



SPECIMEN

General Certificate of Secondary Education

A013

**History B (Modern World)
Aspects of International Relations, and
The USA 1919–1941**

Specimen Paper

Time: 2 hours

Candidates answer on a separate answer booklet

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your centre number and candidate number in the spaces provided on the answer booklet.
- Use black ink only.
- Read each question carefully and make sure you know what to do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations (Sections A and B)

and

Part 2: Depth Study The USA 1919–1941.

In Part 1: Aspects of International Relations, choose **one** of the following sections:

Either
Or

Section A: The Cold War, 1945–1975

Section B: A New World? 1948–2005.

Then answer **Question 1 OR Question 4** and **one** other question from the section you have chosen.

In Part 2: Depth Study, The USA 1919–1941, answer **Question 7** and **one** other question.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: **Part 1:** Section A and B, Questions 2, 3, 5 and 6, **Part 2:** Questions 8 and 9.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **12** pages.

Part 1: Aspects of International Relations

Section A: The Cold War, 1945–1975

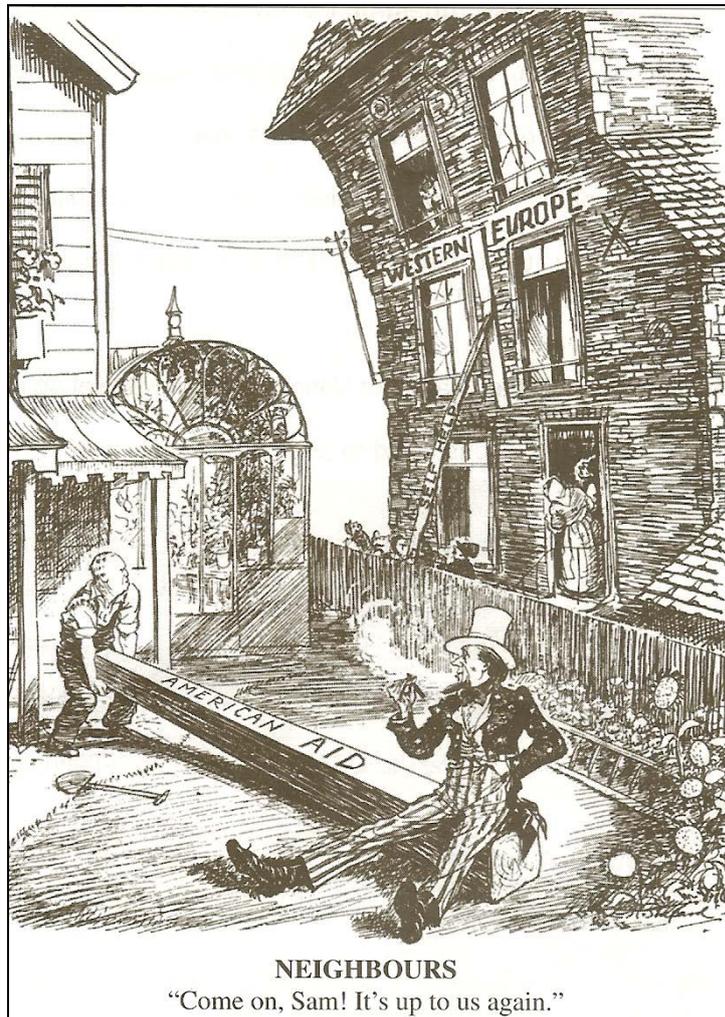
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



An American cartoon about the Marshall plan, published in 1947.

- 1 (a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

[7]

- (b) Explain why the Soviet Union blockaded West Berlin in 1948.

[8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** What happened in the Bay of Pigs invasion of 1961? [4]
- (b)** Why did Khrushchev send missiles to Cuba in 1962? Explain your answer. [6]
- (c)** 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

- 3 (a)** Who were the Vietcong? [4]
- (b)** Explain the reasons why the USA became involved in Vietnam. [6]
- (c)** Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

Section A total [41]

Part 1: Aspects of International Relations

Section B: A New World? 1948–2005

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 4 and EITHER Question 5 OR Question 6.

You should spend about 15 minutes on Question 4.

