

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 2016

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

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

© OCR 2016

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

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

Part 1: Section A - The 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>Level 5 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 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 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 Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>5-6</p> <p>3-4</p> <p>2</p> <p>1</p> <p>0</p>	<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 supporting Lloyd George's attitude that the reparations Germany has to pay are too high, and he is right to try to persuade Briand of this.</i></p> <p><i>In the cartoon, the horse has been saddled with a huge burden of debt, the 'Unlimited Reparations', which is so heavy it cannot move. This refers to the fact that In 1921 the Allies finally agreed that Germany should pay reparations for the Great War of 132 billion gold marks. Lloyd George felt that this was too high, as Germany would be unable to get back on her feet again, and her economy would be stalled. This is shown by the debt on the cart stopping the horse (Germany) from moving. He tries to persuade Briand in the caption, saying Germany may get going, with less debt, but the French were reluctant to listen, as they wanted maximum revenge and compensation after the destruction and suffering the French had been through.</i></p> <p><i>The cartoonist's view is that Lloyd George is right, as he shows that Germany can clearly go nowhere as it is overloaded, and Briand should be able to see this.</i></p> <p><i>CV=supportive of Lloyd George's attitude to reduce reparations / critical of France's attitude to setting high reparations</i></p> <p><i>Main message=Germany can't function / recover because reparations are too high / Germany is crippled because of the reparations / Britain wants to reduce the amount of reparations</i></p> <p><i>Sub message = Treaty is too harsh / reparations are too high</i></p>

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

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Explain why Clemenceau did not get everything he wanted at the Paris Peace Conference.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain why Clemenceau did not get everything he wanted at the Paris Peace Conference. 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 Candidates demonstrate some knowledge and understanding of why Clemenceau did not get everything he wanted at the Paris Peace Conference. They explain to produce a single-causal response.</p> <p>Level 1 Candidates demonstrate limited knowledge of Clemenceau and his aims at Versailles.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6-8</p> <p>3-5</p> <p>1-2</p> <p>0</p>	<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 he did not get everything he wanted was because the USA limited what he could achieve. France had suffered much at the hands of the Germans, with devastated land and millions of casualties, and as a result Clemenceau wanted revenge and high reparations. However, Woodrow Wilson and the Americans were worried that if Germany were punished too much, she would want revenge in the future. Wilson didn't fully appreciate the impact of war on France as America herself had not been attacked directly, and joining the war in 1917 meant that their manpower losses were the lowest of the allies at 100,000. Wilson was more concerned about getting long term peace than revenge, so America didn't have to be involved in another European war. As a result, he prevented Clemenceau getting the more severe terms he wanted.</i></p> <p><i>Another reason Clemenceau didn't get what he wanted was that Britain didn't support all of his aims. For example, when it came to disarming Germany, Britain was only really concerned about the German navy. Clemenceau on the other hand wanted Germany's land forces crippled, and with 100,000 men and the country not broken into independent states, he was still worried Germany would be too powerful. Lloyd George resisted breaking Germany up, as he felt it would weaken her too much and he did not want this to affect Britain's trade or strengthen the French too much either.</i></p> <p><i>NB: Identifying what Clemenceau wanted but didn't get is L1 only. For explanation candidates must get to why he did not get these things.</i></p>



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


Q	Answer	Marks	Guidance
2 (a)		4	
	<p>Q: Describe the role of the Assembly in the League of Nations.</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, for example '<i>acts as the League's Parliament</i>'.</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>vote on admitting new members</i> • <i>appoint temporary members of the Council</i> • <i>vote on the budget</i> • <i>vote on ideas put forward by the Council</i> • <i>discuss and recommend action to the Council</i> • <i>elect judges to the Permanent Court (along with the Council)</i> <p><i>NB: The question is about the role of the Assembly, not the composition</i></p>

