many people suffered.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Opposition to his policies was ruthlessly eliminated.'</p> <p>'The OGPU/NKVD identified anyone suspected of going against Stalin.'</p> <p>'Thousands were sent to the gulag.'</p> <p>'A cult of personality was created.'</p> <p>'Stalin was portrayed as the rightful heir to Lenin.'</p> <p>'All potential opponents in the Party were purged.'</p> <p>'Show Trials were designed to discredit opponents and terrify others.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of the use of terror OR Explains importance of propaganda</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Terror enforced brutal policies. Opposition from the peasants to Collectivisation led to thousands of 'kulaks' being sent to the gulag where many perished. This reinforced Stalin's authority and offered a warning to those who might resist future policies. Denouncing became commonplace as people were accused of being 'enemies of the people' or 'traitors'. The gulag rapidly filled with innocent people as atmosphere of terror took hold. This made Stalin strong as it became dangerous to oppose his policies or speak out against them.'</p> <p>OR</p> <p>'Stalin was portrayed in posters and film as almost superhuman. This created a cult of personality around Stalin so that he was practically worshipped by the people. His achievements in the Five Year Plans were greatly exaggerated and his relationship with Lenin falsified through fake photographs to make it seem as though he was the chosen successor to Lenin. This put Stalin beyond criticism.'</p>	4–6	
	<p>Level 4</p> <p>Explains importance of the use of terror OR Explains importance of propaganda</p> <p>Both sides of Level 3. Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of equally/more/less important</p> <p>Answer considers relative importance in relation to the establishment of a dictatorship.</p>	10	

PART 2 – DEPTH STUDY – USA, 1919–1941

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. How useful is this source as evidence to an historian studying America in the 1920s? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General assertion or selects relevant detail without explanation</p> <p>eg ‘It is useful as it tells us Ford’s view.’ ‘It’s useful because it tells us about cars.’</p>	1	
		<p>Level 2</p> <p>Stock evaluation</p> <p>eg ‘It is useful as it tells us about 1926.’ OR eg ‘It is not useful as it is biased towards Ford.’</p>	2	
		<p>Level 3</p> <p>Uses content of source to comment on usefulness in relation to question</p> <p>‘Source B is very useful. It shows us that in 1926 that Ford was trying to sell lots of cars and employ people.’</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Uses inference/context to comment on the usefulness of the source as evidence of the car industry OR Challenges usefulness of source as evidence of the car industry</p> <p>eg ‘Source B is very useful because it explains that Ford was selling more cars because they were cheaper and because he was selling he was able to pay good wages and have a profitable company.’ OR eg ‘The source is not really useful because it does not tell us about all aspects of the impact of the car. It kept workers in other industries in employment. Glass, leather, steel and rubber were all required and petrol was needed to run them.’</p>	4	
	<p>Level 5</p> <p>Uses inference/context to comment on the usefulness of the source as evidence of the car industry AND Challenges usefulness of source as evidence of the car industry</p> <p>Both sides of Level 4.</p>	5	
	<p>Level 6</p> <p>Uses context to judge its usefulness in relation to the question OR Uses context to challenge usefulness in relation to question</p> <p>eg ‘It is useful as it shows Ford’s business plan. This was an important aspect of the boom as it stimulated the foundation of an enormous boom in consumer goods. By the end of the 1920s the motor car industry was the USA’s biggest industry.’ OR eg ‘It is not useful as this content is not typical of many older, established industries such as coal mining and textiles, which were struggling because of competition. This also applied to the farming which was suffering from over-production.’</p>	6	

Question	Answer	Marks	Guidance
	Level 7 Uses context to judge its usefulness in relation to the question AND Uses context to challenge usefulness in relation to question Both sides of Level 6	7	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The source shows a farm is for sale.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Money is going up in smoke.' 'Farming is not booming.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Money is going up in smoke. This can be seen in the cartoon with the dollar signs shown in the smoke from the factory chimneys.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The main message of the cartoon should relate to the inequality of the 'boom'</p> <p>eg 'The main message is that American society is divided.' 'American society is not fair to the farmers.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The main message is that American society is divided. This is shown by the farm being for sale and the farmer looking at all the money being made in the city.’</p> <p>OR</p> <p>eg ‘The main message is that farmers are not participating in the boom. Farmers were struggling against the competition from the highly efficient Canadian wheat farmers. Also farmers were producing surplus wheat that they could not sell.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. Why was this photograph taken? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted OR response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'To show how some people lived.' 'It was taken to show hungry/unemployed people/people living in poor homes.' 'People in Virginia lived in poverty.' 'It was taken to show how bad the situation was for black Americans.' 'To gain sympathy for black Americans.' 'It was taken to highlight racism in America.'</p>	1	
		<p>Level 2</p> <p>Focuses on context of source with no valid message or purpose</p> <p>eg 'Some black Americans with lower paid jobs were discriminated against.'</p>	2	
		<p>Level 3</p> <p>Asserts message as reason for taking picture</p> <p>The main message is about the uneven impact of the 'boom'</p> <p>eg 'America is deeply divided.' 'Many black people lived in poverty whilst most white people were better off.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message using source OR contextual knowledge</p> <p>eg ‘America was deeply divided. It was going through a ‘boom’ period with some people making lots of money. Not everybody was so lucky and some lived in very poor conditions and often did not have jobs or they were very poorly paid living in very poor conditions as shown by the picture.’</p>	4	
	<p>Level 5</p> <p>Asserts purpose of poster but with no development</p> <p>eg ‘This photograph was to highlight the situation and to encourage action for poor people.’</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg ‘This photograph was to highlight the situation and to encourage action for poor people. The photographer wanted to stir up the authorities so they would take action. Around 60% of American families lived below the poverty line, particularly in rural areas.’</p>	6	

