

# **History B (Modern World)**

General Certificate of Secondary Education (Short Course)

Unit **A981**: Aspects of International Relations 1919-2005

## **Mark Scheme for January 2011**

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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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## APPLICATION OF THE MARK SCHEME

### GENERAL POINTS

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

### MARKING

1. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
6. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
7. Please note on the script the level as well as the mark awarded for each part of each question. This **MUST** be shown clearly in the margin of the script towards the end of an answer, eg L3/8.

8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6.  
Written communication will be assessed as follows.  
Candidates are expected to:
- Present relevant information in a form that suits its purpose;
  - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
- The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.  
Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
- 10 The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

## SECTION A THE INTER-WAR YEARS, 1919-1939

**QUESTION 1****1(a) Study Sources A and B.**

**After reading Source A, are you surprised by the photograph in Source B? Use the sources and your knowledge to explain your answer.**

Target: AO1, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1-2]**

eg 'I am surprised as everything seems friendly.'  
'I am surprised there are Nazi flags flying.'

**Level 2 Surprised – general claims about opposition [3-4]**

eg 'I am surprised as there does not appear to be any opposition to the Nazis.'

**Level 3 Surprised because Hitler is threatening to use force to ensure Anschluss  
OR**

**Not surprised as Anschluss was completed without military confrontation [5-6]**

eg 'I am surprised as In Source A Hitler threatened to use force and he did send his troops into Austria in March 1938 to ensure that the plebiscite was trouble free. This is not shown in Source B as everything appears to be very friendly.'

**OR**

eg 'I am not surprised. The Anschluss was completed without military confrontation. There were many Nazis in Austria who wanted the Anschluss and Britain thought the two countries had a right to be united. This is shown in the picture by the friendly way the Germans are being received and by the number of flags being flown.'

**Level 4 Both sides of level 3 [7-8]**

- 1(b) **Study Source C.**  
**What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features of cartoon only [1-2]**

eg 'Hitler and other leaders are sitting having a meeting.'  
 'Stalin is stood in the doorway.'

**Level 2 Secondary message or misinterprets the main message of the cartoon [3]**

eg 'The Munich Conference is taking place.'

**Level 3 Main message of cartoon identified [4]**

eg 'The message the cartoonist wanted to give is that Stalin is wondering / contemplating the significance of why he has not been invited to the meeting.'  
 'Stalin is musing – you've been caught out / rumbled.'  
 'Stalin is surprised he has not been included.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

eg 'The message the cartoonist wanted to give is that Stalin is wondering / contemplating the significance of why he has not been invited to the meeting. There was obviously no intention to invite Stalin as there is no empty chair. The four are discussing the country on the map on the wall.'

**OR**

'The message the cartoonist wanted to give is that Stalin is wondering / contemplating the significance of why he has not been invited to the meeting. The meeting is the Munich Conference at which Czechoslovakia was discussed. It can be seen that Czechoslovakia was not present at the meeting. Under the policy of appeasement Hitler was given the Sudetenland.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

**1(c) Explain why the Nazi-Soviet Pact made war more likely.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1-2]**

eg 'Hitler could do what he wanted.'

**Level 2 Identifies AND/OR describes reasons  
OR  
Gives details of the Nazi-Soviet Pact [3-4]**

(One mark for each point)

eg 'Britain had signed a formal alliance with Poland on 25 August 1939.'  
'Germany and the Soviet Union had agreed a non-aggression Pact.'  
'It helped Germany invade Poland.'

**Level 3 Explains ONE reason [5-6]**

(Five marks for basic explanation; six marks for developed explanation.)

eg 'By signing the non-aggression Pact with the Soviet Union Hitler knew he could invade Poland without interference from any other great power.'

'The signing of the formal alliance with Poland made it impossible for Britain to back down in the face of Nazi aggression and appease Hitler. If they did, it would signal to the world that they could no longer be regarded as a world power.'

'Although Britain had signed an alliance with Poland, Hitler did not believe that Britain would go to war against Germany. Germany invaded Poland on 1 September 1939. Britain issued an ultimatum to Hitler but he ignored it and so on the 3 September Britain honoured its alliance and went to war. Hitler had pushed to the point at which they had to resist. The alternative was national humiliation and acceptance of German domination of Europe.'

**Level 4 Explains more than one reason [7-8]**

(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)

- 1(d) **Study Source D.**  
**Why did the cartoonist draw this cartoon? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Surface use of source for information / general assertions [1]**

eg 'The source shows Hitler climbing through a window labelled Poland.'