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

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Explain why the League had some failures in the 1920s.</p> <p>Level 3 Candidates demonstrate sound knowledge and understanding of the reasons why the League had some failures 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 Candidates demonstrate some knowledge and understanding to explain why the League had some failures in the 1920s. They produce a single causal response.</p> <p>Level 1 Candidates demonstrate only limited knowledge about the League's failures in the 1920s.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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 is because Britain and France were too self-interested. In 1920 a Polish army invaded Vilna, the capital of the new state of Lithuania, and seized it for Poland. The League should have acted to force Poland to back down. However, the French did not want to do anything against the Poles, as they saw them as a future ally in the East in case Germany rose up, and Britain did not want to get involved in sending troops so soon after the Great War had finished. With two of the League's leading members only condemning but not acting against Poland, Lithuania was left to live with the results of aggression.</i></p> <p><i>Another reason was that the USA was not a member, so larger European members threw their weight around. Italy bombed and invaded Corfu after the murder of General Tellini, and was able to put pressure on the League so that it got compensation for the murder of Tellini whereas Greece got none for the damage to Corfu. If the USA had been a member, Italy may have acted less aggressively, as it would have been worried about the disapproval of the USA as a large and powerful member.</i></p> <p><i>NB: Credit narrative about failures in L1 only</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 36 to allocate SPaG marks.
	<p>Q: How far can the failure of the League in the 1930s be blamed on the Manchurian Crisis? Explain your answer.</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of the reasons for the failure of the League in the 1930s 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 Candidates demonstrate sound knowledge and understanding of the reasons for the failure of the League in the 1930s 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 Candidates demonstrate some knowledge and understanding of how the Manchurian crisis OR other reasons led to the failure of the League in the 1930s and explain their answer. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<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 Manchurian Crisis did weaken the League and contribute to its failure. After the Japanese occupation of Manchuria the League acted too slowly to investigate what had happened. It was over a year before Lord Lytton filed his report saying that the Japanese were in the wrong, by which time it was too late to remove them. None of the 3 remaining permanent powers in the League's Council wanted to use force because they were more concerned about their countries' economic problems in the Great Depression and did not want to take action on the other side of the world. As a result of the crisis, the League looked weak as it had failed to stop Japan, which encouraged other powers to think they could get away with acting aggressively, for example Italy in 1935 in Abyssinia, and Germany in breaking the Treaty of Versailles, both of which totally undermined confidence in the League.</i></p> <p><i>However, the real weakness of the League was not the issues it dealt with but its underlying problems. The absence of the USA was a blow from the start. Had it been a member during the Abyssinian crisis in 1935, its authority and credibility might have deterred Mussolini from action. If it had agreed the League's trade sanctions on Italy then they may have been more successful, instead the USA actually increased sales of oil to Italy. Another underlying problem was leadership by Britain and France. If they had not been so weakened by war, the League may have been more effective in the 1930s. Neither gave decisive leadership during the Abyssinian crisis as they were more concerned with their own interests. For example, Britain did not want to apply sanctions on coal sales as they feared the loss of mining jobs at home.</i></p> <p><i>Overall, the crises the League faced, such as in Manchuria, revealed its weaknesses, rather than creating them, and so one crisis alone cannot be blamed for its failure. If the League had been strongly led by countries able and prepared to act, the Manchurian crisis would not have been so damaging, and would not have signalled to the world that the League was a paper tiger, escalating international problems later in the 1930s.</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>Level 2 Candidates use some relevant knowledge to identify other reasons for the weakness of the League AND/OR describe the Manchurian crisis, 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 Candidates demonstrate limited knowledge of the Manchurian crisis or the weakness of the League in the 1930s.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p>Guidance for Level 4:</p> <p>Basic explanations for each 'side' = 7 Developed explanations for each 'side' = 9 One 'side' developed and one 'side' basic = 8</p> <p>Must obtain L4/9 in order to access L5</p>



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


Q	Answer	Marks	Guidance
3 (a)		4	
	<p>Q: Describe the Nazi-Soviet Pact.</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, for example '<i>an agreement between Germany and the USSR</i>'.</p> <p>0 marks = no response or no response worthy of credit.</p>		<p>Answers could include</p> <ul style="list-style-type: none"> • <i>a ten year non-aggression pact (2)</i> • <i>Germany and the USSR agreed not to attack each other</i> • <i>hiding a secret clause to divide Poland between them</i> • <i>also known as the Molotov-Ribbentrop Pact as they were the foreign ministers who agreed it (2)</i> • <i>an unlikely agreement between sworn enemies</i> • <i>agreed in <u>August</u> 1939</i> <p>NB: Do not credit reasons why the Pact was agreed.</p>

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

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Why was Stalin concerned about the Munich Agreement? Explain your answer.</p> <p>Level 3 Candidates demonstrate sound knowledge and understanding of the reasons for Stalin's concern about the Munich Agreement. 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 Candidates demonstrate some knowledge and understanding to explain why Stalin was concerned about the Munich Agreement and produce a single-causal response.</p> <p>Level 1 Candidates demonstrate only limited knowledge about the USSR and the Munich Agreement.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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 Stalin was concerned was that he was not invited to join the discussions about what should happen to the Sudetenland. Czechoslovakia shared a border with the USSR so he would obviously be concerned if part of it became German, in case the rest of it followed. Hitler had written in Mein Kampf about wanting to destroy communism and Stalin would have known this so it would be very threatening to have the Nazis next door.</i></p> <p><i>Another reason he was concerned was he believed it was evidence that Britain and France were deliberately appeasing Germany so it would get stronger and fight the USSR. The Munich Agreement meant that Hitler would have access to the rich industries and mineral deposits of the Sudetenland, which would strengthen his military massively. Stalin knew that Britain and France were afraid of the spread of communism, and saw the Munich Agreement as proof that he could not trust the west and needed to protect himself against the Nazis.</i></p>

