

# **History B (Modern World)**

General Certificate of Secondary Education **GCSE J417**

General Certificate of Secondary Education (Short Course) **GCSE J117**

## **Mark Schemes on the Units**

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**January 2010**

**J417/J117/MS/10J**

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# A971/11-17: Aspects of International Relations, 1919–2005, and the Study in Depth

Please note that the following mark scheme and the associated question paper have not been used as part of live assessment and are provided as additional specimen assessment material only. The mark scheme has not been subject to refinement and finalisation by examiners at a standardisation meeting.

## 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.

**PART 1: SECTION A – THE INTER-WAR YEARS, 1919–1939**

- 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 'It shows people at the dentist.'  
 'Germany has just been treated by the dentist.'  
 'Germany face has a bandage with the message 'peace treaty terms' on it.'

**Level 2 Interprets an aspect of the cartoon [3]**

eg 'Germany's treatment has been painful.'  
 'Other countries are shocked by Germany's treatment.'

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

The message relates to the idea that the terms proposed for Germany are painful and shocking and this is worrying other countries who have not been dealt with / being dealt with under separate treaties.

eg 'The message of this cartoon is that the Central Powers (other countries) can expect little mercy from the Allied powers.'  
 'Germany has been dealt a painful blow and other countries are next.'

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

eg 'The message of this cartoon is that the Central Powers (other countries) can expect little mercy from the Allied powers. The cartoon shows that Germany is heavily bandaged as receiving its peace treaty has been very painful as they have not been given any anaesthetic (no gas given) and Germany is in shock as are the other three countries awaiting their fate.'

'The message of this cartoon is that the Central Powers (other countries) can expect little mercy from the Allied powers. Germany has just been given details of the draft peace terms. These were very harsh. The other countries shown were awaiting their fate as they were dealt with by separate treaties'

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

Both sides of Level 4.

1(b) **Explain why the Germans were shocked when the terms of the Treaty of Versailles were announced in May 1919.**

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 'Germany was shocked as the terms were very harsh.'  
'Germany expected to be treated more leniently.'

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

(One mark for each point)

eg 'Germany was to lose 10% of its land.'  
'Germany was to lose its overseas colonies.'  
'Germany was to lose its industrial areas, eg Saar'  
'Germany thought the Treaty would be based on Wilson's 14 points.'

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

eg 'Germany did not believe they had lost the war. They thought their government had agreed to a ceasefire.'  
'They were angry that their government was not at the peace talks to negotiate peace.'  
'The 'war guilt' clause was particularly hated. Germans thought that at least the blame should be shared as they felt that other countries were just as responsible.'  
'The army was to be reduced to 100,000 men. It was Germany's pride and they would not be able to defend themselves.'  
'Industrial areas were to be taken away and this would make it more difficult to pay reparations.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]**

eg 'The 'war guilt' clause was particularly hated. Germans thought that at least the blame should be shared as they felt that other countries were just as responsible. It was made worse by Germany being forced to accept the blame and being expected to pay reparations for all the damage it had caused.' (developed)

**Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**2(a) What were the aims of the League of Nations?**

Target: AO1

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

eg 'To discourage aggression from any nation.'

'To encourage countries to co-operate, especially in business and trade.'

'To encourage nations to disarm.'

'To improve living and working conditions in all parts of the world.'

2(b) **Explain why the League was able to achieve some successes in the 1920s in dealing with international disputes.**

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 'Because countries took notice of the League.'

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

(One mark for each point)

eg 'Because its decisions were accepted.'  
'Disputes were often between smaller countries.'  
'Nobody wanted another war.'

Candidates may describe the successes without any indication of why it was a success. This may well include reference to the Aaland Islands, Greek-Bulgarian War and Upper Silesia.

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

eg 'Early successes of the League gave nations confidence and they wanted it to work as a disastrous war had just ended and countries did not want more hostility.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

eg 'Countries were willing to accept the League's decision and so not resort to fighting so as to avoid another war. This happened in the Finland and Sweden dispute over the Aaland Islands (1920).' (developed)

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations **or** one developed with one basic explanation.

**2(c) How far was the Great Depression responsible for the failure of the League?  
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 [1-2]**

eg 'It can be blamed, as countries were affected greatly.'

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

(One mark for each point)

eg 'The lack of power of the League was exposed in Abyssinia and Manchuria.'

'The USA was not a member.'

'It was too slow to act.'

'Extreme political parties came to power.'

'It had no army.'

'Member countries followed their own policies.'

**Level 3 Explains Great Depression OR other reasons [5-6]**

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

eg 'Countries were affected financially and sought to improve conditions by invading other countries. This happened with Japan in Manchuria.'

'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League. These extreme parties were prepared to use armed force and aggression to achieve their ends.' (developed)

**OR**

'Not all nations were members including the powerful USA. This weakened the League as it was difficult to impose effective trade sanctions.'

'The League had no armed forces of its own relying on collective security. Too often this meant inaction as members were not prepared to use force.'

**Level 4 Explains Great Depression AND other reasons [7-9]**

Both sides of Level 3.

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

**3(a) Describe events in the Rhineland in 1936.**

Target: AO1

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

- eg 'In March, Hitler ordered his troops back into the Rhineland,'
- 'France took no action.'
- 'The army had strict orders to withdraw if they met any opposition.'
- 'There was no reaction; all went smoothly.'
- 'The majority of people welcomed the troops.'
- 'Britain said Hitler was reclaiming what was rightfully Germany's.'
- 'It was condemned by the League of Nations but they took no action.'

**3(b) Explain why Hitler wanted to unite Germany and Austria.**

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 'To become more powerful.'

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

(One mark for each point.)

eg 'It was the place where Hitler was born.'

'To develop a Greater Germany.'

'To unite German speakers.'

'To defy the Treaty of Versailles.'

'Austria was economically weak.'

'It was part of his foreign policy.'

Give credit for description of events in this level.

Note: no credit for lebensraum

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

eg 'It was linked culturally. There was a strong Nazi Party in Austria, both countries spoke German with 96% of Austrians speaking German.'

'Austria had experienced economic problems and the union might be of benefit by bringing them into Greater Germany.'

'To add weapons and rich deposits of gold and iron ore to Germany's increasingly strong army and industry.'

**Level 4 Explains TWO reasons OR develops one explained reason [5]**

'Hitler's aims as stated in Mein Kampf were to create a Greater Germany and to overthrow the Treaty of Versailles. Anschluss had been forbidden by the Treaty and so a union would help him achieve his aims.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**3(c) How far was the Treaty of Versailles responsible for the outbreak of war in 1939?  
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 [1-2]**

eg 'One event could not cause war.'

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

eg 'It was the Treaty as it was unfair and unjust.'  
 'It was Hitler's foreign policy.'  
 'Germany's links with the USSR were responsible.'  
 'The immediate cause was the invasion of Poland.'  
 'The policy of appeasement made Hitler think he could do anything.'  
 'After 1936 the League of Nations was totally ineffective.'

**Level 3 Explains impact of Treaty OR other reasons [5-6]**

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

eg 'The Treaty was unfair and the terms such as reparations left Germany seeking revenge. In Germany, resentment against the Treaty persisted and as part of his foreign policy Hitler was determined to reverse it. He had never accepted the Treaty and was determined to restore German pride. 'The British felt that Germany had been harshly treated at Versailles and began to make concessions.

**OR**

'Desperate to avoid another war Britain and France responded to Hitler's demands with a policy of appeasement. Britain and France followed this policy in the mistaken belief that eventually Hitler would be satisfied. They did not realise until too late that he would never be satisfied.'

'Hitler destroyed the Treaty by his aggressive foreign policy. He left the League, began re-arming, introduced conscription, re-occupied the Rhineland and united with Austria. These actions demonstrated his determination to avenge the Treaty and increase his power in Europe.'

'The League of Nations main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and Hitler noted this. Britain and France stopped working through the League.'

'Britain had guaranteed to preserve the independence of Poland. Hitler had finally pushed them to the point at which they had to resist.'

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

Both sides of Level 3.

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

**PART 1: SECTION B – THE COLD WAR, 1945–1975****1(a) Study Source A.**

**What is the message of this cartoon? Use the source 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 ‘Castro is on a donkey. Khrushchev is on a horse.’  
‘It shows them as gunslingers.’

**Level 2 Interprets an aspect of the cartoon [3]**

eg ‘The leaders are facing up to each other.’  
‘The USSR has sided with Cuba.’  
‘Castro is posing a small threat.’

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

eg ‘The good, clean cut guy Kennedy is standing up to the threat of the scoundrels who are riding into town.’

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

eg ‘The main message is that the good, clean cut guy Kennedy is standing up to the threat of the scoundrels who are riding into town. Kennedy is shown standing (up to the threat) whilst Castro is shown as a lesser threat by being shown on a donkey and dropping his gun. Khrushchev is larger and therefore more of a threat and is shown behind (backing / supporting) Castro.’

**OR**

‘The main message is that the good, clean cut guy Kennedy is standing up to the threat of the scoundrels who are riding into town. The cartoon is in the context of Khrushchev supporting Castro and having put weapons on Cuba. The US was frightened as Cuba was very close to America and they felt threatened. Kennedy had to make decisions to avoid nuclear war and he did this by stopping the USSR.’

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

Both sides of Level 4.

**1(b) Explain why Kennedy could claim victory in the Cuban Missile Crisis.**

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 'Because he had achieved something.'

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

eg 'There was no war.'  
'Kennedy's reputation increased.'  
'He had stood up to Khrushchev.'  
'He helped start the thaw of Cold War relations'

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

eg 'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West having stood up to Khrushchev and made him back down.'  
'Kennedy removed the view of him being a weak / inexperienced President by standing up to Khrushchev who had thought he was a push-over.'  
'Kennedy stood up to the hardliners in his own government. They had wanted to invade Cuba. Kennedy argued it was not worth such a high risk.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]**

eg 'Kennedy decided to follow a policy of containment by introducing a blockade and persuading Khrushchev to turn his ships around. The hardliners in his government and some of his advisers wanted him to turn back Communism. This was a dangerous, high risk strategy which could have resulted in nuclear war.' (Developed)

**Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**2(a) What was decided at the Yalta Conference in February 1945?**

Target: AO1

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

eg 'Germany was to be divided into four zones of occupation.'

'The zones to be controlled by USA, USSR, Britain and France.'

'Berlin was to be in Soviet zone.'

'Berlin was to be divided into four.'

'A United Nations Organisation to be set up to keep the peace.'

'As east European Countries liberated they would be able to hold free elections to set up democratic governments.'

'In Poland free elections were to be held.'

2(b) Explain why there was a breakdown in relations between the USSR and the West from 1945 to 1946.

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

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

(One mark for each point.)

eg 'The USA had an atomic bomb.'  
 'because of the actions of the USSR in Eastern Europe.'  
 'Both sides had differing views about Germany.'  
 'Because of Western concerns over Poland's borders.'  
 'Churchill made his 'Iron Curtain' speech.'

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

eg 'Stalin was annoyed with the USA because Truman had not told Stalin he was going to use the atomic bomb. Stalin was convinced that the USA would use the bomb to win worldwide power.'  
 'In some countries the USSR was beginning to impose Communist rule by not allowing free elections and leaving the Red Army in occupation.'  
 'The Western Allies were concerned because the USSR wanted Poland's western frontier moved into Germany and the German population removed.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

eg 'There was disagreement over Germany. The USSR was accused of breaking the agreement over what could be taken as reparations. The Western allies wanted Germany to recover as quickly as possible whilst the USSR wanted it to remain weak so that it would not be a threat.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations **or** one developed with one basic explanation.

2(c) 'The Berlin Blockade was more to blame than the Marshall Plan for increasing Cold War tension.' 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 [1-2]**

eg 'Each was to blame because they both contributed.'

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

eg 'Stalin blockaded Berlin because he thought the West was being provocative.'  
'Stalin viewed the Marshall Plan with suspicion.'

Description of either should receive credit in this level.

**Level 3 Explains impact of Berlin Blockade OR Marshall Plan [5-6]**

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

eg 'The Allies created West Berlin and Stalin was worried Germany was beginning to recover. Stalin blocked the supply lines in an attempt to force out the Allies. This created tension as supplies had to reach the inhabitants.'

**OR**

'Marshall Aid was a great help to European countries in poverty after the war. One of the benefits to the USA was to motivate trade. The act was viewed with suspicion by Stalin as he thought there was an anti-Communist aim behind the plan.'

**Level 4 Explains impact of Berlin Blockade AND Marshall Plan [7-9]**

Both sides of Level 3.

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

**3(a) What involvement did America have in Vietnam between 1954 and 1962?**

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.' (2 marks)

'To try and prevent the spread of Communism – domino theory.'

**3(b) Explain why the Communists used guerrilla tactics in the Vietnam War.**

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 'To defeat the enemy.'

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

(One mark for each point)

eg 'To wear down the enemy.'

'Because Ho Chi Minh had seen it used successfully in China'

'To merge easily into the background.'

'To ensure American troops could not employ their military strengths.'

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

eg 'The aim of guerrilla attacks was to wear down the enemy soldiers and destroy their morale. It was effective as there was the constant fear of booby traps.'

'The Communist forces were no match for the superior American power but he had seen had successful guerrilla tactics could be in China where they were used by Mao to achieve a Communist victory.'

'The Viet Cong feared US air power and so tried to ensure it was close-quarter fighting – hanging on to American belts.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

eg 'By the fact that they merged into the background they were difficult to find. They did not wear uniforms and worked in small groups. They were hard to tell apart from the peasants in the villages. They were helped by the Ho Chi Minh trail and underground supply lines.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

3(c) 'The main reason for American withdrawal from Vietnam was the Tet Offensive of 1968.' 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 [1-2]

eg 'It was because US people saw what was happening.'