- 4 Study the source carefully and then answer the questions which follow.

Source A



A cartoon published in an English newspaper, December 1980.

- 4 (a) Study Source A.

What is the message of this cartoon? Use the details of the cartoon and your knowledge to explain your answer. [7]

- (b) Explain why communism collapsed in Eastern Europe during the 1980s. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 5 (a)** What were the main aims of the Provisional IRA? **[4]**
- (b)** Explain why the Palestine Liberation Organisation (PLO) used terror and violence. **[6]**
- (c)** How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

- 6 (a)** Describe the main events in the invasion of Iraq in 2003. **[4]**
- (b)** Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer. **[6]**
- (c)** 'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

Section B total [41]

Part 2: Depth Study

The USA 1919–1941

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You should spend about 70 minutes on this section.

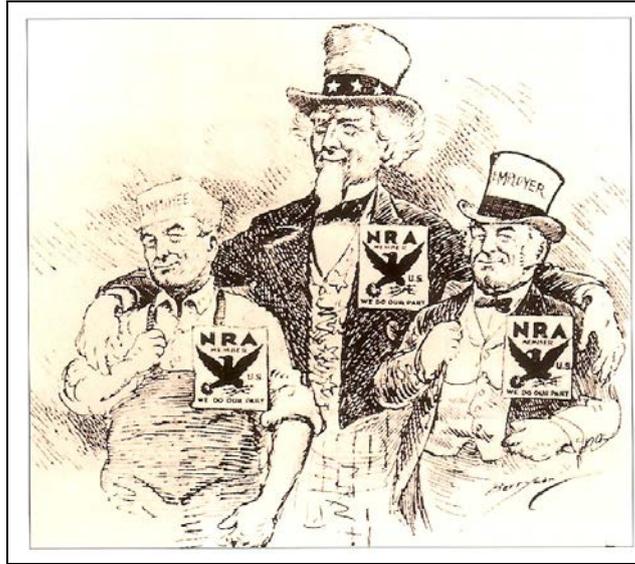
Answer Question 7 and ONE other question.

- 7 Study the sources carefully and then answer the questions which follow.

Source A



An American cartoon published in 1933. The two men are Roosevelt and Hoover.

Source B

An American cartoon published in 1933.

Source C

The CCC, the PWA, and other alphabet agencies made work for millions of people. The money they earned began to bring back life to the nation's trade and businesses. More customers appeared in the shops. As people started to buy again, shopkeepers, farmers, and manufacturers began to benefit from the money the government was spending on work for the unemployed. This process was described by Roosevelt as 'priming the pump'.

An American historian's view of the New Deal. It was published in 1966.

7 (a) Study Source A.

What is the message of this cartoon? Use the source and your knowledge to explain your answer.

[6]

(b) Study Source B.

Why was this cartoon published in 1933? Use the source and your knowledge to explain your answer.

[7]

(c) Study Source C.

'Roosevelt's New Deal was a complete success.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.

[7]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 8** (a) What problems did black people face in the USA during the 1920s? [4]
- (b) Explain why American farmers faced problems during the 1920s. [6]
- (c) How far do you agree that American industry boomed in the 1920s because of Republican policies? Explain your answer. [10]
-
- 9** (a) Describe the main features of stock market speculation in the USA during the 1920s. [4]
- (b) Explain the causes of the Wall Street Crash. [6]
- (c) The following were consequences of the Wall Street Crash in the USA between 1929 and 1932:
- (i) mass unemployment
 - (ii) the collapse of banks
 - (iii) homelessness.
- Which of these consequences do you think was the most important? Explain your answer referring only to (i), (ii) and (iii). [10]

Paper 2 total [40]

Paper Total [81]

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Copyright Acknowledgements:

Sources:

Section A 1(a): Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980

Section B 4(a): From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, 1999, p 208