**Level 2 Answers that identify message [2-3]**

eg 'The cartoonist wanted to give the message that Germany was entering Poland and Britain was becoming threatening.'

'It is telling the British people that appeasement has ended.'

**Level 3 Focus on context of source with no valid message or purpose [4]**

eg 'Hitler had been gaining territory including Czechoslovakia. The Nazi-Soviet Pact had been signed which removed the need for Germany to fight on two fronts by removing the threat of opposition from the Soviet Union. He could now invade Poland.'

**Level 4 Answers that identify purpose of the cartoon [5]**

eg 'The cartoon was produced to warn the British public of the changing attitude of Britain towards Germany. It is suggesting that Britain is becoming more forceful about Germany.'

**Level 5 Explains message [5]**

eg 'The cartoonist wanted to give the message that Germany was entering Poland and Britain was becoming threatening. I know that because the cartoonist has shown Germany entering a house labelled Poland in the way a burglar would. The British bulldog is getting annoyed.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster [6-7]**

eg 'The cartoon was published to show that Hitler was illegally entering Poland, whilst Britain is watching events. It is suggesting that Britain is becoming more forceful about events. Hitler had been gaining territory including Czechoslovakia. The Nazi-Soviet Pact had been signed which removed the need for Germany to fight on two fronts by removing the threat of opposition from the Soviet Union. He could now invade Poland.'



**2(a) What were Germany's main territorial losses under the Treaty of Versailles?**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail.****[4]**

eg 'Alsace-Lorraine was returned to France.'

'Eupen, Moresnet and Malmédy were given to Belgium.'

'West Prussia and Posen were given to Poland.'

'Danzig was to be free city under the League of Nations.'

'Memel was given to Lithuania.'

'The area known as the Saar was to be administered by the League of Nations for 15 years.'

'Upper Silesia was handed to Poland.'

'Northern Schleswig was given to Denmark.'

'Estonia, Latvia and Lithuania became independent states. Germany had taken these from Russia in 1918.'

'German African colonies were taken away. Togoland and Cameroon to Britain and France. German East Africa to Britain. German South West Africa to South Africa. New Guinea to Australia. Samoa to New Zealand. The Marshall, Mariana and Caroline Islands went to Japan.'

2(b) Explain why it was difficult for the 'Big Three' to reach agreement at the Paris Peace Conference.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'They were different nationalities.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

(One mark for each point)

eg 'They could not decide on the aims of the Peace Conference.'

'The 'Big Three' had different aims.'

'It was difficult for Wilson as he wanted his Fourteen Points.'

Lists what each wanted.

**Level 3 Explains ONE reason [4-5]**

(Four marks for basic explanation; five marks for a developed explanation.)

eg 'It was difficult for Lloyd George to reach agreement with Clemenceau because he wanted a just punishment but he had promised the British people a harsh one.'

'There was disagreement among the 'Big Three' as to the outcome of the Conference. Clemenceau thought it necessary to cripple Germany whereas Lloyd George wanted a just punishment.'

'There was disagreement among the 'Big Three' as to the outcome of the Conference. Clemenceau thought it necessary to cripple Germany for what it had done to France by destroying land and industry whereas Lloyd George wanted a just punishment so that Germany would not seek revenge in the future.'

**Level 4 Explains TWO reasons [6]**

2(c) 'The Treaty of Versailles was unfair on Germany.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'It was a reasonable attempt at peace. It was not unfair.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

(One mark for each point)

eg 'It was unfair because it was a 'diktat'.'

'Other countries were also to blame but not treated unfairly.'

'It was unfair as it left Germany unable to defend itself.'

'It was unfair as it was not in accordance with the 'Fourteen Points'.'

'It was unfair because of war guilt and reparations.'

'Germany treated Russia worse than they were treated.'

'Germany was better off than they were letting on.'

'Germany had agreed the Armistice.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'Germany did not feel it had lost the war. In 1919 many Germans did not understand how bad Germany's military situation was at the end of the war. They believed they had simply agreed to a ceasefire and therefore should be at the Conference to negotiate rather than being treated as a defeated nation. They were not represented and had to accept a harsh settlement.'

'Germany thought that the 'War Guilt' clause was particularly unfair as they were not the only ones to blame. Because they were forced to accept blame they had to pay for all the damage. They thought reparations that high would cripple them.'