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

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

**Level 3** Explains Tet Offensive OR other reasons [5-6]

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

eg 'The cost of war was highlighted by 'The Tet Offensive. There were nearly 500,000 troops in Vietnam and America was spending between \$20 to \$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.'

**OR**

'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.'

'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.'

**Level 4** Explains Tet Offensive AND other reasons [7-9]

Both sides of Level 3.

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

**PART 1: 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 'Arafat is having an eye test.'

**Level 2 Interprets an aspect of the cartoon [3]**

eg 'Arafat (PLO) is against Israel.'  
 'America is forcing Arafat to look at the issue of Israel.'

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

eg 'Arafat is being forced to face the unpalatable truth.'

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

eg 'The message of the cartoon is that President Reagan is forcing Arafat (PLO) to face the unpalatable truth about the right of Israel to exist. Arafat is shown as blinkered and cannot see that Israel has a right to exist. This failure to see is shown by him having his eyes tested and that he is unable to see because he is wearing very dark glasses. He is shown as being forced to look at the issue by American President Reagan. The words appear like a sight test card.'

**OR**

'The message of the cartoon is that President Reagan is forcing Arafat (PLO) to face the unpalatable truth about the right of Israel to exist. Arafat the leader of the PLO believed that Israel had no right to exist. He was unable to accept (see) any other point of view. In the 1970's it was an armed struggle which included plane hijackings and murder at the Olympic Games. By 1982 the PLO was in Lebanon and Israel invaded in order to destroy the PLO. This was the very beginning of a changing approach – he was in the first stages of beginning to see that Israel had a right to exist.'

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

Both sides of Level 4.

**1(b) Explain why Arafat's leadership was important to the PLO.**

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 'He gave them direction.'

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

eg 'He was respected in the Arab world.'  
'Gained world recognition at UN.'  
'He gained recognition for the PLO.'

**Level 3 Explains why [5]**

eg 'He was invited to speak at the Un in 1974 where he put the view to the world that the Palestinians were living as refugees without a homeland. He gained sympathy from many world leaders.'  
'Following eight months of secret talks, in 1993. in a letter to Rabin he rejected the use of terrorism. Rabin recognised the PLO as the representative of the Palestinian people.'  
'The 1993 Peace Agreement stated that Israeli forces would begin to withdraw from major Palestinian towns.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]****Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**2(a) Describe the events in Hungary in 1956.**

Target: AO1

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

eg 'They USSR used brutal military force.'

'Khrushchev sent in tanks but they were withdrawn after a week. On 4<sup>th</sup> November 200,000 Soviet troops and 2,500 tanks arrived in Budapest.'

'After two weeks of bitter street fighting it is thought that 27,000 Hungarians had died and Soviet control restored.'

'They executed Nagy and his fellow leaders.'

'It prevented Hungary leaving the Warsaw Pact.'

'The Soviet Union was not prepared to let go of countries within its sphere of influence.'

2(b) **Explain why the Soviet Union was worried by developments in Czechoslovakia in 1968.**

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 'Change was threatened.'

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

(One mark for each point.)

eg 'Reforms were threatening Soviet control.'  
'If freedom granted for one others would follow.'  
'Actions were against the Brezhnev Doctrine.'

**Level 3 Explains ONE reason [4-6]**

eg 'Brezhnev was the new Soviet leader and he was just as determined as previous leaders to maintain Soviet control of eastern Europe and he felt this control was being threatened.'  
'Dubcek assured Brezhnev that he did not want to leave the Warsaw Pact but Brezhnev knew that if control was lessened in one country others would follow.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

'Dubcek was appointed to lead the country. He wanted to modernise communism, talking about 'socialism with a human face'. These reforms were known as the 'Prague Spring'. He said he did not want to leave the Warsaw Pact.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations **or** one developed with one basic explanation.

2(c) **How far was Solidarity the main reason for the decline of Soviet power 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 [1-2]**

eg 'Solidarity was very important as it brought change.'

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

eg 'Solidarity set an example to others.'  
 'Gorbachev introduced perestroika and glasnost.'  
 'Afghanistan was a big issue.'  
 'Gorbachev's reforms caused decline.'

**Level 3 Explains impact of Solidarity OR other reasons [5-6]**

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

eg '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.'

**OR**

'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.'

'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 Solidarity AND other reasons [7-9]**

Both sides of Level 3.

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

**3(a) Describe Saddam Hussein's human rights record.**

Target: AO1

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

eg 'He was oppressing his own people.'

'He brutally defeated uprisings of Kurds in the north and Shia muslims in the south.'

'He carried out a ruthless campaign against the mainly Shi'ah opponents of his regime in the marshes of southern Iraq. He also began to drain the marshes on which these people depended.'

'He was not concerned that his own people were being affected by economic sanctions with malnutrition and disease increasing dramatically.'

**3(b) Explain why there was international opposition to the invasion of 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]**

eg 'Countries were unhappy with the reasons.'

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

(One mark for each point.)

eg 'Concerns over US double standards.'

'Concerns over the legality.'

'France thought it broke international law.'

'Where were the WMDs?'

**Level 3 Explains why [4]**

eg 'There were concerns in the Muslim and Arab world. The key issue was the apparent use of different standards for Iraq compared to the USA's ally Israel. Iraq was being attacked because it held WMDs. It was well known that Israel was in possession of nuclear weapons but no action had been taken.'

'Even the Saudis, who hated Saddam, had doubts about the legality of the war. They would have supported an overthrow by the Iraqis but not by the US.'

'Concern was expressed if the invasion was legal under international law. Bush and Blair argued that Resolution 144 gave them the authority to attack Iraq. Many states including Russia and China, did not agree. The strongest critic was France who argued another resolution was required.'

In November 2002 the head of the inspection team, Blix, reported there were no major stockpiles of WMDs. Bush and Blair simply refused to believe this. Blair told Parliament Saddam had the ability to deploy WMD in 45 minutes. Despite this, the action was justified by arguing that Iraq would be a better place without Saddam.'

**Level 4 Explains TWO reasons OR develops ONE explained reason {5}**

Builds on Level 3.

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed explanation with one basic explanation.

**3(c) How far did the invasion of Iraq benefit the Iraqi people? 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 [1-2]**

eg 'They had new leaders.'

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

eg 'A dictator was removed.'  
 'Communications were destroyed.'  
 'There was a clear lack of plan.'

**Level 3 Explains impact in Iraq OR impact internationally [5-6]**

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

eg 'The tyrannical dictatorship of Saddam Hussein was ended and a new constitution written. They were able to vote for a new government.'

**OR**

'The effect on Iraq was underestimated. Roads, railway lines and other facilities were destroyed. Looting destroyed important communication systems and they underestimated the speed and extent of the collapse of Saddam's regime.'  
 'Most Iraq's were happy to see the end of Saddam but were very unhappy about what they saw as effectively becoming an American colony.'  
 'The invasion was justified as being good for the Iraqi people but there was a break down of law and order along with crises in water, electricity and food supplies.'  
 'There were issues around the constitution. Many Sh'ah and Sunni Muslims argued that the new constitution should be based on Shari'ah law. The Kurds in the north favoured a secular federation of states. There was concern about the various religious parties being too traditional.'  
 'Significant was the lack of a clear plan for the future of Iraq with the inability to impose a strong government.'

**Level 4 Explains impact in Iraq AND impact internationally [7-9]**

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – GERMANY, 1918–1945**

- 4(a) **Study Source B.**  
**How far does this source explain the problems faced by the Weimar Republic in 1919–20? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg 'The price of food was rising.'  
 'Threats from the communists in the east.'  
 'They are threatened by starvation.'

**Level 2 Evaluates source using provenance [2]**

eg Kapp would say this as he is extreme right-wing.'

**Level 3 Accepts source as being full explanation – uses information in source and contextual knowledge [3-4]**

eg 'At the end of the war there was a severe shortage of food. The German people were surviving on turnips and bread and even the flour used to make the bread was mixed with sawdust. Not only that the price of goods was rising due to shortages.'

**Level 4 Identifies other reason(s) not in the source [5]**

eg 'Reaction to the Treaty of Versailles.'  
 'Violent opposition from right-wing opponents.'  
 'Threats from the left – the Spartacists.'  
 'Poor economic conditions.' (not hyper-inflation)

**Level 5 Contextual knowledge used to explain reasons not in the source [6]**

eg 'Weimar faced threats from the Right. These were largely people who had grown up in the successful days of the Kaiser and liked all that Germany stood for at that time. A group of them, led by Kapp, brought about a rebellion in Berlin which seriously threatened the government.'  
 'The left-wing Communist group were known as the Spartacists. They were much like the Bolsheviks who had just taken control in Russia. They wanted Germany to be ruled by worker's councils or soviets. Bitter street fighting followed resulting in a victory for the Freikorps who had an agreement with Ebert to put the rebellion down.'

**Level 6 Addresses 'how far' 7**

Both Level 3 and Level 5

- 4(b) **Study Source C.**  
**Why was this cartoon published in 1923? 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 'This poster was produced to show people had lots of paper money.'

**Level 2 Answers that identify why it was published but not getting to purpose [2-3]**

eg 'It was published to draw attention to the impact of the Treaty.'  
 'It was published to show inflation / starvation in Germany.'

**Level 3 Answers that identify purpose of poster [4]**

eg 'The poster was published to make the German people aware of the failings of the Weimar Republic.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [5]**

eg 'French and Belgium troops had entered the industrial area of the Ruhr. The German workers went on strike but still needed paying. As Germany was not producing any goods it had nothing to trade with. The government printed more paper money. The money became worthless.'

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

eg 'The poster was published to make the German people aware of the failings of the Weimar Republic. People needed bread as they were starving, but could not afford it because money was worthless. French and Belgium troops had entered the industrial area of the Ruhr. The German workers went on strike but still needed paying. As Germany was not producing any goods it had nothing to trade with. The government printed more paper money. The money became worthless. So the cartoon is highlighting this problem.'

**Level 6 As for Level 5 but in addition explains why poster published in the 1923 [7]**

eg As for Level 4 but specifically makes the point that the crisis came to a head in 1923 with the French and Belgium invasion of the Ruhr.

- 4(c) **Study Source D.**  
**Are you surprised by this source? 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 Answers that describe the poster or express surprise because of its surface features [1]**

eg 'I am surprised by the source. It's very odd with a woman sticking her hand onto some spikes and getting hurt.'

**Level 2 Not surprised - general claims that the French and Germans disliked each other [2]**

eg 'I am not surprised by this poster because at this time the French and Germans hated each other and so Germany would publish a cartoon like this making the French look evil.'

**Level 3 Not surprised because of the occupation of the Ruhr by France [3-4]**

eg 'I am not surprised because it is about the Ruhr and the fact that France and Belgium invaded it because Germany was falling behind with reparation payments.'

**Level 4 Not surprised because of the German campaign to get the French out of the Ruhr [5-6]**

eg 'I am not surprised by this poster because the French invaded the Ruhr when Germany did not keep up with reparation payments. This was an illegal action by France and very unpopular in Germany because the Ruhr was Germany's most important industrial area. The Germans started a policy of passive resistance and this poster is part of that policy.'

**5(a) Describe Hitler's role in the Nazi Party before 1923.**

Target: AO1

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

eg 'In 1920 Hitler was put in charge of propaganda.'

'He bought The Munich observer and changed the name of the Party to National Socialist German Workers' Party (Nazis).'

'In 1921 he challenged Drexler and took over the Party.'

'His aim was to overthrow the Weimar Republic.'

'He chose the swastika and colours.'

'He drew up a 25-point programme showing the aims of the party.'

'In 1921 he set about converting the Party into a mass movement and by 1922 had 3000 members.'

'He established the SA with many Freikorps.'

**5(b) Explain why Hitler attempted the Munich Putsch.**

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 'To gain recognition.'

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

(One mark for each point.)

eg 'To seize power.'

'To topple the Weimar government.'

'To gain the support of the army.'

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

eg 'Hitler wanted to destroy the Weimar. He believed it was an opportune time to topple the Weimar government. The government was pre-occupied with the economic crisis and hyper-inflation

'Hitler wanted to secure power and through his close relationship with Ludendorff believed that Ludendorff would be able to persuade the German army to desert the government and side with the Nazis.'

'The Bavarian government was right-wing. Its leaders had been plotting against the government. Hitler felt sure they would support a putsch.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

eg 'There was discontent in Germany due to the effects of hyperinflation. Many nationalists still hated the Treaty and were furious when Stresemann called off the passive resistance in the Ruhr and resumed paying reparations. With this in mind Hitler thought it was the right time to seize power.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed explanation with one basic explanation.

5(c) **'The Munich Putsch of 1923 was a disaster for Hitler and the Nazi Party.' 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 [1-2]**

eg 'It was as the Nazis failed to make progress.'

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

eg 'It was a disaster as Hitler was in prison.'

'It was a disaster because it had failed.'

'It was not a disaster as future policy was decided.'

**Level 3 Explains disaster OR not disaster [5-6]**

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

eg 'The Munich Putsch was a disaster as it failed and Hitler and others received a prison sentence. This meant that at that time he was unable to fulfil his ambition to take control of Germany.'

'Hitler had miscalculated the mood of the country and people did not rise up and support him.'

'A ban was placed on the Nazi Party preventing it having a public voice (lifted in 1925).'

OR

'It was not a disaster as it gave Hitler and the Nazis the opportunity to re-evaluate policy and to implement it using peaceful means and gaining power through the ballot box.'

'At his trial Hitler took the opportunity to make stirring speeches that got a lot of publicity. He had his sentence reduced. But was able to write the first part of Mein Kampf to outline his views and Nazi policy.'

**Level 4 Explains disaster AND not disaster [7-9]**

Both sides of Level 3.

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

**6(a) Describe how the Nazis reduced unemployment.**

Target: AO1

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

eg 'By introducing public works such as the building of autobahns.'