Question		Answer	Marks	Guidance
5	(a)	<p>Describe the social consequences of the Wall Street Crash.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'People were destitute.' 'The unemployed faced ruin.' 'Families lost their home or were split up.' 'The unemployed relied on charity.' 'The homeless built shanty towns.' 'Numbers of unemployed increased daily.' 'Suicides increased.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	<p>Explain why Hoover was unsuccessful in dealing with the effects of the Depression.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘He did too little.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg ‘He thought things were about to improve.’ ‘His tax cuts did not work.’ ‘He refused to accept there was a major problem.’ ‘He ignored the people who were in difficulties.’</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>Explanations have to have specific context from the 1930s.</p> <p>eg ‘Even in the depths of the Depression, Hoover did not regard the capitalist system as his responsibility. He believed in rugged individualism and showed little sympathy for poor starving American living in shanty towns.’</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following were equally responsible for the Wall Street Crash: (i) speculation on the stock market; (ii) overproduction by American industries. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg The Wall Street Crash was caused by people being greedy.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'Speculators wanted to make quick money.' 'The economy was slowing down.' 'Foreign trade was declining.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains impact of speculation OR Explains impact of overproduction</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Investment on the stock market attracted all types. All they wanted was to make a profit. There price of shares always went up even though there were many dubious practices. A practice of ‘buying on the margin’ developed where the full price was not paid for the shares until they were sold. Nobody thought to ask if the shares were worth money.’</p> <p>OR</p> <p>eg ‘By 1928 the economy was slowing down. People had bought their new, labour-saving goods and were not buying any more and yet the companies were continuing to produce large quantities. This meant profits were falling and shares reducing in price.’</p>	4–6	
	<p>Level 4</p> <p>Explains impact of speculation AND Explains impact of overproduction</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of equally/more/less important</p> <p>Answer considers relative importance in relation to the Wall Street Crash.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>What actions did Roosevelt take in his first hundred days in office?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'He laid the foundations of the New Deal.'</p> <p>'He gained 'emergency powers'.'</p> <p>'He set up a number of 'alphabet agencies'.' (Max 2 for agencies)</p> <p>'He used 'fireside chats'.'</p> <p>'He dealt with the banking crisis.'</p> <p>'He kept people informed of his actions.'</p> <p>'He gained the trust of the American people.'</p> <p>'He focused on Recovery, Relief and Reform (3Rs) (1 Mark)</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain why there was opposition to the New Deal. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'They thought it was wasteful.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'The Republicans objected to people being helped by the state.' 'It was the opposite of their policies - 'rugged individualism' 'Tax payers thought it was expensive.' 'They said Roosevelt was behaving like a dictator.' 'The government was interfering too much.' 'It did not do enough to help the poor.' 'What was being introduced was unconstitutional.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'The Republicans argued the New Deal was making people too dependent upon the state. They believed in 'rugged individualism' where individuals helped themselves rather than being helped by the state. They thought prosperity was just around the corner.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>Which of the following benefited more from the New Deal: (i) farmers and industrial workers; (ii) black Americans? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Workers benefited more.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes benefits</p> <p>eg ‘The Agricultural Adjustment Administration was set up to take a long-term view.’ ‘Black Americans were helped by a number of New Deal agencies including the Civilian Conservation Corps.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains New Deal benefits to farmers and industrial workers OR Explains New Deal benefits to black Americans</p> <p>Developed explanation to be given two marks within L3.</p> <p>Must deal with farmers and industrial workers to get to top of level.</p> <p>eg ‘The New Deal did much to improve the lives of American farmers. Measures were taken to restrict production, raise prices and encourage soil conservation. Loans to buy equipment were provided. By the mid-1930s farmers’ incomes were rising. Some farmers were helped so they avoided eviction.’ ‘Roosevelt thought it important to create a new relationship of trust and co-operation between workers and employers. The National Recovery Administration did a lot to regulate conditions in many industries. Under the Wagner Act workers’ rights to join unions was established.’</p> <p>OR</p> <p>eg ‘There was limited impact for black Americans. Emergency relief was available to prevent starvation. No New Deal laws specifically dealt with black people as Roosevelt felt dependent on the support of the Democrats from the south and they were determined that no concessions were made to improve the status of black Americans.’</p>	4–6	
	<p>Level 4</p> <p>Explains New Deal benefits to farmers and industrial workers AND Explains New Deal benefits to black Americans</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	

Question	Answer	Marks	Guidance
	Level 5 Level 4 + evaluation of equally/more/less important Answer considers relative impact of the New Deal.	10	

