

GCSE

History B (Modern World)

Unit **A013/01**: Aspects of international relations and The USA, 1919–1941

General Certificate of Secondary Education

Mark Scheme for June 2015

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

Q	Answer	Marks	Guidance
1 (a)	<p>Q: What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message and produce a sound response in context. Establishes criticism, must be critical of Kennedy, Kennedy is the target. Examples of cartoonist's main message: criticising Kennedy's handling of the invasion, and decision to invade, a personal attack.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoon's main message and produce a sound response in context. Criticising US foreign policy (a British cartoon), the Bay of Pigs was a failure, humiliating, embarrassing.</p> <p>Level 3 (3–4 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub–message of the cartoon and produce a response in context.</p> <p>Level 2 (2 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response. Simply describe the cigar blowing up in his face.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I think the cartoonist was making fun of, but also criticising, Kennedy. This cartoon is about the Bay of Pigs in 1961. It was an attempt by the American government to use Cuban exiles to invade Cuba and to overthrow Castro and his communist regime. The attempted invasion was a fiasco and within three days the Cuban armed forces had defeated the invaders who got no further than the beaches. Kennedy had only been President for three months and this was an enormous embarrassment for him and a terrible start to his presidency. The cartoonist is showing all this. The CIA had been planning to kill Castro with an exploding cigar and the cartoonist is using this as a symbol of the failure of the Bay of Pigs. It is exploding in Kennedy's face, not Castro's, to show it was a disaster for Kennedy. The fact that the cartoonist only shows Kennedy says that he holds Kennedy personally responsible for the fiasco and not the CIA or others. The message is that Kennedy should not have even attempted the invasion and it has blown up in his face making him look stupid.</i></p> <p>Examples of sub messages that candidates may put forward: Cuba was a problem. The Cuban situation was dangerous.</p> <p>Must have sound contextual knowledge to get to L4.</p>

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

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Explain why the Cuban Missile Crisis ended peacefully.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why the Cuban Missile Crisis ended peacefully. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. Two developed explanations or four explanations.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge and understanding of why the Cuban Missile Crisis ended peacefully. They produce a single-causal response. Developed explanation: 5 marks Standard explanation: 4 marks (default). Limited explanation: 3 marks</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the Cuban Missile Crisis ended peacefully.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason why the Cuban Missile Crisis ended peacefully was the existence of nuclear weapons which was what the crisis was all about. These weapons were enormously destructive as had been seen at Hiroshima at the end of the Second World War. By the time of the crisis they were even more powerful. The Soviet Union was putting missiles into Cuba which would be able to destroy most major US cities. At the same time the USA had missiles based in Turkey which could reach many Russian cities. Because of their destructive power neither side wanted to use them. They were there for deterrence. This is why the crisis ended peacefully - because neither side were willing to use the missiles because of the dreadful results. Each side could destroy the other as a nuclear war could result in mutually assured destruction.</i></p> <p><i>Another reason was Kennedy's decision to blockade. This was a turning point in the crisis. Some of Kennedy's generals were advising him to launch a nuclear attack on Cuba. Kennedy knew this would be disastrous. By ordering the blockade, stopping Russian ships delivering the missiles he stopped them coming into Cuba but also gave Khrushchev a chance to get out of the crisis without losing face. The Russian ships turned back and this then gave Kennedy and Khrushchev a chance to find a solution. It was the crucial point in the crisis.</i></p> <p>NB. A mutual agreement (removal of missiles from Turkey for missiles from Cuba) is part of the same explanation.</p>



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

Q	Answer	Marks	Guidance
2(a)	<p>Q: Describe what happened during the Berlin Blockade of 1948-9.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>Stalin cut off road and rail links between West Berlin and the rest of Germany (2 marks – 1 point and support)</i> • <i>people in Berlin left without any supplies</i> • <i>the western powers decided on an airlift of crucial supplies</i> • <i>hundreds of thousands of trips were made</i> • <i>In 1949 Stalin called off the blockade</i> <p>Allow bullet points.</p> <p>Credit from start of blockade only.</p>