'They re-introduced conscription.'

'Armaments factories were working to full capacity and needed workers.'

'Through the policy of 'autarky.'

**6(b) Explain why the Hitler Youth was important to the Nazis.**

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 'Because he helped them.'

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

eg 'It helped to win hearts and minds.'  
'To put across Nazi beliefs.'  
'To train people for the army.'  
'To keep young people fit and healthy.'

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

eg 'The Nazis were particularly anxious to win the hearts and minds of young people. The young could be indoctrinated into the Nazi way of thinking through parades and camping expeditions.'  
'The Hitler Youth was a great training ground for the army with the emphasis on fitness and knowledge of weaponry.'  
'Girls were encouraged to keep fit to prepare then for motherhood as the Nazis wanted to increase the population.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

eg 'The Nazis were particularly anxious to win the hearts and minds of young people. They knew some adults would always be against their ideas. But if the young could be indoctrinated into the Nazi way of thinking those views are likely to stay for the rest of their lives.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed explanation with one basic explanation

**6(c) How successful were Nazi policies towards women? 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 [1-2]**

eg 'Very successful as many women supported Nazi policies.'

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

eg 'The policy to increase the birth rate was successful.'  
 'Male unemployment reduced.'  
 'Many women received awards or cash funding for their work.'  
 'The policy of non-employment for women was partially successful.'  
 'Some women joined opposition groups.'

**Level 3 Explains successful OR not successful [5-6]**

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

eg 'The Nazis believed that the place for women was in the home and this was emphasised through propaganda posters. Their role was to produce children. This was vital for the Nazis as they would be the future of the Regime. The birth rate had fallen and German women were encouraged by the use of loans and awards to increase the birth rate. This was successful as the birth rate by 1939 had increased by 45%.'  
 'The Nazis wanted full employment of males and to achieve this they encouraged women not to work. This was successful as unemployment of males reduced significantly.'  
 Women were encouraged to keep healthy and develop household skills as part of their role as mother and home-maker. This obviously worked as the birth rate increased.'

'There were 1.2 million more women working after six years of Nazi rule than there had been at the start. This was as a result of a war economy requiring workers in the factories and as the male unemployed were now employed, women were used. This was particularly true after the start of war.'

'Many German women objected to their role as second-class citizens and some joined illegal opposition political parties like the Communists or social Democrats to campaign for better status. Others criticised these policies because they ignored those women who had particular talents for certain types of employment.'

**Level 4 Explains successful AND not successful [7-9]**

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – RUSSIA, 1905–1941**

- 4(a) **Study Source B.**  
**How far does this source explain the reasons for Stalin introducing collectivisation? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg 'He had to get rid of the kulaks.'

**Level 2 Evaluates source using provenance [2]**

'It does explain as it is Stalin speaking.'

**Level 3 Accepts sources as being full explanation – uses information in source and contextual knowledge [3-4]**

eg 'Stalin was determined to control the countryside including the richer peasants who were called kulaks. They owned their own land and refused to hand over their produced. This offended his Communist principles.'

**Level 4 Identifies reasons for collectivisation not in the source [5]**

eg 'To increase the amount of grain for the workers.'  
'To make money by selling crops abroad.'  
'To make agriculture more efficient.'

**Level 5 Contextual knowledge used to explain reasons not in source [6]**

eg 'Stalin needed to get his hands on the peasants' grain so that he could sell it for export. Using the foreign currency this sale would raise, he could buy vital equipment for industry.'  
'The industrial workers needed more food, which also needed to be cheap. If the peasants controlled grain sales prices were likely to be high. This would mean industrial workers would need to be paid more.'

**Level 6 Addresses 'how far' [7]**

Both Level 3 and Level 5

- 4(b) **Study Source C.**  
**Why was this cartoon published? 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 'It was published to show crops being grown.'

**Level 2 Answers that identify why it was published but not getting to purpose [2]**

eg 'The cartoon was published to show how the kulaks were able to farm their own land.'

**Level 3 Answers that identify purpose of poster [3]**

eg 'The cartoon was published by the government to increase hatred towards the kulaks.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

eg 'At that time Stalin was introducing collectivisation to increase industrial productivity and he needed food to feed the industrial workers and make money.'

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

eg 'The government issued the poster to arouse hatred towards the kulaks so that other farmers in collectives would increase the pressure on the kulaks as Stalin wanted to get rid of them.'

- 4(c) **Study Source D.**  
**How far does this source prove that collectivisation was a success? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg 'It was a success as they are celebrating the harvest.'

**Level 2 Evaluates source using provenance [2]**

eg 'This is an official painting giving a positive view on behalf of the government and therefore it only presents a positive view that collectivisation is working. Stalin would not want any other view to exist.'

**Level 3 Accepts source as being full proof of success prove success – uses information from source and/or contextual knowledge as support [3]**

eg 'It must have been a success as they are having a celebration at which there is plenty of food and drink. The participants look fit and healthy. By this time the countryside was changing. New methods and machinery had been introduced and there were no more famines after 1932-33.'

**Level 4 Identifies areas of failure [4]**

eg 'Food production remained low.'  
'Human cost was high.'  
'There had been a famine.'

**Level 5 Uses contextual knowledge to prove that collectivisation was a failure [5-6]**

'Initially collectivisation was a failure as it became a grim and bitter struggle against the kulaks primed by Stalin. Peasants were concerned about the speed of change and were unable to introduce the new ideas. This resulted in famine in 1932-32 when millions died.'

**Level 7 Addresses 'does it prove' [7]**

Both Level 3 and Level 5

**5(a) What was the Petrograd Soviet?**

Target: AO1

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

eg 'A body set up during the March Revolution.'

'It was a council of 2500 deputies elected by workers and soldiers whose interests it aimed to protect.'

'It was dominated by the Mensheviks whose aim was a workers' revolution.'

'it recognised the Provisional Government but was determined to influence it and share power.'

'In time the Soviet was more influenced by the Bolsheviks who opposed the Provision Government.'

'The Soviet had originally issued Order Number One, stating it would only obey the government if it thought it was running Russia in the right way.'

**5(b) Explain why the Provisional Government failed.**

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 did not act.'

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

(One mark for each point.)

eg 'The government failed to solve the food and land problem.'

'They continued the war.'

'The Petrograd Soviet undermined the government's authority.'

'Lenin returned.'

'The Kornilov affair showed how dependent Kerensky was on the Soviet.'

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

eg 'Disastrously the government decided to continue the war. This led to further defeats and mutinies.'

'The government was weak and divided. Its authority was undermined by the Petrograd Soviet who had authority over the working classes.'

'The Soviet's Order Number One put the army under its control. This meant the Soviet was an alternative national government. It became more of a threat as it came under the influence of revolutionaries.'

'Lenin returned from exile and his April Theses made it clear that the Bolsheviks would overthrow the government if it could. It offered 'Peace! Bread! Land!'

'With the people of Petrograd facing another winter of food shortages, the army disintegrating and the Soviet in the hands of the Bolsheviks, the Provisional Government was on the point of collapse.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

'The commander of the Russian army, Kornilov, tried to seize power and install a military dictatorship. He had little support and was arrested. This was an example of the unpopularity of the Provisional Government. It gained popularity for the Bolsheviks because they refused to help Kornilov and were prepared to fight him.' (developed)

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

**5(c) ‘War Communism was the most important reason why the Bolsheviks won the Civil War.’ 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 [1-2]**

eg ‘It was Lenin and Trotsky who made the difference.’

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

eg ‘War communism maintained supplies.’  
 ‘The Bolsheviks were better led and had a better army.’  
 ‘The Whites lacked focus and clear leadership.’  
 ‘The armies of the Whites were spread widely.’

**Level 3 Explains War Communism OR other reasons [5-6]**

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

eg ‘To win the war and ensure that the red Army was fed and equipped War Communism was introduced. The state took over all aspects of the economy, nationalising more industry and controlling the production and distribution of goods.’

‘Factories with more than ten workers were taken over by the state and strikes made illegal. Strikers could be shot.’

‘Peasants were forced to give up all their surplus produce to the government. Food was rationed in the cities. The Cheka was used to seize peasants’ grain stores.’

‘The Whites had no single command. Their leaders had many different aims and ambitions. They were geographically split and unable to co-ordinate their efforts as communications were difficult.’

‘The Whites had limited support from the Russian people who did not like the Bolsheviks but preferred them to the Whites as they treated people harshly. They realised if the Whites won the landlords would return.’

‘In 1920 the Whites lost their outside support when foreign powers withdrew their armies and supplies.’

‘The Bolsheviks were united under one leader, fighting for a cause (revolution) and for survival.’

‘The Bolsheviks had control of Moscow and Petrograd and also the railways which enabled arms and food to be supplied and moved to the troops.’

‘The Red Army was created and led by Trotsky. He enforced strict discipline and used both encouragement and terror to make soldiers fight. He was a courageous and outstanding leader.’

**Level 4 Explains War Communism AND other reasons [7-9]**

Both sides of Level 3.

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

6(a) **What strengths did Trotsky have which enabled him to be considered as Lenin's successor?**

Target: AO1

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

eg 'He was Lenin's own choice as successor.'

'He had a strong personality and was intelligent.'

'He was popular with the army.'

'He had played a leading part in both the Bolshevik Revolution and the Civil War.'

**6(b) Explain why Stalin won the struggle for power after the death of Lenin.**

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 'Stalin had the wider appeal.'

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

(One mark for each point.)

eg 'Stalin's ideas were more popular.'

'Trotsky was not popular.'

'Stalin was manipulative.'

'Stalin was General Secretary.'

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

eg 'Trotsky was not popular with the Politburo and the old Bolsheviks as he had not joined the party until 1917 having been a Menshevik. He was mistrusted.'

'Kamenev and Zinoviev disliked Trotsky and disagreed with his political views.'

'Trotsky underestimated Stalin because he appeared dull and hard working. But Stalin had built up a power base. He was General Secretary and appointed officials who supported him.'

'Stalin successfully presented himself as Lenin's close follower such as chief mourner at his funeral. Stalin tricked Trotsky into not attending.'

'Stalin was a clever tactician playing one group off against the other in the Politburo.'

'Stalin's idea for the future was more popular. He promoted 'socialism in one country'.

Trotsky believed in 'permanent, or world revolution'. Trotsky's approach was less favoured.'

**Level 4 Explains TWO reasons OR develops ONE explanation [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

6(c) 'Propaganda was more effective than terror in Stalin's control over the Soviet people.' 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 [1-2]

eg 'No terror was the more effective.'

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

eg 'The idea of the 'cult of Stalin'.  
 'The media was controlled by the state.'  
 'He introduced the Purges.'  
 'He held 'show trials.'  
 'Many were put in labour camps.'

**Level 3** Explains propaganda OR terror [5-6]

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

eg 'He used propaganda to create the 'cult of Stalin' in which Stalin was worshipped as a leader. Pictures and statues of him were everywhere and places named after him. People at meetings had to clap when his name was mentioned.'  
 'The state told people what to think. Radio, films and newspapers were all controlled by the state. Schools taught communist versions of history and science.'  
 'The hiding of the truth made many Soviet citizens believe the propaganda. They were told Stalin was a great genius who would look after them resulting in one of the world's most evil tyrants being loved by many of the people he ruled.'

**OR**

'Stalin was not prepared to accept challenges to his authority and he planned to purge the top of the Party membership to clear out his opponents. They were arrested, tried and sentenced to long periods of imprisonment.'  
 'This was not enough and in 1935 he started the 'Great Terror' where Zinoviev and Kamenev were shot. The 'show trials' followed.'  
 'The secret police spread fear as hundreds of thousands of people were murdered and imprisoned without trial. It was enough for there to be suspicion of disloyalty.'  
 'Millions were imprisoned in labour camps. They were kept in terrible conditions and forced to work through the freezing cold Russian winter.'

**Level 4** Explains propaganda AND terror [7-9]

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – USA, 1919–1941**

- 4(a) **Study Source B.**  
**What is the message of 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 Uses surface features of cartoon only [1-2]**

eg 'You can see all the smoke coming from the factory chimneys and a farmer watching it.'

**Level 2 Interprets an aspect of the cartoon [3]**

eg 'This cartoon shows that America had a lot of industry. You can see this from all the smoke from the factory chimneys.'

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

Valid messages must be connected to the idea of the plight of the American farmer compared with booming US industries.

eg 'The message of this cartoon is that the farmer who is poor is envious of the prosperity in the towns.'

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

eg 'The message of this cartoon is that the farmer who is poor is envious of the prosperity in the towns. The American farmers were suffering severely and having to sell their farms whilst the American industry was booming. This can be seen in the cartoon where the factory smoke is shown as dollars, whilst the farmer displays a despairing attitude and his farm is for sale.'

**OR**

'The message of this cartoon is that the farmer who is poor is envious of the prosperity in the towns. American industry was booming and many people were prosperous. They owned things like radios and cars for the first time. However, it was not the same for farmers because too much grain was being produced, competition was increasing, and the price went down. This meant that farmers' incomes went down and they were evicted from their farms.'

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

Both sides of Level 4

**4(b) Study Source C.**

**Why was this source produced in America in the 1920s? 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 'It was produced to show the building industry.'  
'It was produced to show America was doing well.'

**Level 2 Answers that identify why it was published but not getting to purpose [2]**

eg 'It was published to draw attention to all the building that was going on.'

**Level 3 Answers that identify purpose of poster [3]**

eg 'This source was produced to show America prosperity with the new imposing skyline of skyscrapers being built.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

eg 'At that time America was prospering in the boom with many people having money to buy goods. Some of this came from investing on the stock market. Fashions were changing and become more relaxed and were using new materials such as rayon. Hire purchase was also helping to increase sales. Cities were growing and traditional values changing.'