PART 2 - DEPTH STUDY: MAO'S CHINA, c.1930–1976

Question		Answer	Marks	Guidance
4	(a)	<p>How useful is this source as evidence about relations between China and the USSR? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General assertion or selects details without explanation AND /OR stock evaluation</p> <p>eg 'Relations must have been good.' 'It is useful as it tells us the USSR helped China.'</p>	1	
		<p>Level 2</p> <p>Describes support China received from USSR</p> <p>eg 'China was help by the USSR to increase its industry power by installing the latest equipment.'</p>	2	
		<p>Level 3</p> <p>Uses content of source to comment on usefulness OR Explains support China received from USSR</p> <p>eg 'Source B is very useful. It shows that relations must have been good as the USSR helped China develop its industry.' OR "China was help by the USSR to increase its industry power by installing the latest equipment and this helped with Mao's first Five-Year Plan."</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Usefulness based on purpose</p> <p>eg 'It is not useful as it is from the USSR and I think they published this to hide the fact that they were no longer helping China. They wanted to make themselves look good.'</p>	4	
	<p>Level 5</p> <p>Uses inferences from source to judge its usefulness in relation to the question OR to challenge the question</p> <p>eg 'It is useful to explain the relationship at that time as it states the help received by Communist China in the early years and this is at the time of building up industry modelled on Russia's Five Year Plans.</p> <p>OR</p> <p>eg 'It is not useful as it does not say anything about the split which began to develop as Mao did not like the Russian leader Khrushchev as he thought he was betraying Marx and Lenin by suggesting Russia and the capitalist West should co-exist. He also gave privileges to Party members so they lost contact with the people.'</p>	5	
	<p>Level 6</p> <p>Both sides of Level 5</p>	6	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'In the cartoon I can see Mao shown crossing a bridge.' 'The cartoon shows the UN building.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Chiang is upset/Mao is happy.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Chiang is upset. The cartoon shows Chiang shedding tears as Mao shows his joyfulness.' 'Mao is building bridges.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The message of the cartoon relates to US dismay at Communist China replacing the Nationalists at the UN.</p> <p>eg 'The message of the cartoon is that Mao/Communist China's isolation has ended.' 'The US support for Chiang has failed.' 'Nixon has slipped up.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘Mao/Communist China’s isolation has ended. Mao is showed crossing a bridge from China towards the UN whilst the Nationalists are restricted to Taiwan.’</p> <p>OR</p> <p>eg ‘Mao/Communist China’s isolation has ended. Since the formation of the UN the nationalists had represented China. In 1971 the USA agreed to allow Communist China to be represented at the UN.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. Why was this cartoon published in 1972? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'President Nixon and Mao are shaking hands. 'Their hands are around the throat of Chiang Kai-shek.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'The US had begun to change its foreign policy after Vietnam realising it was not possible to fight Communism everywhere. Friendship between China and the US was improving.'</p>	2	
		<p>Level 3</p> <p>Asserts message of poster but with no development</p> <p>The message of the cartoon relates to the new relation of Communist China with the West.</p> <p>eg 'Nixon has changed allegiance.' 'Nixon has a new found friendship.' Chiang Kai-shek is being squeezed out.' 'Chiang is being treated badly.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4 Explains message of source using source AND/OR contextual knowledge</p> <p>eg ‘Nixon has changed allegiance. China and the United States are shaking each others hand as a form of friendship but this action is actually squeezing Chiang out of his friendship with the US as the hands of the other two leaders are round his throat.’</p>	4	
	<p>Level 5 Asserts purpose of the cartoon but with no development</p> <p>This cartoon was published in the US to encourage a changing attitude towards Communism.</p> <p>eg ‘This cartoon was published in America to change people’s thinking about relations with a Communist country.’</p>	5	
	<p>Level 6 Valid explanation of purpose</p> <p>eg ‘This cartoon was published in America to change people’s thinking about relations with a Communist country. The US was no longer fighting Communism. The US was no longer supporting Taiwan as Chang is seen in the middle of the handshake.’</p>	6	
	<p>Level 7 Level 6 + context of 1972</p> <p>Nixon’s visit to meet Mao in 1972 is the context of this cartoon.</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>What was the Jiangxi Soviet?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A ruling body set up by the Communists thrown out of the big cities by Chiang.' 'It was a Chinese Soviet Republic.' 'It ruled in the Jiangxi province.' 'It was regarded by Chiang as a threat to his authority.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	Explain why the Long March took place. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge 'To show Mao's strength of leadership.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Chiang was determined to destroy the Jiangxi Communist base.' 'Chiang was trying to starve the Communists to death.' 'To avoid being wiped out.' 'To spread Communist propaganda.' 'To establish a safer, stronger base.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'The Communists were in a hopeless position. Chiang, on the advice of Hans von Seeckt, tried a new tactic of completely encircling the province of Jiangxi. This was an attempt to struggle the Communists and appeared to show that Mao's policy of guerrilla warfare had not had much success. The Communists had no realistic alternative but to retreat.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following were all equally important reasons for the Communist victory in the Civil War: (i) Mao’s leadership; (ii) Chiang Kai-shek’s leadership. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Mao’s leadership was better than that of Chiang Kai-shek.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg ‘Mao had the support of the peasants.’ ‘Mao was seen as looking after China’s interests.’ ‘Mao’s military tactics were successful.’ ‘Chiang was seen as a dictator who used America.’ ‘Chiang was corrupt.’ ‘Chiang abused the peasants.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of ONE</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Mao was a popular leader which came from the Long March. During the Second World War he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China’s national interests. The successful military tactics used against the Japanese, including guerrilla tactics were continued. The Red Army (PLA) continued to win over the peasants. Mao saw the peasants as crucial in defeating Chiang.’</p> <p>OR</p> <p>eg As Chiang became older he became more and more of a dictator. Inflation was high and aid from America went into the pockets of Chiang, his family and friends. The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly. US support made Chiang appear to be no more than a puppet of the Americans.’</p>	4–6	
	<p>Level 4</p> <p>Explains importance of TWO</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘how far’</p> <p>Considers equally/more/less importance in relation to the Communist victory in the Civil War.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>How did the Communist Party control China?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'They created a unified country and provided strong, efficient government for a people unused to such things.'</p> <p>'Businesses and banks were under state control.'</p> <p>'There was extensive use of propaganda.'</p> <p>'By purging those deviating from Mao's beliefs.'</p> <p>'Through conscription to the PLA.'</p> <p>'Through Cadres.'</p> <p>'By terror.'</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain why the Cultural Revolution caused chaos in China. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'There were revolutionary activities taking place.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Mao was trying to change the culture of China.' 'People were unfairly and harshly treated.' 'Works of art were destroyed.' 'People were not being educated.' 'There was the threat of civil war.' 'Technicians were dismissed and production fell.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Mao wanted to change the culture of China. He was trying to create perfect communism. This meant the removal of all other ideas that stood in his way including old customs and religious beliefs. This needed the Red Guard and this was formed by students as schools and universities had been closed down. The Red Guard was ordered to rid the Communist Party of all the enemies of Mao's policies. Opponents were humiliated, tortured or executed. Party officials including Liu were removed from office. By 1967 China was on the verge of civil war.'	4–5	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally important reasons why Mao launched the Cultural Revolution: (i) to re-assert his personal power; (ii) to re-assert Communist values. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'He wanted to change things.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>'Mao wanted to regain power after the failure of the Great Leap Forward.'</p> <p>'Mao wanted to stop the move to capitalism and to remove the 'Four Olds'.'</p> <p>'Mao believed that the peasants were losing their strength.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of ONE</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Mao wanted to regain power after the failure of the Great Leap Forward. Mao’s power was reducing and he feared that those taking on leading roles were wakening his power within the Party. He was concerned about the fall of Khrushchev and this was an attempt by Mao to re-impose his authority on the Party and the country.’</p> <p>OR</p> <p>eg ‘Mao was concerned about Liu and Deng who had capitalised on the failure of the Great Leap Forward. Both men were taking opportunities to increase their own popularity within the Party. Mao did not like the way these two were taking the country. A change was taking place which he did not like. Middle classes seem to be getting wealthier at the expense of the peasants. The managing group were also getting too much power at Mao’s expense. He wanted to re-empower the peasants.’</p>	4-6	
	<p>Level 4</p> <p>Explains importance of BOTH</p> <p>Both sides of Level 3. Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.</p>	7-9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘how far’</p> <p>Considers equally/more/less importance in relation to the Cultural Revolution.</p>	10	