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

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Why were there disagreements at the Potsdam Conference in 1945? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there were disagreements at Potsdam. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there were disagreements at Potsdam and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about why there were disagreements at Potsdam. May be in the form of a long narrative, a point, or points are identified but not explained.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One of the main reasons is that Roosevelt had died and was replaced by President Truman. He was much more anti-communist than Roosevelt and he decided to get tough with the Russians. He felt he could do this because America had just tested an atomic bomb. He was also annoyed by the fact that the Soviet Union had already started to install puppet governments in countries in eastern Europe. All this persuaded Truman to take a hard line with the Soviets.</i></p> <p><i>Another reason there were disagreements was Germany. The two sides had completely opposite views about what should be done here. Stalin wanted to stop Germany from recovering so that it was never a threat again. He wanted to strip Germany of anything valuable and take it back to Russia to help Russia's economic recovery. Truman wanted Germany to be able to recover so that it was a defence against communist Russia. He did not want to repeats the mistakes of Versailles and leave Germany with grievances for the future. He also wanted to hold democratic elections in Germany but Stalin was opposed to this.</i></p>

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

Q	Answer	Marks	Guidance
2(c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on the final pages to allocate SPaG marks.</p>
	<p>Q: 'The Marshall Plan was an attempt by the USA to control Europe.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the motives behind the Marshall Plan to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the motives behind the Marshall Plan in order to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the motives of the Marshall plan in order to explain one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>It can be argued that the Marshall Plan was designed to help the people of Europe. After the Second World War Europe was in a terrible state especially the economies of the European countries. There was rationing and many people were starving. When Marshall introduced the plan he said it was to end poverty and hunger and it was offered to all parts of Europe, even to communist countries. It was not America's fault if Russia turned the offer down and made other communist countries reject it. The fact that it was offered to them shows that America was genuinely interested in helping the people of Europe. The US had not suffered like European countries in the war and it was in a position to help.</i></p> <p><i>However, the Russians thought it was all a trick to make European countries slaves to the US and to capitalism. If they accepted the aid they would become dependent on the US giving the US enormous power over them. The plan meant that European countries had to run their economies in a way that was good for America and it ensured that all these countries would be capitalist like America. They would have to buy American goods providing an enormous market for American industries. The Soviets believed that the offer of the plan to communist countries was just a trick to make it look good. The Americans knew the communists would not take them up on the offer.</i></p> <p><i>The truth is probably somewhere in the middle. America did genuinely want to help Europe - it cost America billions. However, it realised that this would also benefit Americans. Helping Europe to recover would also have the effect of helping to sell American goods and of creating a capitalist anti-communist bloc. So both sides of the argument are true. It was designed to help Europe but it was also designed to be anti-communist and to give America great influence over Europe.</i></p> <p>NB: Examiners use L2 annotation for an id.</p>

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



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


Q	Answer	Marks	Guidance
3 (a)		4	
	<p>Q: Describe how the USA fought the war in Vietnam.</p> <p>One mark for each relevant point; one additional mark for supporting detail. Maximum of one mark for supporting detail per point.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>large scale bombing over North Vietnam (Operation Rolling Thunder) and other countries such as Cambodia</i> • <i>use of napalm</i> • <i>traditional military tactics based on heavy armaments</i> • <i>moving villages to new sites behind barbed wire</i> • <i>defoliation using Agent Orange</i> • <i>Vietnamisation</i> • <i>incidents such as My Lai</i> • <i>bombing</i> • <i>huge numbers of troops</i> <p>Allow bullet points.</p>

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

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Explain why Kennedy and Johnson increased the USA's involvement in Vietnam.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why Kennedy and Johnson increased America's involvement. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why Kennedy and Johnson increased the USA's involvement and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about why Kennedy and Johnson increased America's involvement. May be in the form of a long narrative, a point, or points are identified but not explained.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>When Kennedy became President he realised that if America was going to achieve anything in Vietnam, it needed to be much more involved. Otherwise communism would spread right across the region. It was also clear that the UN would not agree to be involved. Kennedy also had something to prove. He had failed in the Bay of Pigs and some Americans thought he should have acted more strongly in the Cuban Missile Crisis. He started by sending more equipment and advisers but it soon became clear that this was not enough against the Viet Cong. The only thing that would work, it was thought, was direct American involvement in the fighting. And so the number of American troops was significantly increased.</i></p> <p><i>One of the reasons why Johnson increased America's involvement in Vietnam was the Gulf of Tonkin incident. This was when Vietnamese ships attacked a US warship in 1964. No serious damage was done but it gave Johnson, who was a bigger supporter of the war than Kennedy, the opportunity to persuade Congress to give him more power over the war so he could react quickly. This allowed him to take much more military action in Vietnam. He had decided that a full-scale war was needed if America was to be effective. This led to an enormous campaign of bombing North Vietnam and more troops being sent.</i></p>