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

eg 'This source was produced to show America prosperity with the new imposing skyline of skyscrapers being built. Throughout the 1920s cities were growing fast. The growing cities, with their imposing skylines, were one of the most powerful symbols of American prosperity. In places like New York land was scarce and building had to be upwards as shown in the painting. Even in towns where land was not in short supply had to have its skyscraper as a sign of prosperity.'

- 4(c) **Study Source D.**  
**How far does this source explain why there was an economic boom in the 1920s?**  
**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 Unsupported assertions / paraphrases / copies / surface features** [1-2]

eg 'Homes had radios, vacuum cleaners and washing machines.'

**Level 2 Accepts source as being full explanation – uses information in source and contextual knowledge** [3-4]

eg 'Increases in wages gave greater spending power which was used to purchase labour saving devices such as washing machines and vacuum cleaners. As the source says many homes purchased these devices which encouraged production. This in turn increased leisure time.'

**Level 3 Identifies impact of technology and methods of production not in the source** [5]

eg 'Electricity was being used.'  
'New electrical goods included refrigerators.'  
'New materials included rayon, bakelite and cellophane.'  
'Talking pictures at the cinema.'  
'Mass production methods.'

**Level 4 Contextual knowledge used to explain reasons not in source** [6]

eg 'Mass production methods were introduced by Henry Ford who built his Ford car on the production line. This resulted in quicker production at a cheaper cost. From this more were sold which increased jobs in related industries this fuelling the economy.'

**Level 5 Addresses 'how far'** [7]

Both Level 3 and Level 5

**5(a) Describe the American cinema and movie industry in the 1920s.**

Target: AO1

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

eg 'Attendances more than doubled in the 1920s. By 1929, 95 million people a week were going to the cinema.'

'Hollywood developed as the centre of the film industry making household names of actors like Charlie Chaplin and Mary Pickford.'

'Hollywood influenced the way people dressed and behaved.'

'The cinema offered escapism from real life.'

'The first talkie was released in 1927 called the 'Jazz Singer'.'

'Cinema became a multi-million dollar business.'

**5(b) Explain why the lifestyle of some women changed in the 1920s.**

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 'Women wanted to be different.'

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

(One mark for each point.)

eg 'Changes in employment opportunities.'

'Development of new materials.'

'Behaviour was freer.'

'More disposable income.'

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

eg 'During the war women took over jobs in manufacturing and heavy industry. After the war many went back to traditional jobs such as clerical and secretarial but the number of working women increased by 25% by 1929. The number of upper and middle class women in work increased.'

'Influence by the film industry and the availability of new materials fashion changed.'

Skirts were shorter and hairstyles different.'

'Behaviour changed. Women had more money and could make more choices. They smoked and drank in public. Went dancing and went without chaperones.'

'Because they were earning more money they could purchase labour-saving devices for the home and also motor cars to travel to different places.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

**5(c) 'Americans were intolerant in the 1920s.' 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]**

eg 'American society was very intolerant at this time.'

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

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

eg 'Prohibition was introduced.'

'There were new developments such as jazz and the cinema.'

'Attitudes towards sex and contraception were changing.'

'Attitudes towards immigrants and immigration were harsh.'

'The Ku Klux Klan fuelled hatred of black people.'

Examples – The Red Scare, The Monkey trial, the Sacco and Vanzetti Trial.

**Level 3 Explains existence of intolerance OR increasing tolerance [5-6]**

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

eg 'At this time America was a very intolerant society. The Ku Klux Klan shows this. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans for no reason at all. They hated anyone who was not White.'

'A teacher who worked in Tennessee, where the teaching of evolution was illegal, decided to put the law to the test. He taught his class the theory of evolution and was arrested. He was found guilty of breaking the law. The prosecution lawyer was made to look a laughing stock when in court he tried to defend the Bible's version of the creation.'

'Most foreigners who entered the USA could only find low-paid jobs. Immigrant ghettos began to appear where violence and crime were high. This increased American distrust of foreigners. Sacco and Vanzetti were victims of the anti-immigrant feeling at the time. They criticised openly the American system of government and were arrested and charged with a murder. Despite witnesses, many of whom were Italian immigrants, they were found guilty and executed.'

**OR**

'Life for women changed mainly in the area of sexual morals. The cinema quickly discovered the selling power of sex with many actors and actresses becoming sex symbols. The popularity of the cinema soared during the 1920s. Hollywood influenced the way people dressed, the perfume women wore and the way in which men grew a moustache. The cinema offered escapism from real life. Contraception reduced the size of families and labour saving devices allowed more women to work making them financially independent.'

**Level 4 Explains existence of intolerance OR increasing tolerance [7-9]**

Both sides of Level 3

**Level 5 Explains with evaluation of 'to what extent' [10]**

**6(a) What actions did Roosevelt take in his first hundred days in office?**

Target: AO1

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

eg ‘He laid the foundations of the New Deal.’

‘He set up state involvement after being granted ‘emergency powers’.’

‘He set up a number of ‘alphabet agencies’.’ (Max 2 for agencies)

‘He used ‘fireside chats’.’

‘He used radio broadcasts to explain what he was doing and gain the trust of the American people.’ (2)

‘He dealt with the banking crisis.’

**6(b) Explain why some people opposed the New Deal.**

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 'Money was being wasted on worthless jobs.'

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

(One mark for each point.)

eg 'The government was interfering too much.'

'It did not do enough to help the poor.'

'What was being introduced was unconstitutional.'

'Taxation was increasing for some people.'

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

eg 'The rich and businessmen resented the government's interference in the economy. They thought it was a form of socialism and was un-American.'

'A majority of judges disapproved and declared New Deal Laws such as the National Industrial Recovery Act unconstitutional.'

'Radical leaders such as Father Coughlin complained that the New Deal did not go far enough in helping the USA's poor. They complained Roosevelt was more interested in preserving society rather than changing it.'

'Republicans still believed in 'rugged individualism' and the New Deal was doing too much to help. They thought prosperity was just around the corner.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

6(c) **'The New Deal was a success.' 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 [1-2]**

eg 'It was a success as it helped Americans.'

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

eg 'It helped the unemployed.'  
 'It introduced social welfare.'  
 'The government became more involved in people's lives.'  
 'Farmers did not benefit.'  
 'Black Americans saw little benefit.'  
 'There was a slump.'  
 'The programme did nothing for black Americans' civil rights.'

**Level 3 Explains success OR lack of achievement [5-6]**

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

eg 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs.'  
 'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'  
 'Construction work on dams and roads helped the future development of industry.'  
 'Workers' rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.'  
 'The lives of those farmers with large farms improved significantly with incomes rising.'  
 'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'

**OR**

'Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment.'  
 'Many employees resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'  
 'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics.'  
 'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'

**Level 4 Explains success AND lack of achievement [7-9]**

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – MAO’S CHINA, c.1930–1976**

- 4(a) **Study Source B.**  
**Why was this poster published in 1950? 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 ‘To show happy people.’

**Level 2 Answers that identify why it was published but not getting to purpose [2]**

eg ‘It was published to say that the fighting had been successful.’

**Level 3 Answers that identify purpose of poster [3]**

eg ‘This poster was published to Russia to inform the Russian people that the Chinese were not a Communist country.’

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

eg ‘In 1950 the Communist government of China under Mao was new. Communist forces had defeated Chiang Kai-shek in 1949. In 1950 Mao had gone to Russia and the two Communist nations signed the Sino-Soviet Treaty of Friendship.’

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

eg ‘The purpose of the poster is to show Russian support for the new Communist regime in China. The poster shows the new Chinese flag and emphasises the fighter and family in front of the new Chinese flag. In 1950 the Communist government of China under Mao was new. Communist forces had defeated Chiang Kai-shek in 1949. In 1950 Mao had gone to Russia and the two Communist nations signed the Sino-Soviet Treaty of Friendship.’

**4(b) Study Source C.**

**Does this source fully explain the reasons for China’s changing relationship with the USSR? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg ‘Yes it does as the two countries disagreed.’

**Level 2 Evaluates source using provenance [2]**

eg ‘It is an American source and so would emphasise anything that should disagreement between two Communist countries.’

**Level 3 Accepts source as being full explanation – uses information in source and contextual knowledge [3-4]**

eg ‘Khrushchev emerged as leader of the USSR in 1955. He talked about peaceful co-existence with the West. He made plans to reduce expenditure on arms. He relaxed the iron control of the Soviet Union. Mao disagreed with this approach as he thought it was betraying the ideas of the ideas of Marx and Lenin by not encouraging Communist revolution in other countries. Khrushchev argued that Mao did not understand the danger of nuclear war and the threat from the USA calling Mao’s policy ‘Adventurism’.’

**Level 4 Identifies other reasons not in the source [5]**

eg ‘Khrushchev publicly repudiated Stalin.’  
‘The two countries disagreed about China’s pace of development.’

**Level 5 Contextual knowledge used to explain reasons not in source [6]**

eg ‘In 1956 Khrushchev made an astonishing attack on Stalin. He dredged up the gory evidence of Stalin’s purges and denounced him as a wicked tyrant who was an enemy of the people who kept all power to himself. This started the programme of ‘de-Stalinisation’. Mao was appalled at this public repudiation of a socialist hero.’

**Level 6 addresses ‘how far’ [7]**

Both Level 3 and Level 5.

- 4(c) **Study Source D.**  
**What is the message of 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 Uses surface features of cartoon only [1-2]**

eg 'Nixon is dressed to go into the water.'  
 'Chiang and Mao are swimming.'

**Level 2 Interprets an aspect of the cartoon [3]**

eg 'Nixon is joining with Chiang and Mao.'

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

Valid messages must be connected to the idea of US improving relations.

eg 'The message of this cartoon is that Nixon is taking a dramatic and dangerous step into the unknown.'

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

eg 'The message of this cartoon is that Nixon is taking a dramatic and dangerous step into the unknown. Nixon is shown as 'dipping his toe in the water' to test the 'temperature'. He has dressed accordingly. Mao and Chiang are swimming in the water and Nixon is wondering if he will be accepted. Mao and Chiang are shown as ready to snap at the toe.'

**OR**

'The message of this cartoon is that Nixon is taking a dramatic and dangerous step into the unknown. The year before China had taken its seat at the UN and this had been supported by the US. Previously the seat had been occupied by Chiang's Taiwan. At the time Nixon was to visit China to continue work on improving relations following the lifting the ban on trade in 1971.'

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

Both sides of Level 4

5(a) **Describe the impact of Communist rule on the lives of women in China in the 1950s.**

Target: AO1

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

eg 'Arranged marriages were banned and women were given equal rights.'

'Mao realised women were a great source of untapped labour and made every effort to provide nurseries and introduce compulsory work under the Great Leap Forward.'

'Women were able to divorce men.'

'The killing of unwanted female babies was made illegal.'

'Family property was now jointly owned by husband and wife.'

'Maternity benefits were given for two months after the birth of a child.'

**5(b) Explain why Mao introduced the Five Year Plan.**

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 'To improve China.'

**Level 2 Identifies AND/OR describes [2-3]**eg 'To develop the economy.'  
'To improve agriculture.'  
'To make China an industrial superpower.'**Level 3 Explains ONE reason [4]**eg 'Industry needed developing. The plan focused on heavy industry to provide the raw materials to improve China's transport system.'  
'To take advantage of the newly discovered raw materials in China and to control the workers by the state taking over all private industry.'  
'The Plan was designed to increase agricultural output to feed the workers in industry.'  
'Inflation was high and Mao wanted to stop this. He insisted that buying and selling should be at low, fixed prices.'**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

**5(c) How successful were the Communists in developing China's industry in the 1950s and 1960s? 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 [1-2]**

eg 'They were successful as production increased.'

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

eg 'Output increased under the Five Year Plans.'  
 'Inflation was stopped.'  
 'The Great Leap Forward allowed new targets.'  
 'The standard of living did not improve.'  
 'The Great Leap Forward was not a success.'

**Level 3 Explains successful OR unsuccessful [5-6]**

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

eg 'When Mao took over China industrial production was down 50% on the best pre-war figure and food production down 25%. There was rapid inflation and hardly any modern industry. In 1953 the Five Year Plans were introduced concentrating on heavy industry such as steel, coal and electric power and output increased more than expected – by 120%. Inflation was stopped by buying and selling at low, fixed prices.'  
 'To increase the efficient use of manpower the Great Leap Forward was introduced it was also an opportunity to hand control back to the workers. New higher targets for industry were set with output to double. Steel production doubled in the first year.'

'However, the Five Year Plans did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles.'  
 'Despite the success of the First Five Year Plans manpower was not being used efficiently. There was not enough money to develop fully.'  
 'The Great Leap Forward was set to double industrial output. However the many small factories proved to be inefficient and wasteful. Much of the steel was low quality and could not be used.'

**Level 4 Explains successful AND unsuccessful [7-9]**

Both sides of Level 3.

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

**6(a) Describe the Hundred Flowers Movement.**

Target: AO1

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

eg 'A chance to let of steam.'

'A chance to express views.'

'An opportunity for free discussion and criticism of the government and its work.'

'It was mainly addressed to the educated classes.'

'The resultant torrent of hostile comment was a shock to the government as the Party had expected constructive criticism, but what happened was counter-revolutionary.'

'Mao's way of exposing his opponents.'

**6(b) Explain why Mao introduced the Cultural Revolution.**

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 'He wanted to change things.'

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

(One mark for each point.)

eg 'Mao wanted to change the culture of China.'

'To create perfect Communism.'

'To regain power.'

'To stop the move to capitalism.'

'To remove the 'Four Olds'.'

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

eg 'Mao wanted to change the culture of China. He was trying to create perfect communism. This meant the removal of all other ideas that stood in his way including old customs and religious beliefs.'

'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism.'

'To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.'

'He wanted to rid the country of the 'Four Olds', ideas, cultures, customs and way of life which he felt were holding back China.'