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

Q	Answer	Marks	Guidance
3 (c) 		10	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 36 to allocate SPaG marks.
	<p>Q: ‘Hitler’s foreign policy was responsible for the outbreak of war in 1939.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of the reasons for the outbreak of war in 1939 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 Candidates demonstrate sound knowledge and understanding of the reasons for the outbreak of war in 1939 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 Candidates demonstrate some knowledge and understanding of how Hitler’s foreign policy OR other reasons led to the outbreak of war in 1939 and explain their answer. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<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>Hitler’s foreign policy was certainly one of the main reasons war broke out in 1939. Since 1933 he had been breaking the Treaty of Versailles, first with secret rearmament, then publically rebuilding his military after 1935, and then remilitarising the Rhineland in 1936. Every time he did this, Britain and France had reasons to allow him to continue, until he invaded Czechoslovakia in 1939, when they could no longer give him the benefit of the doubt. Hitler was clearly building an empire and had to be stopped, so when he invaded Poland in 1939 they declared war. If Hitler hadn’t bullied countries to gain land and invaded others, then this would have not happened. His foreign policy was to blame.</i></p> <p><i>But Hitler could have been stopped sooner, so you could also blame the countries who didn’t stop him before, for why war broke out in 1939. Britain and France both appeased Hitler which made him grow in confidence and military might so by 1939 he felt confident to attack Poland, which triggered war. Britain in particular wasn’t convinced before 1938 that Hitler needed to be stopped. Some felt that he was simply correcting the mistakes that Versailles had made and would settle down once he had taken the land lost. Others, like Prime Minister Chamberlain, didn’t want a war so soon after the terrible Great War. Economic issues also held Britain back as before 1938 she was concentrating on her own problems not rearming to fight Hitler. But appeasing Hitler was like a red rag to a bull, it simply encouraged him, which is why he broke the Munich Agreement and invaded the rest of Czechoslovakia and then Poland.</i></p> <p><i>Without a doubt, it was Hitler’s foreign policy that caused war. As that was only encouraged and not created by appeasement, it is more important. That said, appeasement influenced the timing of war’s outbreak: by 1939 it was clear that appeasement had failed, so war to stop Hitler was inevitable.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 Candidates use some relevant knowledge to identify other reasons for the outbreak of war AND/OR describe Hitler's foreign policy, 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 Candidates demonstrate limited knowledge of Hitler's foreign policy and other reasons for the outbreak of war.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p>Guidance for Level 4:</p> <p>Basic explanations for each 'side' = 7 Developed explanations for each 'side' = 9 One 'side' developed and one 'side' basic = 8</p> <p>Must obtain L4/9 in order to access L5</p>

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

Q	Answer	Marks	Guidance
4 (a)		7	
	<p>Q: Study Source A. What is the cartoonist's message? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message (viewpoint) and produce a sound response in context.</p> <p>Level 4 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 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 Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>5-6</p> <p>3-4</p> <p>2</p> <p>1</p> <p>0</p>	<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 saying that the USA is losing the war in Iraq and the President is being criticised for not having a better strategy for winning. The hole Uncle Sam is digging represents the difficult situation America is in now it has invaded, and the only way out the President suggests is to 'keep digging'. However, digging a deeper hole isn't an answer as it won't help him climb out, in other words doing more of the same kinds of actions won't help America win the war. By 2005 America had been at war in Iraq for over three years, but if anything the war seemed to be getting worse as the country had descended into chaos and civil war and an insurgency had set in attacking the government and American forces. The US government was being criticised for not having a plan for how to get out. Also in the cartoon, Uncle Sam is far from happy, showing the general frustration Americans were feeling that they seemed unable to end the war and bring their troops home.</i></p> <p><i>CV = criticism that Bush's policies are not working</i></p> <p><i>Main = criticism levelled at US not Bush / Bush's policies are not working (flat) / America should get out of Iraq / America is not happy with the President / America's policies have made things worse</i></p> <p><i>Sub message = focus is on Iraq not the US / America cannot get out of Iraq / America is stuck in Iraq</i></p> <p><i>Do not credit digging for oil, looking for weapons of mass destruction, 'America is digging its own hole'. The focus of the cartoon is the occupation of Iraq and not the invasion. Interpretation around invasion = sub message</i></p>