'It was unfair to disarm Germany and not other countries and they thought that what remained was too small to defend Germany from attack.'

'Germany thought that the application of self-determination was applied unfairly with millions of Germans living in other countries.'

**OR**

'Germany was operating double standards. Their call for a fairer treatment did not fit with the harsh manner they treated Russia in the Treaty of Brest-Litovsk which was an extremely harsh settlement.'

'The Treaty did not weaken Germany anywhere near as much as the Germans complained. By 1925 German steel production was twice that of Britain.'

'Germany's economic problems were partly self-inflicted. Other countries had raised taxes to pay for the war. The Kaiser's government planned to pay war debts by extracting reparations from the defeated states.'

'In the Armistice, the Germans agreed to reductions in their armed forces, losses of territory and the principle of reparations. Why then did they claim they had been treated unfairly?'

**Level 4 Explains agreement AND disagreement**

**[7-9]**

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how far'**

**[10]**

3(a) **Describe how the League of Nations tried to improve living and working conditions around the world in the 1920s.**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail. [4]**

eg 'The League did tremendous work in getting refugees and former prisoners of war back to their homelands. About 400,000 prisoners were returned to their homes.'

'The League acted quickly to deal with cholera, smallpox and dysentery in Turkish refugee camps in 1922.'

'The ILO banned poisonous white lead from paint.'

'The ILO reduced the hours of work for children and recommended a 48 hour week for adults.'

'The Health Committee worked hard to defeat leprosy and reduce cases of malaria.'

'The League dealt with shipping lanes and introduced an international highway code.'

'The League blacklisted four large companies involved in the illegal drug trade.'

'It freed 200,000 slaves in Sierra Leone and reduced the death rate on the Tanganyika railway.'

**3(b) Explain why the membership of the League of Nations was a problem.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

eg 'Not all countries were members.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

(One mark for each point.)

eg 'It was dominated by Britain and France.'

'The USA was not a member.'

'Defeated nations, like Germany, were not members at first.'

'Other nations, such as Japan, left when they got into disputes with the League.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for basic explanation; five marks for a developed explanation.)

eg 'Britain and France were poorly placed to be League leaders. Both had been weakened by the First World War and neither was the major world power they had been.'  
'Not all nations were members of the League. The USA never joined and this deprived the League of the support of the most powerful nation in the world.'

'Britain and France were poorly placed to be League leaders. Both had been weakened by the First World War and neither was the major world power they had been. Both countries had other priorities. Britain was more interested in rebuilding British trade and looking after the Empire whilst France was still concerned about Germany.'

**Level 4 Explains TWO reasons [6]**

**3(c) How successful was the League of Nations in dealing with disputes in the 1920s and 1930s? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'The League was not a success as war broke out again.'

**Level 2 Identifies AND/OR describes disputes [2-3]**

eg 'It had some success with smaller nations.  
'It had success over the Aaland Islands.'  
'It failed over Corfu.'  
'It failed over Abyssinia.'

**Level 3 Explains success OR failure [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'The League was at its best when dealing with small nations in the early 1920s as they were willing to accept the League's authority. War was averted over the Aaland Islands as Sweden accepted the League's ruling.'  
'Another example of success in the 1920s was in Upper Silesia. Both Germany and Poland wanted control and in 1920 a plebiscite was organised. French and British troops kept order. The result was that the industrial areas voted mainly for Germany and rural areas for Poland. The League divided the region along these lines and built in many safeguards to avoid future disputes.'

'Even in the 1920s the League was not always successful. It showed over Corfu that it was not willing to confront a major power and was weak and useless over Vilna as it saw Poland as helpful against Germany and Russia.'

'The Manchurian and Abyssinian crises destroyed the idea of collective security by demonstrating that League members would not act together firmly in the face of determined aggression. This also destroyed the credibility of the League as a peacekeeping organisation.'

'In Manchuria the weakness of the League was highlighted by the fact that it took almost twelve months for Lytton to report. Japan was deemed responsible by refused to obey the League and left it.'

'In Abyssinia the League failed to impose meaningful sanctions on Italy and also failed to close the Suez Canal. Britain and France did not want to upset Mussolini.'

**Level 4 Explains success AND failure [7-9]**

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how successful' [10]**

## Section B: The Cold War, 1945-1975

- 1(a) **Study Source A.**  
**Why was this cartoon published in 1945? Use details of the cartoon and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question** [0]

**Level 1 Surface use of source for information / general assertions** [1]

eg 'The delegates are being shown what is behind the curtain.'