The USA 1919–1941

7a) and 7b): From *Modern World History*, Ben Walsh, John Murray, 2001, p 219

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A013

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 81

SPECIMEN

This document consists of 36 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a sound response in context.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the cartoon is that Europe should be receiving help from the USA. Western Europe is shown as an old, falling-down house propped up by a thin plank of wood labelled 'self help', indicating that Europe is having a struggle supporting itself. American aid on the other side of the fence is shown as the strong support needed to keep the house up. Europe was exhausted and poor after the Second World War. In these conditions it was thought communism would flourish and so Truman decided the USA would offer help to stop the spread of communism. This cartoonist is clearly arguing that America has very good reasons for coming to the aid of Europe.</i></p>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
1 (b)	<p>Q: Explain why the Soviet Union blockaded West Berlin in 1948.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why the Soviet Union blockaded West Berlin in 1948. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge and understanding of why the Soviet Union blockaded West Berlin in 1948. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the Soviet Union blockaded West Berlin in 1948.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In 1945 Berlin was divided into zones run by Britain, France, the USA and the USSR. Stalin blockaded West Berlin in 1948 because he hoped to drive the Western Powers out of Berlin altogether. Stalin opposed the introduction of a new currency and economic recovery in the Allied zones. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet Eastern Germany. He wanted the Western Allies to pull out after Germany had been starved into surrender leaving it dependent on the USSR. Stalin believed the Western Allies had no right to be in Berlin. They saw them as a threat to the communist way of life and this was emphasised by showing off the capitalist way of life. Stalin saw this as a threat as Germany would become strong and threaten the USSR.</i></p>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
2 (a)		4	
	<p>Q: What happened in the Bay of Pigs invasion of 1961?</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>A force of 1,400 exiles landed on Cuba.</i> • <i>Met by 20,000 Cuban troops.</i> • <i>The exiles were captured or killed.</i> • <i>Kennedy was humiliated.</i>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Why did Khrushchev send missiles to Cuba in 1962? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why Khrushchev sent missiles to Cuba in 1962 and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why Khrushchev sent missiles to Cuba in 1962 and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about missiles in Cuba in 1962.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Khrushchev sent nuclear missiles to Cuba in 1962 because he wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey. Also, he wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs. Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it.</i></p>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
2 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.</p>
	<p>Q: ‘The Cuban Missile Crisis was never a threat to world peace.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Cuban Missile Crisis in order to explain how far they agree that it was never a threat to world peace. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the Cuban Missile Crisis in order to explain both sides of the argument about whether it was never a threat to world peace. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the Cuban Missile Crisis in order to give one side of the argument about whether it was never a threat to world peace. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is probably not right to say that the Cuban Missile Crisis was never a threat to world peace at all. In fact it could be argued that the threat was very real. When the Americans discovered the missile sites on Cuba they wanted the warheads on Cuba to be dismantled immediately or else they would attack Cuba. At this stage there was a real fear of a nuclear war starting. Castro actually suggested that Khrushchev should get in the first strike. Following the first letter from Khrushchev, the Americans did not know what to do. The military leaders recommended an immediate air attack on Cuba and Robert Kennedy gave the Soviet Ambassador an ultimatum that if the missiles were not removed the US would attack Cuba.</i></p> <p><i>However, it could be argued that Khrushchev never really intended to go to war and so the crisis was not really a threat to world peace. Khrushchev himself stated that he just wanted to protect Cuba following the Bay of Pigs incident. Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to John F Kennedy. Kennedy as well bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down. This all suggests that neither side really wanted war.</i></p> <p><i>On balance, it would seem that even though both sides faced huge pressures which could have pushed them towards war, both actually chose less hostile measures, which suggests that world peace was not threatened – Kennedy could have chosen to invade but did not whilst Khrushchev was merely pushing for concessions from the US.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to identify reasons for why the crisis was/was not a threat to world peace and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Cuban Missile Crisis.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
3 (a)		4	
	Q: Who were the Vietcong? One mark for each relevant point; additional mark for supporting detail. Allow one mark to a candidate who offers a general point only. 0 marks = no response or no response worthy of credit.	4	Answers could include <ul style="list-style-type: none">• <i>Soldiers.</i>• <i>Fighters that used guerrilla tactics.</i>• <i>Communists.</i>• <i>South Vietnamese.</i>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Explain the reasons why the USA became involved in Vietnam.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why the USA became involved in Vietnam. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the USA became involved in Vietnam and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of why the USA was involved in Vietnam.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The USA became involved in Vietnam because US governments were afraid that communism would spread from Vietnam across all of Asia. This was known as the Domino Theory. This said that if one country became communist it would spread to the next country and then to the next. They were worried that if South Vietnam was taken over by the Vietcong and North Vietnam became communist then it would spread to nearby countries and before long the whole of South-East Asia would become communist. Another reason why the USA got involved was the Cold War. This was a struggle between East and West which was often fought out between countries other than Russia and America and this is what was happening in Vietnam.</i></p>

Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
3 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.</p>
	<p>Q: Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain which was the more important factor in the USA's failure in Vietnam. They produce a well developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain both sides of the argument about which was the more important factor in the USA's failure in Vietnam. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the USA's failure in Vietnam to explain either the military tactics of the Vietcong or public opinion in the USA was the most important factor. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There is no doubt that both factors are important. Vietcong tactics and public opinion in the USA both played a role in the USA's failure in Vietnam.</i></p> <p><i>The tactics of the Vietcong were important because the Americans were not used to fighting against a force using guerrilla tactics which meant avoiding conventional big battles. The American army wasn't trained to deal with these tactics and they had difficulty distinguishing Vietcong from ordinary villagers. The Vietcong knew the countryside well and could launch surprise attacks and then disappear. This was why the Americans were losing the war. Their weapons were too big and clumsy to deal with these tactics. Americans made enemies of the South Vietnamese who then helped the guerrillas even more.</i></p> <p><i>However, public opinion was also important. Public opinion turned against the war, there were anti-war protests and thousands of students refused to serve in Vietnam when they were called up. By 1967 journalists began to ask difficult questions about the likelihood of American success. The Tet Offensive had a profound impact on attitudes towards American involvement in South East Asia and many Americans were disillusioned. Without the support of the public and media a victory would not be possible. In election campaigns both Republican and Democrat candidates campaigned to end US involvement in Vietnam because anti-war feeling was so strong they knew they would not be elected otherwise.</i></p> <p><i>Overall, I believe that the Vietcong tactics were the more important factor. These tactics forced the Americans into actions which alienated public opinion back home. If the Americans had been able to defeat the Vietcong they would not have lost support at home.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge of the USA's failure in Vietnam. They produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the USA's failure in Vietnam.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (a)		7	
	<p>Q: Study Source A. What is the message of this cartoon? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the main message and produce a sound response in context.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The English cartoon is criticising the USSR and to a lesser extent the Polish government. It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that the USSR represented by the large man drawing a pistol was trying to claim that Solidarity was a threat when it wasn't and would take action on behalf of the Polish government. Solidarity was just a trade union trying to win demands off the Polish government like the right to strike. At this stage, 4 months after its formation, it was not viewed by its members as an alternative to the Communist Party.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (b)	<p>Q: Explain why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why communism collapsed in Eastern Europe during the 1980s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge of why communism collapsed in Eastern Europe during the 1980s. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were a number of reasons why communism collapsed in Eastern Europe during the 1980s but the key reason was that the Soviet leader Mikhail Gorbachev decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. As soon as it was clear these countries would not be supported by Russia communism would not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments. Also popular movements such as Solidarity contributed to instability within communist countries. In Poland the communist authorities had to make many concessions to Solidarity and this meant that communism was collapsing from within.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (a)		4	
	<p>Q: What were the main aims of the Provisional IRA?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>To get the British army and government out of Northern Ireland.</i> • <i>To unite Northern Ireland with the rest of Ireland.</i> • <i>To protect Catholics against discrimination.</i> • <i>To reinvigorate the IRA.</i>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (b)		6	
	<p>Q: Explain why the Palestine Liberation Organisation (PLO) used terror and violence.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why the PLO used terror and violence and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the PLO used terror and violence and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge and understanding of why the PLO used terror and violence.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The reasons why the PLO used terror and violence were complex. The PLO believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War; however, this did not happen. As a result, many Palestinians became refugees living in refugee camps. As Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies, they have used other ways. The PLO believed that the only way that they would get Palestine back as their own country is by using violence. Others had different views for example, diplomacy and international negotiation.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (c) 		16	✍ This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of different terrorist groups and their methods in order to explain how far they agree that different terrorists have used the same methods since 1969. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of different terrorist groups and their methods in order to explain both sides of the argument about whether different terrorist groups have used the same methods since 1969. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of different terrorist groups and their methods in order to give one side of the argument about whether different terrorist groups have used the same methods since 1969. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is not correct to say that different terrorist groups all use the same methods. In fact there are clear differences between the methods of particular terrorist groups. For example, some Palestinian terrorists believe that it is a good thing to die for a just cause. They believe that they will become martyrs and go to paradise if they die fighting the enemies of their religion. This has led to some becoming suicide bombers and being used to kill people in Israel. Hamas has used this tactic against Jewish settlers in the Gaza strip. The IRA have not used suicide bombers because they do not have the same religious beliefs. But some IRA terrorists have gone on hunger strike, like Bobby Sands, when they have been in prison. He died of his hunger strike.</i></p> <p><i>On the other hand, there are also similarities. For example, the main methods of the IRA throughout the 1970s and 1980s were shootings and bombings which have harmed civilians. In 1996 they set off huge bombs in London and Manchester. These kinds of tactics have also been used by al-Qaeda, who have set off bombs inside US embassies and twice attacked the World Trade Centre. Overall, although there might be some differences in the methods used by terrorist groups, they have one fundamental thing in common. This is that they are acting outside the law and they believe they have to do this because they think they have no means of bringing about change through the political system.</i></p>