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

Q	Answer	Marks	Guidance
3 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on the final pages to allocate SPaG marks.</p>
	<p>Q: Do you agree that the reporting of the Vietnam War by the media was the most important reason why the USA eventually withdrew its troops? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the different reasons for US withdrawal from Vietnam to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the different reasons for US withdrawal from Vietnam in order to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the different reasons for US withdrawal from Vietnam in order to explain one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think that the media reporting was the crucial factor. To explain why, I first need to look at other reasons for US withdrawal. One was that the Americans were not winning the war on the ground. The Viet Cong were using much more effective tactics despite the Americans having more powerful and sophisticated weaponry. The North Vietnamese used guerrilla tactics which meant that there were no big set piece battles where the US weapons would have been powerful. Instead the Viet Cong used surprise hit and run tactics and would then disappear back into the jungle where they mixed with the ordinary peasants. The Americans could not tell between ordinary villagers and the Viet Cong and when they destroyed villages they lost the support of the Vietnamese people. It is also true that the Vietnamese were fighting for their own country and people and were far more determined than the American soldiers many of whom just wanted to go home. In 1968 the North Vietnamese launched the Tet Offensive attacking dozens of American targets and cities. This proved to be disastrous for the Americans. Ultimately US forces were not having enough success against the VC and NVA, thus the Nixon looked to withdraw US forces to extricate the USA from the unwinnable war.</i></p> <p><i>Public opinion in America was also important. The American people were horrified by incidents such as My Lai where innocent civilians were massacred and they just got fed up with the long war and the increasing numbers of American dead. People could see that they were not winning. There were large demonstrations all over America and this made Johnson decide not to run for president again. The American people did not share his support for the war. When Nixon became president it was clear he would have to end the conflict because support for the war was disappearing.</i></p> <p><i>However, none of these reasons would have been enough by themselves. What mattered was the media reporting of it all. The media reported the Tet</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to identify reasons for US withdrawal from Vietnam and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge (generalised assertion) of the reasons for US withdrawal from Vietnam.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>Offensive as if it was a defeat for the US, when it was not. It the was the media who brought the horrors of the war like My Lai and the number of young Americans dying into people's living rooms. If the media had not done this, then the American people would not have turned against the war so quickly.</i></p> <p>NB: Examiners use L2 annotation for an id.</p>

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

Q	Answer	Marks	Guidance
4 (a)		7	
	<p>Q: What is the cartoonist's message. Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message and produce a sound response in context.</p> <p>Level 4 (5–6 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoon's main message and produce a sound response in context. Main message: IRA killing civilians, increasing bombings.</p> <p>Level 3 (3–4 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub–message of the cartoon and produce a response in context.</p> <p>Level 2 (2 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The cartoonist is criticising the IRA. He is saying that they are brutal murderers who have no compassion. The cartoon was published in 1971 and this was when the IRA campaign of violence was reaching a climax. The Northern Ireland government introduced internment and this made the IRA resort to more extreme tactics. By 1971 it was all out war. The IRA launched a major bombing campaign. They targeted the army and Protestant shops, businesses and pubs where British soldiers went. This is why the IRA man is warning babies not to use pubs used by British troops. This is making a mockery of IRA warnings not to go to these pubs. The cartoonist is suggesting that the IRA don't really care how many innocent people they kill. All the gravestones represent the people they have killed and the gun he is holding also refers to this. The cartoonist is saying the IRA don't care who they kill in their campaign against the British.</i></p> <p>Examples of sub-messages: IRA committed terrorist acts, IRA carrying out bombings.</p> <p>Contextual knowledge – general awareness of pub bombings, short warnings provided by IRA terrorists, influx of British soldiers into Ireland. Must be based on events in Ireland. The mainland terror campaign did not begin until 1974, although the first attack was in 1972 (non-civilian). Anything to do with events in Ireland gets credited for CK.</p>