'The Soviets are hiding something.'

**Level 2 Answers that identify message** [2]

eg 'The Russians are not allowing free elections.'

'The Soviets are trying to hide from the West what is going on.'

'The Soviets are pretending they are carrying out what was agreed at Yalta.'

'What's going on – have you done what you promised?'

**Level 3 Focus on context of source with no valid message or purpose** [3]

eg 'The Soviets are establishing communist control of countries but are hiding this from the West by preventing access behind the curtain. The cartoonist is suggesting the West should be concerned. It had been agreed at Yalta that Eastern Europe would be a 'Soviet sphere of influence' but that countries should hold free elections. The Soviets imposed Soviet governments behind an 'iron curtain'.'

**Level 4 Answers that identify purpose of the cartoon** [4]

eg 'The purpose is to show that the Soviet Union has not carried out its promises at Yalta. It is exposing what they are up to.'

**Level 5 Explains message** [4]

eg 'The Soviets are trying to hide from the West what is going on. The Soviets are not giving the full picture as shown by the limited lifting of the curtain and the suggestion that the countries named are actually enjoying democracy'

**Level 5 Answers that use contextual knowledge to explain purpose of the cartoon** [5-6]

eg 'The purpose is to show that the Soviet Union has not carried out its promises at Yalta. It is exposing what they are up to. The Soviets are trying to hide from the West what they had to do. It had been agreed at Yalta that Eastern Europe countries should hold free elections. The Soviets imposed Soviet governments behind an 'iron curtain'. The cartoon is showing these countries suggesting that these countries are happy and it is nothing to do with the West.'

**Level 6 As for Level 5 but in addition explains why the cartoon was published in September 1945** [7]

eg 'This was the time of the Yalta Conference.'



- 1(b) **Study Source B.**  
**What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features of cartoon only [1-2]**

eg 'Marshall is lifting a heavy plank of wood labelled 'American Aid'.'

**Level 2 Secondary message or misinterprets the main message of the cartoon [3]**

eg 'Europe needs help from the USA.'  
'Western Europe will come crashing down.'  
'Self-help is not working.'  
'Western Europe needs help.'

**Level 3 Main message of cartoon identified [4]**

eg 'The message the cartoonist wanted to give is that Marshall can see Europe's need for American aid but America does not seem too interested.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

eg 'The message the cartoonist wanted to give is that Marshall can see Europe's need for American aid but America does not seem too interested. The cartoon shows Marshall trying to move American aid to help the tumble down Europe but is being prevented by America represented by 'Uncle Sam' who is sitting on the aid and with his back to Europe.'

**OR**

'The message the cartoonist wanted to give is that Marshall can see Europe's need for American aid but America does not seem too interested. Marshall had been to assess the economic state of Europe in late 1947. Here he found a ruined economy. Marshall suggested that about \$17 billion would be needed to rebuild Europe's prosperity. At first the American Congress refused to grant this money. They were concerned about Truman's involvement in Europe. They changed their attitude when the Communists took over Czechoslovakia.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4

- 1(c) **Study Sources C and D.**  
**Are you surprised these two sources differ so much about the Marshall Plan? Use the sources and your knowledge to explain your answer.**

Target: AO1, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General assertion without support [1-2]**

eg 'No I am not surprised they differ as they give different views.'

**Level 2 Answers based on source type / compares surface detail / provenance [3]**

eg 'I am not surprised they differ as one is by an American and the other by a Soviet government official.'

'One says that the plan is to help Europe the other says it to take over Europe.'

'Marshall is introducing his own plan and so it is not surprising the Soviets would have a different view.'

**Level 3 Surprised - face value interpretation [4]**

eg 'I am surprised that the Soviets are against the plan as the Americans are only trying to improve conditions for everyone.'

**Level 4 Explanation of not surprised based on audience / message / purpose [5-6]**

eg 'I am not surprised these two sources are different. In Source C Marshall is explaining the motive of the Plan – to ensure that the hunger and poverty of the world, whilst in Source D the member of the Soviet government is complaining to the United Nations that America is trying to control countries in Europe for their own economic benefit.'

**Level 5 Explanation of not surprised supported by contextual knowledge [7-8]**

eg 'I am not surprised these two sources are different. At the end of the Second World War the USA feared the spread of Communism into Western Europe as much of the area had been left devastated by war and it was considered Communism would gain a hold under these conditions. In Source C Marshall is explaining his motives for the Plan – political and economic stability. He is hardly likely to suggest it was for America's financial gain or for containment of Communism. In Source D the Soviets are speaking to the newly set up United Nations expressing their concerns. Their views of the Plan are completely different as they see behind the surface presented by Marshall in Source C.'