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



Q	Answer	Marks	Guidance
4 (b)		8	
	<p>Q: Explain why the multinational forces could not leave Iraq in 2003 after the Iraqi army had been defeated.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain what went wrong with 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 Candidates demonstrate some knowledge and understanding to explain what went wrong with the invasion of Iraq. They produce a single-causal response.</p> <p>Level 1 Candidates demonstrate limited knowledge of what went wrong with the invasion of Iraq.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>8</p> <p>6-8</p> <p>3-5</p> <p>1-2</p> <p>0</p>	<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 they could not leave Iraq was that they left it too late to plan how to rebuild and run Iraq after Saddam Hussain was removed. They had a plan to conquer, but not to rule. For example, most major reconstruction contracts had not been signed when the war started and the coalition forces temporary government had no offices, telephones and computers when it was first set up. This left the military struggling to maintain the peace and govern a country where law and order had broken down and infrastructure was in tatters. The people felt that the government was ineffective and its foreign backers were only there to serve themselves so some joined rebel groups which made it difficult for Western forces to leave.</i></p> <p><i>Another reason they could not leave Iraq was the mistakes that were made by the people in charge. Bremer became head of the CPA in May 2003 but he had no experience of the Middle East. He immediately banned the Ba'ath party and all party members above a certain rank lost their jobs. This was a serious mistake, as the government lost 30,000 experienced administrators who could have helped to make the new government work. The Iraqi armed forces and security services were also dissolved. This put 300,000 armed young men out of work, and cut off the pensions of tens of thousands of ex-army officers. This was disastrous as many of these men were very bitter, and so they put their skills and weapons to the service of the insurgency, worsening the law and order situation.</i></p>

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

Q	Answer	Marks	Guidance
5 (a)		4	
	<p>Q: Describe how Communist governments controlled people’s lives in Eastern Europe after 1948.</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, eg ‘fewer civil rights’ or ‘introduction of Soviet style communism’.</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>no freedom of speech/freedom to criticise the government</i> • <i>censorship of the press and media</i> • <i>opposition groups/parties abolished and/or imprisoned</i> • <i>use of informers</i> • <i>limited freedom of religion</i> • <i>brutal repression of strikes and protests against government policies</i> <p>NB: Do not credit Cominform / Comecon / Warsaw Pact</p>

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

Q	Answer	Marks	Guidance
5 (b)		6	
	<p>Q: Explain why the Polish government acted against Solidarity in 1981</p> <p>Level 3 Candidates demonstrate sound knowledge and understanding of the reasons why the Polish government acted against Solidarity in December 1981. 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 Candidates demonstrate some knowledge and understanding to explain why the Polish government acted against Solidarity in December 1981 and produce a single-causal response.</p> <p>Level 1 Candidates demonstrate only limited knowledge about the Polish government's actions towards Solidarity in December 1981.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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 it acted against Solidarity is that the union had become too popular and well supported. By 1981 almost half of all workers had joined it. This strength meant it was a threat to the government. Jaruzelski's predecessor had agreed to many of its demands, which led to a massive increase in its popularity to over 9 million. After tense negotiations with Lech Walesa to form a 'government of national understanding' broke down, Jaruzelski clearly feared what the union would do next, so imprisoned over 10,000 of its leaders and suspended Solidarity.</i></p> <p><i>Another reason for acting is that Jaruzelski was concerned about what the Soviet Union would do if he did not do something about Solidarity soon. The union had produced an 'open letter' telling workers in countries throughout the Communist bloc that they were campaigning for their rights too, and this made the Soviet leadership fear for the future of their control elsewhere. Brezhnev had already ordered the Red Army to carryout 'training manoeuvres' on the Polish border. Jaruzelski feared that if he did not act, the Soviet Union might extend this to invade to 'restore order', something he wanted to avoid.</i></p> <p>NB: The focus is on the reasoning why the Polish government acted, not why the USSR wanted action. Explanations must link back to Poland.</p>



Q	Answer	Marks	Guidance
5 (c) 		10	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 36 to allocate SPaG marks.
	<p>Q: How far was Gorbachev responsible for the collapse of Soviet control over Eastern Europe? Explain your answer.</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of these reasons and their role in the collapse of Soviet control of Eastern Europe 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 Candidates demonstrate sound knowledge and understanding of these reasons and their role in the collapse of Soviet control of Eastern Europe 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 Candidates demonstrate some knowledge and understanding of explain how Gorbachev's actions OR the USSR's economic problems led to the collapse of Soviet control of Eastern Europe. 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>10</p> <p>7-9</p> <p>5-6</p>	<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>Gorbachev's actions were very important. When he introduced glasnost and perestroika in the USSR, it allowed more open debate on government policy, including criticisms of it, and changes to the economy. As people in Eastern Europe saw this, they demanded similar reforms in their own countries. When they heard that Gorbachev was also planning on withdrawing Soviet troops from Eastern Europe, they realised that their leaders could not count on Soviet force, so they could be free of the worst aspects of communism. From May 1989 onwards, people rebelled against communist rule in Eastern Europe, and without the backup of the Red Army, communism collapsed. Without Gorbachev's actions, demand for change wouldn't have been so obvious, and Eastern bloc countries could also have relied on Red Army troops to deal with protesters.</i></p> <p><i>But economic problems were also important. This is why Gorbachev introduced many of his reforms. For years the Soviet economy had been very weak, spending too much money on weapons, and it was in need of major reform to improve the quality of industries and raise the standard of living for the Soviet people. Previous leaders had just buried their heads in the sand. Gorbachev wanted to change things. As a result, he introduced perestroika, which introduced market forces and private business, which inspired people in Eastern Europe to want these changes too, as their economies were also a shambles. Crucially, to save money, he also cut spending on defence, including deciding to remove the Red Army from Eastern Europe, removing the prop for unpopular communist governments. With this gone, their days were numbered.</i></p> <p><i>As I've explained, Gorbachev's actions were largely the result of economic problems, so you could argue that as they came first they were more important than him. But I don't agree. The economic problems had existed for a long time. It took a man who wanted to do something about them, and crucially, the way he did something about them that made all the difference.</i></p>