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

Q	Answer	Marks	Guidance
4 (b)		8	
	<p>Q: Explain why terrorism has often failed in achieving its aims. You must refer to at least one terrorist organisation that you have studied.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why terrorism has often failed. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period. Two developed explanations or four explanations.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge and understanding of why terrorism has often failed. They produce a single-causal response. Developed explanation: 5 marks Standard explanation: 4 marks (default). Limited explanation: 3 marks</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why terrorism has often failed.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Terrorism often does not work. The PLO discovered that the use of violence can often be counterproductive. In the late 1960s and early 1970s the PLO, using its base in Jordan, used terrorist methods such as hijacking planes. This did not help the organisation keep the support of King Hussein of Jordan. In 1970 the terrorists forced three planes to land at Dawson's Field in Jordan. They demanded that terrorist prisoners be released. When the Israelis refused they blew the planes up. This angered King Hussein who was trying to negotiate for a settlement of the refugee question. This ruined his efforts and he used his army to drive the PLO out of Jordan. By 1973 Yasser Arafat realised that terrorism was not working and he denounced the terrorists and began concentrating on peaceful methods.</i></p> <p><i>The IRA in Ireland found something similar. The violence used by the IRA through the 1970s, 80s and 90s certainly brought the issue of the treatment of Catholics in Northern Ireland to everyone's attention. However, it also brought decades of bombings, murders, British troops in Northern Ireland and internment. The Omagh bombing of 1998 lost them a lot of support especially when the people of Northern Ireland voted for the Good Friday Agreement. People like Gerry Adams realised that terrorism could not achieve any more and he began to support peaceful negotiations. Through these talks the Catholics have achieved a share in running Northern Ireland, something that terrorism by itself could never achieve.</i></p> <p>NB: Compromise is a valid id.</p> <p>The same factor for two different groups can constitute a multi-causal response.</p>



Q	Answer	Marks	Guidance
4 (c)	<p>Q: Why were there disagreements at the Potsdam Conference in 1945? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there were disagreements at Potsdam. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there were disagreements at Potsdam and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about why there were disagreements at Potsdam. May be in the form of a long narrative, a point, or points are identified but not explained.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One of the main reasons is that Roosevelt had died and was replaced by President Truman. He was much more anti-communist than Roosevelt and he decided to get tough with the Russians. He felt he could do this because America had just tested an atomic bomb. He was also annoyed by the fact that the Soviet Union had already started to install puppet governments in countries in eastern Europe. All this persuaded Truman to take a hard line with the Soviets.</i></p> <p><i>Another reason there were disagreements was Germany. The two sides had completely opposite views about what should be done here. Stalin wanted to stop Germany from recovering so that it was never a threat again. He wanted to strip Germany of anything valuable and take it back to Russia to help Russia's economic recovery. Truman wanted Germany to be able to recover so that it was a defence against communist Russia. He did not want to repeats the mistakes of Versailles and leave Germany with grievances for the future. He also wanted to hold democratic elections in Germany but Stalin was opposed to this.</i></p>

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

Q	Answer	Marks	Guidance
5 (a)		4	
	<p>Q: Describe the building of the Berlin Wall and its impact on Berliners.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>barbed wire barricades put up without warning overnight in 1961, a more substantial wall built later (3 marks)</i> • <i>it divided the city in half</i> • <i>built by East Germany under instructions from the Soviet Union</i> • <i>it stopped East Berliners emigrating to the West for a better life</i> • <i>it divided families</i> • <i>many were unable to go to work</i> • <i>East Berliners who tried to cross were shot</i> <p>Allow bullet points.</p>

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

Q	Answer	Marks	Guidance
5 (b)		6	
	<p>Q: Why did the Polish government find it difficult to deal with Solidarity? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why the Polish government found it difficult to deal with Solidarity. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the Polish government found it difficult to deal with Solidarity and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about why the Polish government found it difficult to deal with Solidarity. May be in the form of a long narrative, a point, or points are identified but not explained.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The government found it hard to deal with Solidarity for several reasons. First, it was very well organised. It had a committee, spokespeople and a newspaper which was printed on the shipyard printing press. They also had a charismatic leader, Lech Walesa. They were also organised enough to have a clear set of demands. All of this made them very different from earlier movements in Hungary and Czechoslovakia that were not nearly so well organised. This level of organisation meant it could win and use support all over the country which made it hard for the government to silence and defeat.</i></p> <p><i>It also won support in vast numbers far more than earlier protestors in eastern-bloc countries. This made it difficult to deal with. The reason for its support was that its demands were national ones that people from all over the country could support. The movement also won support because it was very careful not to use violence and in the early years never set itself up as an alternative to the Communist Party. So people could join it but still be loyal to the Party. Walesa was also enormously popular. He was a devout catholic which helped and he was regarded as an ordinary worker who could be trusted.</i></p>