**1(d) Explain why the Soviet Union blockaded West Berlin in 1948.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1-2]**

eg 'To keep it weak.'

**Level 2 Identifies AND/OR describes why [3-4]**

eg 'The Soviets wanted to block off Berlin from the rest of the world.'  
'Stalin wanted to force the West out of Berlin.'  
'To stop the recovery of Germany.'  
'To test the resolve of America.'  
'Stalin wanted to stamp his authority on Berlin.'

**Level 3 Explains ONE reason [5-6]**

(Four marks for basic explanation; five marks for developed explanation.)

eg 'The Soviet Union wanted to force the Western Allies to pull out of Berlin by starving them into surrender by making Berlin dependent on the USSR.'

'The Soviet Union did this because they were afraid of Germany recovering to be strong again and therefore becoming a threat to them.'

'The USSR believed the Western Allies had no right to be in Berlin. They saw them as a threat as they were able to show off their capitalist way of life. The Allies were combed their zones and introduced a new currency, bringing about economic recovery that contrasted against the Soviet lifestyle.'

**Level 4 Explains TWO reasons [7-8]**

**2(a) Describe the Bay of Pigs invasion.**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail. [4]**

eg 'In April 1961, 1 400 exiles, trained by the CIA landed at the Bay of Pigs in an attempt to overthrow Castro. They were met by 20 000 Cuban troops.'

'The Cuban troops were successful, killing or capturing the exiles.'

'The anticipated support from the Cubans did not materialise.'

'Kennedy claimed there was no direct involvement of the American government.'

**2(b) Explain why the Soviet Union became involved in Cuba.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

eg 'It is not clear.'

**Level 2 Identifies AND/OR describes why [2-3]**

(One mark for each point.)

eg 'They hoped to turn Cuba into a Soviet missile base.'

'To defend Cuba against possible US attack.'

'To use Cuba to bargain over US missiles in Turkey.'

'To test the will of Kennedy.'

'To gain the upper hand in the arms race.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for basic explanation; five marks for developed explanation.)

eg 'Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from, Turkey.'

'In the context of the Cold War, he was trying to see how strong the USA really was and to test the new President.'

'Khrushchev was anxious to defend Cuba. It was the only Communist state in the Western hemisphere, and had willingly become Communist. In addition Cuba was in the US's 'backyard'. It was ideal to try to encourage Communist development in South America.'

**Level 4 Explains TWO reasons [6]**

2(c) 'Kennedy handled the Cuban Missile Crisis better than Khrushchev did.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'It was Kennedy who got the result he wanted.'

**Level 2 Identifies AND/OR describes [2-3]**

eg 'Kennedy took a firm line with the USSR.'  
 'Kennedy improved his reputation.'  
 'Cuba remained Communist.'  
 'Khrushchev lost his position.'

**Level 3 Explains Kennedy OR Khrushchev [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'  
 'Kennedy also stood up to the hardliners in his own government. Some had wanted the USA to invade Cuba but Kennedy realised this was not worth the high risk. Instead he persuaded Khrushchev to withdraw and not cross the blockade.'  
 Kennedy did have to remove the US missiles from Turkey. However, Khrushchev had to agree to keep this secret so as not to gain publicity.'

**OR**

'There was no question that keeping Cuba safe from America action was a major achievement for the Soviets. Cuba was a valuable ally and proved a useful base to use to support Communists in South America.'  
 'In public, Khrushchev was able to highlight his role as a responsible peacemaker, willing to make his first move towards compromise.'  
 'The crisis damaged Khrushchev's prestige; despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev's dismissal in 1964.'

**Level 4 Explains impact of Kennedy AND Khrushchev [7-9]**

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how far' [10]**

3(a) **Describe the involvement of the USA in Vietnam before Johnson became President in 1963.**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail. [4]**

eg 'Until 1954 the USA supported the French against the Vietminh with money and equipment.'

'Between 1954 and 1960 they sent equipment and military 'advisers'.'

'The number of military 'advisers' rose from 900 to 11,000.'

'In 1955 the US helped Ngo Dinh Diem set up the Republic of South Vietnam.'

'Prevented the holding of free elections in 1954 fearing the Communists would win.'

