

GCSE

History B (Modern World)

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

General Certificate of Secondary Education

Mark Scheme for June 2014

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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.

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

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Contents

Subject-specific marking instructions	2
Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet	4
PART 1: SECTION A – THE INTER-WAR YEARS, 1919-39	6
GERMANY, 1918-1945	40
RUSSIA, 1905-1941	54
THE USA, 1919-1941	71
MAO'S CHINA, C.1930-1976	87
CAUSES AND EVENTS OF THE FIRST WORLD WAR, 1890-1918	103
END OF EMPIRE, 1919-1969	120
THE USA, 1945-1975: LAND OF FREEDOM?	136

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 Supervisor 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 to 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 descriptors, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Supervisor.

- k. Where they are merited do not worry about awarding top marks in level 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, e.g. 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.

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 Supervisor should resolve the situation.
- p. Spelling, Punctuation and Grammar will be assessed in questions marked with a pencil. Please see Appendix 1 for the SPaG marking grid.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- i. Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - ii. Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - iii. Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet AND a scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919-39

Question	Answer	Mark	Guidance
1 a	<p>Study Source A</p> <p>What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. ‘The soldier is leaning on seven other men.’</p> <p>‘The man at the back has a basket of eggs with ‘British Empire’ written on it.’</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. ‘Germany is putting pressure on lots of other countries.’</p> <p>‘Europe is going to fall like dominoes because of German actions.’</p> <p>‘Britain is only interested in its Empire.’</p> <p>Germany is putting pressure on lots of other countries. I can see this because the large soldier is pushing them all over.’</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. ‘Hitler will eventually turn upon Britain.’</p> <p>‘Britain will be affected by German actions.’</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p> <p>The message is about the implications of German actions for Britain.</p>

Question	Answer	Mark	Guidance
1 b	<p>Explain why Hitler wanted the Sudetenland area of Czechoslovakia in 1938.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hitler was greedy.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'Hitler wanted a Greater Germany.'</p> <p>'Hitler thought that the USSR might invade Germany through Czechoslovakia.'</p> <p>'The Sudetenland had lots of wealth and resources.'</p> <p>'He thought there were a lot of Germans living there.'</p> <p>"This was part of his policy of reversing the Treaty of Versailles."</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Hitler wanted a Greater Germany and the Sudetenland contained a lot of German speakers who Hitler wanted to unite with Germany.'</p> <p>'Hitler thought that the USSR might invade Germany through Czechoslovakia and the Sudetenland contained most of Czechoslovakian defences.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
	<p data-bbox="315 209 1301 272">'The Sudetenland had lots of wealth and resources. It had the Skoda works in Pilsen and large deposits of coal and lignite.'</p> <p data-bbox="315 312 752 376">Level 4 Explains more than one reason</p>	<p data-bbox="1368 344 1420 376">7-8</p>	<p data-bbox="1462 344 2018 440">Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.</p>

Question	Answer	Mark	Guidance
2 a	<p>What terms of the Treaty of Versailles aimed to increase French security?</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>'The German army was limited to 100,000 men.'</p> <p>'The League of Nations was established.'</p> <p>'The Rhineland, the border between France and Germany, became a demilitarised zone which meant no troops or weapons were allowed.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
2 b	<p>Explain why Wilson was not satisfied with parts of the Treaty of Versailles.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'He did not think it did what he wanted.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Treaty of Versailles did not follow Wilson's 14 points.'</p> <p>'The treaty did not allow self-determination for countries.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'The Treaty of Versailles did not follow Wilson's 14 points. Wilson had wanted freedom of the seas but Britain was unhappy with this and made sure that it did not become part of the Treaty. They made sure that Germany's navy was limited so that the British still ruled the seas after the war.'</p> <p>'The treaty did not allow self-determination for some countries which Wilson wanted for all countries. Large areas of land were given to Poland even though in some areas the majority of inhabitants were German.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>Aims only to credited at Level 1</p> <p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
2 c	<p>'The territorial losses in the Treaty of Versailles upset the Germans more than reparations.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Germans did not like what had been done to them.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Germans hated the fact that their Empire was taken away from them and given to the British and French to run as mandates.'</p> <p>'The loss of the Saar upset the Germans because it was a rich industrial area.'</p> <p>'The Germans resented the loss of 10% of land and 12.5% of their population.'</p> <p>'It was unfair to have to pay £6,600 million in reparations when the Germany economy was so weak after the war.'</p> <p>'Germans felt that the reparations unfairly punished the new Weimar government who weren't responsible for the war.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question		Answer	Mark	Guidance
3	a	<p>What actions could the League of Nations take to solve international disputes?</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'The League would discuss the situation to sort out who was to blame.'</p> <p>'In a border dispute they would decide who should have the land such as in the Aaland Islands.'</p> <p>'The League would condemn the aggressor and tell them to stop.'</p> <p>'They could impose economic sanctions and stop trading with the aggressor.'</p> <p>'Finally, the League could use collective security where they would send troops from League countries to stop the fighting.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
3 b	<p>Explain why Mussolini invaded Abyssinia in 1935. Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was what he wanted to do.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Mussolini wanted to expand Italy's empire in Africa.' 'He invaded because of the Great Depression.' 'Italy wanted revenge for Adowa.' 'Abyssinia was a very fertile land with lots of mineral wealth.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Mussolini wanted to expand Italy's empire in Africa. Italy already had Eritrea and Italian Somaliland which bordered Abyssinia, so this was an ideal choice for further expansion.' 'Mussolini wanted to use the invasion to divert Italians from the problems of the economy due to the Great Depression. There was a large amount of unemployment and success abroad would help to deflect discontent at home.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
3 c	<p>'In the 1930s, the League of Nations failed in Manchuria for the same reasons it failed in Abyssinia.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The League didn't know what to do about Manchuria.'</p> <p>Level 2 Identifies similarities and/or differences OR describes reasons for the League's failure</p> <p>e.g. 'The League had no army to enforce peace on either of them.'</p> <p>'The League failed to impose sanctions on Japan.'</p> <p>'America wasn't a member so couldn't help deal with them.'</p> <p>'Lord Lytton took a year to make his report on Manchuria to the League.'</p> <p>'In Abyssinia the League failed to include oil in the sanctions.'</p> <p>'Britain and France wanted to keep Mussolini as an ally against Hitler.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p> <p>Do not credit descriptions of the invasions</p>

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

Question	Answer	Mark	Guidance
1 a	<p>Study Source A</p> <p>What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: A0 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. ‘The horse is named Vietnam.’</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. ‘The Vietnam war was exhausting for the Americans.’</p> <p>‘The Vietnam war was exhausting for the Americans. I can see this because it is taking a lot of effort for the cowboy to control the horse which represents the Vietnam war.’</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. ‘The situation in Vietnam is difficult to control.’</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p> <p>The message will focus on dilemma of America’s involvement in the war.</p>

Question	Answer	Mark	Guidance
1 b	<p>Explain why America withdrew from the Vietnam War.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The war had become impossible to win.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'US soldiers dying for an unwinnable war.'</p> <p>'The war cost too much money.'</p> <p>"The government had lost public support for the war."</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'People didn't like spending so much money on a war they were clearly not winning. In 1968 \$2000 million a month was being spent on the war. This money could have been spent in the US by President Johnson on his Great Society programme which had to be cancelled because they could not afford it because of the cost of the war. Public opinion against the war grew, forcing the American government to look for an exit strategy.'</p> <p>Level 4 Explains more than one reason</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p> <p>Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.</p>

Question			Answer	Mark	Guidance
2	a		<p>What is meant by the term 'Cold War'?</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'A state of great tension between the West and the Soviet Union.'</p> <p>'It was capitalism versus communism.'</p> <p>'It is psychological rather than conventional warfare.'</p> <p>'It is an ideological conflict.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
2 b	<p>Explain the reasons for the Berlin Airlift.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They wanted to help people.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'It was a response to Stalin's blockade of Berlin.'</p> <p>'They knew that Stalin was in no position to stop the planes coming in.'</p> <p>'To stop 2 million West Berliners from starving.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'It was a response to Stalin's blockade of Berlin. He had stopped all road and rail traffic into Berlin and they felt that they had to help West Berlin survive. For the next ten months they supplied West Berlin with all that it needed. The Western powers thought Stalin was trying to force them out of Berlin and it was vital that the presence of the Western Powers was preserved in West Berlin.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
2 c	<p>How far was the USA responsible for the start of the Cold War? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Both sides were to blame.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Marshall Plan upset the USSR.'</p> <p>'The Truman Doctrine meant that the USA was now interfering directly in European affairs.'</p> <p>'The Russians did not allow free elections in Poland.'</p> <p>Level 3 Explanation of US role OR other factor(s)</p> <p>e.g. 'The USA gave aid to Europe via the Marshall Plan which upset the USSR. They felt the Americans were just looking after their own economic interests in Europe as the Marshall Aid came with strings attached such as using US companies. Although they gave \$17 billion in aid to help European recovery, the Soviet Union simply saw this as 'dollar imperialism'.'</p> <p>OR</p> <p>'The Russians did not allow free elections in Poland as they had agreed at</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>Yalta. They also set up Soviet controlled communist governments in Romania, Hungary and Bulgaria. This confirmed American suspicions that Stalin was engaged in Soviet expansion in Europe and they were determined to resist this with a policy of containment, worsening relations between East and West.'</p> <p>Level 4 Explanation of US role AND other factor(s)</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of 'How Far....'</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. 'Although the actions of the USA and USSR caused mutual mistrust, it is not possible to blame the USA alone because the ideological divisions were so great that it was very difficult for the two sides to peacefully co-exist. Once the common enemy of Nazism had been extinguished, divisions between the two superpowers were bound to surface.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