PART 2 - DEPTH STUDY – THE CAUSES AND EVENTS OF THE FIRST WORLD WAR

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that copy source/ general assertions /everyday empathy</p> <p>eg 'I am surprised they said this after the Battle of Jutland.' 'I am surprised that the Kaiser was troubling to speak to his sailors.' 'I am surprised it says the British Fleet was beaten.' 'I am surprised the German navy needed a morale lift.' 'I am not surprised the Kaiser would be positive about his own navy.'</p>	1–2	
		<p>Level 2</p> <p>Valid answer but fails to explain surprised/not surprised</p> <p>eg 'Germany's navy was not as strong as Britain's. This was a speech by the Kaiser to his navy. It was morale boosting after the Battle of Jutland as can be seen in the tone and language. He uses 'hammer blow and Britain's 'world supremacy disappearing.'</p>	3	
		<p>Level 3</p> <p>Explains surprise/not surprised in relation to purpose of source</p> <p>eg 'I am not really surprised at this source. It was issued by the German government to show what a great job the German navy was doing. This was a form of propaganda to keep German spirits high and to cause worry among the British.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Surprised OR not surprised by content of source checking against contextual knowledge</p> <p>eg 'I am surprised as this was the only major sea battle of the war. It was an attempt by Germany to break the blockade but was unsuccessful because of the greater strength of the British navy. Their only hope was the use of submarines. Claiming success was surprising as the German navy never re-appeared.'</p> <p>OR</p> <p>eg 'I am not surprised by what the German statement said in terms of the British Fleet being beaten as Germany claimed a success. The Germans had the best of exchanges and actually sank fourteen British ships whilst the British only sank eleven German ships.'</p>	5	
	<p>Level 5</p> <p>Surprised AND not surprised by content of source checking against contextual knowledge</p> <p>Both sides of Level 4.</p>	6	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'A man is pointing to two pictures relating to Germany.' 'In one picture people are starving and in the other they are well-fed.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'The naval blockade is not affecting every German.' 'Germany is giving different views of the blockade.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND /OR contextual knowledge</p> <p>eg 'The naval blockade is not affecting every German as the cartoon shows a well-fed German family.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The main message of the cartoon relates to a GB attack on German attitudes/‘two-faced’ approach Germany is using to disseminate information/boost morale.</p> <p>eg ‘Germany is pushing the view that innocent people are paying the price for the blockade.’ ‘The message is that Germany is lying to its own people.’ ‘Germany cannot be trusted.’ ‘Germany is two-faced.’ ‘Britain is saying Germany is trying to gain sympathy from other countries.’</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The message of the cartoon is to point out to the British that Germany is finding it necessary to boost morale by lying to its own people and other countries. This can be seen from the starving people on the left of the cartoon and the well-to-do on the right.’</p> <p>OR</p> <p>eg ‘The message of the cartoon is to point out to the British that Germany is finding it necessary to boost morale by lying to its own people and other countries. Throughout the First World War, the British navy imposed a blockade to prevent Germany from importing food and materials by sea. Although there is some disagreement about the amount of suffering this caused, it certainly put pressure on Germany.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. Why was this postcard published? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The postcard shows the German navy with greenery growing out of it.' 'The German navy is gathering cobwebs.'</p>	1	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'The German navy is immobile/in port/rotting away.'</p>	2	
		<p>Level 3</p> <p>Secondary message supported by source AND /OR contextual knowledge</p> <p>eg "The German navy has not moved from port. This is shown in the postcard by the cobwebs and the vegetation growing out of the boat. It has also been given the name Stikphastz.'</p>	3	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The message is one of making fun of the German navy which is not fighting.</p> <p>eg 'The message is that the German navy is not a threat.' 'The British navy has been successful.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains message of source</p> <p>eg ‘The message of the postcard was to inform the British public of the ineffectual nature of the German navy which after the Battle of Jutland went back to port to stay.’</p>	5	
	<p>Level 6</p> <p>Asserts purpose of the poster but with no development</p> <p>Purpose is about raising morale for the war effort.</p> <p>eg ‘The purpose of the postcard was to increase support for war effort/increase morale of the British public.’</p>	6	
	<p>Level 7</p> <p>Valid explanation of purpose</p> <p>eg ‘The purpose of the postcard was to increase support for war effort/increase morale by the British public. Many considered the German navy a threat. This cartoon was saying to the British people that the Royal Navy had seen off the German navy. The Battle of Jutland had sent the German navy back to port.’</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>Describe the Alliances which existed between European countries before 1914.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Europe was divided into two armed camps.'</p> <p>'There was the Triple Alliance of Germany, Austria-Hungary and Italy.'</p> <p>'In 1904 an agreement, 'The Entente Cordiale', meaning 'Friendly Understanding' was signed between Britain and France.'</p> <p>'There was the Triple Entente consisting of Britain, France and Russia.'</p> <p>'In 1907 Britain made a similar agreement with Russia.'</p> <p>'Since 1892 Russia had been in alliance with France.'</p> <p>'The Dual Entente existed between Russia and France.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	Explain why there was a crisis over events in Morocco in 1905. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'The Kaiser was involved.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'The Kaiser wanted to test the strength of the Entente.' 'France was extending her Empire.' 'Germany was increasing in power.' 'The Kaiser was humiliated.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'France wanted Morocco to complete her empire in North Africa. Under the Entente Cordiale France had a free hand in Morocco. The Kaiser decided he would interfere. The Kaiser wanted to test the strength of the Entente and believed he could split the agreement. He did not believe Britain would stand by France over Morocco. But they did.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following were equally important reasons for rising tension between the Great Powers before 1914: (i) the race for naval supremacy; (ii) events in Morocco in 1911; (iii) the Balkan Wars 1912–1913: How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Both Britain and German tried to get naval power.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>eg ‘Each country tried to build bigger and more powerful ships.’ ‘The Kaiser sent a gunboat to Agadir.’ ‘In 1912 Austria was alarmed by Serb actions.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of ONE factor</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany’s army was already powerful and Britain feared German world domination if it had the strongest navy as well. Britain needed the strength of its navy to protect its empire.’</p> <p>OR</p> <p>‘In 1911 the French tried to take over Morocco again. The Kaiser’s response was to send a gunboat to Agadir. The British feared he wanted to set up a naval base in Agadir.’</p> <p>OR</p> <p>‘In 1912 the armies of the Balkan League, including Serbia, drove Turkey out of Europe. Austria was alarmed by this as Serbia emerged as the strongest Balkan state. Austria wanted to crush Serbia but the Great Powers forced a peace settlement on the victorious states. Increasingly, Russia supported Serbia which meant war was closer as Austria was determined to deal with Serbia.’</p>	4–5	
	<p>Level 4</p> <p>Explains importance of TWO OR THREE factors</p> <p>Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L3.</p>	6–9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘equal importance’ Considers equally/more/less importance in relation to rising tension.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>Describe events in Sarajevo on 28th June, 1914.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Archduke Franz Ferdinand and his wife were on a formal visit to Sarajevo.'</p> <p>'A group of students called 'the Black Hand Gang' crossed from Serbia in order to assassinate the heir apparent.'</p> <p>'A hand-bomb was thrown at the Archduke's car, but it rolled back and injured bystanders.'</p> <p>'After visiting the town hall, the couple went to see the injured and the planned route was changed but the driver took the wrong direction. He stopped at Appel Quay and here Gavrilo Princip shot the Archduke and his wife.'</p> <p>'The Archduke's wife died immediately and he died within a few minutes.'</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain how the Schlieffen Plan contributed to the outbreak of war. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'It was important because it was a plan.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'France felt threatened.' 'It resulted in an ultimatum to Russia.' 'It was a 'strike first' policy.' 'It gave Germany an element of surprise.' 'It avoided war on two fronts.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Russia was mobilising but France showed no signs of going to war to help the Russians. This meant the Russian army would be mobilised before Germany had a chance to defeat the French putting them in the position of fighting a war on two fronts.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The actions of the following countries in 1914 were important in causing war: (i) Austria-Hungary; (ii) Britain; (iii) Russia. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were all linked and responsible.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes actions</p> <p>eg 'Austria-Hungary was aggressive against Serbia.'</p> <p>'Austria-Hungary had Germany's support.'</p> <p>'Britain had sympathy for 'little' Serbia being invaded by Austro-Hungary.'</p> <p>'The issue of Belgium and the 'Scrap of Paper'.'</p> <p>'Russia defended Serbia.'</p> <p>'Russia was the first to order mobilisation.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains actions of ONE country</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Austria-Hungary intended the ultimatum to Serbia to be rejected, and also expected Russia to start to mobilise particularly after the bombardment in Belgrade. Despite Germany encouraging negotiation, the Austro-Hungarians proceeded to bring both Russia and Germany into their war with Serbia. If Austria-Hungary had not been aggressive it is likely Germany would not have entered into their war with Serbia.</p> <p>OR</p> <p>eg ‘The invasion of Belgium by the Germans annoyed the British. Britain had guaranteed the neutrality of Belgium in a future war. Britain did not want a major country to occupy Belgium and use it as a base to invade Britain. The consequences of not intervening would be bad for Britain. If Germany defeated France then the Kaiser would dominate Europe. Britain was allied to France.’</p> <p>OR</p> <p>eg ‘Russia’s decision to defend Serbia against Austria-Hungary did escalate the crisis. This increased the likelihood of its Alliance partners Britain and France becoming involved. The thought of the increasingly powerful Triple Alliance taking control of the Balkans may well have triggered war without Russian intervention. Additionally the Russian government was the first to order mobilisation encouraging similar moves by other European powers.’</p>	4–5	
	<p>Level 4</p> <p>Explains actions of TWO OR THREE countries</p> <p>Maximum of eight marks for answer lacking balance. Developed explanation to be given two marks within L4.</p>	6–9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘equal importance’</p> <p>Considers equally/more/less importance in relation to causing war.</p>	10	