Q	Answer	Marks	Guidance
5 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on the final pages to allocate SPaG marks.</p>
	<p>Q: 'The Hungarian Uprising in 1956 and the Prague Spring in 1968 were very similar.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Hungarian Uprising and the Prague Spring to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the Hungarian Uprising and the Prague Spring in order to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the Hungarian Uprising and the Prague Spring in order to explain one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	16	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I think there are many ways in which they are similar. They were both caused by resentment towards Soviet rule, and the communist regimes in the two countries. In both the people wanted more political freedom and a better standard of living. Both wanted an end to censorship and more freedom of speech. The Soviet Union was very worried about both events because it saw them as threats to its control over Eastern Europe. In both events the hated Communist leader was replaced. In Hungary Nagy was appointed to carry on reforms and in Czechoslovakia Dubcek was appointed to do the same. Both countries had a short period when the new government introduced the reforms that people wanted. Both risings ended in failure because of the Soviet Union. In both cases the Soviet army moved in to crush the risings. In Hungary Nagy was executed and in Czechoslovakia Dubcek was dismissed.</i></p> <p><i>However, there were also differences. In Hungary the rising was led by the people. Students started demonstrating and were joined by workers and soldiers. But in Czechoslovakia it was the leadership of Dubcek that started it, with the people following. Another difference was that Dubcek insisted he was loyal to the Warsaw Pact and the Soviet Union while Nagy was opposed to them. He said Hungary would leave the Warsaw Pact and he appealed to the UN for help. In Hungary the rebels fought the Soviet soldiers but this did not happen in the Prague Spring.</i></p> <p><i>Overall, I think the similarities are fundamental while the differences are details. Both events were against Soviet rule and for more freedom and in both the Soviet army put them down. This makes them fundamentally the same because differences such as having different types of leadership, did not change the fundamental similarities which were more important.</i></p> <p>NB: Examiners use L2 annotation for an id.</p>



Q	Answer	Marks	Guidance
	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to identify aspects of similarity and/or difference between the Hungarian Uprising and the Prague Spring and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Hungarian Uprising and the Prague Spring</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Q	Answer	Marks	Guidance
6 (a)		4	
	<p>Q: Describe the way Saddam Hussein ruled Iraq.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>he was a dictator, President and in charge of the army, he tried to copy Stalin's methods</i> • <i>use of censorship, indoctrination in schools</i> • <i>he used purges and terror against opponents or anyone he saw as a rival or threat</i> • <i>he tried to unite the country and ran a ruthless campaign against the Kurds using mustard gas and cyanide. Many were killed, displaced or fled</i> • <i>he dealt with Shiite revolts brutally</i> • <i>attacked the Marsh Arabs and their marshes</i> • <i>used a personality cult</i> • <i>modernised the economy e.g. electrification, social improvements such as more schools and hospitals</i> <p>Allow bullet points.</p>

Part 1: Section C - A New World? 1948-2005

Q	Answer	Marks	Guidance
6 (b)	<p>Q: Explain why there was opposition around the world to the invasion of Iraq in 2003.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there was opposition to the invasion of Iraq. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there was opposition to the invasion of Iraq and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about why there was opposition to the invasion of Iraq. May be in the form of a long narrative, a point, or points are identified but not explained.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason was that many people did not believe that Iraq had weapons of mass destruction. This was one of the major reasons that Bush and Blair used to justify the invasion. They claimed that these weapons posed an immediate threat to the West. UN weapons inspectors went into Iraq to find them but could not find any. They were ignored by the US and Britain who claimed they were there. None were found during or after the war. This showed that the war had been fought on a lie and this upset a lot of people given the numbers of lives that were lost. They suspected that the real reason for the invasion was to get American control of Iraq's oil.</i></p> <p><i>Another reason was that many people did not accept Bush's claim that the Iraqi government had been working with Al Qaeda which was responsible for the attacks on New York on 9/11. The US Secretary of State told the UN Security Council that Iraq was protecting a terrorist cell. The Americans claimed that because of this terrorist connection Iraq had to be disarmed. Most people simply did not believe that Saddam was harbouring terrorists. They did not accept that there was any connection between Iraq and 9/11 and so there was no justification for the invasion. They did not accept that the invasion was part of the war on terrorism. In fact some argued that invading Iraq would make matters worse and would increase radical Islamists around the world.</i></p>