Question			Answer	Mark	Guidance
3	a		<p>Describe American involvement in the Bay of Pigs incident in 1961.</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'It was a plan to invade Cuba set up by Eisenhower, approved by Kennedy.'</p> <p>'It was a CIA backed invasion of Cuba by 1400 Cuban exiles.'</p> <p>'America wanted to overthrow Castro.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
3	b	<p>Explain why President Kennedy took action against Soviet missile bases in Cuba in 1962.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'He did not think they should do this.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Cuba was too close to the USA.'</p> <p>'The Soviets would be intruding on the USA's 'sphere of influence).'</p> <p>'Kennedy wanted to show he was a strong President.'</p> <p>'To make up for the Bay of Pigs fiasco.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'As Cuba was so close to the USA, if Kennedy did not take action, Soviet missiles would be located only 90 miles from America. This would mean that most major US cities were vulnerable to nuclear attack. The Americans would only have 3 minutes to prepare. Kennedy needed to act quickly before the missiles were fully operational.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question		Answer	Mark	Guidance
3	c	<p>How far was the Cuban Missile Crisis a failure for the USSR? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The USSR did well in the crisis.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The USSR had managed to prevent an American invasion of Cuba.'</p> <p>Level 3 Explanation of failure OR success for USSR</p> <p>e.g. 'Khrushchev had been forced to back down as a result of the naval blockade. Although missiles were removed from Turkey as part of the deal to remove the missiles from Cuba, Khrushchev was unable to make this public, making Kennedy look like had got the upper hand. Public opinion turned against Khrushchev in the USSR, and in 1964 he was removed from office.'</p> <p>OR</p> <p>'Khrushchev had managed to prevent an American invasion of Cuba. Although the USSR had been forced to remove the missiles Cuba still had Soviet aid and protection. The Americans would no longer threaten to invade which was a major achievement for the Soviets. Cuba was a useful base for promoting Soviet influence in South America.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

PART 1: SECTION C – A NEW WORLD? 1948-2005

Question	Answer	Mark	Guidance
1 a	<p>Study Source A</p> <p>What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: A0 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. ‘There are two American soldiers and a shot out vehicle.’</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. ‘The message is that the US army are powerful / intimidating.’</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. ‘Iraq is not being liberated by the Americans.’</p> <p>Level 4 Cartoonist’s viewpoint identified</p> <p>The cartoonist is critical of the US presence in Iraq believing that it has only made matters worse.</p> <p>e.g. ‘The Americans are being hypocritical when they say that they are freeing the country because they are actually harming the Iraqi people.’</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Cartoonist's viewpoint explained</p> <p>e.g. 'The Americans are being hypocritical when they say that they are freeing the country because they are actually harming the Iraqi people. They are bringing violence into the country. In the immediate aftermath of the invasion, many innocent Iraqi civilians were killed at American checkpoints as American soldiers suspected them of being insurgents. The cartoonist's view is that the Americans were too trigger happy.'</p>	7	

Question	Answer	Mark	Guidance
1 b	<p>Explain why the invasion of Iraq had important international consequences.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The invasion upset a lot of people in the world.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'It caused deep divisions with the USA and the UK between the governments and their people.'</p> <p>'The invasion increased support for militant Islam around the world.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'It caused deep divisions with the USA and the UK between the governments and their people. There were massive protests in both countries with over 2 million people marching in London on February 15. Even within the government there were opposition to Blair's decision, Robin Cook and Clare Short resigned from the Cabinet because they believed that the invasion needed UN approval.'</p> <p>Level 4 Explains more than one reason.</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p> <p>Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.</p>

Question			Answer	Mark	Guidance
2	a		<p>Describe Gorbachev's policies towards Eastern Europe.</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'Gorbachev stopped Soviet interference in Eastern European states.'</p> <p>'He said he would withdraw most of the Red Army from Eastern Europe.'</p> <p>'Gorbachev told the Warsaw Pact leaders that they would no longer be propped up by the Red Army.'</p> <p>'In the 'Sinatra Doctrine' he said that Warsaw Pact countries could make changes to their own countries without outside influence.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
2 b	<p>Explain why Solidarity was successful in Poland in the 1980s.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They did lots of good things.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Solidarity was successful because it was backed by massive public opinion.'</p> <p>'Solidarity showed that there were organisations that could resist the Communist government.'</p> <p>'Solidarity had the backing of the Catholic Church.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Solidarity was successful because it contained over 1 million members. Over half of all workers belonged to Solidarity, which made it difficult for the government to ban. The union was strong in important industries such as shipbuilding and heavy industry. The Polish government could not deal with a massive strike in these crucial areas, which would have happened if they had tried to crush the movement.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
2 c	<p>'The Hungarian uprising of 1956 was more of a threat to the Soviet Union than the 'Prague Spring' of 1968.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hungary upset the Soviet Union more.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'In Hungary, Nagy made plans for free elections.'</p> <p>'Czechoslovakia threatened to replace the communist party with a party of their own.'</p> <p>Level 3 Explanation of threat caused by Hungarian uprising OR 'Prague Spring'</p> <p>e.g. 'In Hungary, Nagy made plans for free elections and to leave the Warsaw Pact and make Hungary neutral. The Soviets could not allow this as it might cause the entire Eastern bloc to leave the Pact. Khrushchev needed to consolidate his own power in Russia and couldn't show weakness. He saw that Britain and France were distracted by Suez so unlikely to interfere so timing was right.'</p> <p>OR</p> <p>'Czechoslovakia threatened to replace the communist party with a party of</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>their own. The ideas of the Prague Spring of less censorship and openness meant that the control of the communist party was threatened and they were openly criticised. Czechoslovakia was too close to the West to let them get away with this. Czechoslovakian ideas might spread to the Soviet bloc and under pressure from other Communist leaders, particularly East Germany and Poland; the Soviets had to do something.'</p> <p>Level 4 Explanation of threat caused by Hungarian uprising AND 'Prague Spring'</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of 'How Far...'</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. 'The Hungarian Uprising was more of a threat because Hungary wanted to leave the military alliance of the Warsaw Pact, whereas Dubcek was only trying to achieve a milder form of communism. He was not proposing to end communist rule completely. The threat to the Soviet Union was far greater in Hungary which can be seen by their more violent response in 1956, and their execution of Nagy.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answers lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

Question			Answer	Mark	Guidance
3	a		<p>What were the aims of the Palestinian Liberation Organisation (PLO)?</p> <p>Target : A01</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'The Palestine Liberation Organisation wanted the creation of a Palestinian State.'</p> <p>'The PLO wanted the destruction of the state of Israel.'</p> <p>'The PLO wanted to keep the Palestinian problem live within the wider Arab, Muslim community.'</p> <p>'They wanted to raise profile of Palestinian people in the world.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
3 b	<p>Explain why the British government found it difficult to defeat the Provisional IRA? Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They did not know who they were.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Provisional IRA had significant international support.'</p> <p>'They often had the support of the local community.'</p> <p>'They operated in cells.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'The Internment policy of 1971 which imprisoned suspected republican terrorists without charge of trial was an attempt by the British government to get tough. This policy failed, as it became a massive propaganda tool for the Provisional IRA. It led to Bloody Sunday in 1972, which was a march against the policy of Internment. The killing of 13 civilians on that day became the biggest recruiting tool for the Provisional IRA and strengthened anti-British nationalist sentiment throughout Northern Ireland.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
3 c	<p>Who was more effective in achieving his aims, Yasser Arafat or Osama Bin Laden? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were both effective.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Yasser Arafat gained international credibility.'</p> <p>'Yasser Arafat negotiated the Oslo Accords in 1993.'</p> <p>'Bin Laden did not manage to get rid of western influences in Arab states.'</p> <p>'Bin Laden gave Al Qaeda a massive international profile.'</p> <p>Level 3 Explanation of effectiveness of Arafat OR Bin Laden</p> <p>e.g. 'Yasser Arafat was able to change his ideas to achieve what his people wanted and gained international credibility. He showed that he was prepared to change when he accepted that Israel had a right to exist in 1981. This meant that the international community could work towards achieving his ideal of a Palestinian state via the Oslo Accords rather than having to dismiss him as a terrorist. However, Arafat, lost control of the situation when groups like Hamas began to challenge his leadership as being too close to the USA.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>OR</p> <p>‘Osama Bin Laden was effective because he had a set of beliefs that were taken up by dissidents across the Arab world which helped him create an international terrorist organisation that was very difficult to deal with. The attacks are all carried out by splinter groups such as the bombings in Kenya rather than centrally led.’</p> <p>Level 4 Explanation of effectiveness of Arafat AND Bin Laden</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of ‘How Far...’</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. ‘Yasser Arafat was much more successful in achieving his aims because he achieved international credibility. He became the recognised spokesman for the Palestinian people and was taken seriously by world leaders, leading to the recognition of the Palestinian cause. However Osama Bin Laden’s actions alienated the majority of world opinion. He did create a climate of fear, but failed to diminish western power in the Arab world.’</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	<p>Spelling, punctuation and grammar.</p>	<p>6</p>	

GERMANY, 1918-1945

Question	Answer	Mark	Guidance
4 a	<p>Study Source B.</p> <p>What is the cartoonist's message? Use the source 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> <p>Level 1 Surface use of source for information/general assertions</p> <p>e.g. 'It shows Hitler and Ludendorff shouting.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'It is mocking Hitler and Ludendorff by showing them shouting from beer mugs that they are Germany's saviours. It is saying that the Munich Putsch was a joke.'</p> <p>Level 3 Message identified</p> <p>e.g. 'The judges were biased at the trial of Hitler and lenient with their sentence.'</p> <p>Level 4 Cartoonist's viewpoint identified</p> <p>e.g. 'The cartoonist is critical of the right-wing sympathies of the judges and thinks that they were too lenient with Hitler.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	<p>3 marks for secondary message identified 4 marks for secondary message explained or two secondary messages.</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Cartoonist's viewpoint developed</p> <p>e.g. 'The cartoonist is criticising the right-wing sympathies of the judge and the leniency of the sentence at the trial of Hitler for the Munich Putsch in 1924. Hitler had attempted revolution and policemen had been killed yet the judge in the cartoon is shown to be equating this to breaking local entertainment laws. The judge allowed Hitler to use the dock as a speaking platform and only sentenced him to five years in prison.'</p>	7	Contextual knowledge can relate to the Putsch or the trial.