PART 2: DEPTH STUDY – END OF EMPIRE, c.1919–1969

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. Why was this cartoon published in 1942? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'There is a tiger with the words 'Indian Disunity' on it.' 'A man is waving a British flag.'</p>	1	
		<p>Level 2</p> <p>Focus on content of source with no valid message or purpose</p> <p>eg 'In 1942 Churchill sent a delegation to India led by Sir Stafford Cripps. Cripps was a Labour Party minister and a friend of Nehru and Ghandi. The British policy was unsuccessful.'</p>	2	
		<p>Level 3</p> <p>Asserts message of the poster but with no development</p> <p>eg 'The message of the cartoon is that Britain is offering India an opportunity for change.' 'This is India's chance to become united.'</p>	3	
		<p>Level 4</p> <p>Explains message of source using source OR contextual knowledge</p> <p>eg 'The message of the cartoon is that Britain is offering India an opportunity for change. This is shown by 'A New British Policy' on the flag and the words 'now's your chance'.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>eg 'The purpose of the cartoon is to encourage the warring factions to show unity.'</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The purpose of the cartoon is to encourage the warring factions to show unity. The Congress, the Muslims and the Princes are being encouraged to shoot away disuniting and adopt the 'New British Policy'.'</p>	6	
	<p>Level 7</p> <p>Level 6 + context of 1942</p> <p>In 1942 India was offered dominion status.</p>	7	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that express surprise using surface features of source/general assertions/everyday empathy</p> <p>eg 'I am surprised the two Indians were dancing on a train.' 'I am not surprised the Indians were happy.'</p>	1–2	
		<p>Level 2</p> <p>Valid answer but fails to explain surprised/not surprised</p> <p>eg 'Many Indians were happy as they were aware that the newly elected Labour government would have a different policy to the one followed by the now defeated Conservative government and that independence would follow.'</p>	3	
		<p>Level 3</p> <p>Explains purpose of source</p> <p>eg 'I am not really surprised by this source. It was published by an Indian to develop awareness that different views about Indian independence were held by the British and the Indians and this is shown by the idea that 'the British were disgusted'.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Surprised OR not surprised by content of source checking against contextual knowledge</p> <p>eg ‘I am not surprised as for some time the people of Indian had wanted changed and this would only come about if the government of Britain changed. This was the news they heard and so they were elated and celebrated. ‘</p> <p>OR</p> <p>eg ‘I am surprised they were celebrating as they must have known that decisions about India would not be easy as the religious differences in India were a major issue which could cause major violent problems.’</p>	5	
	<p>Level 5</p> <p>Surprised AND not surprised by content of source checking against contextual knowledge</p> <p>Both sides of Level 4</p>	6	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The source shows an elephant with a man descending a ladder.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Nehru is controlling India.' 'Jinnah is causing disruption to India.' 'The lady is looking apprehensive.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Nehru is in charge of India as he is shown driving the elephant which is labelled India.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>eg 'The main message of the cartoon is that India is on its own.' 'Jinnah is not pleased that Nehru is controlling India.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The main message of the cartoon is that India is on its own. I can tell this by the fact that the person on the ladder is waving goodbye to Nehru and Nehru is waving back.’</p> <p>OR</p> <p>eg ‘The main message of the cartoon is that India is on its own and Jinnah is not pleased. Jinnah took India’s Muslims into the horror and bloodletting of civil war.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>Describe the extent of the British Empire immediately after the First World War.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The Dominions – the 'white commonwealth' of Canada, Australia and New Zealand.'</p> <p>'Areas of Africa.'</p> <p>'India.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	<p>Explain why it was becoming increasingly difficult for Britain to rule its Empire by 1939.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Views about empires were changing.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg 'Because of the increased demand for independence.' 'The dominions wanted to redefine their relationship with Britain.' 'The cost of maintaining an administration was becoming prohibitive.' 'American views were changing.' 'The impact of the Depression on Britain.'</p>	2–3	
		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Whilst nationalism was less defined amongst white controlled dominion states of the empire there was a powerful post-war drive amongst the dominions to redefine their relationship with Britain. The key issue was the demand to have control over their own foreign policies and be recognised as sovereign states in their own right.'</p>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following were equally important reasons for the ending of the British Empire: (i) the Suez Crisis; (ii) Labour's victory in the 1945 election. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Times and situations had changed.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>eg 'Britain's debt meant money was not available for the Empire.' 'The Labour Party did not hold traditional and imperialistic views.' 'Britain lost international support.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of the Suez Crisis OR Labour’s victory in the 1945 election</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Britain no longer held the world power it once had. An example of this was the Suez Crisis. By invading Egypt, Britain had succeeded in mobilising international opposition against what was seen as aggressive imperialism. They were condemned by both the USA and the USSR and without USA support were forced to withdraw.’</p> <p>OR</p> <p>eg The Labour Party was voted into office after the war with their ideals of socialism which did not fit in with the concept of Empire. They did not hold traditional and imperialistic views. They quickly acknowledged that the Empire had no future. There was a shortage of money and the Labour Party wanted to use their money on rebuilding Britain rather than on preserving the Empire.’</p>	4–6	
	<p>Level 4</p> <p>Explains importance of the Suez Crisis AND Labour’s victory in the 1945 election</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘equal importance’</p> <p>Considers equally/more/less importance in relation to the ending of the British Empire.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>What happened at Amritsar in 1919?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg ‘Mobs took to the streets.’ ‘They were defying the Rowlatt Act which was passed to prevent political unrest.’ ‘A bank was stormed, three staff murdered and their bodies burnt.’ Thousands of unarmed Sikhs met near the Golden Temple.’ ‘General Dyer gave the order to fire on the unarmed Indian crowd.’ ‘The bodies of the 379 people were left out in the open overnight because of the curfew.’</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain why the Government of India Act (1919) was passed. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'To make changes.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'To introduce self-government.' 'To help introduce the concepts of democracy and freedom.' 'To accommodate changes in attitude brought about by the war.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Britain was committed to allowing Indians to govern themselves, but within the context of the British Empire. Montagu travelled extensively in India listening to opinion and also viewing the complex bureaucracy first hand. His findings were the basis of the Act which divided power (unequally) in the provinces. This was called 'dyarchy'.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally important in increasing the pressure for Indian independence during the inter-war years: (i) Gandhi; (ii) Nehru. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Yes they both had an impact.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg ‘It was helped by Gandhi’s acts of civil disobedience.’ ‘Nehru had links to the British government.’ ‘They were interested in Indian participation in their own government.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains impact of Gandhi OR Nehru on moves to independence</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Gandhi became a leading figure in the Indian National Congress Party and the Nationalist movement. He promoted the ideas of non-violent civil disobedience in order to make British rule of India impossible. He advocated self-reliance and the non-importation of British manufactured goods. He was able to appeal to the masses and disrupt British rule through them. Over the issue of the untouchables Gandhi was prepared to fast-unto-death. This became a problem for the British and because they and Congress did not want him to die in this way, a compromise was reached prior to the India Act of 1935.</p> <p>In 1942 he introduced the quit India campaign which resulted in riots, killings and the destruction of government property.’</p> <p>OR</p> <p>eg ‘Nehru was one of four labelled the ‘young hooligans. He was attracted to socialism which Gandhi viewed as radical. He was totally opposed to dominion status and spoke strongly of his opposition. This gave a voice to the opinions of Congress in the British press and the House of Commons. Nehru, an atheist, thought, wrongly, that the religious divisions were being exaggerated and that they would diminish as India became independent. He thought the British would grant independence to a united country.’</p>	4-6	
	<p>Level 4</p> <p>Explains impact of Gandhi AND Nehru on moves to independence</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7-9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘equal importance’</p> <p>Considers equally/more/less importance in relation to the pressure for independence.</p>	10	