Q	Answer	Marks	Guidance
6 (a)		4	
	<p>Q: Describe the methods used by the Provisional IRA.</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, eg 'attacked Britain and its government'.</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>attacks on the Northern Ireland police force (RUC) and British army</i> • <i>planting bombs in Northern Ireland or on the British mainland</i> • <i>attempting to kill members of the British Government including the Prime Minister Margaret Thatcher</i> • <i>attacks on loyalist politicians and organisations</i> • <i>secret negotiations using their political wing, Sinn Fein</i> • <i>the dirty protests by IRA prisoners</i>

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

Q	Answer	Marks	Guidance
6 (b)		6	
	<p>Q: Explain why the Palestine Liberation Organisation (PLO) used terrorism.</p> <p>Level 3 Candidates demonstrate sound knowledge and understanding of the reasons why the PLO used terrorist methods and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 Candidates demonstrate some knowledge and understanding of the reasons why the PLO used terrorist methods and produce a single-causal response.</p> <p>Level 1 Candidates demonstrate only limited knowledge about the PLO and its terrorist methods.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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 direct warfare had failed to achieve the aims of Palestinian Arabs: to destroy Israel and create a Palestinian homeland. In 1947 the Zionists had declared the state of Israel to exist and despite neighbouring Arab states attempting to smash Israel, she survived by defeating them. When large numbers of Palestinians fled to refugee camps, some joined political movements against Israel, and by 1969 the PLO had appeared, an umbrella organisation led by Yasser Arafat. It used terrorism to make its voice heard, after open warfare continued to fail to defeat Israel. Terrorism was also a very effective weapon against a superior power. Israel was a rich country and often had backing from one of the world's superpowers, America. As a result it could afford the best and latest technology, and even built up secret nuclear weapons as well as defences. The Palestinians in comparison were small and had fewer resources. Terrorist activities like commando raids, artillery attacks on kibbutz and firing rockets at Israeli towns spread fear and got around Israel's military superiority.</i></p>