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

Q	Answer	Marks	Guidance
6 (c) 		16	<p> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on the final pages to allocate SPaG marks.</p>
	<p>Q: Do you agree that the international consequences of the Iraq War were more important than the consequences inside Iraq? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the international and domestic consequences of the Iraq War to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the international and domestic consequences of the Iraq War in order to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the international and domestic consequences of the Iraq War in order to explain one side of the argument. They produce a response that demonstrates some understanding of the past.</p>	16	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The results of the war inside Iraq were disastrous for many Iraqis. Although the terrible regime of Saddam Hussein had ended, the war caused chaos and instability. After the war there was an insurgency using guerrilla tactics against the Americans which caused more violence. The war itself had led to about 2 million people being displaced within Iraq and about 2 million fled to other countries. The instability caused by the invasion and the fighting led to massive unemployment and about one third of the population lived in poverty. For many people their normal lives disappeared with schools, hospitals, drinking water and electricity all becoming rare. There was also a breakdown in law and order with no police force for a long time. Rivalries between Sunni and Shiite led to much fighting and the Kurds were more or less ruling their own region. It was clear that the invading forces had given no thought about what they would do after the invasion was completed and they had also made a dreadful mistake of disbanding all the Iraqi forces of law and order hence the elections of 2005 were problematic.</i></p> <p><i>The international consequences of the war were that the US and Britain were viewed as occupiers of Muslim land by many Arab states and became very unpopular. In particular it led to hatred among 'home grown' Islamists in Britain and America who have committed terrorist acts. It also led to more terrorist acts around the world. The destruction of Iraq as a major power in the area has also increased Iran's power in the area leading to a dangerous imbalance of power in the region. This is particularly worrying to Israel because of Iran's threats against it.</i></p> <p><i>I think that the international consequences were more important because they affected the whole world and have had an impact on people in the USA, in Britain and right across the Middle East. They have also made the West be more cautious about intervening in the Middle East. However, they are connected with the consequences in Iraq. These were dreadful for the Iraqi</i></p>