PART 2: DEPTH STUDY – THE USA, 1945–1975: LAND OF FREEDOM?

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. How useful is this source as evidence about the treatment of African Americans after the Second World War? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Useful for what it tells us AND/OR Stock evaluation</p> <p>eg 'It tells us black soldiers were beaten.' 'It's only one source.'</p>	1	
		<p>Level 2</p> <p>Useful in relation to provenance</p> <p>eg 'It's the US president speaking so it must be true and what he is saying must be useful.'</p>	2	
		<p>Level 3</p> <p>Limitations of source</p> <p>eg 'It is only part of the story - it does not tell us about the segregation of black people.' 'It does not tell us that World War Two changed the attitudes of some white people towards black people.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Usefulness in terms of message/purpose</p> <p>'It is useful as the President is giving a clear message that something wrong has taken place. It is useful as it is clear the President is unhappy that those in the armed services representing their country are treated in this way. The President wants to change attitudes.'</p>	4	
	<p>Level 5</p> <p>Usefulness checked against contextual knowledge OR Limitations checked against contextual knowledge</p> <p>eg 'The source is useful because it highlights the appalling treatment of black soldiers returning from the war. Many African Americans had served in the war for their country, some of them fighting in black only battalions sent to the most dangerous parts of the battlefield. They believed that their loyalty and courage may change the attitudes of white people, but this source shows that nothing had changed and they were still subject to violent treatment.'</p> <p>OR</p> <p>eg 'This source has limitations as it only tells us about violence towards black Americans. It does not tell us about the segregation of black people – black Americans lived in the worst areas of towns and cities and had separate schools and hospitals.'</p> <p>'This source does not tell us that World War Two did change the attitudes of many white people in the armed forces, who saw for themselves the bravery and hard work of the black Americans. In 1946 the navy was desegregated and in 1948 segregation in the other forces came to an end.'</p>	5	
	<p>Level 6</p> <p>Both sides of Level 4</p>	6	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. Why was this cartoon published in 1962? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'It tells us about schools.' 'It is the little girl's birthday.' 'Some children attend all black schools.'</p>	1–2	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'In 1954 Chief Justice Warren of the Supreme Court ruled that schools should be integrated. The judgement did not say how this was to happen, just that it should be carried out at the earliest possible speed.'</p>	3	
		<p>Level 3</p> <p>Asserts message of source but with no development</p> <p>The main message relates to the fact that Supreme Court action has not yet been implemented/raising awareness of delays.</p> <p>eg 'The main message of this cartoon is that people are disappointed that progress towards the integration of schools is so slow.' 'There is still segregation.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message of cartoon using source and/or contextual knowledge</p> <p>eg ‘The message of this cartoon is that people are disappointed that progress towards the integration of schools is so slow. Eight years after the Supreme Court decision many black children still attended schools for black children only as can be seen by the sign on the school.’</p>	5	
	<p>Level 5</p> <p>Asserts purpose of cartoon but with no development</p> <p>The purpose is to encourage action/criticise delays.</p> <p>eg ‘This cartoon was published in 1962 because the cartoonist wanted the authorities to take action to ensure that the Supreme Court’s decision to end segregation in schools was actually carried out.’</p>	6	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg ‘This cartoon was published in 1962 because the cartoonist wanted the authorities to take action to ensure that the Supreme Court’s decision to end segregation in schools was actually carried out. In 1962, eight years after this decision, segregated schools still existed in Mississippi, South Carolina and Alabama. Some southern states had passed laws and resolutions to try to ensure that schools remained segregated.’</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'A black man is standing at a bus stop.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message only</p> <p>eg 'Black people do not want to get on this bus.' 'He is refusing to get on this bus.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by source AND/OR contextual knowledge</p> <p>eg 'Black people do not want to get on this bus. I know this as the black man at the bus stop is saying, 'I'm not going your way.'</p>	4	
		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is highlighting the fact that segregation is still taking place.</p> <p>eg 'The main message of this cartoon is that segregation is still happening.' 'The main message of this cartoon is that black Americans are trying to stop segregation.'</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message of this cartoon is that black Americans are trying to stop segregation. The black American is refusing to get on the bus because it says segregation on it.'</p> <p>OR</p> <p>eg 'The message of this cartoon is that black Americans are trying to stop segregation. Thousands of black people living in Montgomery, Alabama began a boycott of buses to protest about racially segregated buses in the city.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>What was the Nation of Islam Movement?</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The Nation of Islam was a group of black people who shared many Muslim beliefs.'</p> <p>'Its members replaced their surnames (often the name of the slave owner who had owned their ancestors) with the letter X.'</p> <p>'Its most famous member was Malcolm X.'</p> <p>'Its members believed that attempts at integration in America had failed.'</p>	4	