'He wanted to get back power that he had lost during the Revisionist period. He had accepted blame for the Great Leap Forward and had resigned. New policies had taken China in a different way.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

**6(c) ‘Mao was a successful leader of China.’ 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 [1-2]**

eg ‘He was a major twentieth century leader.’

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

eg ‘He improved government and leadership.’  
 ‘Industrial output increased.’  
 ‘Social improvements were immense.’  
 ‘The Great Leap Forward failed.’

**Level 3 Explains agreement OR disagreement [5-6]**

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

eg ‘Mao was a charismatic leader able to appeal to the masses, especially the young and the peasants.’  
 ‘He created a unified country and provided strong, efficient government for a people unused to such things.’  
 ‘Industrial output in 1976 was ten times what it was in 1949. Oil production had increased significantly whilst agriculture was less of a success.’  
 ‘Education saw real progress with literacy rates increasing significantly and four times as many children in education. Health and the position and status of women also improved.’  
 ‘China had become a major military power, with an army just less in size that of America and the USSR.’

‘The price was the loss of freedom of expression with the Party members exhibiting a firm grip.’  
 ‘Human threats to Mao were treated badly after the Hundred Flowers campaign and the Cultural Revolution and there was considerable loss of life especially landowners. However, terror was never used against the peasants as had happened in the USSR.’  
 ‘Mao believed true Communism would be achieved in China but his two major attempts, the Great Leap Forward and the Cultural Revolution failed.’

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

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – CAUSES AND EVENTS OF THE FIRST WORLD WAR, 1890–1918**

- 4(a) **Study Source B.**  
**Are you surprised by this source? 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 Surprised / not surprised because of surface information [1]**

eg 'I am surprised that Britain's navy was defeated.'  
 'I am not surprised there was a battle as it was wartime.'

**Level 2 Not surprised – propaganda regarding sea power [2-3]**

eg 'I am not surprised by this source. Germany was trying to make out it had the more powerful, successful navy. This was propaganda to boost the morale of the German people.'

**Level 3 Not surprised by German claims – uses contextual knowledge to support [4-5]**

eg 'I am not surprised as the German navy had the best of exchanges at the Battle of Jutland. Germany caused more damage than they received. The German navy had sunk fourteen British ships whilst only losing eleven themselves. So it is not surprising that the Kaiser would want to boast of the success in sinking 117,025 tons of British warships.'

**OR**

**Surprised by German claims – uses contextual knowledge to support**

eg 'I am surprised that the Kaiser stated it was a victory. He was wrong. Although the British had not gained a victory the main aim of the Germans, to removal the blockade of Germany, had failed. The British fleet remained ready to proceed at sea at four hours' notice. The Kaiser had been told that the German fleet needed a month to make good the damage it had suffered.'

**Level 4 Both sides of Level 3 [6-7]**

- 4(b) **Study Source C.**  
**What is the message of 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 Uses surface features of cartoon only [1-2]**

eg 'The German navy has taken root.'  
 'Grass is shown growing out of the boat.'

**Level 2 Interprets an aspect of the cartoon [3]**

eg 'There is little activity on the boat as cobwebs are being formed by a spider.'

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

eg 'The German navy is useless in helping the German war effort as it has remained in port.'

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

eg 'The German navy is useless in helping the German war effort as it has remained in port. The German navy is represented by a boat called 'Stikphastz' which is shown as not having moved for some time. It is shown with grass growing out of it and with cobwebs. The caption states it has taken root, ie not moved.'

**OR**

'The German navy is useless in helping the German war effort as it has remained in port. Apart from a few early skirmishes the German fleet stayed in port. This was particularly so after the Battle of Jutland when the fleet never left Kiel harbour again.'

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

Both sides of Level 4

- 4(c) **Study Source D.**  
**Why was this source published in 1915? 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 Lusitania had been sunk by the Germans.'

**Level 2 Answers that identify why it was published but not getting to purpose [2-3]**

eg 'To tell the people of Germany what was going on.'

**Level 3 Answers that identify purpose of the communication [4]**

eg 'The communication was published to praise the 'great victory' of German submarine warfare to the German people (morale) and / or to defuse the situation as many civilians were killed.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [5]**

eg 'In February 1914 the Germans had declared the seas around the British Isles a 'war zone' and reserved the right to sink al ships including neutrals in these waters. This was the policy of 'unrestricted submarine warfare'. Under this policy the Lusitania was torpedoed.'

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

eg 'The communication was published to defuse an international situation as the Lusitania had been sunk in 1915. Over 1,000 civilian passengers were killed. This included over 100 Americans, who were neutrals. The captain of the U20 claimed that the boat was armed with guns and carrying war materials including ammunition and was therefore a legitimate target. The communication was trying to move the blame to the ships owners by saying they were responsible for putting civilians at risk.'

**5(a) What was the Schlieffen Plan?**

Target: AO1

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

eg 'Germany's plan for victory.'

'Planning to avoid fighting on two fronts against France and Russia.'

'Under the plan Germany would go quickly through Belgium and attack and defeat France.'

'After defeating France the attack would focus on Russia.'

'It was based on the gamble that Russia would be slow to mobilise.'

**5(b) Explain why Franz Ferdinand was assassinated.**

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 'To gain publicity.'

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

(One mark for each point.)

eg 'It stemmed from disputes early in the century.'  
'Austria wanted an excuse to deal with Serbia.'  
'It was set up to aid Austria.'  
'Austria now had German support.'

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

eg 'In 1908 Austria-Hungary added Bosnia-Herzegovina to its empire. This infuriated the Serbs as they had hoped to make it part of a 'greater Serbian state'. Germany supported Austria and Russia had to back down. This intensified the strengths of the different camps. By 1913 after the Balkan wars Serbia had increased its size significantly. Austria decided that Serbia had to be dealt with. By 1914 Austria was looking for a good reason.'  
'The opportunity came with the murder of Archduke Ferdinand. A group of Serbian terrorists planned to kill him to publicise their opposition to Bosnia being part of Austria-Hungary. The assassin was a member of the 'Black Hand Gang' with the aim to unite all Serbs to be achieved through a campaign of violence. With Germany's backing Austria now felt secure enough to deal with the Serbian problem.'  
'There is much evidence to suggest that Franz-Ferdinand was set up to be assassinated to provide Austria with an excuse to invade Serbia.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

**Level 5 Adds further explanation to level 4 [6]**

Offers three basic explanations OR one developed explanation with one basic explanation.

5(c) 'The main reason for Britain going to war in 1914 was the German invasion of Belgium.' 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 [1-2]**

eg 'It was because of rivalry.'  
'Britain was morally bound to help friends.'

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

eg . 'There was naval rivalry with Germany.'  
'There existed two armed camps in Europe.'  
'The consequences of German European power.'  
'Sympathy for Serbia.'  
'Belgium and the 'scrap of paper'.'

**Level 3 Explains agreement OR disagreement [5-6]**

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

eg 'This was the immediate reason for British entry. Belgium neutrality had been guaranteed in a future war by the Treaty of London signed by Britain and other Great powers in 1839. Britain did not want a major country to occupy Belgium and use it as a base to invade Britain.'

'The Schlieffen Plan meant that Germany would invade France through Belgium and so Germany gambled on Britain not going to war over Belgium.'

'The Germans invaded Belgium and this annoyed the vast majority of British people who supported the British declaration of war.'

**OR**

'Britain's navy was vital to protect Empire, trade and invasion. It was the most powerful in the world but feared the German challenge. An Anglo-German naval race developed with the Kaiser building up the strength of the German navy with the Dreadnought programme. Britain feared German world domination. They already had the most powerful army.'

'The Alliance System created two rival armed camps. Britain and France had an Entente which brought them closer between 1904 and 1914. The Bosnian Crisis of 1908-09 brought humiliation to Russia who drew closer to Britain. If France was not supported and defeated by Germany the Kaiser would dominate Europe. If the French won, the French would no longer trust Britain who would be left isolated.'

'There was some British sympathy with 'little' Serbia being invaded by the large Austro-Hungarian empire supported by Germany.'

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

Both sides of Level 3.

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

**6(a) What was 'no man's land'?**

Target: AO1

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

eg The land that separated the forward trenches of both sides. It was protected by barbed wire.'

'It was the land that had to be crossed to reach the enemy. It was protected by fire from machine

guns that

could wipe out a whole company of soldiers in minutes.'

'It was open land that was covered in shell holes which were often water filled.'

**6(b) Explain why tanks were of limited use on the Western Front up to the end of 1917.**

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 'Because they were new.'

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

(One mark for each point.)

eg 'Their use was not understood.'

'There were not enough.'

'They were unreliable.'

'They were limited to shock effect.'

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

eg 'Tanks were used for the first time at the Battle of the Somme. There were forty of them. They were a disastrous failure as they often broke down.'

'At first tanks were unreliable, frequently breaking down in battle. Sometimes they lost their caterpillar tracks, or the engine stopped because they ran out of petrol.'

'They did have a shock effect. They had not been seen before and this did lead to confusion and alarm among the Germans and raised morale among the British troops.'

They were not used correctly until 1917 at Cambrai, as a battering ram to open the way for infantry. The tanks were too successful as they blasted through enemy lines so quickly the infantry could not keep up.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

**6(c) How far was Haig a successful military leader? 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 [1-2]**

eg 'He was responsible for thousands of deaths.'

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

eg 'Haig plan of battle was flawed.'

'Haig's tactics were outdated.'

'His key objective on the Somme, Verdun, was saved.'

**Level 3 Explains agreement OR disagreement [5-6]**

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

eg 'Haig had actually favoured an attack further north and west in Flanders and he had actually warned politicians to be prepared for heavy losses. This was not possible as the Germans attacked Verdun and he had to support the French by drawing the German troops away from Verdun whilst at the same time killing as many German soldiers as possible. Haig believed the key objective was achieved. Verdun was saved.'

**OR**

'Haig was criticised for his tactics. He aimed to use heavy artillery to bombard and devastate German positions. This would allow his men to walk across no man's land and take the German defences. He knew about the German defences but he overestimated the ability of the artillery to destroy the German lines. Because of this ineffectual bombardment the British advance was too slow resulting in 57,000 casualties on the first day. It is suggested that is casualties were so heavy Haig would not continue the offensive.'

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

Both sides of Level 3.

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

**PART 2: DEPTH STUDY – END OF EMPIRE, c.1919–1969**

- 4(a) **Study Source B.**  
**Why was this cartoon published? 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 'It was published to show the hunting of tigers in India.'

**Level 2 Answers that identify why it was published but not getting to purpose [2]**

eg 'It was published to show there was disunity in India despite the British.'  
 'The British were dealing with India's problems.'

**Level 3 Answers that identify purpose of poster [3]**

eg 'The cartoon was published to show that the 'New British Policy' proposed for India was going to cause disunity.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

eg 'In 1942 a delegation went to India led by Sir Stafford Cripps. To introduce some sort of self-government for India in order to unite the country. This source deals with this visit.'

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

eg 'The cartoon was published to show that the 'New British Policy' proposed for India was going to cause disunity. The British delegation arrived on 23 March 1942. They were there to offer a bargain. As the source shows this would have caused disunity as the princely states could disassociate themselves from the New India and did not deal with the Muslim's or Congress issues. Gandhi was furious with the offer, Congress rejected part of the bargain and the Muslim League also rejected it so as to remain part of the constitution making process.'

- 4(b) **Study Source C.**  
**What is the message of 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 Uses surface features of cartoon only [1-2]**

eg 'There were bonfires in India.'

**Level 2 Interpretation only [3]**

eg 'Riots are taking place caused by Jinnah.'

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

eg 'The message of this cartoon is that Mountbatten hopes that by introducing his Partition Plan rioting encouraged by Jinnah will stop.'

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

eg 'The message of this cartoon is that Mountbatten hopes that by introducing his Partition Plan rioting encouraged by Jinnah will stop. The cartoon indicates race riots being fanned (encouraged) by Jinnah whilst Mountbatten is trying to extinguish the riots with his extinguisher marked 'Petition Plan'.'

**OR**

'The message of this cartoon is that Mountbatten hopes that by introducing his Partition Plan rioting encouraged by Jinnah will stop. In May 1947 Mountbatten had introduced his Partition Plan to create two separate dominions of India and Pakistan to accommodate Hindus and Muslims in separate states. There was much rioting in many areas including the Pujab.'

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

Both sides of Level 4

- 4(c) **Study Source D.**  
**Does this source fully explain the reasons for Partition? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg 'They had no choice.'

**Level 2 Evaluates using source provenance [2]**

eg 'Yes as it is from some one who was there and must be the full story.'

**Level 3 Accepts source as being full explanation uses information in source and contextual knowledge [3-4]**

eg 'There was fear that Jinnah and the Muslim League would not be able to control their followers. This it was necessary to create Pakistan to accommodate Muslims.'

**Level 4 Identifies other reason(s) not in the source [5]**

eg 'Fear of civil war.'  
 'To re allocate power.'  
 'To remove British control.'  
 'To avoid anarchy.'

**Level 5 Contextual knowledge used to explain reasons not in source [6]**

eg 'The first draft of the plan was to allow Indian States to decide their own future. This was a recipe for total anarchy, as past history had demonstrated, and as Nehru forcefully pointed out. This proposal would almost certainly result in conflict, violence and disorder. Nehru thought it would weaken India and weaken the Congress Party.'

**Level 6 Addresses 'how far' [7]**

Both Level 3 and Level 5.

**5(a) How extensive was the British Empire in 1918?**

Target: AO1

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

eg 'The Dominions – the 'white commonwealth' of Canada, Australia and New Zealand.'  
'Areas of Africa.'  
'India.'

**5(b) Explain why Britain had problems ruling its Empire in the inter-war period.**

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 being redefined.'

