

## **GCSE**

### **History B (Modern World)**

Unit **A014/01**: Aspects of international relations and Mao's China  
c.1930–1976

General Certificate of Secondary Education

### **Mark Scheme for June 2015**

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

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

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

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**Assessment Objectives (AOs)**

Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select, use and communicate their knowledge and understanding of history.
<b>AO2</b>	Demonstrate their understanding of the past through explanation and analysis of:  key concepts: causation, consequence, continuity, change and significance within an historical context  key features and characteristics of the periods studied and the relationships between them.
<b>AO3</b>	Understand, analyse and evaluate:  a range of source material as part of an historical enquiry  how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

## Part 1: Section A - The Inter-War Year, 1919-1939

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. What is the cartoonist's message? Use the details of the cartoon and your knowledge to explain your answer.</p> <p><b>Level 5 (7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the <b>cartoonist's main message</b> and produce a sound response in context.</p> <p><b>Level 4 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the <b>cartoon's main message</b> and produce a sound response in context.</p> <p><b>Level 3 (3–4 marks)</b> 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><b>Level 2 (2 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the cartoon and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> 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>This cartoonist is worried about whether the League will be able to stand up to powerful aggressive countries. This is shown by the God of War threatening the members of the League. The members of the League look scared while the peace plans on the table seem to be ignored. Mussolini is smiling at all this. This is because the cartoon was published just after Mussolini's occupation of Corfu. He was trying to get compensation for Italians who had been killed by Greeks. The Council of the League was too scared to condemn Italy and made Greece apologise and pay compensation. This was a disaster for the League as is shown in the cartoon. The cartoonist believes the League has given into force and has therefore failed in its duty. It is a criticism of the League and of its leading members.</i></p> <p>Focus of main message must be the League of Nations</p> <p>Contextual knowledge must relate to Corfu 1923</p>

## Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Explain why the League of Nations had some successes in the 1920s.</p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate sound knowledge to explain why the League had some successes 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><b>Level 2 (3–5 marks)</b> Candidates demonstrate some knowledge and understanding of why the League had some successes in the 1920s. They produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of why the League had some successes in the 1920s.</p> <p><b>Level 0 (0 marks)</b> 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 of the reasons why the League had some successes in the 1920s was that many of the disputes it had to deal with involved less powerful countries who were ready to accept the authority of the League. They were not powerful enough to stand up to the League. This can be seen in the dispute between Sweden and Finland over the Aaland Islands. They both claimed them and asked the League to judge who they belonged to. When the League said they belonged to Finland, Sweden accepted the judgement and so the League had a success.</i></p> <p><i>Another reason the League was successful was that a lot of its work was to do with humanitarian work that did not involve disputes between countries. For example, the League was very effective in getting refugees back to their homeland after the First World War. The League was successful in stamping out cholera and dysentery in the refugee camps in Turkey. It also did useful work reducing malaria and against slavery. These were issues that simply benefited people and did not involve rivalries between countries who were happy to let the League get on with the work.</i></p>



## Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
2 (a)		4	
	<p><b>Q: Describe how Austria was punished in the Treaty of St Germain.</b></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"> <li>• <i>a new, much smaller, Republic of Austria created</i></li> <li>• <i>land from the former Empire transferred to Czechoslovakia, Poland, Yugoslavia, Italy and Romania</i></li> <li>• <i>Union between Austria and Germany not allowed</i></li> <li>• <i>Austria to pay reparations</i></li> <li>• <i>Austria's army limited to 30,000</i></li> </ul>


## Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
2 (b)		6	
	<p><b>Q: Explain the role played by Lloyd George in the peace negotiations at Versailles.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding to explain the part played by Lloyd George at Versailles. 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><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of the part played by Lloyd George at Versailles and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge about Lloyd George's role at Versailles.</p> <p><b>Level 0 (0 marks)</b> 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>Lloyd George was expected to ally with the French in the peace negotiations but in fact he supported a moderate peace settlement and tried to persuade Clemenceau not to be too harsh on Germany. One reason for this was that he was looking after Britain's interests and this meant Britain's future economy. This depended on economic revival in Europe which depended on the German economy recovering. Germany had been Britain's most important customer before 1914. If Clemenceau got his way and Germany lost the Rhineland where much of its industry was, then it would not have enough money to buy British goods. This is why Lloyd George acted as a moderating influence on Clemenceau.</i></p> <p><i>However, Lloyd George also had to worry about public opinion in Britain where many people wanted Germany to be punished. This led him to be a balance between Wilson and Clemenceau. Wilson wanted a fair peace that would last. He wanted to base it on his Fourteen Points which did not include reparations. Clemenceau, however, wanted high reparations to punish Germany for war damage and to weaken Germany in the future so it could not threaten France again. Lloyd George was in the middle. He knew people in Britain wanted to punish Germany 'until the pips squeak' but he did not want to create resentment in Germany that would leave it with grievances in the future. He managed to persuade Clemenceau to accept a lower figure for reparations but it was more than he really wanted.</i></p>

## Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
2 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 35 to allocate SPaG marks.
	<p><b>Q: 'At the time, most people thought the Treaty of Versailles was too harsh.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the different reactions to the peace treaty in order 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><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the different reactions to the peace treaty 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><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of reactions that claimed the peace treaty were too harsh, or reactions that claimed it was not harsh enough, in order to explain how far they agree. 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>I agree that some people thought the Treaty of Versailles was too harsh but there were others who thought the opposite. The Germans thought it was too harsh. They were very angry about the war guilt clause and the reparations because they did not think they had caused the war, so why should they be punished for this. They also did not believe they had been defeated. The war had ended in an armistice not a surrender. This made it difficult to accept the fact that they were not involved in the discussions and that the whole peace settlement was a diktat. They had thought that the peace settlement would be based on the Fourteen points but they now found that self-determination was not being followed because many Germans would now be living under foreign rule. This led to trouble in Germany with several rebellions and putsches and with the people who agreed with the treaty being called the 'November Criminals'.</i></p> <p><i>However, the reaction in other countries was different. In Britain Lloyd George got a very good welcome when he returned. Massive crowds turned out to cheer him. Many people, especially those that had lost loved ones in the war, thought that Germany deserved to be punished harshly. However, by now Lloyd George was worried that the peace treaty was too harsh and would cause resentment in the future. Keynes thought the peace was a disaster because it did not allow Germany to recover economically. He argued this would cause problems in the future. Many people in France thought Germany had been dealt with too leniently. Many thought that France's eastern border should have been the Rhine. In 1920 Clemenceau gave up trying to be president and resigned as Prime Minister because he was unpopular. Wilson was disappointed because it was too harsh. Many people in America agreed with him Congress refused to approve the Treaty.</i></p> <p><i>Overall I think that most people did not think that it was too harsh. While leaders like Lloyd George and Wilson believed that the harshness of the</i></p>



Q	Answer	Marks	Guidance
2 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to identify reactions to the peace treaty that claimed it was too harsh and that it was not harsh enough, 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><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of reactions to the peace treaty.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p><i>treaty would lead to problems later, the vast majority of people in France and Britain strongly felt that Germany deserved to be punished harshly as it has caused the war and also much devastation in France. Indeed, many of them would have punished Germany even more harshly.</i></p>



## Part 1: Section A - The Inter-War Years, 1919-1939


Q	Answer	Marks	Guidance
3 (a)		4	
	<p><b>Q: Describe how Germany's position in Europe became stronger in 1935.</b></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"> <li>• <i>the Saar votes to rejoin Germany, a great propaganda success for Hitler (2)</i></li> <li>• <i>Hitler announces the Luftwaffe</i></li> <li>• <i>Hitler introduces conscription</i></li> <li>• <i>the Anglo-German Naval Treaty allows Germany to build up its navy (2)</i></li> <li>• <i>Ineffectiveness of League in relation to Abyssinia</i></li> <li>• <i>Rearmament rally in Germany.</i></li> </ul>

## Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
3 (b)		6	
	<p><b>Q: Explain why Britain followed a policy of appeasement in the 1930s.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding to explain why Britain followed a policy of appeasement. 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><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why Britain followed a policy of appeasement and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge about why Britain followed a policy of appeasement.</p> <p><b>Level 0 (0 marks)</b> 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 why Britain followed a policy of appeasement was that it believed Germany had been treated badly in the Treaty of Versailles. When Hitler started to demand that Germany should be able to defend itself with a good size army and navy, this looked like a reasonable request. Also when Hitler started to argue that Germans had the right to live under German rule, this also sounded reasonable. Why should Germans in parts of Czechoslovakia be forced to live under foreign rule as the Treaty of Versailles had dictated.</i></p> <p><i>Another reason was Britain was afraid of communism, and in particular the Soviet Union. In fact, British politicians feared communism much more than Nazism. This was because communism seemed to be the opposite to the way people lived in Britain. Britain needed a strong anti-communist country in the middle of Europe to defend the rest of Europe from communism. Hitler's Germany with its anti-communist ideas was the answer. If Germany became even stronger through Hitler's demands, this would create an even stronger obstacle for communist Russia. This was why Britain was willing to give in to many of his demands.</i></p>

## Part 1: Section A -The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
3 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 35 to allocate SPaG marks.
	<p><b>Q: Which was more important in bringing about the Second World War, the failure of Britain and France to act over the remilitarisation of the Rhineland or the Munich Agreement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the consequences of the remilitarisation of the Rhineland and the Munich Agreement in order 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><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the consequences of the remilitarisation of the Rhineland and the Munich Agreement 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><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the consequences of the remilitarisation of the Rhineland or the Munich Agreement in order to explain how far they</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>I think the remilitarisation of the Rhineland was key. It had been made a demilitarised zone by the Treaty of Versailles. This was to give the French security from a German attack. However, for Hitler it was a reminder of the way Germany had been humiliated at Versailles. Hitler's constant and clear aim was to destroy all the terms of the Treaty of Versailles. He sent troops into the Rhineland in 1936. The army he sent in was much smaller than the French army and it had no air support. If the French or the British had acted, the German army would not have stood a chance. However, they did nothing. Many people in Britain thought it was reasonable for the Germans to have troops in the Rhineland to defend themselves. The League of Nations did nothing because of the Abyssinian crisis. All this told Hitler that the western powers would not stand up to him and that he could get away with more if he adopted an aggressive foreign policy.</i></p> <p><i>The Munich Agreement, where Chamberlain agreed that Germany could have the Sudetenland, was meant to guarantee 'peace for our time'. In fact, it did the opposite. The promises Hitler made that he would not touch the rest of Czechoslovakia were worthless. Munich taught him that Britain and France were not strong enough to fight him and they did not have the will do so. You can argue that Munich made the fall of the rest of Czechoslovakia inevitable. His invasion of Czechoslovakia was the first act Hitler had followed that could not be justified by self-determination. It showed that he was actually after the domination of Europe. This made war inevitable because Britain and France would have to stand up to this aim eventually. On the other hand, this is all brought about by the failure to stop Hitler in the Rhineland. This was his first use of force and the western powers were strong enough to stop him. When they failed to stand up to him he became confident enough to carry out the rest of his foreign policy including taking over Czechoslovakia and the events that led to war. So I think the Rhineland was more important because it led to the rest of Hitler's aggressive policies that led to war.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>agree. 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><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to identify consequences of the remilitarisation of the Rhineland and the Munich Agreement, 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><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the remilitarisation of the Rhineland and/or the Munich Agreement.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		


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

Q	Answer	Marks	Guidance
4 (a)		7	
	<p><b>Q: What is the cartoonist's message. Use details of the cartoon and your knowledge to explain your answer.</b></p> <p><b>Level 5 (7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the <b>cartoonist's main message</b> and produce a sound response in context.</p> <p><b>Level 4 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the <b>cartoon's main message</b> and produce a sound response in context.</p> <p><b>Level 3 (3–4 marks)</b> 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><b>Level 2 (2 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the cartoon and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> 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><b>Q: Explain why terrorism has often failed in achieving its aims. You must refer to at least one terrorist organisation that you have studied.</b></p> <p><b>Level 3 (6–8 marks)</b> 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.</p> <p><b>Level 2 (3–5 marks)</b> Candidates demonstrate some knowledge and understanding of why terrorism has often failed. They produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of why terrorism has often failed.</p> <p><b>Level 0 (0 marks)</b> 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>