Question		Answer	Marks	Guidance
5	(b)	Explain the effects of the Voting Rights Act of 1965. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'It improved rights.'	1	
		Level 2 Identifies AND/OR describes (One mark for each point.) eg 'It stopped states from imposing their own literacy tests.' 'More black people would be able to vote.' 'Federal examiners checked voter registration.' 'It investigated suspected racial discrimination.'	2–3	
		Level 3 Explains ONE effect (Four marks for a basic explanation, five marks for a developed explanation.) eg 'Many more black Americans were able to register to vote as individual states could no longer impose their own literacy tests which had been so difficult that many black Americans did not qualify to register.'	4–5	
		Level 4 Explains TWO effects	6	

Question		Answer	Marks	Guidance
5	(c)	<p>The following were equally important in the campaign for civil rights in the 1960s: (i) Martin Luther King; (ii) President Johnson. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge.</p> <p>eg 'They both helped people.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Martin Luther King was involved in the March on Washington in 1963.' 'Martin Luther King visited Albany to show his support for the Albany Movement.' 'Martin Luther King advocated peaceful demonstration.' 'President Johnson introduced the Civil Rights Act in 1964.' 'President Johnson appointed the first ever black Americans to the White House Cabinet and the Supreme Court.' 'President Johnson passed the Voting Rights Act.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of Martin Luther King OR importance of President Johnson</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Martin Luther King always stressed that protest should be non-violent. He was able to plan and organise the Washington March as a peaceful protest, involving thousands of people. The civil rights movement gained much respect through the positive media coverage of the event. This was an important reason why a new civil rights law was introduced in 1964.’</p> <p>OR</p> <p>‘President Johnson signed the Civil Rights Act in 1964. This Act made it illegal for local governments to discriminate in areas such as housing and employment. This was part of his vision of a ‘Great Society’, with an end to poverty and racial injustice.’</p>	4–6	
	<p>Level 4</p> <p>Explains importance of Martin Luther King AND importance of President Johnson</p> <p>Both sides of Level 3.</p> <p>Maximum of 8 marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7–9	
	<p>Level 5</p> <p>Level 4 + evaluation of ‘equal importance’</p> <p>Considers equally/more/less importance in relation to civil rights.</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>Describe the terms and effects of the Immigration Act of 1965.</p> <p>Target: AO1</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It abolished the national origins system.'</p> <p>'It led to an increase in Hispanic entry to the USA from Mexico.'</p> <p>'More people from the US territory of Puerto Rico came to the USA.'</p> <p>'Preference was given to those who had relatives already in the USA.'</p>	4	

Question		Answer	Marks	Guidance
6	(b)	Explain why Native Americans demonstrated at Wounded Knee in 1973. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge. eg 'Because of their treatment.'	1	
		Level 2 Identifies AND/OR describes (One mark for each point.) eg 'Wounded Knee was the place where Native Americans had been massacred by US government forces in the past.' 'There was a trading post at Wounded Knee.' 'They were protesting against discrimination.' 'They were demonstrating against the Bureau of Indian affairs (BIA).'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation, five marks for a developed explanation.) eg 'Wounded Knee was a symbol of continued poor treatment of Native Americans by the American government. They wanted the government to stop the exploitation of Native Americans; they believed the local BIA head agent was mishandling federal funds which were meant to be spent on improving conditions for the local Native American people.'	4–5	
		Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally successful in gaining civil rights: (i) Native Americans; (ii) Hispanic Americans. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Target: AO1, 2, Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were both successful.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Native Americans protested about the activities of the Bureau of Indian Affairs (BIA).' 'Native Americans hired lawyers to press their claims for land ownership.' 'In 1974 the Indian Child Welfare Act was passed.' 'Rodolfo Gonzales founded the Crusade for Justice in Denver.' 'Chavez founded the National Farm Workers' Association in 1962.' 'In 1966 Chavez led a strike for higher wages and safer working conditions.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains Native Americans OR Hispanic Americans</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Members of the American Indian Movement (AIM) occupied the trading post at Wounded Knee to protest against discrimination. The government operation against them attracted nationwide publicity and Nixon had to act to address their grievances.'</p> <p>OR</p> <p>'Cesar Chavez founded the National Farm Workers' Association (NFWA), hoping to establish a union to provide welfare support for Chicano workers. In addition to providing a credit union and an insurance scheme, the NFWA had advisors who would help Chicano families to ensure they were treated fairly by the local authorities.'</p>	4-6	
	<p>Level 4</p> <p>Explains Native Americans AND Hispanic Americans</p> <p>Both sides of Level 3.</p> <p>Maximum of 8 marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7-9	
	<p>Level 5</p> <p>Level 4 + evaluation of 'equally successful'</p> <p>Considers equally/more/less importance in relation to civil rights.</p>	10	

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