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

(One mark for each point.)

eg 'Because of the increased demand for independence.'  
'The dominions wanted to redefine their relationship with Britain.'  
'The cost of maintaining an administration was prohibitive.'**Level 3 Explains ONE reason [4]**

eg 'Whilst nationalism was less defined amongst white controlled dominion states of the empire there was a powerful post-war drive amongst the dominions to redefine their relationship with Britain. The key issue was the demand to have control over their own foreign policies and be recognised as sovereign states in their own right. The Balfour Declaration was agreed at the Imperial Conference of 1926 recognised a reality that already existed. The dominions were recognised as autonomous communities free to govern themselves without external control.'

'The final act of redefinition of the relationship came in 1931 with the Statute of Westminster. This gave the dominions the right to change their own constitutions without consulting Britain. The dominions were now not automatically bound by British law. They were voluntary members of a commonwealth of states but independent nations in their own right.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanation OR one developed explanation with one basic explanation.

- 5(c) 'The Suez Crisis of 1956 had a greater effect on the decline of Britain's Empire than did Macmillan's 'Wind of Change' speech.' 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 [1-2]

eg 'Both had an impact.'

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

eg 'Britain was a declining power.'  
 'Britain was still perceived as using aggressive imperialism.'  
 'Suez questioned the relevance of an Empire.'

**Level 3** Explains Suez or Macmillan [5-6]

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

eg 'Suez was a disaster for Britain and its status. It was now clear to the whole world that Britain was not the force it had been before the Second World War.'  
 'By invading Egypt, Britain had succeeded in mobilising international opposition against what was seen as aggressive imperialism.'  
 'Economically, Britain was too weak to stand up to international opposition and was dependent upon the USA.'  
 'The Suez Crisis had exposed Britain's weaknesses and the British Empire was increasingly less relevant as a means of preserving Britain's economic and strategic protection.'  
**OR**  
 'The colonial master was weak and this did not go unnoticed by African colonies struggling to achieve their independence. By 1961 Macmillan had made a significant redirect in policy by seeking to join the EU and increase trade with the USA.'  
 'Change had started in the 50s and was recognised by Macmillan in his speech. Decolonisation was taking place based on favourable economic and defence treaties. An imperialist presence in Africa was increasingly less relevant.'

**Level 4** Explains both sides [7-9]

Both sides of Level 3.

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

6(a) Describe the nature of British rule in Kenya before independence.

Target: AO1

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

eg 'It was a clear example of paternalistic white control.'

'The native Africans were restricted to overcrowded tribal areas.'

'Whites dominated Kenyan politics by a power sharing process with the Colonial Office.'

**6(b) Explain why there was a Mau Mau rebellion in Kenya.**

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 'Because they wanted back what was their own.'

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

(One mark for each point.)

eg 'Increasing nationalism.'  
'To restore lost lands and remove white settlers.'  
'Discontent was fought by violence.'

**Level 3 Explains ONE reason [4-6]**

eg 'In 1944, the nationalist party, the Kenyan African Union (KAU) was founded with Kenyatta becoming leader. The majority tribe, the Kikuyu demanded the restoration of the White Highlands into their hands from the white settlers. Kenyatta was seen as a kind of Messiah. The Kikuyu discontent escalated into an organisation called the Mau Mau demanding the restoration of African lands to the African people.'  
'The Mau Mau became regarded as a Land and Freedom Army and the resistance movement to British repression.'  
'Whilst it was a rural terrorist group it also began to develop support in urban areas where it was seen as a group able to fight for the improvement in living standards and the halting of unemployment.'  
'The strong sense of nationalism began growing in the 1940s with the aim of independence. The Mau Mau were to assist in this aim. To achieve this aim the Mau Mau became increasingly violent.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed with one basic explanation.

6(c) 'Terrorism was the main reason Kenya achieved independence.' 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 [1-2]**

eg 'There were many, but it helped.'

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

eg 'The actions of the terrorists brought change and equal representation.'  
 'Dealing with terrorism was costly and not something Britain could justify.'  
 'It was the demand for black African majority rule.'  
 'The Mau Mau did not represent all views in Kenya.'  
 'Independence was happening in other east African states.'  
 'The aim of independence became intertribal.'

**Level 3 Explains agreement OR disagreement [5-6]**

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

eg 'The increase in terrorism resulted in the declaration of a state of emergency in Kenya.' This resulted in strong action by the British security forces with the defeat of the Mao Mao. Most white settlers now thought normality would return together with white control. This was not the reality, and between 1956 and 1963 moves were made to establish a new constitution with native African being offered equal representation on the new Legislative Council.'

'Mao Mao terrorism generated huge economic costs for Britain – around £10,000 for the capture of one terrorist. Thus the financial cost of containing terror was exorbitant. One of Macmillan's priorities was to establish the real cost of colonial commitment. With Kenya it was relatively easy to see.'

'In 1960 it was announced that Kenyatta would not be released from prison. This provoked a new outburst from the Mao Mao. The Mao Mao's influence was clearly still potent and Britain could not ignore it.'

**OR**

'It was significant that the Mau Mau was not really a purely nationalist organisation as its main aim was to restore Kikuyu control in the white Highlands. It was not seen as representative in terms of the struggle for independence.'

'Throughout the 1950s it became apparent that Kenyan nationalism could not be appeased. Any form of constitution that did not allow for black majority rule was doomed to fail.'

'Kenyans could see the process of independence was already underway in other east African states and Kenya joined the momentum towards decolonisation.'

'People like Odinga and Mboya developed an intertribal movement rather than that of the Mau Mau convincing Britain that Kenya was political mature enough for independence.'

**CONT.**

**Level 4 Explains agreement AND disagreement**

**[7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of ‘how far’**

**[10]**

**PART 2: DEPTH STUDY – THE USA, 1945–1975: LAND OF FREEDOM?**

- 4(a) **Study Source B.**  
**What is the message of 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 Uses surface features of cartoon only [1-2]**

eg 'Chains are being cut.'

**Level 2 Interpretation only [3]**

eg 'Segregation is stopped.'

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

eg 'The policy of segregated schools has ended.'

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

eg 'The policy of segregated schools has ended. This is shown in the cartoon by the breaking the chains attached to a black person of segregated schools.'

**OR**

'The policy of segregated schools has ended. The Supreme Court says that black people have a right to an equal educational opportunity. Linda Brown's father took on the Topeka Board of Education in 1954 to get her allowed in an all white school. He was arguing for integrated education. He was successful as the Supreme Court decided that black people should have an equal educational chance and that segregation was not acceptable.'

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

Both sides of Level 4

- 4(b) **Study Source C.**  
**Why was this photograph taken? 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 Unsupported assertions / surface features [1-2]**

eg 'To show the National Guard were at a school.'

**Level 2 Answers based on misinterpretation of photograph / message [3]**

eg 'The National guard are stopping people entering school.'

**Level 3 Identifies the purpose of taking the photograph [4]**

eg 'The photographer took the opportunity to say that it was still a problem for black students to go to what was a white community school and that for safety they needed an armed guard.'

**Level 4 Uses contextual knowledge to explain purpose of taking the photograph [5-6]**

eg 'The photographer wanted to show that the President was acting to ensure that the law of the land was being implemented and that the black children should enter school safely. The President was annoyed that the Governor had acted inappropriately.'

**4(c) Study Source D.**

**How far does this source explain why the Montgomery Bus Boycott was important? 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 Unsupported assertions / paraphrases / copies / surface features [1]**

eg 'Yes it does as it shows it was important.'

**Level 2 Evaluates source using provenance [2]**

eg 'It must do as it is spoken by the wife of a President.'

**Level 3 Accepts source as being full explanation – uses information in source and contextual knowledge [3-4]**

eg 'Segregation on public transport was particularly humiliating for the black population. It held firm requiring great determination and perseverance and no little bravery. It was carried out peacefully. It showed the black community were able to take action for themselves and their rights.'

**Level 4 Identifies reason(s) not in the source [5]**

eg 'It was significant as the protesters did not give in.'  
 'It got King noticed.'  
 'It brought the Southern Christian Leadership Conference into existence.'

**Level 5 Contextual knowledge used to explain reasons not in source**

eg 'In December 1955 Rosa Parks refused to give up her seat. She was prosecuted. The protest was to last almost a year. Martin Luther King was able to use his speaking and organising ability. He was chair of the Improvement Association and organised car pools and prayer meetings. These meetings gave porters an inner strength as did the sermons delivered by King. He enforced the non-violent approach. This work led in the future to King becoming one of the main leaders of the Civil Rights Movement in the south.'

**Level 6 Addresses 'how far' [7]**

Both Level 3 and level 5

**5(a) Describe the activities of Senator McCarthy.**

Target: AO1

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

eg 'In 1950 he claimed that he had a list of over 200 Communists in the State Department.'

'He claimed there were 57 card-carrying Communists in the government.'

'He attacked Democrat Tydings for being un-American.'

'He was appointed, by President Eisenhower as head of a White House Committee to investigate Communist activists in the government.'

'He used false accusations and bullying.'

**5(b) Explain why McCarthy was popular with many Americans.**

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 'His views were believable.'

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

(One mark for each correct point.)

eg He made a firm stand against Communism.'

'He introduced a campaign to remove Communists from government.'

'He was followed for political reasons.'

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

eg 'From 1949 until 1954 McCarthy made anti-Communism a major issue of domestic policy.'

'The Hiss case of 1948 was the background to the McCarthy campaign to expose Communists in high places. He accused Hiss of offences against the state and was found guilty of perjury.'

'McCarthy announced that there were 205 communists working in state departments. He was never able to prove this but it was enough to whip up a campaign of anti-Communism with McCarthy taking the lead. He claimed he was dealing with those trying to change the American way of life.'

'He gave an opportunity for republican leaders to act Truman and the Democrat Party accusing them of harbouring Communists.'

'it was the time of the Cold War and many Americans were concerned that Communism would spread and what he was doing reflected the mood of the public.'

**Level 4 Explains TWO reasons or develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed explanation with one basic explanation.

**5(c) How far were the actions of the Supreme Court responsible for the ending of McCarthyism? 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 [1-2]**

eg 'No, it was people challenging him.'

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

eg 'Despite the dangers he was attacked by politicians.'  
 'His credibility was questioned.'  
 'His behaviour became more irrational.'  
 'An Act was passed by the Senate banning Communism.'

**Level 3 Explains agreement OR disagreement [5-6]**

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

eg 'Not everyone approve of McCarthy and his actions. Many senators spoke up against him including the Republic Senator Ralph Flanders from Vermont. Some of Hollywood's biggest stars also protested against his actions.'  
 'His credibility was questioned by newspapers such as the Washington Post as they produced Sensible and balanced reports. A devastating programme of evidence was produced on TV by Ed Murrow.'  
 'He became more extremist and attacked the army. By this time he had become an alcoholic. In a televised court hearing he was accused of having no decency and he lost all credulity.'  
 OR  
 'The work of McCarthy left its mark and in 1950 the McCarran Act forced Communist organisations to send lists of members to the government.'  
 'In 1954 the Communist Control Act banned the Communist Party altogether for 'conspiracy to overthrow the government of the United States.'

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

Both sides of Level 3.

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

**6(a) What were the aims of the Black Panther Party?**

Target: AO1

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

eg 'To protect people in black ghettos from police brutality.'

'It developed into a Marxist revolutionary group.'

'To arm all black people.'

'To exempt all black people from military service and released from jail.'

'To gain payment of compensation for black people for all the years of ill-treatment and exploitation by white Americans.'

'Practical on the spot help with social services for black people living below the poverty line.'

**6(b) Explain how Martin Luther King increased public awareness of racial inequality.**

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 'He made sure they were aware.'

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

(One mark for each point.)

eg 'He organised protests.'  
'He introduced a 'Crusade for Citizenship'.  
He got himself arrested.'  
'He provoked reaction from white people.'  
'He made speeches.'

**Level 3 Explains ONE way [4]**

eg 'He wanted black people to help themselves while taking care to avoid upsetting white people. As a minister of God he believed in integration and peaceful protest as these were acceptable Christian activities.'  
'He introduced a 'Crusade for Citizenship'. He aimed to encourage black people to vote and encouraged a sit-in against segregation. He used marches to raise these issues.'  
'A dramatic way of drawing attention was to get arrested pointing out that in no free country should you be arrested for peaceful protesting.'  
'He provoked violent white reaction to publicise his cause as he did in Birmingham and used emotive speeches. His greatest speech was at the Lincoln Memorial.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]****Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations OR one developed explanation with one basic explanation.

- 6(c) 'The policies of President Kennedy and President Johnson were equally important in the move towards racial equality.' 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 [1-2]

eg 'Both helped progress to be made.'

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

eg 'Kennedy made his views public.'  
'He appointed black people.'  
'He used government troops.'  
'Not everybody thought he was right.'  
Johnson spoke of ending racial injustice.'  
'He passed a number of Acts.'

**Level 3** Explains Kennedy OR Johnson [5-6]

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

eg 'In September 1962 Kennedy made a major speech on nationwide TV committing himself to the cause of black civil rights.'  
'He made high level black appointments including the first black US circuit judge and the first black senior government official.'  
'He stood up to the governors of the southern states and tried to force them to defend the freedom riders.'  
'In October 1962 he sent 23,000 government troops to ensure that just one black student, James Meredith, could study at the University of Mississippi without being hounded out by racists.'  
'Despite his actions he frustrated civil rights campaigners who said he was not doing enough or moving quickly enough.'  
'He worried congressmen from the southern states who said he was moving too quickly. They blocked many of his measures.'

**OR**

'In his first speech after election Johnson talked of a 'great society' and called for 'an immediate end to racial injustice.'  
'In July 1964 he signed the Civil Rights Act. The act made it illegal for discrimination in areas such as housing and employment.'  
'He appointed the first ever black Americans to the White House cabinet and the Supreme Court.'  
'He passed the Voting Rights Act which ended the literacy test for voters together with the Immigration Act of 1965 which ended the system of racial quotas for those coming into the USA.'  
'However, the period saw growing racial tensions, with serious rioting and many deaths in the summer of 1968.'