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

Q	Answer	Marks	Guidance
5 (a)		4	
	<p><b>Q: Describe the building of the Berlin Wall and its impact on Berliners.</b></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"> <li>• <i>barbed wire barricades put up without warning overnight in 1961, a more substantial wall built later</i></li> <li>• <i>it divided the city in half</i></li> <li>• <i>built by East Germany under instructions from the Soviet Union</i></li> <li>• <i>it stopped East Berliners emigrating to the West for a better life</i></li> <li>• <i>it divided families</i></li> <li>• <i>many were unable to go to work</i></li> <li>• <i>East Berliners who tried to cross were shot</i></li> </ul> <p><b>Allow bullet points.</b></p>



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

Q	Answer	Marks	Guidance
5 (b)		6	
	<p><b>Q: Why did the Polish government find it difficult to deal with Solidarity? Explain your answer.</b></p> <p><b>Level 3 (5–6 marks)</b> 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><b>Level 2 (3–4 marks)</b> 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><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge about why the Polish government found it difficult to deal with Solidarity.</p> <p><b>Level 0 (0 marks)</b> 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 page 35 to allocate SPaG marks.</p>
	<p><b>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.</b></p> <p><b>Level 5 (10 marks)</b> 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><b>Level 4 (7–9 marks)</b> 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><b>Level 3 (5–6 marks)</b> 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>	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>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><b>NB: Examiners use L2 annotation for an id.</b></p>



	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to identify similarity and / or differences aspects of the Hungarian Uprising and or 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><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the Hungarian Uprising and / or the Prague Spring</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		
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Q	Answer	Marks	Guidance
6 (a)		4	
	<p><b>Q: Describe the way Saddam Hussein ruled Iraq.</b></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"> <li>• <i>he was a dictator, President and in charge of the army, he tried to copy Stalin's methods</i></li> <li>• <i>use of censorship, indoctrination in schools</i></li> <li>• <i>he used purges and terror against opponents or anyone he saw as a rival or threat</i></li> <li>• <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></li> <li>• <i>he dealt with Shiite revolts brutally</i></li> <li>• <i>attacked the Marsh Arabs and their marshes</i></li> <li>• <i>used a personality cult</i></li> <li>• <i>modernised the economy e.g. electrification, social improvements such as more schools and hospitals</i></li> </ul> <p><b>Allow bullet points.</b></p>