**3(b) Explain why the tactics used by the Communists in Vietnam were effective.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'They were effective as the Americans failed to cope.'

**Level 2 Identifies AND/OR describes [2-3]**

(One mark for each point)

eg 'There tactics were effective because they used guerrilla warfare.'

'They were hard to pin down.'

'It affected the morale of the enemy.'

'There was a constant fear of booby traps.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for basic explanation; five marks for developed explanation.)

eg 'They were hard to pin down. They did not wear a uniform and had no known base camp. They often looked no different than the village peasants.'

'The Communists knew how important it was to keep villagers on their side as they helped to conceal them or send the enemy into danger.'

'The aim of guerrilla attacks was to wear down the enemy soldiers and wreck their morale. This was effective as soldiers lived in constant fear of ambushes or booby traps which were hidden in the jungle. These booby traps were cheap to make but very effective in disrupting US patrols.'

**Level 4 Explains TWO reasons [6]**

- 3(c) **'American public opinion was more important than military failure in causing the USA to withdraw from Vietnam.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'Public opinion was more important.'

**Level 2 Identifies AND/OR describes [2-3]**

eg 'America was not winning.'  
 'Actions of civil rights campaigners.'  
 'The war was extremely costly.'  
 'A lot of people were killed.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'Public opinion was changing. This was the first televised war and American people were horrified at the barbaric nature of American attacks an example being My Lai. As more and more soldiers returned in body bags or were considered to be on drugs, public opinion turned. It led to open criticism of Johnson – "Hey, Hey, LBJ, how many kids did you kill today". The media had a significant impact. It showed children being burned by napalm and people in villages massacred.'

**OR**

'The cost of war was highlighted by 'The Tet Offensive. There were nearly 500,000 troops in Vietnam and America was spending between \$20 and \$30 billion a year yet little impression was being made and the Vietcong were able to launch major offensives. This huge spending meant cutbacks in spending on social reform. 'In 1967 'Life Magazine' calculated it cost \$400,000 for each Vietcong guerrilla killed. Whilst they were quickly able to regain control they used enormous amounts of artillery and air power. Many civilians were killed. The ancient city of Hue was destroyed.'  
 'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how far' [10]**



## SECTION C: A NEW WORLD? 1948-2005

- 1(a) **Study Source A**  
**What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features of cartoon only [1-2]**

eg 'George W. Bush is dressed as a cowboy.'

**Level 2 Secondary message or misinterprets the main message of the cartoon [3]**

eg 'There is going to be a war against Saddam.'  
 'Bush is outraged by Saddam.'

**Level 3 Main message of cartoon identified [4]**

eg 'The message the cartoonist wanted to give is that George W. Bush is going to wage a war against Saddam and that nothing is going to stop him.'  
 'Bush is showing complete disregard for UN / world opinion.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

eg 'The message the cartoonist wanted to give is that George W. Bush is going to wage a war against Saddam and that nothing is going to stop him. Bush is shown as the gun slinging sheriff who is shown firing the guns of his country and even the UN would not stop him.'

**OR**

The message the cartoonist wanted to give is that George W. Bush is going to wage a war against Saddam and that nothing is going to stop him. Saddam (Iraq) had failed to comply and co-operate with the UN Security Council over WMD. On this basis Bush was preparing an invasion despite not having authority from the UN.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

- 1(b) **Study Source B.**  
**Are you surprised by this photograph? Use the source and your knowledge to explain your answer.**

Target: AO1, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertion(s) without support [1-2]**

eg 'Yes I am surprised that the American flag is flying in Baghdad.'

**Level 2 Answers based on source type / surface detail / provenance / audience / purpose [3-4]**

eg 'I am not surprised as this is an American photograph showing American achievement.'

'I am surprised at the devastation in Baghdad.'

'I am not surprised because flying a flag helps morale.'

'I am not surprised as they want to send a message to the Iraqi army.'

'I am surprised they were able to do this in April 2003.'

**Level 3 Not surprised supported by contextual knowledge**

**OR**

**Surprised supported by contextual knowledge [5-6]**

eg 'I am not surprised by this source as the coalition had invaded Iraq in March 2003 with a far superior military force. The Americans had taken control of Baghdad by the 9<sup>th</sup> April and were now establishing check-points to maintain that control.'

**OR**

'I am surprised by this photograph. Although American troops had taken Baghdad major problems followed with the collapse into anarchy. The soldiers are shown as exposed to the threat of the sniper.'