**Level 4 Explains Kennedy AND Johnson**

**[7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of ‘how far’**

**[10]**

## A972/21: How was British society changed, 1890–1918?

Question Number		Mark
1	<p><b>Study Source A.</b>  <b>What can you learn from this source about the concerns of the government in the early stages of the First World War?</b>  <b>Use details of the source and your knowledge to explain your answer.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	0
	<p><b>Level 1</b>            General comment on government concerns / actions / Home Front unsupported by source eg</p> <ul style="list-style-type: none"> <li>• <i>The government took control of people's lives</i></li> <li>• <i>The government was worried about losing the war</i></li> </ul>	1
	<p><b>Level 2</b>            Surface description or simplistic inference eg</p> <ul style="list-style-type: none"> <li>• <i>We learn that the police could stop any vehicle.</i></li> <li>• <i>We learn that you could not spread reports which would cause alarm.</i></li> <li>• <i>The government is trying to keep the people safe</i></li> </ul>	2
	<p><b>Level 3</b>            Valid inference(s) without support eg</p> <ul style="list-style-type: none"> <li>• <i>The government was worried about security / spies</i></li> <li>• <i>The government was worried about morale</i></li> </ul> <p>Award 4 for either for development of inference or two or more undeveloped inferences.</p>	3-4
	<p><b>Level 4</b>            Valid inference(s) with support from source or own knowledge – must be more than simple selection of a relevant section of the source eg</p> <ul style="list-style-type: none"> <li>• <i>We learn how the government took control of people's lives and gained powers over aspects of people's life like travelling and the media. Source A says people travelling in a vehicle could be stopped if the police or any person in authority was suspicious.</i></li> <li>• <i>We learn that the government was worried about security / German spies. That is why the police were given the authority to stop and search vehicles.</i></li> <li>• <i>Source A says that no person could say or write anything which would cause discontent or alarm. This shows that the government was worried about morale.</i></li> <li>• <i>Source A shows us that the government was anxious about morale among the troops and the people. When war broke out the government brought in censorship and launched its own propaganda campaigns. It even closed down some newspapers.</i></li> </ul>	5
	<p><b>Level 5</b>            Valid inference(s) supported by detail from source AND put into context eg</p> <ul style="list-style-type: none"> <li>• <i>Source A says that no person could say or write anything which would cause discontent or alarm. This shows that the government was worried about morale. When war broke out the government brought in censorship and launched its own propaganda campaigns. It even closed down some newspapers.</i></li> </ul>	6

Question Number		Mark
2	<b>Study Source B.</b> <b>What is the message of this source?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>NOTE: The actual message of the cartoon was to encourage munition workers not to take holidays. However, you may allow as a valid inference that the government banned holidays.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Description of surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>The soldiers are being shot at</i></li> </ul> OR General comments on war work and munitions from knowledge eg <ul style="list-style-type: none"> <li>• <i>In 1915 there was a munitions crisis and the government recruited workers including women to help make enough guns and shells.</i></li> </ul>	1
	<b>Level 2</b> Secondary message of cartoon eg <ul style="list-style-type: none"> <li>• <i>British shells are damaging the Germans</i></li> <li>• <i>The British munitions workers are doing a fantastic job</i></li> </ul> Message only – 2 Message with support - 3	2-3
	<b>Level 3</b> Recognises main message(s) and develops answer using details of source OR knowledge OR cross reference eg <ul style="list-style-type: none"> <li>• <i>The cartoon is saying that British munitions workers should not take any holidays so that they can help the army by giving them plenty of shells. It shows German soldiers being shelled and they want British workers to take holidays so the British army will run out of shells to fire at them.</i></li> <li>• <i>The cartoon is trying to say that munitions workers can really hurt German soldiers if they do not go on holiday. The picture shows German soldiers hiding from all the British shells which have been fired. They have abandoned their gun and they are just hiding.</i></li> <li>• <i>The cartoon is reassuring the British public that the munitions situation is now under control. In 1915 there was a munitions crisis and the army was short of shells. Lloyd George was made Minister of Munitions to tackle the problem and now enough shells are being produced as we can see with the German soldiers being blown up. But they need to keep it up and not take holidays. .</i></li> <li>• <i>The cartoon wants British workers to make more shells and not take a holiday. The cartoon was published in July 1916 which was the Battle of the Somme and the army needed millions of shells.</i></li> <li>• <i>The cartoon wants British munition workers to have no holidays. Source D shows that the workers agreed to this so that they could contribute to victory.</i></li> </ul> NOTE1: No holidays will not suffice as main message of cartoon – there needs to be some explanation of why they should not take more holidays. NOTE 2: Award 4 marks for main message with no support.	4-5
	<b>Level 4</b> Explains message of poster supported by detail from source and put into context. NOTE Mark at this level even if use of detail for source is weaker than context or vice versa. A source based Level 3 plus a cross reference to Source E could also be marked at this level.	6

Question Number		Mark
3	<b>Study Source C.</b> <b>How useful is this source as evidence about government action during the First World War?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion eg <ul style="list-style-type: none"> <li>• <i>It shows there was rationing in 1918</i></li> </ul>	1
	<b>Level 2</b> Selects extracts with no explanation OR Stock Evaluation OR general comments from knowledge on rationing eg <ul style="list-style-type: none"> <li>• <i>A shopkeeper got fined £20</i></li> <li>• <i>It is useful because it is a government leaflet produced at the time</i></li> <li>• <i>Rationing was introduced on a voluntary basis in 1917 but it became compulsory in 1918</i></li> </ul>	2-3
	<b>Level 3</b> Valid comment on utility of source based on content of source. Likely comments might be <ul style="list-style-type: none"> <li>• <i>Useful as it shows how people were punished for breaking the rationing laws.</i></li> <li>• <i>that the rationing laws were really strict</i></li> <li>• <i>that food shortages were a big problem in 1918</i></li> <li>• <i>that the government was really worried about the food supply in 1918</i></li> <li>• <i>that people tried to get round the rationing laws.</i></li> </ul> Award within range for number of inferences and or development of inference eg <ul style="list-style-type: none"> <li>• <i>Useful because it shows how people were punished for breaking the rationing laws. One man got 3 months in prison and there were heavy fines like £50 and £72 for selling to an unregistered customer.</i></li> </ul>	4-5
	<b>Level 4</b> Develops L3 answers by evaluating typicality, tone, language eg <ul style="list-style-type: none"> <li>• <i>Comment on how typical these cases were – government probably highlighted the most serious cases to warn people.</i></li> </ul> <b>Alternative Level 4</b> Develops L3 answers by evaluation on basis of contextual knowledge and or cross reference eg <ul style="list-style-type: none"> <li>• <i>Source C is useful because it shows that the government had to get tough to make sure there was enough food. We know that German submarines were attacking British ships. By April 1917 Britain only had six weeks food supply left. The government brought in voluntary rationing in 1917 and even the royal family followed it but it did not stop shortages. The government had to bring in rationing in 1918 and the source shows that the government fined and put people in prison for breaking the rationing rules.</i></li> <li>• <i>Candidates may also cross reference to Sources A, E (showing levels of government control) or G (showing the continuing food shortages and inability of government action to crack the problem).</i></li> </ul> NOTE: Mark at this level for answers which explain that source only tells about 1918 and explains other aspects of government control not covered.	6-7
	<b>Level 5</b> Evaluates source by explaining purpose eg <ul style="list-style-type: none"> <li>• <i>Source C is useful because it shows how much the government wanted to make people obey the rationing rules. It is a bit like a propaganda poster. Its aim is to scare people into following the rules. The language and tone is quite strict and threatening, it says ‘these convictions have already been obtained by the authorities’. Fines like £50 or £72 for the shopkeeper would have been a lot of money in those days.</i></li> </ul>	8-9

Question Number		Mark
4	<b>Study Sources D and E.</b> <b>How far does Source E prove that Source D cannot be trusted?</b> <b>Use details of both sources and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion eg <ul style="list-style-type: none"> <li>• <i>No because people supported the war</i></li> </ul>	1
	<b>Level 2</b> Selects details without explanation OR stock evaluation eg <ul style="list-style-type: none"> <li>• <i>Source D says they will postpone holidays. Source E says there is a strike.</i></li> <li>• <i>Yes, Source E is a government report so it is more believable.</i></li> </ul> One source – 2 marks Both sources – 3 marks	2-3
	<b>Level 3</b> Response based on contrasting content of source eg <ul style="list-style-type: none"> <li>• <i>Source E does prove that Source D cannot be trusted. In Source D the workers support the war as they say that they will not take any holidays until the war is won. But in Source E they are going on strike and the government has to use troops. So the workers in D don't really support the war.</i></li> </ul>	4-5
	<b>Level 4</b> Response which builds on L3 contrast to argue yes/no with evaluation of one source (using tone/ language/ purpose/ typicality, cross reference or knowledge) eg <ul style="list-style-type: none"> <li>• <i>Source E does seem to prove that Source D cannot be trusted. Source E shows what things were really like with strikes going on. Source D shows strong support for the war but it seems too enthusiastic. The language is very positive towards the government – ‘we assure you we will not relax’. It is very favourable so maybe it is a kind of propaganda.</i></li> <li>• <i>Argues Source E is reliable because it is a secret report so it should be reflecting the real concerns of the government, especially since the government has a Committee on Labour Troubles – that means there must be a lot of troubles.</i></li> <li>• <i>Uses knowledge to argue source D can be trusted as source on feelings in 1916 – wave of support for initial Somme offensive, general popular support for the war effort (eg recruitment drives, films of 1916), deterioration of support for war AFTER Somme and general strain of war by 1918 (ie between date of Sources D and E) – rationing, shortages, losses, industrial unrest.</i></li> </ul> Alt L3 Evaluates Source D with no valid use of Source E eg <ul style="list-style-type: none"> <li>• <i>Uses own knowledge or cross reference to argue Source D cannot be trusted – control imposed by DORA (Source A), government propaganda (Sources B, C).</i></li> </ul> Award 6 marks for very weak consideration of purpose or weak evaluation even if both sources considered eg <ul style="list-style-type: none"> <li>• <i>Source E does prove that Source D cannot be trusted. In Source D the workers support the war as they say that they will not take any holidays until the war is won. But in Source E they are going on strike and the government has to use troops. However, we cannot trust either source. In Source D the TUC is supporting the war effort and in Source E the government wants more production.</i></li> <li>• <i>Source D is from 1916 but Source E is from 1918 and the war is nearly over by then. It is a different situation.</i></li> </ul>	6-8
	<b>Level 5</b> Argues yes / no but with evaluation of both sources eg <ul style="list-style-type: none"> <li>• <i>More than one L4 example</i></li> </ul>	9

Question Number		Mark
5	<b>Study Source F.</b> <b>Why was this source published in 1917?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion or selects details eg <ul style="list-style-type: none"> <li>• <i>To show farming was important</i></li> </ul>	1-2
	<b>Level 2</b> Focus on context of source with no comment on message or purpose eg <ul style="list-style-type: none"> <li>• <i>During the war women took on many roles which men had done eg bus conductors. They also worked in munitions and on the land.</i></li> <li>• <i>Britain was short of food in 1917 because of unrestricted submarine warfare.</i></li> </ul>	3
	<b>Level 3</b> Understands message of the source eg <ul style="list-style-type: none"> <li>• <i>The source is praising women for doing vital work in the Women's Land Army. We can see the women working the plough and the poster says God Speed the Plough and the woman who drives it.</i></li> </ul> <b>OR</b> Generalised purpose eg <ul style="list-style-type: none"> <li>• <i>The source is trying to get women to join the war effort and do men's jobs. The government wants her to work the plough and grow more food, or do other work men used to do.</i></li> </ul>	4
	<b>Level 4</b> Understands main purpose of the source eg <ul style="list-style-type: none"> <li>• <i>To get women to join the Women's Land Army</i></li> </ul>	5
	<b>Level 5</b> Main purpose explained using detail or cross reference or context other than 1917 eg <ul style="list-style-type: none"> <li>• <i>The source was published to get women to join the Women's Land Army. It shows a woman ploughing a field to plant crops and makes the work look quite nice with the sun shining.</i></li> <li>• <i>The source was published to get women to join the Women's Land Army. It tries to appeal to patriotic feelings with phrases like 'National Service' and 'God speed the plough and the woman who drives it'.</i></li> <li>• <i>The source was published to get women to join the Women's Land Army. Source G shows that there were serious food shortages so women were needed to work on the farms and produce more food.</i></li> </ul> Reserve top mark for answers which are specific about context of 1917.	6-7
	<b>Level 6</b> Main purpose explained in specific context of 1917 eg <ul style="list-style-type: none"> <li>• <i>The source was published to get women to join the Women's Land Army. German U-boats were sinking British ships and the country was running out of food. The Women's Land Army took the place of farm workers who had gone into the army and they tried to increase food production.</i></li> </ul>	8