Question		Answer	Mark	Guidance
4	b	<p>Study Source C.</p> <p>Why was this poster published in 1932? Use the source 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> <p>Level 1 Surface features of the source</p> <p>e.g. 'It shows a worker chained to a swastika.'</p> <p>'It is propaganda.'</p> <p>Level 2 Focus on context of the source not getting to message or purpose OR identifies the poster as anti-Nazi propaganda</p> <p>e.g. 'There were elections in 1932 and posters were produced by different parties to try and attract support.'</p> <p>Level 3 Message</p> <p>e.g. 'The poster is saying that German workers will suffer if the Nazis come to power The Social Democrats were the political opponents of the Nazis and in 1932 were worried by the massive rise in popularity of the Nazis.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	

Question		Answer	Mark	Guidance
4	c	<p>Study Source D.</p> <p>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 No evidence submitted or response does not address the question</p> <p>Level 1 Copied or paraphrases the source</p> <p>e.g. 'The author is bitterly disappointed.'</p> <p>Level 2 Valid comments on source but surprised not addressed</p> <p>e.g. 'The author is disappointed in Hitler and the Nazi Party. They were the biggest party in the Reichstag in 1932 but had not yet come to power.'</p> <p>Level 3 Everyday empathy – a comment that expresses surprised/not surprised based on provenance or using the source without detailed contextual knowledge</p> <p>e.g. 'I am surprised that a Nazi supporter would be writing in such a negative way.'</p> <p>OR</p> <p>'I am surprised because the Nazi's were a popular party around that time.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4</p>	

Question			Answer	Mark	Guidance
5	a		<p>Describe the problems facing Germany, 1919-1921.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Kaiser had abdicated.'</p> <p>'A new government had to be formed.'</p> <p>'There were attempted revolutions.'</p> <p>'The new government had to sign the hated Treaty of Versailles.'</p> <p>'There was an economic crisis.'</p> <p>'There was inflation.'</p> <p>'There were food shortages.'</p> <p>'There was a flu epidemic.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
5	b	<p>Explain why the French occupation of the Ruhr caused problems for Germany in 1923. Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was weak.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'The Government called for a general strike.'</p> <p>'Industrial production ground to a halt.'</p> <p>'The French occupation was brutal.'</p> <p>'The economy spiralled into hyperinflation.'</p> <p>'The Nazis attempted a revolution.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'In 1923 the French occupation of the Ruhr to force the Germans to pay reparations was resisted by the German Government by ordering a general strike. Industrial production halted, but the Government continued to print money causing the currency to lose value rapidly. This seriously damaged the economy.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question		Answer	Mark	Guidance
5	c	<p>How far did the Weimar Republic achieve stability between 1924 and 1930? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Germany was calmer in this period.'</p> <p>Level 2 Identifies AND/OR describes stability AND/OR instability</p> <p>e.g. 'US loans helped the economy.'</p> <p>'There were no attempted revolutions.'</p> <p>'There were better relations with France.'</p> <p>'There was a cultural boom.'</p> <p>'Germany joined the League of Nations.'</p> <p>'Occupying foreign troops withdrew.'</p> <p>'Reparations were made more manageable.'</p> <p>'The economy was dependent on US loans.'</p> <p>'The government had no response to the effects of the Wall Street Crash.'</p> <p>'Extreme parties began to attract support after 1928.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each point</p>

Question			Answer	Mark	Guidance
6	a		<p>Describe Nazi policies towards the family.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'To encourage women to have large families.'</p> <p>'To provide financial incentives such as birth allowances.'</p> <p>'To encourage women to stay at home and be home builders.'</p> <p>'Higher taxes were put on childless couples.'</p> <p>'Promoted racially pure families by forbidding marriage between Germans and Jews'</p> <p>'Improved childcare facilities.'</p> <p>'Divorce made easier to bring 'unproductive' marriages to an end.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
6	b	<p>Explain why the education of young people was important to the Nazis.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were the future.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'They could be influenced from an early age.'</p> <p>'Nazi values could be taught through the curriculum.'</p> <p>'They could be taught to accept Nazi policies unquestioningly.'</p> <p>'Boys and girls could be prepared for different roles in society.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'By controlling the school curriculum the Nazi could make sure that subjects taught projected Nazi values. Subjects such as Mathematics, History and Biology were used to promote Nazi ideas about race and foreign policy.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question		Answer	Mark	Guidance
6	c	<p>How far did the German working class benefit from Nazi rule? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Their lives were better.'</p> <p>Level 2 Identifies AND/OR describes how they did or did not benefit</p> <p>e.g. 'The unemployed got jobs.'</p> <p>'Conditions were better in the workplace.'</p> <p>'The Nazis provided leisure activities/facilities.'</p> <p>'Wages remained low.'</p> <p>'Trade Unions were banned.'</p> <p>'Working hours got longer.'</p> <p>Level 3 Explains how they benefited</p> <p>OR</p> <p>Explains how they did not benefit</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given 2 marks within L3</p>

RUSSIA, 1905-1941

Question		Answer	Mark	Guidance
4	a	<p>Study Source B.</p> <p>What is the cartoonist's message? Use the source 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> <p>Level 1 Surface use of source for information/general assertions</p> <p>e.g. 'It shows a skeleton trampling on people.'</p> <p>Level 2 Secondary message identified or explained</p> <p>e.g. 'The revolution is being crushed.'</p> <p>'People are rebelling against the Tsar.'</p> <p>Level 3 Message identified</p> <p>e.g. 'The tsarist forces are very powerful, shown by the way the skeleton is trampling all over the people's barricades.'</p> <p>Level 4 Cartoonist's viewpoint identified</p> <p>e.g. 'The cartoonist is criticizing the Tsar's brutality.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	<p>3 marks for secondary message identified. 4 marks for secondary message explained or two secondary messages identified.</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Cartoonist's viewpoint developed</p> <p>e.g. 'The cartoonist wants to show that the Tsar is too brutal is dealing with the worker's protests. This is shown by the monstrous skeleton trampling over the people's barricades without mercy. When barricades were erected in the cities the Tsar ordered the Army to use extreme force to break them up. In Moscow hundreds were killed as the army used artillery against striking workers.'</p>	7	Allow references to Bloody Sunday as context

Question		Answer	Mark	Guidance
4	b	<p>Study Source C.</p> <p>Why was this postcard issued in Russia in 1916? Use the source 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> <p>Level 1 Surface use of source for information/general assertions</p> <p>'It shows the Tsar in military uniform.'</p> <p>Level 2 Focus on context of the source but not getting to message or purpose</p> <p>e.g. 'In 1915 the Tsar took over as Supreme Commander of the Russian armed forces and went to the front to command the war effort personally. The war had been going badly for Russia and he wanted to perform his patriotic duty by leading from the front.'</p> <p>Level 3 Message of source</p> <p>e.g. 'The message is that with the Tsar in command the Russians will triumph over their enemies.'</p> <p>Level 4 Purpose identified</p> <p>e.g. 'The purpose was to raise the morale of the Russian people/restore faith in the Tsar.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	

Question	Answer	Mark	Guidance
	<p>Level 5 Purpose developed in context</p> <p>e.g. 'The purpose was to raise the morale of the Russian people which had been damaged by a series of heavy defeats in 1914 and 1915. The Tsar took over Supreme Command of the Russian armed forces in 1915 in an attempt to rally the nation behind the war effort and this postcard was designed to restore the faith of the Russian people and make them believe that the Tsar's leadership would result in victory.'</p>	7	

Question		Answer	Mark	Guidance
4	c	<p>Study Source D.</p> <p>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 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that copy/paraphrase the source OR unsupported assertions</p> <p>e.g. 'She says that they are just hooligans.'</p> <p>Level 2 Valid comments on the context of the source but surprised not addressed</p> <p>e.g. 'The tsarina thinks that the mass demonstrations in Petrograd which were as result of rumours that bread supplies were running out are just young hooligans.'</p> <p>OR</p> <p>'The authorities were taken by surprise by the size of the demonstrations and the fact that when the Tsar ordered the use of force against the demonstrators, the crowd did not disperse as expected.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p>	

Question		Answer	Mark	Guidance
5	a	<p>What were Soviets?</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. ‘Elected representatives/deputies of workers and soldiers.’</p> <p>‘Spontaneously created in the March Revolution.’</p> <p>‘Had first appeared during the 1905 Revolution.’</p> <p>‘Controlled the rank-and-file of the armed forces’</p> <p>‘Had the loyalty of the ordinary soldiers/sailors.’</p> <p>‘Most deputies were from the revolutionary parties.’</p> <p>‘Held the real power in Russia after the March Revolution.’</p> <p>‘All Provisional Government orders and to be counter-signed by the Petrograd Soviet.’</p> <p>‘Sprang up all over Russia.’</p> <p>‘Petrograd Soviet was the most important.’</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
5	b	<p>Explain why the Bolsheviks became increasingly popular between the two revolutions in 1917.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They appealed to the people.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'They wanted address the Land issue.'</p> <p>'They wanted to end the War.'</p> <p>'They were against the Provisional Government.'</p> <p>'They believed in soviet power.'</p> <p>'They had effective slogans.'</p> <p>'They offered a more attractive programme/agenda.'</p> <p>'They stopped the The Kornilov Revolt.'</p> <p>'People began to look to the soviets for leadership.'</p> <p>Level 3 Explains ONE reason</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question	Answer	Mark	Guidance
	<p>e.g. 'The Provisional Government continued with the War against Germany, which had become unpopular by 1917. The Bolsheviks, led by Lenin, were the only party calling for peace and an end to the War, so ordinary Russians and soldiers increasingly began to support the Bolshevik Party.'</p> <p>Level 4 Explains TWO reasons</p>	6	