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

Q	Answer	Marks	Guidance
6 (c) 		10	<p> This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 36 to allocate SPaG marks.</p>
	<p>Q: ‘Nationalism is usually more important than religion in motivating terrorist actions’. How far do you agree? Explain your answer using examples from terrorist groups you have studied.</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of the motivations for terrorist actions 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 Candidates demonstrate sound knowledge and understanding of the motivations for terrorist actions 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 Candidates demonstrate some knowledge and understanding of how nationalism OR religion motivates terrorism and explain their answer. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<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 nationalism may seem more important, but it's often more complicated than that and difficult to separate the two.</i></p> <p><i>Nationalism has often been more important. Take for example the case of the IRA in Ireland. They and their supporters were almost always Catholics, and their opponents were almost always Protestants. But they weren't fighting about religion, they were trying to achieve a united republic over the whole of Ireland, without British interference. That's nationalism. The only way religion really came into it was that some of them may have wanted revenge for past injustices against people of their faith. The same is true of the PLO: they were and are mainly Palestinian Muslims fighting against Jewish Israelis, but religion isn't the main issue, it's that they are arguing over the same land which they believe should be a homeland for their nation. In 1947 Zionists declared the state of Israel to exist on Palestinian land. The Palestinians believe that land is theirs. As a result, they attack Israel and Israelis.</i></p> <p><i>Having said that, religion does matter and can be the most important factor. Osama Bin Laden believed that the Islamic religion was under threat from enemies everywhere and that it was the duty of every Muslim to take part in jihad. His ideas formed the basis of Al Qaeda's actions and resulted in them terrorising Western democracies, communist nations, the state of Israel and especially the USA. But at the same time, even Al Qaeda has nationalist influences, as it benefits from the idea that all Arabs no matter where they live are part of a single group united by their faith, and so it gets support from Arabs around the world. This support is crucial, as it funds them and provides activists prepared to commit terrorism.</i></p> <p><i>So the two are definitely linked, and because of that it's difficult to argue that one is more important than the other: they are both equally important.</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 Candidates use some relevant knowledge to describe terrorist incidents AND/OR nationalist and religious ideas in terrorist organisations 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 Candidates demonstrate limited knowledge of terrorists' motivation and their actions.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p><i>Guidance for Level 4:</i></p> <p><i>Basic explanations for each 'side' = 7</i></p> <p><i>Developed explanations for each 'side' = 9</i></p> <p><i>One 'side' developed and one 'side' basic = 8</i></p> <p><i>Must obtain L4/9 in order to access L5</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
7 (a)		7	
	<p>Q: Study Source A. 'Chinese people benefited from Mao's rule'. How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that Chinese people benefited from Mao's rule.</p> <p>Level 3 Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that Chinese people benefited from Mao's rule.</p> <p>Level 2 Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that Chinese people benefited from Mao's rule</p> <p>Level 1 Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6-7</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<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 disagrees with the interpretation, as it blames Mao's 'misrule' for 70 million deaths. It concentrates on Mao's self-centredness and lack of humanity, as he only shed tears of self-pity, not for the suffering he had caused his own people This argument is convincing, because it's true that the Great Leap Forward led to millions of deaths. There were food shortages and starvation when peasants were distracted from their normal farming activities by the need to fulfil industrial targets at the same time. When drought hit, there were no stockpiles of grain, and it is estimated that between 1958 and 1962 thirty million people starved to death.</i></p> <p><i>That said, many Chinese people would agree and point out the ways Mao improved China and benefited the people. Sharing out land using the Agrarian Reform Law was very popular with millions of peasants, and even if many were less keen on the communes, most were persuaded without force that it was in their interests to modernise. Nationalising and improving industry also created jobs and financed social reforms, such as a literacy drive, free health care and improvements to city living conditions. Women particularly benefited under Mao as their status was raised and divorce became easier.</i></p> <p><i>It isn't that surprising that Jung Chang concentrates on the negatives as her family were some of the people who were victim of the accusation meetings, accused of not conforming, and she will bear a grudge. It's also true that Mao had some disastrous ideas, like the Great Leap Forward, which hurt his people. Although some people's lives did improve, this was certainly not the case for everyone.</i></p>

Part 2: Part 2: Mao’s China, c.1930-1975

Q	Answer	Marks	Guidance
7 (b)		6	
	<p>Q: Study Source B. How useful is this source for understanding Mao’s aims for the Cultural Revolution? Use the source and your knowledge to explain your answer.</p> <p>Level 4 Candidates demonstrate sound understanding and evaluation of the source and sound knowledge and understanding of the period. They interpret the source, assess its utility and produce a fully developed response in context.</p> <p>Level 3 Candidates demonstrate some understanding of the source and some knowledge and understanding of the period to evaluate its usefulness. They interpret the source, assess its utility and produce a developed response in context.</p> <p>Level 2 Candidates demonstrate basic knowledge and understanding about the period to comprehend surface features of the source and to make basic claims about its usefulness.</p> <p>Level 1 Candidates describe the source and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>6</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<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 as it shows that the Cultural Revolution wasn’t just about destroying things thought to be anti-communist, it was also about Mao removing rivals. This senior military leader had been arrested by the Red Guards probably because Mao saw him as a rival. He is being put through a ‘struggle session’ to publically admit his crimes and humiliate him. Since the failure of the Great Leap Forward Mao had lost some of his power within the party and was looking for ways to increase his influence. By calling for a Cultural Revolution he hoped he would be able to purge anyone who criticised or disagreed with him using the Red Guards. Photographs like this would have been published as part of the Party’s propaganda efforts, to reinforce their control and make people realise the perils of speaking or acting against the Party.</i></p> <p><i>On the other hand, the source is limited, as it does not show Mao’s other aims. Mao was concerned that Chinese people were becoming less enthusiastic about communism and wanted to get the young people especially interested again. That is why he told young students to create the Red Guards to carry out the Revolution. They had the key role. He was also worried that divisions between the well off and poor were starting to reappear. One way of making everyone equal again was to get rid of the things that emphasised these differences: destroying the possessions of people he said were ‘anti-revolutionary’. Destroying art and culture and religion and replacing them with things that praised Mao also helped brainwash people into support for the Communist Party.</i></p>