Question Number		Mark
6	<p><b>Study all the sources, A–G.</b>  <b>‘The government took control over people’s lives during the war because of the need to feed the people.’</b>  <b>How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	<b>0</b>
	<p><b>Level 1</b>            General answers unsupported from the sources eg  <ul style="list-style-type: none"> <li>• <i>Disagree, they were worried about spies</i></li> </ul>           OR            Uses the sources without addressing the question  <ul style="list-style-type: none"> <li>• <i>Source A shows the government was worried about spies. Source B shows the government wanted more shells.</i></li> </ul> </p>	<b>1-4</b>
	<p><b>Level 2</b>            One sided answer with specified, detailed support from the sources eg  <ul style="list-style-type: none"> <li>• <i>The statement is true – Source G shows that the government was very worried about food. It tried to get local authorities to take over more land. Source D shows that the government took people who broke the rationing rules to court and fined them.</i></li> </ul>           NOTE- Mark at bottom of level if only one source used.</p>	<b>5-7</b>
	<p><b>Level 3</b>            Balanced answer with specified detailed support from sources eg L4 example plus  <ul style="list-style-type: none"> <li>• <i>Some sources say the statement is wrong. Source A shows the government was very concerned about suspicious activities. Source B shows that the government wanted munitions workers to postpone their holidays so that there would be more shells available for the army.</i></li> </ul>           NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.</p>	<b>8-10</b>
	<p>Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of  <ul style="list-style-type: none"> <li>• effective evaluation of the sources used which could be based on evaluation of tone/language/purpose OR cross reference OR knowledge</li> </ul>           If a candidate refers to a previous answer this is acceptable, but only if that answer has been credited as evaluation.</p>	<b>+2</b>
	<p><b>Level 4</b>            Strong Level 3 answer (9-10 marks) AND consideration of the issue of ‘how far’ the sources support the answer eg  <ul style="list-style-type: none"> <li>• Overall yes because the yes sources are more representative of the overall picture</li> <li>• Overall no because the sources reveal many other factors apart from the one in the statement</li> </ul> </p>	<b>11-12</b>

**NOTE – Maximum mark is 12, even if a candidate evaluates and scores Level 4**

## A972/22: How far did British society change, 1939–1975?

Question Number		Mark
1	<b>Study Source A</b> <b>What can you learn from this source about immigration to Britain?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General comment on immigration unsupported by source eg <ul style="list-style-type: none"> <li>• <i>There was immigration in the 1950s</i></li> </ul>	1
	<b>Level 2</b> Surface description eg <ul style="list-style-type: none"> <li>• <i>You could take a trip to England for \$322.00</i></li> </ul>	2
	<b>Level 3</b> Valid inference(s), unsupported by details from the source <ul style="list-style-type: none"> <li>• <i>It shows us that there were advertisements encouraging people to come to England</i></li> </ul> Award 4 either for development of inference or for two or more undeveloped inferences	3-4
	<b>Level 4</b> Valid inference(s) with support from the source or own knowledge eg <ul style="list-style-type: none"> <li>• <i>We learn that there were companies who made money out of bringing immigrants from the Caribbean to Britain. The immigrants were looking for work as it says in the source. Posters like these encouraged immigrants. The ships look nice. The cost of the ticket was expensive so immigrants thought they would be able to make a lot of money in England.</i></li> <li>• <i>We learn that immigrants came from the Caribbean in the 1950s. There was high unemployment in Jamaica and other parts of the Caribbean and the USA had just stopped immigrants coming in.</i></li> </ul>	5
	<b>Level 5</b> Valid inference(s) supported by detail from source and put into context eg <ul style="list-style-type: none"> <li>• <i>Both L3 examples</i></li> </ul>	6

Question Number		Mark
2	<b>Study Sources B and C.</b> <b>Which of these two sources is more useful as evidence about immigration into Britain?</b> <b>Use details of the sources and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion eg <ul style="list-style-type: none"> <li>• <i>Source C because it tells us more of the story</i></li> </ul>	1
	<b>Level 2</b> General comment OR stock evaluation OR matches / contrasts details eg <ul style="list-style-type: none"> <li>• <i>Source C is more useful as it is a government source</i></li> <li>• <i>Source B talks about posters and Source D says there were wages of £10</i></li> </ul>	2-3
	<b>Level 3</b> Uses inference(s) from source(s) to judge utility but no valid comparison made <ul style="list-style-type: none"> <li>• <i>Source B is useful because it shows how immigrants felt about Britain. Immigrants felt loyal to Britain / they were encouraged to come to Britain by posters everywhere. They thought they would fit in.</i></li> <li>• <i>Source C is useful because it gives detail about the problems West Indians faced when they arrived in Britain. It says there were widespread concerns about the influx of West Indians.</i></li> </ul> NOTE: Must be some kind of inference about usefulness to reach this level, although may be implicit.	4
	<b>Level 4</b> Goes beyond content of sources using typicality, tone, language, purpose, cross reference, knowledge but makes no valid comparison eg <ul style="list-style-type: none"> <li>• <i>Source B - As L3 plus: People in the West Indies were brought up to believe Britain was great. The education system taught British history and literature, for example.</i></li> <li>• <i>OR Source C – as L3 plus use of knowledge about prejudice to explain tone/purpose of Source C (government trying to calm fears and tensions)..</i></li> </ul>	5
	<b>Level 5</b> Compares utility / limitations of sources based on content of sources eg <ul style="list-style-type: none"> <li>• <i>Source B is more useful because it shows how immigrants felt about Britain, which Source C does not. Immigrants felt loyal to Britain / they were encouraged to come to Britain by posters everywhere. They thought they would fit in. Source C is more useful because it gives more detail than Source B about why people came to Britain. Wages were much higher in Britain than the West Indies - £10 a week compared to a few shillings a day.</i></li> </ul>	6
	<b>Level 6</b> Comparison of utility or limitations of sources which goes beyond content of sources with comments based on typicality, tone, language, purpose, cross reference, knowledge eg <ul style="list-style-type: none"> <li>• <i>Both L4 examples with conclusion that C is more useful because it gives a bigger picture than the one experience of Source B.</i></li> </ul> Mark at bottom of level if refers to only one source evaluated.	7-8

Question Number		Mark
3	<b>Study Source D.</b> <b>What is the message of this source?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Description of surface detail / general assertion eg <ul style="list-style-type: none"> <li>• <i>The Asians are walking away</i></li> </ul>	1
	<b>Level 2</b> Secondary message of cartoon eg <ul style="list-style-type: none"> <li>• <i>The cartoon is saying Idi Amin is in charge of things in Uganda</i></li> </ul> Message only – 2 Message with support - 3	2-3
	<b>Level 3</b> Focus on main message of cartoon eg <ul style="list-style-type: none"> <li>• <i>The cartoon is mocking Idi Amin and criticising him for treating Ugandan Asians badly.</i></li> <li>• <i>The cartoon is showing sympathy for Asians in Uganda.</i></li> <li>• <i>The cartoon is mocking Idi Amin and criticising him for treating Ugandan Asians badly. He is shown as large and powerful, he is drawn much bigger than the Asians and this is trying to say he is a bully.</i></li> <li>• <i>The cartoon is showing sympathy for the Asians who have been expelled from Uganda. The Asians look unhappy, their heads are bowed and the sign says exodus, showing they are being forced to leave.</i></li> </ul> Mark within level for development of message and support – context OR knowledge. Award 4 marks for main message but no support.	4-6
	<b>Level 4</b> Focus on main message of poster supported by detail from source and put into context. NOTE Mark at this level even if use of detail for source is weaker than context or vice versa. A source based Level 3 plus a cross reference to Source G could also be marked at this level.	7

Question Number		Mark
4	<b>Study Source E.</b> <b>Why do you think the British government published this source in India in 1958?</b> <b>Use details of the source and your knowledge to explain your answer.</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> General assertion eg <ul style="list-style-type: none"> <li>• <i>To show what life was like in Britain</i></li> </ul>	1-2
	<b>Level 2</b> Focus on context of source, no comment on message or purpose eg <ul style="list-style-type: none"> <li>• <i>There was tension at this time like the Notting Hill Riots.</i></li> </ul>	3
	<b>Level 3</b> Understands message of source eg <ul style="list-style-type: none"> <li>• <i>The government published it to show that life in Britain was not as good as people in India might have thought. It says it was cold ...</i></li> </ul>	4-5
	<b>Level 4</b> Main purpose of the source eg <ul style="list-style-type: none"> <li>• <i>The source was published to try and put off immigration from India and Pakistan. It tries to show the weather is cold and says there are not many jobs. It says many Indians and Pakistanis are miserable and want to go home.</i></li> <li>• <i>The source was published because this type of thing was actually happening. The government wanted to stop immigrants coming to Britain and then finding that there were no jobs.</i></li> </ul>	6
	<b>Level 5</b> Main purpose explained using detail or context and or cross reference eg as L4 plus <ul style="list-style-type: none"> <li>• <i>This source was targeted at unskilled labourers from India and Pakistan. The British government welcomed other immigrants who had more skills and qualifications, like the Eurasians.</i></li> <li>• <i>By 1958 there were concerns about the levels of immigration into Britain. About 115 000 Caribbeans had arrived and about 58000immigrants from India and Pakistan. Not long after this the government brought in the Commonwealth Immigration Act which only allowed skilled immigrants into the country.</i></li> </ul> Reserve top mark for answers which use two of: source detail, cross reference, context, tone/language	7-8

Question Number		Mark
5	<b>Study Sources F and G.</b> <b>How similar are these two sources?</b> <b>Use details of the sources and your knowledge to explain your answer</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question	0
	<b>Level 1</b> Generalised assertion or comment on source type <ul style="list-style-type: none"> <li>• <i>One is a newspaper and the other was a web site.</i></li> </ul>	1
	<b>Level 2</b> Describes content / summarises without comparison eg <ul style="list-style-type: none"> <li>• <i>Source F says that the man was forced to choose about becoming a Kenyan citizen. Source G says he was forced out of Uganda.</i></li> </ul>	2-3
	<b>Level 3</b> Identifies similarity and or difference with no support eg <i>They are very similar. Both talk about how Asians were kicked out of African countries. But they are different because they had very different experiences.</i>	4-5
	<b>Level 4</b> Argues similarity OR difference with support based on the content of the sources eg <ul style="list-style-type: none"> <li>• <i>They are similar. In Source F the man is forced to leave Kenya by the government. In Source G both men are forced to leave Uganda by President Amin.</i></li> <li>• <i>They are very different. In Source F the man had two years to organise leaving the country / could have stayed / could have gone to India or Britain. In Source G the Asians were treated more harshly. The Ugandan Asians faced violence, Shah says he was lucky to escape. Patel had to flee and take only £50 with him.</i></li> </ul> Award 7 for answers which go beyond content, eg with comments on tone/ language or purpose of Source G eg <ul style="list-style-type: none"> <li>• <i>The general tone of each source is very different. Source F is calm but Source G is more sensationalist. Source F talks about how he had time to decide to settle in Britain for a good education for his children but in Source G the article talks about the horror in Shah's eyes. This was written for a newspaper which wanted to make the story dramatic / would show sympathy for the Asians because it was an Indian newspaper.</i></li> </ul>	6-7
	<b>Level 5</b> Argues similarity AND difference with support eg <ul style="list-style-type: none"> <li>• <i>More than one L4 example</i></li> </ul> Award top mark for answers which go beyond content of sources	8-9

Question Number		Mark
6	<p><b>Study all the sources.</b>  <b>'Immigrants came to Britain in the period 1948–1972 to find work.'</b>  <b>How far do the sources in this paper support this statement? Use details of the sources and your knowledge to explain your answer. Remember to identify the sources you use.</b></p>	
	<p><b>Level 0</b>            No evidence submitted or response does not address the question</p>	<b>0</b>
	<p>Level 1            General answers unsupported from the sources OR eg  <ul style="list-style-type: none"> <li>• <i>Disagree, they were being attacked</i></li> </ul> <b>OR</b>            Uses the sources without addressing the question eg  <ul style="list-style-type: none"> <li>• <i>Source A shows an advert for tickets to come to England. Source C says there was damage from a hurricane.</i></li> </ul> </p>	<b>1-4</b>
	<p><b>Level 2</b>            One sided answer with specified, detailed support from the sources eg  <ul style="list-style-type: none"> <li>• <i>The statement is true – Source A says you can sail to England to look for employment which supports the statement. So does Source C because it talks about the lack of work in Jamaica and the damage by the hurricane. Source E says ...</i></li> </ul>           NOTE- Mark at bottom of level if only one source used.</p>	<b>5-7</b>
	<p><b>Level 3</b>            Balanced answer with specified detailed support from sources eg L4 example plus  <ul style="list-style-type: none"> <li>• <i>Some sources say the statement is wrong. Source B says people came to Britain because they were loyal to the mother country and they thought it would be like home. Source D shows that people were forced to come here because they were kicked out of Uganda, they did come for work. Source F says ...</i></li> </ul>           NOTE – Use the range of sources employed and the quality of the development to determine the mark within the range. Small number of sources well developed is just as worthy as a large number treated lightly.</p>	<b>8-10</b>
	<p>Allow up to 2 additional marks for effective evaluation of sources within the answer. This might be tackled on the basis of  <ul style="list-style-type: none"> <li>• <i>effective evaluation of the sources used which could be based on evaluation of tone/language/purpose OR cross reference OR knowledge</i></li> </ul>           If a candidate refers to a previous answer this is acceptable, but only if that answer has been credited as evaluation.</p>	<b>+2</b>
	<p><b>Level 4</b>            Strong Level 3 answer (9-10 marks) AND consideration of the issue of 'how far' the sources support the answer eg  <ul style="list-style-type: none"> <li>• <i>Overall yes because the yes sources are more representative of the overall picture</i></li> <li>• <i>Overall no because the sources reveal many other factors apart from the one in the statement</i></li> </ul> </p>	<b>11-12</b>

**NOTE – Maximum mark is 12, even if a candidate evaluates and scores Level 4**

# Grade Thresholds

General Certificate of Secondary Education  
 History B (Modern World) (J417)  
 January 2010 Examination Series

## Unit Threshold Marks

### Unit A972

Component		Maximum Mark	a*	a	b	c	d	e	f	g	Entry
21	Raw	50	38	33	28	24	21	18	16	14	2118
	UMS	60	54	48	42	36	30	24	18	12	
22	Raw	50	42	37	32	27	23	19	15	11	379
	UMS	60	54	48	42	36	30	24	18	12	

There were no entries for Unit A971 in January 2010.

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