Q	Answer	Marks	Guidance
	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to identify aspects of the international and domestic consequences of the Iraq War and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the consequences of the Iraq War</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>people but also meant Iraq became a breeding ground for terrorism which affected the whole world. So the two cannot be separated.</i></p> <p>NB: Examiners use L2 annotation for an id. Credit both positive and negative consequences.</p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (a)		7	
	<p>Q: Study Source A. Why was this cartoon published in 1932? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of America in 1932. They interpret the purpose of the cartoon to produce a response explaining its intended impact in the context of 1932.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of America in 1932. They interpret the message of the cartoon and produce a response explaining why this message was published in the context of 1932.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of America in 1932, but they do not relate this to the message or purpose of the cartoon or they explain the message or purpose of the cartoon without setting it in the context of 1932.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The purpose of this cartoon is to mock Hoover and his policies and encourage people to vote for Roosevelt in the 1932 presidential election. Hoover's policies after the Wall Street Crash were thought to have done little to help the suffering American people; Hoover kept saying that prosperity was just around the corner when it clearly was not. Hoover's form of prosperity was flooring America as shown in the cartoon where it has been struck down by dark clouds and lightning. Although he did introduce some policies to try to counter the problems of Depression such as tariffs and the Reconstruction Finance Corporation, he believed firmly in cycles of boom and bust and thought that business should be left alone to bring back prosperity. The cartoonist is reflecting the view that Hoover's promises of a return to prosperity are empty and he is trying to persuade people to vote for the Democrats to help America get back on its feet.</i></p> <p>L4 Contextual knowledge given must be in the precise context of 1932 ('election' 1 mark, greater detail on the election can access top of level)</p> <p>L3 Contextual knowledge given must be in the precise context of 1932 ('election' 1 mark, greater detail on the election can access top of level)</p> <p>L2: Contextual knowledge can be implicitly linked to 1932 (allow Great Depression). Message, purpose or knowledge alone award bottom of level. Message or Purpose plus knowledge award top of the mark scheme.</p> <p>Examples of possible message: 'Hoover has failed', 'America is in a bad state'</p> <p>Examples of possible purpose: 'Vote for Roosevelt', 'persuade people not to vote for Hoover'</p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Study Source B. ‘Roosevelt won the 1932 election because of his campaigning methods.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that Roosevelt won the 1932 election because of his campaigning methods.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Roosevelt won the 1932 election because of his campaigning methods.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Roosevelt won the 1932 election because of his campaigning methods.</p> <p>Level 1 (1 mark) Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I partly agree with this interpretation that Roosevelt won the 1932 election with about 7 million more votes than Hoover because of his campaigning methods. Frances Perkins, a leading member of the Democratic Party recognises that his ‘personal relationship with crowds’ helped people connect with him. Over the course of his election campaign he travelled thousands of miles and made 16 major speeches. He was also seen to take time to listen to people and empathise with their problems. People appreciated his promises to provide action and to introduce his New Deal and had confidence in his ability to wage war on the problems of the Depression. Perkins worked closely with Roosevelt in government for many years before writing her memoirs and so would have a good understanding of his opinions and his campaigning techniques. This familiarity is underscored with the title of her memoirs, ‘The Roosevelt I Knew’.</i></p> <p><i>However, there was other reasons for Roosevelt’s victory - public dissatisfaction with Hoover. When Hoover appointed MacArthur to deal with the Bonus Marchers in June 1932 his reputation was damaged. The troops and police used tear gas and burned the camps of the veterans who had marched to Washington to demand their \$500 bonus. This was seen as a harsh over reaction and support turned away from Hoover towards Roosevelt. Perkins is focused on praising her party leader rather than recognising the faults of his opponent in this passage, which is an obvious line for her to take with a man she had worked with for so long. Overall, I think the interpretation is not quite right because it ignores the unpopularity of Hoover.</i></p> <p>Don’t award ‘sympathy vote as Roosevelt had polio’</p> <p>L4: Can only access this level if gives source evaluation.</p> <p>L3: Two-sided. No source detail, award bottom of level</p> <p>L2: One-sided. One mark for knowledge and one mark for source use</p> <p>L1: Stock Evaluation</p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
7 (c)		6	
	<p>Q: Study Source C. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (6 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message and produce a sound response in context.</p> <p>Level 4 (5 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoon's main message and produce a sound response in context.</p> <p>Level 3 (3–4 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The cartoonist is confident that Roosevelt will be able to tackle the range of problems that faced him when he became President in 1933. As the cartoonist shows Roosevelt had a 'Reception Committee' that consisted of a series of problems such as unemployment and prohibition. By 1933 unemployment had risen enormously and many people had become homeless. Their only food came from charity. Prohibition had caused problems with corruption and the rising power of the gangster classes. Roosevelt's call for the ending of prohibition in his election campaign was welcomed by many Americans. The cartoonist has drawn Roosevelt as positive. He is walking up the path confidently and he is clearly ready to tackle the problems. The cartoonist thinks that Roosevelt is up to the job and will succeed.</i></p> <p>Note: Be ready to accept alternative valid main messages such as Roosevelt was surprised by the scale of the problems or that Roosevelt was naive about being able to solve the problems.</p> <p>L2: Sub-message examples 'Hoover has left problems', 'Hoover has created problems'</p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (a)		4	
	<p>Q: Describe the policies of the Republican presidents during the 1920s.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>'laissez-faire' approach to business</i> • <i>tariffs, e.g. Fordney McCumber tariffs on food in 1922</i> • <i>low taxation</i> • <i>allowed trusts to do what they wanted</i> • <i>believed that the 'captains of industry' knew better than politicians about what was good for the USA</i> • <i>isolationism.</i> • <i>Immigration, Quota Acts</i> <p><i>Do not allow supported Prohibition or Rugged Individualism</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (b)		6	
	<p>Q: Explain why some industries faced problems before 1929.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why some industries faced problems before 1929. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding in order to explain why some industries faced problems before 1929 and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of problems of some industries before 1929.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The coal industry suffered from competition from new industries such as oil, gas and electricity which were being increasingly used as alternatives. Too much coal was being mined and this overproduction meant mines were closed and wages were cut. In 1922, 600,000 miners went on a four-day strike in response to falling safety standards. They were unsuccessful and non-union mines started charging even less for their coal and took a larger share of the shrinking market.</i></p> <p><i>The railroad industry faced problems in the 1920s. The number of passengers on the railways had declined quickly. This was due to the large growth of car ownership. A nationwide road network, together with cheap cars and cheap petrol, meant the railroad industry faced serious competition. In Europe only the rich owned cars, but this was not the case in the USA. In America there was one car for every five people, whereas in Britain there was one to 43 people. This increase in car ownership meant that many people stopped using the railways.</i></p> <p><i>Allow farmers as one explanation only</i></p> <p><i>Other possible industries: cotton mills/textile industry</i></p> <p><i>Don't allow 'competition' 'new inventions' with no development</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
8 (c)		10	
	<p>Q: 'The main reason for the boom in the American economy in the 1920s was the impact of the First World War.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain the impact of the First World War and at least one other factor as reasons for the boom in American industry. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain impact of the First World War AND at least one other factor as reasons for the boom in American industry. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the reasons why American industry boomed in the 1920s. They explain impact of the First World War OR one other factor as reasons for the boom in American industry. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The First World War was important in helping the boom in America because America's isolationism meant that they initially kept out of the fighting, instead supplying Europe with food and military equipment. This trade brought great wealth to America. They also benefited because America was able to take over fields of industry from Europe because it was decimated by war. For example, the Americans became chief suppliers of chemicals overtaking the Germans who had previously had one of the most successful chemical industries. Plastics and other new materials were built and some have labelled this period of high industrial output America's second industrial revolution. All of this created jobs and wealth which gave people money to spend and businesses huge profits, which helped create the boom.</i></p> <p><i>The policies of Republican presidents can also be seen to have helped bring about the boom. The Republicans believed in a policy of non-interference known as 'laissez-faire', with the economy. Instead they encouraged the growth of industry by low taxation. This gave consumers more spending power and employers kept more of their profits for expansion. This all encouraged industrial growth and sales which in turn contributed to the boom</i></p> <p><i>New technology brought a great demand for cars following the introduction of the production line by Ford. The widespread availability of cars created a demand for road improvements, petrol stations and mechanics. Mass production of cars made them cheaper so that demand rose.</i></p> <p><i>The First World War can be seen as the main reason for the boom. It allowed America to concentrate on manufacture whilst its competition were focused on fighting. War production techniques were used to support the growing consumer goods' industries, such as the motor</i></p>