Question		Answer	Mark	Guidance
5	c	<p>‘The main reason for the victory of the Reds in the Civil War was the disunity of the Whites.’ How far do you agree? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It gave the Reds an advantage.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. ‘Their armies could be picked-off one by one.’</p> <p>‘They did not have common aims.’</p> <p>‘They did not coordinate their efforts.’</p> <p>‘The Reds controlled all the industry.’</p> <p>‘Whites were spread out round the periphery of Russia.’</p> <p>‘Trotsky’s leadership of the Red Army was crucial.’</p> <p>‘Red propaganda was very effective at winning over the people.’</p> <p>‘The Whites had to rely on Foreign Powers for help.’</p> <p>‘The Red Army became a highly disciplined fighting force.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each point</p>

Question			Answer	Mark	Guidance
6	a		<p>Who were the kulaks?</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Better-off peasants.'</p> <p>'They were a more enterprising class of peasants.'</p> <p>'Peasants who owned their own land.'</p> <p>'Peasants who had benefited under the New Economic Policy.'</p> <p>'They were targeted by Stalin.'</p> <p>'They did not really exist as a class.'</p> <p>'They were seen as the enemies of socialism.'</p> <p>'Originally emerged under Stolypin's Land Reforms.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
6	b		<p>Explain why Stalin ended the NEP.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Because it had lasted long enough.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'Because it was capitalism.'</p> <p>'Lenin said it was only temporary.'</p> <p>'He wanted to end private enterprise.'</p> <p>'It was a barrier to socialism.'</p> <p>'He was worried about a capitalist class emerging.'</p> <p>'He wanted to start collectivisation.'</p> <p>'He needed to boost grain production.'</p> <p>'He needed to requisition grain for export.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description</p>

Question		Answer	Mark	Guidance
6	c	<p>‘Collectivisation was a disaster for the USSR.’ How far do you agree? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It badly affected the economy.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. ‘Peasants refused to join the collective farms.’</p> <p>‘Peasants burnt crops and slaughtered livestock.’</p> <p>‘The best farmers were eliminated.’</p> <p>‘There was a man-made famine.’</p> <p>‘Thousands of kulaks perished.’</p> <p>‘Farming was mechanised.’</p> <p>‘Socialism was introduced to the countryside.’</p> <p>‘Grain was produced for export.’</p> <p>‘New factory towns/cities were supplied with grain.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each point</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Explains with an evaluation of 'how far'</p> <p>e.g. 'Although Collectivisation did cause great human suffering, the success of the Five Year Plans were dependent on this policy and Russia's emergence as a modern industrial power was a result of Collectivisation providing grain for export, a release of labour from the countryside and food for the new industrial centres. In this sense Collectivisation was a success.'</p>	10	Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.

THE USA, 1919-1941

Question	Answer	Marks	Guidance
4 a	<p>Study Source B.</p> <p>Why was this poster published in America in the mid-1930s? Use the source 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> <p>Level 1 Surface use of poster for information/general assertions</p> <p>e.g. 'It was published to show men working in the fields.' 'A man is cutting wood.'</p> <p>Level 2 Focus on context of poster with no valid message or purpose</p> <p>e.g. 'The Civilian Conservation Corps was part of the New Deal. It gave jobs to single men under the age of 25.'</p> <p>Level 3 Asserts poster's message but with no development</p> <p>e.g. 'This poster was published to tell people that the CCC was a marvellous organisation.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question	Answer	Marks	Guidance
	<p>Level 4 Explains poster's message</p> <p>e.g. 'This poster was published to tell people that the CCC was a marvellous organisation and gave young men the opportunity to work. In the poster young men are doing a variety of jobs, such as ploughing the fields and cutting down trees.'</p> <p>Level 5 Asserts purpose of poster but with no development</p> <p>e.g. 'This poster was published to encourage young men to join the CCC.'</p> <p>Level 6 Explanation of purpose in context</p> <p>e.g. 'This poster was published to encourage young men to join the CCC. The CCC would give them the opportunity to work on various conservation tasks, like planting trees to stop soil blowing away, strengthening river banks for flood control and restocking rivers with fish.'</p>	<p>4</p> <p>5</p> <p>6-7</p>	<p>Context should relate to the opportunities offered by the CCC.</p>

Question	Answer	Marks	Guidance
4 b	<p>Study Source C.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that copy/paraphrase the source OR unsupported assertions</p> <p>e.g. 'I am not surprised there was a massive increase in spending.' 'I am surprised because it criticises Roosevelt.'</p> <p>Level 2 Valid comment but does not address surprised/not surprised</p> <p>e.g. 'This source is about the failure of the New Deal. The New Deal cost a lot of money and still did not end unemployment.'</p> <p>Level 3 Surprised/not surprised based on provenance or using the source without detailed contextual knowledge</p> <p>e.g. 'I am not surprised that Herbert Hoover criticised Roosevelt. Hoover was a political opponent.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question	Answer	Marks	Guidance
4 c	<p>Study Source D.</p> <p>What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. 'Roosevelt is helping an old man.'</p> <p>'There is security for old age written in the sky.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'The message is that Roosevelt is helpful.'</p> <p>'The New Deal tackled the problems of the Depression.'</p> <p>Level 3 Main message of cartoon</p> <p>e.g. 'Roosevelt's Second New Deal will target the poor and the elderly.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p> <p>Message will focus on Roosevelt helping the old and the poor.</p>

Question		Answer	Marks	Guidance
5	a	<p>Describe the Sacco and Vanzetti case.</p> <p>Target: AO 1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for developing a point</p> <p>e.g. 'Sacco and Vanzetti were charged with murder.'</p> <p>'Sacco and Vanzetti were tried by Judge Thayer.'</p> <p>'They were found guilty of murder and sentenced to death.'</p> <p>'They were granted a formal pardon in the 1970s.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Marks	Guidance
5	b	<p>Explain why prohibition was introduced.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Drinking was seen as a problem.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'It was due to the growth of the Temperance Movement.'</p> <p>'The big American brewers were of German descent.'</p> <p>'Industrialists believed drinking reduced efficiency in the workplace.'</p> <p>'There were already some totally dry states in America.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Prohibition was introduced because organisations such as the Anti-Saloon League and the Temperance Movement believed that alcohol was responsible for a variety of social problems, such as violence, poverty, crime and family breakdown. They believed that banning alcohol would make America a healthier and safer place in which to live.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each identification/description.</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Marks	Guidance
	Level 4 Explains TWO Reasons	6	

Question	Answer	Marks	Guidance
5 c	<p>'1920s America was a land of opportunity for women.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Some women had more choice.'</p> <p>Level 2 Identifies AND/OR describes opportunity/lack of opportunity</p> <p>e.g. 'Flappers became more independent.'</p> <p>'New labour saving devices gave women more free time.'</p> <p>'Women were given the vote in 1920.'</p> <p>'There were few opportunities for women living in rural areas.'</p> <p>'Many women could not afford the new labour saving devices.'</p> <p>'Women still tended to be in poorly paid unskilled jobs.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question	Answer	Marks	Guidance
6 a	<p>Describe a Hooverville.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for developing a point</p> <p>e.g. 'Hoovervilles were shanty towns.'</p> <p>'People who had lost their jobs and homes set up temporary homes on the edge of towns and cities. These were called Hoovervilles.'</p> <p>'Hoovervilles were areas where homes were built of tin, wood and cardboard.'</p>	<p>0</p> <p>4</p>	<p>Allow description of why called Hoovervilles.</p>

Question	Answer	Marks	Guidance
6 b	<p>Explain the consequences of over-production in the 1920s.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There were too many goods.'</p> <p>Level 2 Identifies AND/OR describes consequences</p> <p>e.g. 'Companies cut the wages of workers.' 'Over-production helped to cause the Wall Street Crash.' 'Prices of agricultural produce fell.' 'Companies had to sack workers.' 'The share prices of businesses declined.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Farmers had produced too much food, which meant that the prices fell. As their incomes declined farmers were unable to pay their debts and the mortgage repayments on their farms, resulting in the banks repossessing the farms. This left many families homeless and without a source of income.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description.</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
6 c	<p>‘Hoover’s policies were the main reason why he lost the 1932 Presidential election.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many Americans did not like Hoover and his policies.’</p> <p>Level 2 Identifies AND/OR describes Hoover’s policies/other reasons</p> <p>e.g. ‘Hoover believed in laissez-faire.’</p> <p>‘Hoover’s policies made him appear to be a do-nothing president.’</p> <p>‘Hoover’s attitude towards the Bonus Army did not help him.’</p> <p>‘Roosevelt promised the Americans a New Deal.’</p> <p>‘Roosevelt had been successful as the governor of New York State.’</p> <p>‘During his election campaign Roosevelt travelled around to meet the people.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question	Answer	Mark	Guidance
	with Americans. His reaction to the Wall Street Crash and the Depression made them feel abandoned and even when he did attempt to help people felt it was too little, too late. His policies and attitudes meant that America was desperate for a change and Roosevelt made them feel he would help them, in contrast to the uncaring Hoover. I believe that Hoover's policies were therefore the main reason why he lost the election.'		