**Level 4 Not surprised supported by contextual knowledge**

**AND**

**Surprised supported by contextual knowledge [7]**

Both sides of Level 3.

- 1(c) **Study Sources C and D.**  
**Having read Source D, are you surprised with Source C? Use the sources and your knowledge to explain your answer.**

Target: AO1, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1-2]**

eg 'I am surprised that bombs should be set off.'  
'I am surprised that civilians are being killed.'

**Level 2 Not surprised – general claims [3-4]**

eg 'I am not surprised there is chaos.'

**Level 3 Surprised because of the American actions**

**OR**

**Not surprised because of the insurgents and their methods [5-6]**

eg 'I am surprised that the USA were so ambitious and this is shown by fact that they had not made things secure.'

**OR**

eg 'I am not surprised. Iraq had descended into chaos and violence and there was large scale insurgency against the new Iraqi government and the Americans, who were still the main power in Iraq despite attempts to bring about democracy as suggested in Source D. The insurgents used car bombs as shown in the photograph.'

**Level 4 Both sides of level 3 [7-8]**

**1(d) Explain why the USA and Britain decided to invade Iraq in 2003.**

Target: AO1,2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1-2]**

eg 'To deal with Saddam.'

**Level 2 Identifies AND/OR describes [3-4]**

eg 'The USA had a new President who wanted to take action.'  
'There was an anti-Saddam lobby within the USA.'  
'The USA had strong support from Britain.'  
'Early efforts to remove Saddam had failed.'  
'Saddam continued to defy the UN.'  
'Because they thought Saddam had WMDs.'  
'Because of Saddam's human rights record.'

**Level 3 Explains ONE reason [5-6]**

(Five marks for basic explanation; six marks for a developed explanation.)

eg 'Terrorist acts by al-Qaeda on Sept 11 convinced American politicians that the USA had to take action in the Middle East. There were successful in Afghanistan in early 2002 and thought they could do the same in Iraq.'

'Led by Bush and Blair the two countries were allies. Britain provided political and military support in their effort to topple the Saddam regime.'

'Bush was impatient with the fact that Saddam was still in power. He was prepare to act unilaterally to do what he thought was right for the USA. In his mind what was good for the USA was morally the right thing. In January 2002 he made a speech describing Iraq (along with Iran and North Korea) as an 'axis of evil'.'

**Level 4 Explains more than one reason [7-8]**

(seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)

**2(a) What was the Warsaw Pact?**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail.****[4]**

eg 'A military alliance created in 1955.'

'A buffer against attack from the West.'

'It provided mutual support - if attacked members would defend each other.'

'It included all Communist Countries except Yugoslavia.'

'It was dominated by the Soviet Union.'

'Counter-point to NATO.'

**2(b) Explain why the Berlin Wall was built in 1961.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'As a warning.'

**Level 2 Identifies AND/OR describes [2-3]**

(One mark for each point.)

eg 'To maintain the east-west split.'  
'Because Kennedy would not back down.'  
'To prevent people moving from the east.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for basic explanation; five marks for developed explanation.)

eg 'The city had been split at the end of the war and those in the East could see the much better living standards of those in West Berlin where shops were full of goods, there was greater freedom and the people enjoyed a higher standard of living.'

'Many skilled people defected from East Germany to the West. This loss of high-quality people was something the Soviet Union could not afford and it undermined communism.'

'In 1961 the USA had a new, young President, the young and inexperienced Kennedy. Khrushchev thought he could bully Kennedy and decided to pick a fight over Berlin. Khrushchev insisted that Kennedy withdraw US troops from the city. He was certain Kennedy would back down. Kennedy refused. All eyes were on Berlin. What would happen next? The response came at 2am Sunday 13 August 1961.'

**Level 4 Explains TWO reasons [6]**

2(c) How far was Gorbachev responsible for the collapse of Soviet control in Eastern Europe? Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'One man cannot be blamed.'

**Level 2 Identifies AND/OR describes [2-3]**

eg 'Gorbachev introduced perestroika and glasnost.'

'Afghanistan was a big issue.'

'Gorbachev's reforms caused decline.'

'Solidarity set an example to others.'

**Level 3 Explains impact of Gorbachev OR other reasons [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'Gorbachev's reforms including the freedom of speech allowed discontent to grow. Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high.'

'Gorbachev wanted a more equal relationship and was no longer willing to use armed forces to get his way. This helped to reduce spending on the military.'