Part 2: Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
7 (c)		7	
	<p>Q: Study Source C. Why was this poster published in 1967? [7] Use the source and your knowledge to explain your answer</p> <p>Level 4 Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the situation in 1967. They interpret the purpose of the poster being published to produce a response explaining its intended impact during the Cultural Revolution</p> <p>Level 3 Candidates demonstrate some understanding of the source and some knowledge and understanding of the context. They interpret the message of the poster and produce a response explaining why it was published.</p> <p>Level 2 Candidates demonstrate basic understanding of the source and basic knowledge and understanding of the broader context, but they do not relate it to the message or purpose of the poster OR they explain the message or purpose without setting it in the context of 1967.</p> <p>Level 1 Candidates describe the poster and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>6-7</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<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 was published during the Cultural Revolution to encourage more young people to join the Red Guards and destroy the Four Olds. The poster shows a young man dressed in some sort of uniform with a large hammer, smashing up things which represent the way of life in China before communism: a Buddha, a Crucifix and dice. The words on the poster make it clear that what he is doing is good, destroying 'the old' so that a new and better communist world can be built. One of the reasons that Mao introduced the Cultural Revolution in 1966 is that he was worried that people were losing their enthusiasm for the original communist ideals. He did not want the revolution in China to become like communism in Russia with some groups more powerful than others so he urged young people to create change. Anything connected to old China was burnt or destroyed, including precious art works, books and 'suspect' Western technology. This poster sends a clear message that this is good, and will allow China to move on, so more young people will get involved and be enthusiastic about the task. By 1967 the Red Guards were using more violence so this tells them that that is ok.</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(a)		4	
	<p>Q: Describe Mao's social reforms in the 1950s.</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>free health care</i> • <i>divorce made easier</i> • <i>nursery care for children so that women could return to work (2)</i> • <i>improved education</i> • <i>cities cleaned up such as a rat tail a week (2)</i> • <i>literacy drive / checkpoints</i> • <i>improved healthcare</i> • <i>Marriage Reform Law (max of 2 details)</i>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(b)	<p>Q. Explain how propaganda was used in Mao's China.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain the role and use of propaganda. 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 Candidates demonstrate some knowledge and understanding to explain the role and use of propaganda. They produce a single-causal response.</p> <p>Level 1 Candidates demonstrate limited knowledge of propaganda in Mao's China.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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>Propaganda was used to gain control of the people in Mao's China. Mao did not want people to think independently, and risk disagreeing with his and the Party's aims and ideas. As a result, people were bombarded with propaganda to stop them thinking for themselves. Leaflets, wall posters in their thousands, radio broadcasts and films all reported the successes of the Communist Party and its actions, as well as giving people advice on how to live. Propaganda was also used to inspire fear. Propagandists ran discussion and accusation groups, where people talked about how they and others had failed to be good communists. These would have made people afraid to criticise or do anything which others might see as disloyal to the Party.</i></p> <p><i>Propaganda was also used to inspire feelings of superiority to the West, and hatred of 'imperialist USA'. The West was portrayed as selfish, decadent and 'bourgeois, compared to the discipline and fairness of China led by the Party.' During the Korean War, propagandists competed with each other to get the most people to see the government's anti-American film 'Resist-America, Aid-Korea'. This reinforced China's superiority and America's corruption.</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(c)		10	
	<p>Q: 'The Great Leap Forward was a failure.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of the impact of the Great Leap Forward. 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 Candidates demonstrate sound knowledge and understanding of the impact of the Great Leap Forward. 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 Candidates demonstrate some knowledge and understanding of the impact of the Great Leap Forward to explain that the Great Leap Forward was OR wasn't a dramatic and total failure, explaining one side of the argument. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<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 Great Leap Forward wasn't a total failure. The cooperatives in the countryside were turned into communes and as well as having farming targets they also had industrial targets. Peasant farmers had to learn how to smelt iron in small backyard furnaces and to begin with they succeeded. Steel production doubled in one year! Others in the commune would build schools, irrigation projects or mine coal or iron ore. Mao believed that communes and industrial targets would inspire the people to work harder and turn China into a more industrial nation faster, and he definitely achieved his goal of creating communes. Despite opposition, within 2 years most Chinese citizens belonged to one of the 40,000 communes.</i></p> <p><i>However, there were plenty of failures. This backyard smelting resulted in very brittle and impure iron, and most of it was unusable, which was a real problem for construction. Too much coal was used by the small furnaces, which meant that the rail industry which used coal powered trains had shortages. Even hospitals were given industrial production targets, and had to smelt iron in their grounds, distracting them from health care.</i></p> <p><i>Farming also suffered as the commune system meant that peasants didn't receive any more food or pay for working hard, so many did less work. There was a terrible famine between 1958 and 1962, partly caused by drought, but also because so many farmers now had to do other commune work which took them away from the land. Over 30 million Chinese starved to death. All of these can be seen as big failures.</i></p> <p><i>Overall, the Great Leap Forward was definitely more of a failure than a success. Even Mao accepted that, which is why the Great Leap Forward was ended and Mao's influence was restricted by Deng Xiaoping and Liu Shao-qi shortly after. However it was not a total failure, as there were some successes.</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 Candidates show some relevant knowledge as they identify or describe successes and failures of the Great Leap Forward 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 Candidates demonstrate limited knowledge of the Great Leap Forward.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p><i>Guidance for Level 4:</i></p> <p><i>Basic explanations for each 'side' = 7</i></p> <p><i>Developed explanations for each 'side' = 9</i></p> <p><i>One 'side' developed and one 'side' basic = 8</i></p> <p><i>Must obtain L4/9 in order to access L5</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
9(a)	<p>Q: Describe China's involvement in the Vietnam War.</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>sent advisers to assist the North Vietnamese army</i> • <i>sent military aid, for example trucks, tanks and artillery</i> • <i>sent troops to assist in rebuilding after US airstrikes</i> • <i>lasted from 1950 to 1975</i> • <i>helped Ho Chi Minh and the Vietnamese communists at the Battle of Dien Bien Phu.</i> • <i>negotiated with America about the end of the war</i>