MAO'S CHINA, C.1930-1976

Question		Answer	Mark	Guidance
4	a	<p>Study Source B</p> <p>Why did Mao write this song in 1935? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Surface use of the source used for information / general assertions</p> <p>e.g. 'Mao wanted to show that the Red Army was not afraid of the Long March.'</p> <p>Level 2 Focus on context of source with no message or purpose</p> <p>e.g. 'The most famous of the Long Marches was from Jiangxi province starting in October 1934.'</p> <p>'Mao marched with around 100,000 men over 3,000km.'</p> <p>Level 3 Message identified</p> <p>e.g. 'The message is that the Long March was a tough but successful event in the history of the Chinese Communist Party.'</p>	<p>0</p> <p>1 - 2</p> <p>3 - 4</p> <p>5</p>	

Question	Answer	Mark	Guidance
4 b	<p>Study Source C</p> <p>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 No evidence submitted or response does not address the question</p> <p>Level 1 Answers using surface features of the source</p> <p>e.g. 'I am surprised that Mao and Chiang Kai-Shek met together for peace talks.'</p> <p>Level 2 Valid comment but fails to express surprised / not surprised</p> <p>e.g. 'There had been years of conflict between the Guomindang and Communists and it seemed likely that Civil War would break out. Once WW2 was over the victorious Allies agreed that Chiang should be reinstated as leader of China. The Communists had gained popularity throughout the war and it seemed unlikely that Mao would give up without a fight.'</p> <p>Level 3 Explains surprised OR not surprised with contextual knowledge</p> <p>e.g. 'I am surprised that these two enemies met for peace talks as both sides were gearing up for war. American aircraft airlifted 100,000 nationalists to the north to be ready to attack the Communists. The Communist army were moving into Manchuria where they received weapons that had been captured from the Japanese. There was supposed to be a cease-fire as the talks progressed, but fighting continued throughout the country.'</p>	<p>0</p> <p>1 - 2</p> <p>3</p> <p>4</p>	

Question	Answer	Mark	Guidance
	<p>OR</p> <p>'I am not surprised that Mao and Chiang met for peace talks as they were forced into them by the Americans. The American ambassador personally escorted Mao to the meeting. They managed to make general agreements but were unable to decide who should control the different regions of China.'</p> <p>Level 4 Explains surprised AND not surprised with contextual knowledge</p> <p>e.g. both sides of level 3</p> <p>Level 5 Explains surprised AND / OR not surprised related to the purpose of the photograph</p> <p>e.g. 'I am not surprised that this photograph was published in China as Mao was forced by international pressure to attend the peace talks. He would therefore wish to publicise his meeting with Chiang to show that he had cooperated in the negotiations.'</p>	<p>5</p> <p>6</p>	

Question	Answer	Mark	Guidance
<p>4 c</p>	<p>Study Source D</p> <p>How useful is this source about the civil war? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Unsupported assertions / paraphrases / copies / surface features</p> <p>e.g. 'The source shows that the GMD officers were dishonest and only thought about food, drink and women.'</p> <p>Level 2 Evaluates source using provenance</p> <p>e.g. 'This source was written by a Nationalist officer who switched to the Communists and would therefore only report the negative aspects of the GMD campaign.'</p> <p>Level 3 Accepts source as being full explanation of the success of the CCP</p> <p>e.g. 'This source is useful as it demonstrates that Mao was successful in increasing his support during the civil war as the Nationalists were seen as a party of corrupt Landlords. The peasants and the middle classes and intellectuals turned their support to the Communists. Many of the Nationalists defected to the Communists, taking with them their equipment. The PLA doubled in size and now had jeeps, armoured cars and artillery to be able to fight the GMD in the open. The source shows they were corrupt as they sold army stores on the black market.'</p>	<p>0</p> <p>1-2</p> <p>3</p> <p>4</p>	

Question	Answer	Mark	Guidance
5 a	<p>Describe how Mao treated land owners.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. ‘He removed their power.’</p> <p>‘In 1950 Mao introduced the Agrarian Reform Law.’</p> <p>‘Land was taken away from the land owners.’</p> <p>‘Peasants were allowed to put the landlords on trial in so-called ‘People’s Courts’.</p> <p>‘Landlords were imprisoned or even executed after being found guilty of crimes against peasants such as charging high rents or mistreating the peasants.’</p>	<p>0</p> <p>4</p>	

Question	Answer	Mark	Guidance
5 b	<p>Explain the consequences for the peasants of Mao's agricultural reforms.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Some peasants did well under the new reforms.'</p> <p>Level 2 Identifies AND / OR describes consequences</p> <p>e.g. 'Mutual Aid Teams were set up.'</p> <p>'Peasants were encouraged to form co-operatives.'</p> <p>'Communes abolished private land and property.'</p> <p>'Families who grew more food were rewarded with fertiliser and extra food.'</p> <p>Level 3 Explains ONE consequence</p> <p>e.g. 'Peasants were encouraged to form Mutual Aid Teams where they would work on each other's land, fertilising, killing pests or harvesting so that each other's plot would become more productive. Previously they had worked on a landlord's property so it was felt that they would have been less motivated to work hard.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each point</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question	Answer	Mark	Guidance
	<p>'Under the co-operative system land was jointly owned by the peasants meaning that one large crop could be grown efficiently. Workers had to be persuaded to join, and by 1957 over 90% of China's peasants belonged to co-operatives.'</p> <p>Level 4 Explains TWO consequences</p>	<p>6</p>	

Question	Answer	Mark	Guidance
5 c	<p>'Mao's reforms in education improved the lives of the Chinese people more than his other social reforms.' How far do you agree with this statement? Explain your answer.</p> <p>Target AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The reforms in education changed people's lives to a great extent.'</p> <p>Level 2 Identifies impact OR describes the social reforms</p> <p>e.g. 'Party workers taught villagers to read and write.'</p> <p>'The Marriage Reform law banned forced marriages.'</p> <p>'A million barefoot doctors brought some medical care to rural areas.'</p> <p>Level 3 Explains impact of education reforms OR impact of one of Mao's other social reforms</p> <p>e.g. 'Villagers were taught to read and write by Party officials. They were forced to pass 'literacy checkpoints' as they travelled to market. By the mid-1960s over 90% of the Chinese population had a basic grasp of reading and writing. This increased loyalty to the Communist Party as they could only read material approved by the state.'</p> <p>OR</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>Developed explanation to be given 2 marks within L3.</p>

Question	Answer	Mark	Guidance
	<p>'Although women benefited from laws that provided property rights and laws to protect them from forced marriage, Chinese women did not see an end to discrimination. This is shown by the abuse of women in the PLA in the 1950s.'</p> <p>'There was an emphasis on preventative medicine through public health campaigns. Campaigns such as the Patriotic Health campaign aimed to improve sanitation and hygiene and helped reduce diseases such as cholera, typhoid and scarlet fever.'</p> <p>Level 4 Explains impact of the education reforms AND impact of Mao's other social reforms</p> <p>Level 5 Explains with evaluation of 'how far.'</p> <p>e.g. 'Reforms for education did improve literacy but it was not Mao's intention to provide a rounded education. He was mistrustful of intellectuals and his focus on literacy was really to ensure that his propaganda message was fully understood in print as well as images. Therefore improvements in healthcare and for women improved the lives of the Chinese people far more than his education reforms.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>

Question		Answer	Mark	Guidance
6	a	<p>Describe China's relationship with the USA between 1966 and 1976.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'In the 1960s the USA was suspicious of the Chinese thinking they wanted to spread Communism to neighbouring countries.'</p> <p>'The relationship changed because of the disaster of the Vietnam War. Nixon wanted to take advantage of China's split with Russia.'</p> <p>'In the 1970s Mao wanted western investment to modernise China. Secretary of State Henry Kissinger visited China in 1971 and the USA allowed China's entry to the UN.'</p> <p>'In 1972 China and the USA signed a Friendship Treaty.'</p>	<p>0</p> <p>1-4</p>	

Question		Answer	Mark	Guidance
6	b	<p>Explain the reasons for China's changing relations with two neighbouring countries other than the USSR.</p> <p>Target AO1, 2</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'China's relations with its neighbours improved.'</p> <p>Level 2 Identifies AND / OR describes reasons</p> <p>e.g. 'Chiang occupied Taiwan.'</p> <p>'Mao supplied weapons to the Vietnamese Communists.'</p> <p>'China and Japan were at war until 1978.'</p> <p>'Mao's troops invaded Tibet in 1950.'</p> <p>'Sino-Indian War.'</p> <p>Level 3 Explains reasons for changing relations with ONE neighbouring country</p> <p>e.g. 'Mao's relations with Tibet worsened as time passed. Mao's troops invaded Tibet in 1950. In 1958 the Tibetan people rebelled, but the Chinese government put down the rebellion. The Tibetans are a deeply religious people. The Chinese tried to destroy the power of religious leaders. They persecuted Tibetan monks and destroyed temples. Tens of thousands of Tibetans fled.'</p>	<p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each point</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question	Answer	Mark	Guidance
	<p>'Chiang and two million Nationalists occupied the island of Taiwan. They were heavily armed with American weapons. In the 1950s the Communists tried to invade smaller islands surrounding Taiwan but were held back from invading Taiwan by American naval forces. Despite Mao's efforts, Taiwan remains independent to this day.'</p> <p>Level 4 Explains reasons for changing relations with TWO countries.</p>	6	