'Gorbachev introduced perestroika. This encouraged more competition in industry and glasnost where Soviets could criticise the government. These reforms came too quickly. Interest in capitalist methods increased as did trade with the West. This also increased Soviet awareness of better standards of living in the West.'

**OR**

Solidarity had forced a strong Soviet union backed Communist government to give way through the action of industrial workers backed by popular opinion and the use of non-violent methods.'

'The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems.'

'Although the USSR still wanted a one-party Communist government in Poland they did not use force to ensure this unlike in Hungary and Czechoslovakia.'

'Communism was seen by many as corrupt and Soviet industry and agriculture inefficient. This was not helped by the spending of large sums of money on defence and in Afghanistan.'

**Level 4 Explains impact of Gorbachev AND other reasons [7-9]**

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how far' [10]**

**3(a) What is terrorism?**

Target: AO1

**One mark for each relevant point; additional mark for supporting detail.**

**[4]**

eg 'The unlawful use of force against people or their property.'

'The intimidation of a government.'

'Premeditated violence against non-military targets.'

'The use of threats to further a political, religious or ideological cause which involves serious violence against people or property.'

'An act committed against civilians intended to cause death or serious bodily harm with the purpose of intimidation.'



3(b) **Why have many people condemned terrorism? Explain your answer with reference to specific terrorist groups.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'It has been condemned because of its impact.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

(One mark for each point.)

eg 'Terrorism is often condemned because of the large number of casualties.'

'It affects large number of innocent civilians.'

'It is condemned for spreading fear and intolerance.'

'Terrorism gives religion a bad name.'

**Level 3 Explains one reason [4-5]**

(Four marks for basic explanation; five marks for developed explanation.)

eg 'Terrorism is often condemned because it causes large numbers of casualties. An example of this is Al-Qaeda's attacks on 11 September 2001 which caused the deaths of 2974 people.'

'It is difficult to justify the killing of many innocent civilians and the most common casualty of terrorism is the civilian going about his / her normal business. Examples of this include the Avivim school bus in Israel in 1970 and those in the crowded shopping centre in Omagh in 1998.'

'Terrorism is condemned for its random violence; its cowardly attacks particularly targeting innocent civilians; its assault on civilised values or democracy; and for its destructive effects on normal life. In 1972 the PLO committed a 'savage crime against civilisation perpetrated by sick minds' (King Hussein of Jordan) by kidnapping eleven Israeli athletes.'

**Level 4 Explains TWO reasons [6]**

**3(c) How successfully have governments responded to terrorism? Explain your answer with reference to specific terrorist groups.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 General answer lacking specific contextual knowledge [1]**

eg 'It often depends on the approach adopted.'

**Level 2 Identifies AND/OR describes government responses [2-3]**

eg 'Pre-emptive or reactive military action.'  
 'Increased intelligence and surveillance activities.'  
 'Detention of suspects.'  
 'Increased airport security.'  
 'Infiltration of an organisation.'

**Level 3 Explains success OR failure [4-6]**

Developed explanation to be given two marks within L3 and L4.

eg 'It was very difficult to know when, or where, the PIRA bomb would come. Infiltration of the IRA was therefore a key component of the British government's war against the PIRA. It gave valuable information which could be used to arrest high-profile PIRA figures. This was an undoubted factor which led to the arrest of so many PIRA volunteers after the ceasefire in 1975 forcing the terrorist organisation to operate in small cells which would be harder to infiltrate.'

'The First Intifada increased the level of violence to a level where the Israeli government had become far more open to the possibility of entering into negotiations with the PLO. Also the PLO's funding was declining as the Arab Gulf states were providing less because of the PLO pro-Iraqi stance during the first Gulf War. This led to the signing of the Oslo Accords in 1993. Here the PLO acknowledged the state of Israel and pledged to reject violence. The main feature of these Accords was the first face to face agreement between Israel and political representatives of the Palestinians.'

'The reaction of the USA to Al-Qaeda has been military action, with the removal of the Taliban government and destruction of Al-Qaeda training camps in Afghanistan and the removal of Saddam in Iraq.'

**Level 4 Explains success AND failure [7-9]**

**NOTE:** Candidates may develop the above to consider the 'effectiveness' of the approach or may consider how an aggressive approach might actually boost the membership and popularity of the terrorist organisation. Examples include 'Bloody Sunday' and internment in Northern Ireland.'

(Maximum of eight marks for answer lacking balance.)

**Level 5 Explains with evaluation of 'how successfully' [1]**

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