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

Q	Answer	Marks	Guidance
6 (b)		6	
	<p><b>Q: Explain why there was opposition around the world to the invasion of Iraq in 2003.</b></p> <p><b>Level 3 (5–6 marks)</b> 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><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why there was opposition to the invasion of Iraq and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge about why there was opposition to the invasion of Iraq.</p> <p><b>Level 0 (0 marks)</b> 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	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 35 to allocate SPaG marks.
	<p><b>Q: Do you agree that the international consequences of the Iraq War were more important than the consequences inside Iraq? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> 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><b>Level 4 (7–9 marks)</b> 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><b>Level 3 (5–6 marks)</b> 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>	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 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. Even the elections of 2005 did not help much because by 2006 Iraq was in a civil war.</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 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</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><b>Level 2 (3–4 marks)</b> 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><b>Level 1 (1–2 marks)</b> 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><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		<p><i>with the consequences in Iraq. These were dreadful for the Iraqi 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><b>NB: Examiners use L2 annotation for an id.</b> <b>Credit both positive and negative consequences.</b></p>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (a)		7	
	<p><b>Q: Study Source A. 'China had a good relationship with Russia under the leadership of Mao.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that China had a good relationship with Russia under the leadership of Mao.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that China had a good relationship with Russia under the leadership of Mao.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that China had a good relationship with Russia under the leadership of Mao.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p><b>Level 0 (0 marks)</b> 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>This poster supports the interpretation. It suggests that relations are positive, as the Soviets are praising the Chinese communist revolution. It calls the Chinese people 'great' and explains that the Chinese people have gained 'freedom, independence and happiness'. This is a direct reference to the 1949 revolution where Mao ZeDong and the communists defeated Chiang Kai Shek and the nationalists. Not surprisingly the Russians are very positive about this, as another communist nation has been borne, and a very populous one. At this stage in the Cold War, the Russians would be very keen to emphasise the advance of communism, as America was trying to 'contain' it. This poster would be very effective propaganda to both the Russian people and an international audience of their superiority to the West. Mao and Stalin were also getting on quite well at this stage, and signed a friendship treaty in 1950, followed by Russia sending aid and advisers to help China modernise its industry, so it's true to an extent.</i></p> <p><i>That said, I don't fully agree with this view. Once Stalin was dead, Russia's relationship with China deteriorated a lot. Mao didn't like Khrushchev and was suspicious of his attempts to improve relations with the West. He preferred to stir up trouble with capitalist countries. Even while Stalin was alive, Mao resented being seen as the junior partner in the relationship. So although the interpretation may be true of the early 1950s, there were already tensions then, hidden by this poster, and they only got worse through time, so no, I don't much agree with this interpretation.</i></p> <p>Any contextual knowledge up to 1976 can be credited</p>



## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (b)		6	
	<p><b>Q: Study Source B. What is the message of the poster? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (5-6 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the poster, by explaining the poster's main message and produce a sound response in context.</p> <p><b>Level 3 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub–message of the poster and produce a response in context.</p> <p><b>Level 2 (2 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They interpret the poster in a valid way.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the poster and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the poster is that China will assert its power over the Soviet Union and the USA and will not be pushed around by them. The Chinese figures in the poster are crushing the USA and the Soviet Union and are portrayed as being very strong. China tested its first atomic bomb in 1964 and clearly sees itself as dominant over the other superpower nations. The Chinese people in the poster are showing their allegiance to Mao by holding his Little Red Book. America felt that China was trying to spread Communism through Asia. The Chinese supplying of equipment to the Vietcong during the Vietnam War worsened relations during the 1960s. Mao was upset that the Americans supported the entry of Chiang Kai-Shek's Nationalist China into the United Nations. There was an ominous build up of Soviet forces along the Chinese border; increasing from 12 shadow divisions in 1961 to 25 full divisions by 1969. This poster is a declaration of strength to persuade the Chinese that they can stand up to the power of America and the Soviet Union.</i></p> <p>Main message needs to relate to China and the Soviet and the USA</p>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (c)		7	
	<p><b>Q: Study Source C. How useful is this source as evidence about relations between China and the USA up to 1971? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6-7 marks)</b></p> <p>Candidates demonstrate sound knowledge and understanding of the period and of relations between China and the USA to evaluate the source for utility. Sophisticated inferences are made to explain the usefulness of the source and produce a fully developed response.</p> <p><b>Level 3 (4-5 marks)</b></p> <p>Candidates demonstrate some knowledge and understanding of the period and of relations between China and the USA to evaluate the usefulness of the source. A developed response is produced.</p> <p><b>Level 2 (2-3 marks)</b></p> <p>Candidates demonstrate basic knowledge and understanding about the period and of relations between China and the USA to comprehend surface features of the source, and to make basic claims about usefulness.</p> <p><b>Level 1 (1 mark)</b></p> <p>Candidates describe the source and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b></p> <p>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>This source is useful because it suggests that China was emerging as a world power. Nixon states 'there can be no peace without the participation of the People's Republic of China'. Nixon is referring to the possible ending of the Vietnam War which was proving to be a disastrous failure. Nixon was trying to find ways of withdrawing from Vietnam and hoped he could get the Chinese, who were helping North Vietnam, to put pressure on their ally to negotiate. This is why Nixon was undertaking 'initiatives' to 'encourage more normal relations between our two countries'. His desperation to get out of Vietnam might have led him to exaggerate the closeness of relations between China and the US. This might mean this source is less useful about their relationship.</i></p> <p><i>However the source is much less useful in terms of the motivation of Mao and China. At the time, there was a Sino-Soviet split and lots of tension with border issues between China and the USSR, so China was hoping to use its emerging friendship with the USA against the USSR. Mao also wanted to deal with the nationalists in Taiwan once and for all, and at the time the US was offering China recognition of their sovereignty. China also hoped to gain export markets for its industrial goods, which the US could provide and to get access to Western technology and expertise for its industry to develop. In reality though Mao was no more committed to friendly relations with the USA than he was with the USSR – all the improvements were more to do with China's strategic interests than any genuine capitalist / communist détente.</i></p>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (a)		4	
	<p><b>Q: Describe the tactics used by the Red Army during the Civil War.</b></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"> <li>• <i>Guerrilla tactics.</i></li> <li>• <i>Placing explosives in parcels, wheelbarrows and other objects.</i></li> <li>• <i>Using tunnels and caves to hide from the enemy.</i></li> <li>• <i>Using small, lightly armed mobile units which can merge into the civilian population and attack the larger army at its weakest points.</i></li> <li>• <i>Retreat when the enemy attacks and attack when the enemy least expects it.</i></li> <li>• <i>Gaining the support of the peasants</i></li> </ul>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (b)		6	
	<p><b>Q: Explain why the Communist Party was strengthened by the Second World War.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding of the Communist Party in the Second World War. 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><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding in order to explain one reason for why the Communist Party was strengthened by the Second World War.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the Communist Party after the Second World War.</p> <p><b>Level 0 (0 marks)</b> 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>Mao's Red Army treated the peasants with courtesy and respect. As they taught the peasants how to fight and defend themselves, they also taught them about Communist ideas. CPC membership increased from 40,000 members in 1937 to 800,000 in 1940. The Second World War enhanced Mao's reputation and gave him immense personal popularity. By 1945 Mao had effectively driven the Japanese out of large areas of the Chinese countryside, confining them to their army bases and the major cities. Estimates vary but Mao controlled up to one-sixth of the Chinese countryside and had the loyalty of over 100 million Chinese.</i></p> <p><i>They were seen as being very different from the corrupt nationalists who seemed to be spending more efforts hindering the Communists than attacking the Japanese. As Chiang's forces retreated in the face of extreme Japanese pressure, they destroyed crops, villages and equipment so that they would be of no use to the invaders. The 'scorched earth' policy brought misery to millions of Chinese peasants, but it completely failed to stop the Japanese. As a result of Chiang's unpopularity, more and more people turned their support to the Communist Party.</i></p>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (c)		10	
	<p><b>Q: 'The Long March was a success for the Communists'. How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the consequences of the Long March. They produce a fully 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><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the consequences of the Long March, explaining why it was <b>AND</b> was not a success. 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><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the consequences of the Long March, explaining why it was <b>OR</b> was not a success. 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><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge of consequences of the Long March and they produce a basic response.</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>If we look from Mao's point of view, the Long March was a real success for him in the long term. As it marched, the Red Army spread communist ideas amongst the Chinese peasants. It was such a memorable event that millions of peasants could not forget the Long March and the new Communist leader Mao. The peasants were impressed with the determination and dedication of the marchers as around 100,000 men marched over 3,000 kilometres. As a result of this, the Long March can be seen to have started the ascent of Mao.</i></p> <p><i>However the Long March can be seen as a failure because many Communists died and defected during the march. As an indication of the number of casualties the membership of the CPC dropped from about 300,000 to 40,000. It might have been a memorable event, but it came at a heavy human cost for the Communists.</i></p> <p><i>Although in many respects the Long March was a disaster, in the longer-term it was a success. It was a great propaganda success. As they marched, the Red Army spread ideas about communism amongst the peasants in areas where the Communists had no support before. By 1936 almost everyone in China had heard of the Long March and of the new Communist leader Mao Zedong. It got across the message that the Communists were the only hope of liberation. The number of people who died during the Long March was only a temporary setback as the Long March pushed the Communists on to greater things.</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><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the Long March.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
9 (a)		4	
	<p><b>Q: What was the Cultural Revolution?</b></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"> <li>• <i>Mao created a cult of personality for himself.</i></li> <li>• <i>Mao told young students in China to form themselves into units of Red Guards.</i></li> <li>• <i>Copies of the Little Red Book were printed and distributed widely.</i></li> <li>• <i>Mao removed rivals within the party.</i></li> <li>• <i>There were huge Red Guard demonstrations throughout 1967 and 1968.</i></li> <li>• <i>Thousands of innocent people were beaten, tortured and murdered.</i></li> </ul>

## Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
9 (b)		6	
	<p><b>Q: Explain why the Cultural Revolution had important consequences.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the Cultural Revolution had important consequences. 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><b>Level 2 (3–4 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the Cultural Revolution had important consequences and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the Cultural Revolution.</p> <p><b>Level 0 (0 marks)</b> 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 Cultural Revolution had a great impact on the intellectual and cultural life of the Chinese population. It brought China's education system to a halt. This is because schools and colleges were closed and many teachers and lecturers were beaten and abused for being anti-revolutionary. Anything which could be considered anti-revolutionary – books, works of art, technology – was smashed and burned. The result was a rise in illiteracy and a set back to China's scientific and economic development that lasted for years.</i></p> <p><i>Another consequence was to restore Mao's prestige and power which declined after the failure of the Great Leap Forward. It re-imposed Mao's strict brand of Communism. He prepared for this by dismissing Luo Ruiqing as head of the army in 1965. This gave Mao the power to conduct the Cultural Revolution. Through the actions of the Red Guard and the use of Mao's Little Red Book his prestige was increased to almost god-like status. This personality cult and the purging of senior officials put Mao in a powerful position.</i></p>



## Part 2: Mao's China c. 1930–1976


Q	Answer	Marks	Guidance
9 (c)		10	
	<p><b>Q: 'The Hundred Flowers movement was a failure.' How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the Hundred Flowers movement. They produce a fully 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><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of how the Hundred Flowers movement was <b>AND</b> was not a complete failure. 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><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of how the Hundred Flowers movement was <b>OR</b> was not a complete failure. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Overall, you could say the Hundred Flowers Movement was a success for Mao because it allowed him to identify and deal with opponents to Communism but the results can be seen as a failure for the Chinese people. Perhaps as many as 550,000 intellectuals were branded as 'rightists' and subjected to varying degrees of persecution. Some were sent to labour camps. Many intellectuals were driven to suicide by the severe mental pressure to which they were subjected. Some students and intellectuals were shot in public. As a result of this wave of persecution, independence of thought was crushed and intellectuals in China would never trust Mao or the CPC again.</i></p> <p><i>When he invited critics to give their opinions of the Party he did not expect people to criticise the whole idea of Communism, but this is what happened. When these people came out into the open he was able to suppress the opposition. They were sent to the countryside because of their 'incorrect attitudes' to work with peasants and to be 're-educated'. By removing over 550,000 people who were considered opponents of the Communist Party, Mao could continue to instil his Cult of Personality throughout China.</i></p> <p><i>Mao started The Hundred Flowers campaign because he thought Party officials were becoming superior and detached from the people. Although the level of criticism surprised him he was able to turn it to his advantage and get rid of opponents to Communism. This silenced criticism of the communist regime for a generation and strengthened Party unity and meant that Mao's position was unchallengeable. So in an unintended way, it was a success for Mao.</i></p>


Q	Answer	Marks	Guidance
9 (c)	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge of whether the Hundred Flowers movement was a complete failure 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><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the Hundred Flowers movement.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

**Spelling, punctuation and grammar (SPaG) assessment grid**

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

### Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

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

\* Questions marked with a pencil () carry 6 additional marks for spelling, punctuation and grammar.

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