Question	Answer	Mark	Guidance
6 c	<p>'Relations between China and the USSR were positive between 1949 and 1976.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1,2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Relations worsened throughout this period.'</p> <p>Level 2 Identifies OR describes</p> <p>e.g. 'The Korean War strengthened the bond between China and the USSR.'</p> <p>'The USSR protested about China's lack of admission to the UN.'</p> <p>'Mao was suspicious of Khrushchev's attempts to build relations with the West.'</p> <p>Russia was concerned about China's testing of an atomic bomb in 1964.'</p> <p>Level 3 Explains agreement OR disagreement</p> <p>e.g. 'When Mao became leader of China, relations with the USSR were quite positive. In December 1949, Stalin met with Mao in Russia and greeted him warmly in public. In 1950 a Treaty of Friendship, Alliance and Mutual Assistance gave China the promise of aid in case of attack and Russian expert advisors were sent to China to help with the Five Year Plans.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>Developed explanation to be given 2 marks within L3.</p>

Question	Answer	Mark	Guidance
	<p>OR</p> <p>'The relationship with the Soviet Union deteriorated after Stalin's death. Mao distrusted Khrushchev and disliked his ideas about communism. Mao believed that Marx and Lenin preached about Communism being based on the peasants. He disliked the fact that Khrushchev was giving privileges to the Party members and experts and losing contact with ordinary people.'</p> <p>Level 4 Explains agreement AND disagreement</p> <p>Level 5 Explains with evaluation of 'to what extent'.</p> <p>e.g. 'Despite some times when the relationship between Stalin and Mao's relationship seemed positive (at the time of the Korean War and when the Soviet expert advisers helped China with building its economy), relations between Mao and Khrushchev can merely be described as lukewarm. The USSR and China broke their treaty in 1960 and relations remained frosty until the 1980s.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>

CAUSES AND EVENTS OF THE FIRST WORLD WAR, 1890-1918

Question		Answer	Mark	Guidance
4	a	<p>Study Source B.</p> <p>Are you surprised by this source? Use details of the source 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> <p>Level 1 Answers that copy/paraphrase the source OR unsupported assertions</p> <p>e.g. 'The officer says I adore war.'</p> <p>Level 2 Valid comments on the context of the source but surprised not addressed</p> <p>e.g. 'This source talks about the soldiers enjoying the war. One of them says that he adores the war. They seem to be having a good time. Generally the conditions in the fighting in France were awful and soldiers had a dreadful time. They suffered from things like trench-foot and many were wounded or killed.'</p> <p>Level 3 Explanation, internal to the source, of why surprised or not surprised.</p> <p>e.g. 'It is not surprising they had a good laugh when they all fell into a lavatory.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question	Answer	Mark	Guidance
	<p>Level 4 Checks content against contextual knowledge to explain surprised OR not surprised</p> <p>These answers will either be based on the awful conditions and high casualties but will fail to see the significance of the date, or will focus on the fact that he is an officer and so might be sheltered from the worst conditions, or on the comradeship and humour of the soldiers which was common.</p> <p>Level 5 Both types of Level 4</p> <p>Level 6 Answers that focus on the date and provide contextual explanations for why this may be significant in terms of not being surprised</p> <p>e.g. 'Although it might appear surprising that soldiers seem to be having a good time given that the conditions on the front were terrible, the date of this source is October 1914 which means it is at the start of the war. The trench system, the stalemate and the worst of the conditions did not really start until after the battle of Ypres in October and November. So these soldiers had not yet seen the worst of the conditions yet and this is why I am not surprised'.</p>	<p>4</p> <p>5</p> <p>6</p>	

Question		Answer	Mark	Guidance
4	b	<p>Study Source C.</p> <p>What is the cartoonist's message? Use the source 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> <p>Level 1 Surface use of the source for information/general assertions</p> <p>e.g. 'A Major-General is addressing other soldiers. They are all lined up for a rehearsal.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'The message of the source is that rehearsals of battles are not realistic.'</p> <p>Level 3 Message identified</p> <p>e.g. 'The message of this source is that when there is real fighting to be done the generals are not there but are in their offices behind the front line.'</p> <p>Level 4 Identifies the cartoonist's point of view</p> <p>e.g. 'I think the cartoonist thinks that the generals are cowards.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	<p>Award 3 marks for secondary message identified.</p> <p>Award 4 marks for secondary message explained or two secondary messages identified.</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Explains the cartoonist's point of view</p> <p>e.g. 'I think the cartoonist thinks that the generals are cowards. The cartoon is pointing out that they are not at the front of the fighting. The cartoonist thinks they should be at the front leading the men and so he thinks the generals are no good and are not doing their job properly. Generals were mostly located many miles behind the front lines where they could get a strategic overview of battles, but were accused of being unaware of the actual conditions at the front, leading to criticism from soldiers.'</p>	7	

Question		Answer	Mark	Guidance
4	c	<p>Study Source D.</p> <p>Why was this source published in September 1916? Use the source 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> <p>Level 1 Surface use of the source for information/general assertions</p> <p>e.g. 'The Kaiser is forcefully pointing at the Count.'</p> <p>Level 2 Focus on the context of the source but not getting to message or purpose.</p> <p>e.g. 'This source was published then because that is when tanks were first used. They were used in the Battle of the Somme in 1916 and the Germans were amazed when they saw them for the first time.'</p> <p>OR</p> <p>'By this time Zeppelin raids had become a regular concern for British civilians and many had been killed by bombing raids on East coast towns and London.'</p> <p>Level 3 Message of source</p> <p>e.g. 'the Zeppelins are a failure and the British have better weapons technology.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>These answers could e.g. explain that the cartoonist is trying to persuade people that tanks have a future after the disaster of their introduction in the Somme.</p>

Question		Answer	Mark	Guidance
5	a	<p>Describe the Moroccan Crisis of 1905.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'The Kaiser visited Morocco.'</p> <p>'He made a speech supporting Moroccan independence.'</p> <p>'The French were furious because they saw Morocco as their sphere of influence.'</p> <p>'There was great tension between France and Germany.'</p> <p>'The Kaiser was provoking France and testing the Entente Cordiale.'</p> <p>'An international conference was arranged to resolve the issue at Algeciras.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
5	b	<p>Explain why there was an arms race between 1900 and 1914.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was competition between the great powers.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Britain launched the Dreadnought.'</p> <p>'Germany decided to challenge Britain's naval supremacy.'</p> <p>'The Kaiser encouraged German militarism.'</p> <p>'The European powers began to build up their land forces.'</p> <p>'There was a growing feeling that war was likely between the European powers.'</p> <p>'The alliance systems created a feeling of mistrust between the powers.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question		Answer	Mark	Guidance
5	c	<p>‘Colonial rivalry was more important than the alliance system in increasing tension between 1890 and 1914.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It caused tension between the powers.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. ‘The Moroccan crisis of 1905 worsened relations between France and Germany’.</p> <p>‘The Algeciras Conference saw the British and the French stick together against Germany.’</p> <p>‘Austria’s annexation of Bosnia caused tension.’</p> <p>‘The Triple Entente in 1907 made Germany feel encircled.’</p> <p>‘Germany developed the Schlieffen Plan because of the fear of a war on two fronts.’</p> <p>‘The Moroccan crisis of 1911 worsened relations between Germany and the Entente powers.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each point</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Explains with evaluation of 'how far'</p> <p>e.g. 'Whilst colonial rivalry was important in increasing tension between the powers it was not new and was a product of imperial rivalry. The alliance system was more dangerous because it led to a growing suspicion and hostility between two powerful power blocs and a feeling that being too slow to respond to a outbreak of hostility might be fatal.'</p>	10	Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.

Question			Answer	Mark	Guidance
6	a		Describe what happened at Gallipoli.		
			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.	4	
			e.g. 'The warships began their assault in March 1915.'		
			'The warships bombarded the forts on the Dardanelles Strait.'		
			'Three battle cruisers were sunk so a land invasion was launched.'		
			'British, French and ANZAC troops attacked Helles beach.'		

Question		Answer	Mark	Guidance
6	b	<p>Explain why the U-boat campaign failed.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Because the allies came up with new ideas to prevent their effectiveness.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'mines were used to stop U-boats.'</p> <p>'Depth charges exploded underwater and targeted U-boats.'</p> <p>'The convoy system was introduced.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Mines were used to stop U-boats. They led to the failure of the U-boat campaign because they destroyed more U-boats than any other weapon, and particularly helped prevent U-boats entering the English Channel or ports.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question		Answer	Mark	Guidance
6	c	<p>‘The Battle of Jutland was a German victory.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The German Navy was beaten.’</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. ‘The German navy retreated back to port.’</p> <p>‘The German navy never attempted to take on the Royal Navy for the rest of the war’.</p> <p>‘The Germans lost many ships’.</p> <p>‘The Germans failed to break the British blockade.’</p> <p>‘The British lost more ships.’</p> <p>‘The British gunnery was inferior to the Germans.’</p> <p>‘British ships were shown to be vulnerable to long range shelling.’</p> <p>‘The Royal Navy could not land a decisive blow.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each point</p>

Question			Answer	Mark	Guidance
			<p>Level 5 Explains with evaluation of 'how far'</p> <p>e.g. 'Although the Germans had inflicted more damage and shown superior skill in the battle, they had lost the psychological war and by remaining in port for the rest of the war, allowed the British to impose a blockade which ultimately deprived Germany of the resources to sustain their war effort.'</p>	10	Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.