Q	Answer	Marks	Guidance
5 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge of different terrorist groups and their methods and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of different terrorist methods.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (a)		4	
	<p>Q: Describe the main events in the invasion of Iraq in 2003.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>The invasion started in March.</i> • <i>The first stage was a missile attack (on the presidential palace) in Baghdad.</i> • <i>This was followed up with air-strikes.</i> • <i>Baghdad was captured in April.</i> • <i>British troops went into Basra.</i>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (b)		6	
	<p>Q: Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there was a breakdown in law and order in Iraq after the invasion. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there was a breakdown in law and order in Iraq after the invasion and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the invasion of Iraq.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Law and order broke down in Iraq after the 2003 invasion because the coalition invasion successfully destroyed the power of Saddam Hussein's regime but it did not have enough resources to control Iraq once Saddam had fallen. The situation was made worse because both the Iraqi army and police force were disbanded. Another reason was that many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. The Iraqi terrorists were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of the country. The Americans disbanded the army because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets with no one to control them.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: ‘The most important reason why the multi-national force invaded was the oil in Iraq.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain how far they agree that oil was the most important reason for the invasion. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain both sides of the argument about whether oil was the most important reason for the invasion. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of why the multi-national force invaded Iraq in order to give one side of the argument that oil was the most important reason for the invasion. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Oil was one factor in explaining the coalition invasion of Iraq but there were other factors as well. Certainly critics of the war said that attacking Iraq had nothing to do with terrorism, it was about justifying a huge rise in defense spending and gaining control of Iraq’s oil. Iraq held one of the world’s largest reserves of oil. US oil companies like Halliburton profited massively from the US invasion of Iraq as they got very profitable drilling contracts. However, there were other reasons apart from oil. For instance, George W Bush wanted to get rid of Saddam Hussein who had been causing problems for America. They were worried that he was building up nuclear weapons and germ warfare and that he could threaten the rest of the world with these. They were also worried by the fact that he had committed lots of human rights abuses in his own country. No political parties were allowed and opponents were tortured. Whole communities were wiped out. Britain and America decided on ‘regime change’. Also, if the government in Iraq was more co-operative with the West this would also be beneficial. On the whole, I think that oil and Saddam Hussein were equally important, because if Saddam Hussein had been friendly to the West, this would have meant that the West would have access to the oil, and the invasion would not have been necessary.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why the multi-national force invaded Iraq and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the multi-national force invaded Iraq.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (a)		6	
	<p>Q: Study Source A. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the period. They interpret the cartoon, explain the main message and produce a sound response in context.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the cartoon, explain a valid sub-message and produce a response in context.</p> <p>Level 1 (1–2 marks) Candidates describe the poster and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the cartoon is that Roosevelt (who won the 1932 presidential election) is doing something good which is throwing out Hoover's old policies, which are shown by the cartoonist as rubbish in the dustbin. The cartoon clearly illustrates the message, out with the old and in with the new. Hoover's failed policies included 'rugged individualism'. Hoover's policies had failed to deal with the worst effects of the Depression. Roosevelt was elected to replace Hoover and he promised new policies, Relief, Recovery and Reform, leading to social and economic change.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Study Source B. Why was this cartoon published in 1933? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of America in 1933. They interpret the purpose of the cartoon to produce a response explaining its intended impact in the context of 1933.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of America in 1933. They interpret the message of the cartoon and produce a response explaining why this message was published in the context of 1933.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of America in 1933, but they do not relate this to the message or purpose of the cartoon or they explain the message or purpose of the cartoon without setting it in the context of 1933.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The cartoon was published in 1933 to get American people working together instead of competing with each other as had been encouraged under Hoover. It shows the employer, employee and the state working together. The National Recovery Administration (NRA) was part of the New Deal. It improved working conditions in industry and set out fair wages and working conditions. It was voluntary but it stimulated the economy by not over-producing. The member firms used the blue eagle symbol of presidential approval. The cartoon was published in 1933 as this was the year the New Deal was introduced and the NRA was set up.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (c)		7	