Q	Answer	Marks	Guidance
9(b)	<p>Q: Explain why China had a difficult relationship with India after 1950.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain why China had a difficult relationship with India after 1950. 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 Candidates demonstrate some knowledge and understanding to explain why China had a difficult relationship with India after 1950. They produce a single-causal response.</p> <p>Level 1 Candidates demonstrate limited knowledge of the relationship between China and India.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<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 main reason for this was that there with difficulties over Tibet. Mao wanted to make Tibet a permanent part of China, but by the late 1940s parts of Tibet were being controlled by India. Although in 1951 they made an agreement that China was in fact the ruler, there were disputes over border regions, which led to a small war in 1962. China defeated Indian forces. Tension lingered afterwards and China believed India was encouraging rebels in Tibet.</i></p> <p><i>Linked to this, was the fact that China was helping the Communist Party in India, and giving support to other groups who were against the Indian government. The Indian government thought that this was provocative. Then China sided with Pakistan in its war with India in 1965. It looked like China was doing anything it could to be difficult, and relations broke down. All of the political and cultural connections they had made earlier in the 1950s were cut and trade in luxury items stopped.</i></p>


Q	Answer	Marks	Guidance
9 (c)	<p>Q: To what extent was tension with the USSR the main reason for China's improved relations with the USA? Explain your answer</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of China's changing relations with the USA and USSR and the reasons for it. 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 Candidates demonstrate sound knowledge and understanding of China's changing relations with the USA and USSR and the reasons for it. 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 Candidates demonstrate sound knowledge and understanding to explain whether tension with the USSR was OR was not the main reason China's relations improved with the USA. 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>10</p> <p>10</p> <p>7-9</p> <p>5-6</p>	<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>You could argue that tension with the USSR was an important reason. Relations improved with the USA after 1970, and by this time, relations with the USSR had been difficult for many years. Mao and Khrushchev had never got on because Mao disliked Khrushchev's ideas about communism, and the two countries broke off their Friendship Treaty in 1960. This led to the USSR withdrawing its economic and technical advisers from China, and relations worsened with border disputes through the 1960s. Russia was especially worried about Mao's plans to build nuclear weapons in China, which it did in the 1960s, testing its first atomic bomb in 1964. All of this tension means it's not surprising that China was looking for ways to improve its relations with the other world superpower, the USA, to act as a counterweight against Russia.</i></p> <p><i>On the other hand, it wasn't the only reason. By 1970 China was being approached by the USA as it wanted China's help to get out of the Vietnam War against the communist North Vietnamese. China saw its opportunity to be seen as a power broker and act as a superpower, so assisted. This was another reason for the improvement. China was also willing to co-operate, partly because of its fears about Russia, but especially because Mao wanted to get access to Western investment and technology to help its industries, and markets to sell its goods to. Its industries had suffered after Russia had withdrawn its technical experts. As a result, by 1972, China and the USA had signed their own Friendship Treaty, and trade and investment was growing between the two.</i></p> <p><i>It's difficult to decide which is the most important reason for improved relations, because they were all connected; for example, tension with Russia meant Mao needed money and help from the West because Russia had withdrawn help. However, the underlying problem was the rivalry and border between the two communist powers, as it meant China was looking for an ally against the USSR, so I would agree that tension with Russia was the main reason China chose to improve her relations with the USA.</i></p>


Q	Answer	Marks	Guidance
9(c)	<p>Level 2 Candidates use some relevant knowledge of China's relations with the USA and USSR to identify/describe reasons for the improvements in relations.</p>	3-4	<p>Guidance for Level 4:</p> <p>Basic explanations for each 'side' = 7 Developed explanations for each 'side' = 9 One 'side' developed and one 'side' basic = 8</p>
	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 Candidates demonstrate limited knowledge of China's relations with the USA and USSR.</p>		
	<p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	0	<p>Must obtain L4/9 in order to access L5</p>

Spelling, punctuation and grammar (SPaG) assessment grid for use with questions 2c and 3c OR 5c and 6c.

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

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

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998

Facsimile: 01223 552627

Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2016