Q	Answer	Marks	Guidance
8 (c)	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why American industry boomed in the 1920s and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why American industry boomed in the 1920s.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>industry, once peace was declared. So the war directly led to other factors such as the use of new technology in industry.</i></p> <p><i>Candidates must show why the factor identified has contributed to the Boom</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (a)		4	
	<p>Q: Describe the difficulties faced by African Americans in the 1920s.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>African Americans faced discrimination.</i> • <i>Under the Jim Crow laws African Americans were segregated from white people in schools, parks, swimming pools and other public places.</i> • <i>They were given poorly paid jobs and were the first to lose their jobs in difficult times.</i> • <i>They were persecuted by the Ku Klux Klan.</i> • <i>Three quarters of a million black farm workers lost their jobs in the 1920s.</i>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Explain why people joined the Ku Klux Klan in the 1920s.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why people joined the KKK in the 1920s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding in order to explain why people joined the KKK in the 1920s and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the causes of the Ku Klux Klan.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The Klan was seen by many in the 1920s to be protecting American values which were thought to be threatened by the influx of many recent immigrants arriving in America. Instead of being a welcoming ‘melting pot’ of integrated races, some Americans were interested in maintaining the superiority of white Anglo-Saxon protestants. In the 1920s a succession of increasingly tough immigration laws reflected the increasing concern and prejudice towards new immigrants which was shared by many members of the Ku Klux Klan.</i></p> <p><i>Many people joined the Ku Klux Klan because they had seen the film ‘The Birth of a Nation’, which portrayed the Klan saving white families from gangs of black Americans intent on raping and looting. This film was first screened in 1915, but its powerful images had an effect well into the 1920s. After seeing this film white Americans were determined to launch a moral crusade to protect decent American values.</i></p>

Part 2: The USA 1919–1941

Q	Answer	Marks	Guidance
9 (c)		10	
	<p>Q: 'Prohibition failed because it encouraged corruption.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the failure of prohibition. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of how corruption AND other factors caused prohibition to fail. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of how corruption OR other factors caused</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Prohibition failed mainly because of corruption. It could not be enforced while government prohibition agents were so easily bribed to ignore the existence of speakeasies and other infringements of the law. One in twelve prohibition agents were sacked for taking bribes; with corruption on this scale prohibition simply could not work. The St Valentine's Day Massacre was a turning point because gangsters had been able to thrive thanks to corruption and now they were turning to massacre of their rivals. America had become a lawless society. The prohibition law that encouraged such behaviour had to be repealed. Corruption became so widespread that even if arrests were made, it was difficult to get convictions because many senior officers and even judges were controlled by the gangsters and bootleggers.</i></p> <p><i>Prohibition could also be seen to have failed because so many people were prepared to break the law. By 1925 there were more speakeasies in US cities than there had been saloons in 1919. This was because so many citizens, in cities in particular, did not agree with the law. Demand was huge, as Al Capone said 'all I do is supply a public demand'. Many people produced their own moonshine in illegal stills even though it was poisonous. Some states did not even introduce the law, for example Maryland. With this level of lack of support, the law was unenforceable.</i></p> <p><i>Overall, I think that corruption was the main reason why prohibition failed. This is because it was introduced in the first place for moral reasons. It was called the 'noble experiment'. However, this was seen as a nonsense because it actually led to a moral decline. The Association Against the Prohibition Amendment blamed it for the ills of society. It caused corruption and gangsterism and even turned ordinary people into law-breakers - the very</i></p>

Q	Answer	Marks	Guidance
9 (c)	<p>prohibition to fail. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge of the failure of prohibition and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of prohibition.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>opposite of its aims.</i></p>

Spelling, punctuation and grammar (SPaG) assessment grid

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

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