	<p>Q: Study Source C. ‘Roosevelt’s New Deal was a complete success.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that Roosevelt’s New Deal was a complete success.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Roosevelt’s New Deal was a complete success.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Roosevelt’s New Deal was a complete success.</p> <p>Level 1 (1 mark) Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I agree to some extent with the interpretation that Roosevelt’s New Deal was a success but not a complete one. The source supports the interpretation by showing how people were given jobs so that they could then spend money to get the economy going. As the source shows, government actions contributed to further economic success – more food was bought so farmers and shopkeepers benefited and business and trade improved in general. So overall, the source highlights some of the main achievements of the New Deal, and I can support this from my own knowledge. The CCC was started in 1933 as were the PWA and the TVA. The TVA transformed the Tennessee valley region with a series of dams so that the dried-out land could be irrigated. The dams also created electricity and created thousands of jobs in an area badly hit by the Depression.</i></p> <p><i>However, the source is of limited use in supporting this interpretation because unemployment did not fall as much as it implies as many of the jobs created were not permanent and when the work was completed the men became unemployed again. Many people argue that it took the Second World War to solve the problem. In the early years of the war, when America was not involved, American industry was sending large amounts of military equipment and food to Europe and it was this that led to economic recovery more than the New Deal</i></p> <p><i>Overall therefore I disagree with this interpretation because although the economy improved during the 1930s, it was American involvement in the Second World War that completed the economic recovery.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (a)		4	
	<p>Q: What problems did black people face in the USA during the 1920s?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>Discrimination/persecution/segregation.</i> • <i>Unemployment/low pay/poverty.</i> • <i>The Ku Klux Klan.</i> • <i>A lack of equal rights.</i> • <i>Many black people were forced to live in poverty because they were only offered the lowest paid jobs.</i>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (b)		6	
	<p>Q: Explain why American farmers faced problems during the 1920s.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why American farmers faced problems in the 1920s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding in order to explain why American farmers faced problems in the 1920s and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of problems for American farmers in the 1920s.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The problems American farmers faced during the 1920s occurred for several reasons. After the war Europe imported far less food. Europe was poor after the war and also US tariffs stopped Europe exporting to the US. Up to 1920 more and more American land was being farmed. Improved larger machinery made US farming extremely efficient. This resulted in surpluses of food like wheat that nobody wanted. This resulted in a fall in prices and poverty among American farmers.</i></p> <p><i>Another reason was that American farmers were also struggling against competition from the highly efficient Canadian wheat producers who produced crops much more cheaply.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (c)		10	
	<p>Q: How far do you agree that American industry boomed in the 1920s because of Republican policies? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain Republican policies and at least one other factor as reasons for the boom in American industry. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain Republican policies and at least one other factor as reasons for the boom in American industry. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain Republican policies or one other factor as reasons for the boom in American industry. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>American industry boomed in the 1920s because of Republican policies but also for other reasons. Republican policies did help. The Republicans believed in a policy of non–interference known as ‘laissez-faire’, with the economy. Instead they encouraged the growth of industry by low taxation. This encouraged industrial growth and sales which were protected by the introduction of tariffs to prevent foreign competition.</i></p> <p><i>However, it wasn’t just Republican policies that caused the boom in industry. New technology brought a great demand for cars following the introduction of the production line by Ford. The widespread availability of cars created a demand for road improvements, petrol stations and mechanics. Mass production of cars made them cheaper so that demand rose.</i></p> <p><i>Overall, the boom was a result of a combination of these factors. Republican laissez-faire was not the only reason for the boom but it allowed businesses and individuals to take advantage of the new technologies such as the production line.</i></p>