END OF EMPIRE, 1919-1969

Question		Answer	Mark	Guidance
4	a	<p>Study Source B.</p> <p>What is the cartoonist's message? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Surface use of source/general assertions</p> <p>e.g. 'The British are guarding India.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'Ordinary Indians are frightened about civil war.' 'Civil war is likely.'</p> <p>Level 3 Message identified</p> <p>e.g. 'Independence will lead to civil war.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>3 marks for secondary message identified 4 marks for secondary message explained or two secondary messages.</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Cartoonist's viewpoint</p> <p>e.g. 'The cartoonist is criticising those people like Nehru who are fighting for Indian independence and want the British out.'</p> <p>'The cartoonist believes that Britain should not quit India.'</p> <p>Level 6 Cartoonist's viewpoint developed</p> <p>e.g. 'The cartoonist is saying that British rule is good for India. Now that India has the prospect of independence 'civil war' is about to be unleashed. The caption suggests that the cartoonist thinks only the British can put civil war back in its 'cage'. Nehru and Jinnah were disagreeing about a central government for India. Jinnah had called for Direct Action and demonstrations in Calcutta had turned into riots between Muslims, Hindus and Sikhs.'</p>	<p>6</p> <p>7</p>	

Question	Answer	Mark	Guidance
4 b	<p>Study Source C. Does this source prove that the British were successful in their handling of the situation in India in 1947? Use the source 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> <p>Level 1 Copies or paraphrases the source/general assertion</p> <p>e.g. ‘Jinnah says partition was the only route possible.’ ‘It doesn’t prove it because Jinnah was wrong.’</p> <p>Level 2 Argues yes AND/OR no based on undeveloped comments about provenance</p> <p>e.g. ‘It doesn’t prove anything because it is a speech and speeches are used to convince people.’</p> <p>Level 3 Argues yes AND/OR no based on content of source</p> <p>e.g. ‘Yes, it does prove British policy was successful because Jinnah says that there was “no other solution”.’ ‘No, it doesn’t prove the effectiveness of British policy because Jinnah admits that not everyone agreed with the partition of India.’</p>	<p>0</p> <p>1-2</p> <p>3</p> <p>4</p>	

Question	Answer	Mark	Guidance
	<p>Level 4 Argues no based on purpose or perspective of Jinnah</p> <p>e.g. 'No. Jinnah would have been happy with the British decision to partition India because he had always been in favour of a separate Muslim state. This had now been achieved, so he is unlikely to focus on the negative consequences of partition.'</p> <p>Level 5 Argues yes and/or no by checking content of source against context</p> <p>e.g. 'No. Jinnah says that history will show that partition was a good thing, but in the Punjab area there was mass violence between the different religious groups after partition. Trains of refugees fled to India or Pakistan. Therefore, the British did not handle to situation successfully.'</p> <p>OR</p> <p>'Yes. Jinnah was right when he said that there was 'no other solution'. The British were left in an impossible position. By 1946 Nehru and Jinnah were completely opposed to each other and were not prepared to compromise. Jinnah was determined to have a separate Pakistan. Therefore, given the circumstances, the British were as successful as possible and did achieve partition.'</p>	<p>5</p> <p>6-7</p>	<p>Award 7 marks for both sides.</p>

Question	Answer	Mark	Guidance
<p>4 c</p>	<p>Study Source D.</p> <p>Why was this photograph published in a Hindu newspaper in 1947? Use the source 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> <p>Level 1 Surface features or general assertions</p> <p>e.g. 'The source was published to tell show people that there were people being killed.'</p> <p>Level 2 Focuses on context of source not getting to message or purpose</p> <p>e.g. 'The picture was published because in 1947 India and Pakistan were partitioned. Violence broke out between Muslims, Hindus and Sikhs in the Punjab area. Mountbatten's boundary force was unable to control the riots.'</p> <p>OR</p> <p>'The picture was published because of what was going on in the Punjab. There was violence between different religious groups and the British were unable to control the riots.'</p> <p>Level 3 Message of source</p> <p>e.g. 'The picture is showing that disagreements over Partition caused</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4</p>	

Question		Answer	Mark	Guidance
5	a	<p>Describe the methods Britain used to rule its empire in 1919.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Indicative content: (the following does not exhaust relevant points or appropriate knowledge):</p> <p>e.g. ‘Britain had a large navy and troops stationed in its empire.’</p> <p>‘The English language was an important force in uniting the Empire.’</p> <p>‘British rule relied on the co-operation of local rulers like the princes in India.’</p> <p>‘British rule worked by dividing different groups within their colonies against each other.’</p> <p>‘The British relied on settlers to help maintain British rule in their empire.’</p> <p>‘The British brought benefits like railways, trade and industry to the empire.’</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
5	b		<p>Explain how British rule was challenged in the Empire in the inter-war period.</p> <p>Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>Level 2 Identifies AND/OR describes challenges</p> <p>eg 'In 1919 in there were widespread protests against the Government of India Act.'</p> <p>'After the Simon Commission in 1929 Congress demanded that India be given dominion status.'</p> <p>'In 1925 Kikuyu leaders set up the KCA.'</p> <p>'In 1929 the KCA sent Jomo Kenyatta to London to meet with Labour MPs.'</p> <p>Level 3 Explains how ONE event/action was a challenge to British rule</p> <p>e.g. 'After the Simon Commission in 1929 Congress demanded that India be given dominion status. This was embarrassing for the British government because the British claimed they ruled in the interests of Indians. If Indians rejected this, it undermined British authority because the British could not claim to represent Indians.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each identification / description</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question	Answer	Mark	Guidance
	<p>OR</p> <p>'In 1929 the KCA sent Jomo Kenyatta to London to meet with Labour MPs. This was a challenge to the British government of the time because the Labour Party supported independence for Britain's colonies.'</p> <p>Level 4 Explains how two or more events / actions were a challenge to British rule</p>	<p>6</p>	

Question		Answer	Mark	Guidance
5	c	<p>'The most important reason that Britain's empire declined after the Second World War was opinion within Britain.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'By 1970 the British Empire had been reduced to a scattering of outposts, including the Falkland Islands, Gibraltar and Hong Kong.'</p> <p>Level 3 Explains why opinion within Britain OR other reason(s) meant that Britain's empire declined after the Second World War</p> <p>e.g. 'Opinion within Britain was changing after the Second World War. The Labour Party was voted into office. The concept of Empire did not fit with their ideals of Socialism and they quickly acknowledged that the Empire had no future.'</p> <p>OR</p> <p>'It was not public opinion but the fact that nationalist groups all over the empire were calling for independence like the Indian National Congress and the KAU in Kenya.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification / description</p> <p>Developed explanation to be given 2 marks within L3</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Explains why opinion within Britain AND other reason(s) meant that Britain's empire declined after the Second World War</p> <p>Level 5 Explains with an evaluation of 'how far'</p> <p>e.g. 'Opinion in Britain was responsible but it was actually dependent on other factors. By the end of the Second World War, Britain was in debt to the USA and unable to afford the cost of an empire which would inevitably rise because of the increase in nationalism in the colonies. Both of these crucial factors influenced public opinion which, whilst it was important, was not the most important reason that the British Empire declined after the Second World War.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance</p> <p>Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>

Question		Answer	Mark	Guidance
6	a	<p>Describe the different social groups in Kenya in 1920.</p> <p>Target: AO1</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Indicative content: (the following does not exhaust relevant points or appropriate knowledge):</p> <p>e.g. 'There were white Europeans, most of whom were British. They held most of the wealth and power.'</p> <p>'The number of Europeans swelled after the First World War.'</p> <p>'Around 3,000 Europeans controlled 12,000 square miles of the best land ('White Highlands').'</p> <p>'There were Indians, recruited by the British to work in Africa. Many were educated and skilled.'</p> <p>'The largest group, over 90% of the population, were Africans, made up of different nations, e.g. the Masai.'</p> <p>'The Kikuyu were traditional farmers is what became the 'White Highlands'. They were forced from their land by the settlers.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Mark	Guidance
6	b	<p>Explain why there was opposition to British rule in Kenya before the Second World War.</p> <p>Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>Level 2 Identifies AND/OR describes examples of opposition</p> <p>e.g. 'In 1925 Kikuyu leaders set up the KCA.'</p> <p>'In 1929 the KCA sent Jomo Kenyatta to London to meet with Labour MPs.'</p> <p>'The Kikuyu opposed the fact that Africans had no representation on the legislative council.'</p> <p>Level 3 Explains ONE reason for opposition</p> <p>e.g. 'One reason there was opposition to British rule was land. The Kikuyu challenged the fact that white settlers had overtaken the land and made it the 'White Highlands.' Over 1 million Kikuyu were living in 2,000 square miles, with restrictions on which crops they were allowed to grow. This caused poverty and illness.'</p> <p>OR</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>One mark for each identification / description</p> <p>Four marks for a basic explanation; five marks for a developed explanation</p>

Question	Answer	Mark	Guidance
	<p data-bbox="349 217 1301 384">'The Kikuyu opposed the fact that Africans had no representation on the legislative council, despite the fact that Africans made up over 90% of the population. The Legislative Council was meant to represent the views and interests of all the different communities, but the Africans were only represented by British officials.'</p> <p data-bbox="349 419 770 483">Level 4 Explains two or more reasons</p>	<p data-bbox="1379 419 1402 448">6</p>	

Question		Answer	Mark	Guidance
6	c	<p>How far was the impact of the Second World War the most important reason for Kenya achieving independence? Explain your answer.</p> <p>Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'Kenyans served in the British armed forces.'</p> <p>'Kenyans came into contact with new ideas.'</p> <p>'Britain could not afford to maintain its colonies.'</p> <p>'Pressure from the KAU was important.'</p> <p>'Kenyatta led protests.'</p> <p>Level 3 Explains how the impact of the Second World War OR other factors</p> <p>e.g. 'During the Second World War thousands of Kenyans served in the British armed forces and came into contact with other British troops and were exposed to new ideas. They saw how Indian nationalists struggled for independence from Britain. The future Mau Mau leader Warhiu Itote described how a British soldier made him question why he was fighting to protect the empire.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification / description</p> <p>Developed explanation to be given 2 marks within L3</p>

Question	Answer	Mark	Guidance
	<p>OR</p> <p>'Independence was more to do with the work of Kenyatta. As the head of the KAU, he managed to campaign for independence in a way that didn't make the British fear revolution. In 1960, when there was the danger of civil war, Macleod released Kenyatta from prison to bring union and calm. Without Kenyatta's ability to appeal to the different groups within Kenya and to the British, independence may not have arrived.'</p> <p>Level 4 Explains role of Second world War AND other factor(s)</p> <p>Level 5 Explains both sides and evaluates 'how far' the Second World war was responsible</p> <p>e.g. 'Overall, the Second World War was a key factor in bringing about independence but it did not bring about independence on its own. The war created resentment towards British rule in Kenya and exposed many Kenyans to new ideas but without the work of Jomo Kenyatta and the KAU and the Mau Mau uprising, independence would not have been achieved. It took all of these factors together.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance</p> <p>Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>

THE USA, 1945-1975: LAND OF FREEDOM?

Question	Answer	Marks	Guidance
4 a	<p>Study Source B.</p> <p>Why was this cartoon published in 1947? Use the cartoon 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> <p>Level 1 Surface use of cartoon for information/general assertions</p> <p>e.g. 'It was published to show people are being knocked over.'</p> <p>'It was published to show communists are being hunted.'</p> <p>Level 2 Focus on context of cartoon with no valid message or purpose</p> <p>e.g. 'The House Un-American Activities Committee had the right to investigate anyone who was suspected of doing anything un-American. They questioned a number of Hollywood writers, producers and directors who were members of the Communist Party and jailed ten of them for contempt of court when they refused to answer any questions.'</p>	<p>0</p> <p>1</p> <p>2</p>	

Question	Answer	Marks	Guidance
	<p>Level 3 Asserts cartoonist's message but with no development</p> <p>e.g. 'The cartoon was published to show that the House Un-American Activities Committee is out of control.' 'This cartoons was published to show that the House Un-American Activities Committee is hurting people.'</p> <p>Level 4 Explains cartoonist's message</p> <p>e.g. "The cartoon was published to show that the House Un-American Activities Committee is out of control. The car labelled Committee on Un-American Activities is being driven at incredible speed, knocking down everything in its path.'</p> <p>Level 5 Asserts purpose of cartoon but with no development</p> <p>e.g. 'This cartoon was published to turn public opinion against the House Un-American Activities Committee.'</p> <p>Level 6 Explains purpose of cartoon in context</p> <p>e.g. 'This cartoon was published to turn public opinion against the House Un-American Activities Committee. Innocent people were being hurt by the Committee's activities. It was not illegal to be a communist in a free democratic country like America and yet people were being questioned by the Committee about their beliefs on the slight chance they may be communists.'</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>Message relates to the House Un-American Activities Committee being out of control/ making a fool of itself/ hurting people.</p>

Question	Answer	Marks	Guidance
	<p>Level 7 As Level 6 plus why 1947</p> <p>e.g. Level 6 plus 'In 1947 the Committee became front page news because they jailed the Hollywood Ten for contempt of court for refusing to answer their questions. The ten were blacklisted by Hollywood studios and most of them never worked for Hollywood again.'</p>	<p>7</p>	

Question	Answer	Marks	Guidance
4 b	<p>Study Source C.</p> <p>What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. 'A man is tearing a piece of paper in two.'</p> <p>'McCarthy is standing on the US constitution.'</p> <p>Level 2 Secondary message identified or explained</p> <p>e.g. 'McCarthy is angry.'</p> <p>'McCarthy doesn't care about the Bill of Rights.'</p> <p>Level 3 Main message of cartoon</p> <p>e.g. 'McCarthy is destroying America.'</p> <p>'McCarthy does not care about America.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p>

Question	Answer	Mark	Guidance
<p>4 c</p>	<p>Study Source D.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Answers that copy/paraphrase the source OR unsupported assertions</p> <p>e.g. 'I am not surprised it says that McCarthy was a determined opponent of Communists.'</p> <p>'I am surprised he was persecuted because of his beliefs.'</p> <p>Level 2 Valid comment but does not address surprised/not surprised</p> <p>e.g. 'McCarthy was criticised by journalists in newspapers such as the Washington Post and the New York Times for his extreme views. He was also criticised by Ed Murrow on the See It Now series.'</p>	<p>0</p> <p>1</p> <p>2</p>	

Question	Answer	Mark	Guidance
	<p>Level 5 Not surprised by authorship</p> <p>e.g. 'I am not surprised by this source at all. This newspaper is a Republican newspaper and McCarthy was a Republican senator. They are bound to write positive points only about McCarthy because he has the same political beliefs as the editor of the newspaper. They thought McCarthy was good for America because he was protecting Americans from the threat of Communism.'</p>	6	

Question	Answer	Marks	Guidance
5 a	<p>Describe the state of civil rights in America in 1950.</p> <p>Target: AO 1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for developing a point</p> <p>e.g. 'The Jim Crow Laws were still fully enforced in many states.'</p> <p>'The Jim Crow Laws segregated facilities such as parks, buses and schools.'</p> <p>'African Americans had the right to vote, but in some southern states they were prevented from doing so by the use of the grandfather clause.' (2 marks)</p> <p>'Discrimination in the armed forces had ended.'</p> <p>'Women could still be dismissed from their jobs when they married.'</p>	<p>0</p> <p>4</p>	<p>Answers may include reference to the civil rights of African Americans, Native Americans, Hispanics and women.</p>

Question	Answer	Marks	Guidance
5 b	<p>Explain why there was disagreement between the federal government and some individual states over civil rights.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The state governments did not like the federal government telling them what to do.'</p> <p>'The state government disagreed with the federal government's decisions.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'Some state governments felt they should be able to make their own decisions about segregation.'</p> <p>'They disagreed because of the Brown v Topeka Board of Education decision.'</p> <p>'The state of Arkansas did not agree with integrated schooling.'</p> <p>'They disagreed about segregation on buses in Montgomery, Alabama.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description. Candidates may identify incidents such as Brown v. Topeka Board of Education.</p>

Question	Answer	Marks	Guidance
5 c	<p>'The position of African Americans had improved little by the end of the 1950s.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Many African Americans still had hard lives.'</p> <p>Level 2 Identifies AND/OR describes lack of improvement/ improvement</p> <p>e.g. 'In 1954 the Supreme Court ruled that segregation in schools was unconstitutional.'</p> <p>'In 1956 the Supreme Court ruled that segregation on public transport was illegal.'</p> <p>'James Meredith, an African American, enrolled at Mississippi State University.'</p> <p>'African Americans were still attacked by the Ku Klux Klan.'</p> <p>'2.4 million African American children in the South of America were still in Jim Crow schools.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question	Answer	Marks	Guidance
	<p>Level 5 As Level 4 plus evaluation of 'how far'</p> <p>e.g. As Level 4 plus 'In theory the position of African Americans improved in the 1950s, but in practice this was not always true. Schools were meant to be desegregated, but millions of children in the South were still educated in segregated schools. African Americans still faced segregation and discrimination in everyday life. Laws may have been introduced to improve their position, but this did not mean that their lives changed for the better.'</p>	10	Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.

Question		Answer	Marks	Guidance
6	a	<p>Describe the events of the Mississippi Murders in 1964.</p> <p>Target: AO 1</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for developing a point</p> <p>e.g. 'An African American church, chosen as a Freedom School, was burned down in June 1964.'</p> <p>'Three Freedom School volunteers went to investigate the burning and were arrested.'</p> <p>'The deputy sheriff released the volunteers in the middle of the night, knowing a mob was waiting.'</p> <p>'The bodies of the volunteers were found six weeks later.'</p> <p>'They had all been shot and Chaney, who was an African American, had been severely beaten.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
6 b	<p>Explain why events in Birmingham, Alabama in 1963 were important.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It showed the determination of African Americans.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. ‘Media coverage showed the violence of the authorities.’</p> <p>‘It showed the power of peaceful protest.’</p> <p>‘President Kennedy sent the Assistant Attorney General to mediate.’</p> <p>‘There was desegregation in Birmingham as a result.’</p> <p>‘President Kennedy decided to push through the Civil Rights Bill.’</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question		Answer	Marks	Guidance
6	c	<p>'President Johnson and President Nixon contributed equally to improving civil rights in America.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Johnson probably did more than Nixon.'</p> <p>Level 2 Identifies AND/OR describes Johnson/Nixon</p> <p>e.g. 'Johnson appointed African Americans to the White House cabinet and the Supreme Court.'</p> <p>'Johnson introduced the Voting Rights Act in 1965.'</p> <p>'Johnson introduced the Immigration Act in 1965.'</p> <p>'Nixon introduced affirmative action.'</p> <p>'Nixon set up the Office of Minority Business Enterprise.'</p> <p>'Nixon reduced the number of African Americans attending segregated schools to only 8%.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p>

Question	Answer	Marks	Guidance
	<p>Level 5 As Level 4 plus evaluation of ‘how far’</p> <p>e.g. As Level 4 plus ‘Both Johnson and Nixon made a considerable contribution to improving civil rights. However, Nixon’s contribution in my view is not as great because tried to appoint Supreme Court judges who had sympathy for the policies of segregation in the South. Johnson showed how committed he was to civil rights by appointing African Americans to the Supreme Court. Nixon was not fully committed to the issue of improving civil rights.’</p>	10	Must have a clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.

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