Q	Answer	Marks	Guidance
8 (c)	<p>mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why American industry boomed in the 1920s and they produce a basic response. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why American industry boomed in the 1920s. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (a)		4	
	<p>Q: Describe the main features of stock market speculation in the USA during the 1920s.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>Large numbers of people bought shares.</i> • <i>They hoped to make a quick profit.</i> • <i>It was gambling on the stock market.</i> • <i>Money was borrowed to buy shares.</i> • <i>Some stock market speculators bought on the margin which meant that they did not have to pay the full value of the shares.</i>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Explain the causes of the Wall Street Crash.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain the causes of the Wall Street Crash. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding in order to explain the causes of the Wall Street Crash and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the causes of the Wall Street Crash.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Wall Street Crash was caused by several factors. The boom was based on the increased sale of consumer goods such as cars and electrical appliances. Those families who could afford them had already bought them and so sales declined. Sales abroad were affected by other countries retaliating to US tariffs and imposing their own. Fall in demand meant that the value of shares went down.</i></p> <p><i>Speculators bought shares believing they could make a quick profit. They did not even have to pay the full price. This resulted in the shares of many companies being over-valued. Banks also got involved while consumer confidence was high. This confidence did not last and suddenly there were more buyers than sellers. All this led to a lack of confidence in the value of the American economy and the dollar became worth far less than before, leading to huge losses.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (c)		10	
	<p>Q: The following were consequences of the Wall Street Crash in the USA between 1929 and 1932: i) mass unemployment; ii) the collapse of banks; iii) homelessness. Which of these consequences do you think was the most important? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the three factors. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of two of the three factors. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Each of these consequences of the Wall Street Crash was very important.</i></p> <p><i>Unemployment was a huge problem. It plunged millions of families into poverty. This was because there was no system of unemployment benefit. Many relied on hand-outs of bread and soup from soup kitchens run by charities. Most had to sell their possessions to pay back loans or credit. They could not pay for their homes and were evicted.</i></p> <p><i>However, the collapse of the banks was also important because banks which had loaned money to people to buy shares could not get it back. Some banks ran out of money and had to close down. In 1929 alone nearly 700 banks collapsed. People with savings in the banks lost all their money.</i></p> <p><i>Finally, homelessness was another important consequence. The homeless ended up on the streets, sleeping on park benches or in bus shelters. Some deliberately got arrested to spend the night in jail. Many moved to the edge of towns onto waste ground where they built shelters from whatever they could find. These shanty towns were called 'Hoovervilles'.</i></p> <p><i>Overall, unemployment and the collapse of the banks were far more important than homelessness. If people had jobs or their savings in the banks were safe, they would not have become homeless. Therefore unemployment and the collapse of banks were the causes of homelessness.</i></p>

Q	Answer	Marks	Guidance
9 (c)	<p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of one of the three factors. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge of the three consequences of the Wall Street Crash and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Wall Street Crash.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5–6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3–4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1–2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1/4 (a)	1	2	4		7
1/4 (b)	4	4	0		8
2/3/5/6 (a)	4	0	0		4
2/3/5/6 (b)	3	3	0		6
2/3/5/6 (c) 	4	6	0	6	16
7 (a)	1	2	3		6
7 (b)	1	2	4		7
7 (c)	1	2	4		7
8/9 (a)	4	0	0		4
8/9 (b)	3	3	0		6
8/9 (c)	4	6	0		10
Totals	30	30	15	6	81

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