

History B (Modern World)

General Certificate of Secondary Education

Unit **A971/11-17**: Modern World History

Mark Scheme for January 2011

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APPLICATION OF THE MARK SCHEME

GENERAL POINTS

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

MARKING

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

7. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows.
Candidates are expected to:
 - Present relevant information in a form that suits its purpose;
 - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
10. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

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

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

eg 'The Munich Conference is taking place.'

Level 3 Main message of cartoon identified [4]

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

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

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

OR

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

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

Both sides of Level 4.

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

Target: AO1, 2

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

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

eg 'Hitler could do what he wanted.'

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

(One mark for each point)

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

Level 3 Explains ONE reason [5-6]

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

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

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

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

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

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

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

Target: AO1

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

eg 'Alsace-Lorraine was returned to France.'

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

'West Prussia and Posen were given to Poland.'

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

'Memel was given to Lithuania.'

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

'Upper Silesia was handed to Poland.'

'Northern Schleswig was given to Denmark.'

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

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

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'They were different nationalities.'

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

(One mark for each point)

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

'The 'Big Three' had different aims.'

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

Lists what each wanted.

Level 3 Explains ONE reason [4-5]

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

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

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

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

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

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

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

'Germany treated Russia worse than they were treated.'

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

'Germany had agreed the Armistice.'

Level 3 Explains agreement OR disagreement [4-6]

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

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

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

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

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

OR

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

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

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

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

Level 4 Explains agreement AND disagreement

[7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'how far'

[10]

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

Target: AO1

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

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

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

'The ILO banned poisonous white lead from paint.'

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

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

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

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

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

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

Target: AO1, 2

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

eg 'Not all countries were members.'

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

(One mark for each point.)

eg 'It was dominated by Britain and France.'

'The USA was not a member.'

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

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

Level 3 Explains ONE reason [4-5]

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

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

Level 3 Explains success OR failure [4-6]

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

eg 'The League was at its best when dealing with small nations in the early 1920s as they were willing to accept the League's authority. War was averted over the Aaland Islands as Sweden accepted the League's ruling.'

'Another example of success in the 1920s was in Upper Silesia. Both Germany and Poland wanted control and in 1920 a plebiscite was organised. French and British troops kept order. The result was that the industrial areas voted mainly for Germany and rural areas for Poland. The League divided the region along these lines and built in many safeguards to avoid future disputes.'

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

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

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

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

Level 4 Explains success AND failure [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

PART 1: SECTION B – THE COLD WAR, 1945-1975

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

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

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

Level 3 Main message of cartoon identified [4]

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

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

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

OR

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

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

Both sides of Level 4

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

Target: AO1, 2

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

eg 'To keep it weak.'

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

eg 'The Soviets wanted to block off Berlin from the rest of the world.'

'Stalin wanted to force the West out of Berlin.'

'To stop the recovery of Germany.'

'To test the resolve of America.'

'Stalin wanted to stamp his authority on Berlin.'

Level 3 Explains ONE reason [5-6]

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

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

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

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

Level 4 Explains TWO reasons [7-8]

2(a) Describe the Bay of Pigs invasion.

Target: AO1

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

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

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

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

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

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

Target: AO1, 2

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

eg 'It is not clear.'

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

(One mark for each point.)

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

'To defend Cuba against possible US attack.'

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

'To test the will of Kennedy.'

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

Level 3 Explains ONE reason [4-5]

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

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

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

Level 3 Explains Kennedy OR Khrushchev [4-6]

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

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

OR

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

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

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

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

Target: AO1

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

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

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

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

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

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

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point)

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

'They were hard to pin down.'

'It affected the morale of the enemy.'

'There was a constant fear of booby traps.'

Level 3 Explains ONE reason [4-5]

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

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Public opinion was more important.'

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

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

Level 3 Explains agreement OR disagreement [4-6]

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

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

OR

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

Level 4 Explains agreement AND disagreement [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

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

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

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

Level 3 Main message of cartoon identified [4]

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

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

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

OR

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

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

Both sides of Level 4.

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

Target: AO1,2

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

eg 'To deal with Saddam.'

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

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

Level 3 Explains ONE reason [5-6]

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

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

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

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

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

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

2(a) What was the Warsaw Pact?

Target: AO1

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

[4]

eg 'A military alliance created in 1955.'

'A buffer against attack from the West.'

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

'It included all Communist Countries except Yugoslavia.'

'It was dominated by the Soviet Union.'

'Counter-point to NATO.'

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'As a warning.'

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

(One mark for each point.)

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

Level 3 Explains ONE reason [4-5]

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

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'One man cannot be blamed.'

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

eg 'Gorbachev introduced perestroika and glasnost.'

'Afghanistan was a big issue.'

'Gorbachev's reforms caused decline.'

'Solidarity set an example to others.'

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

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

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

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

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

OR

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

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

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

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

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

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

3(a) What is terrorism?

Target: AO1

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

[4]

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

'The intimidation of a government.'

'Premeditated violence against non-military targets.'

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

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

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

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

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

(One mark for each point.)

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

'It affects large number of innocent civilians.'

'It is condemned for spreading fear and intolerance.'

'Terrorism gives religion a bad name.'

Level 3 Explains one reason [4-5]

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

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

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

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

Level 4 Explains TWO reasons [6]

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

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'It often depends on the approach adopted.'

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

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

Level 3 Explains success OR failure [4-6]

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

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

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

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

Level 4 Explains success AND failure [7-9]

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

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'how successfully' [10]

PART 2: DEPTH STUDY – GERMANY, 1918-1945

- 4(a) **Study Source B.**
Why did the Nazis publish this illustration? 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 cartoon shows a Jewish man trying to give a trinket to an Aryan German girl.'

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

eg 'This source was published to give the message that Jews have become wealthy by taking advantage of Aryan Germans.'

'Jews were nasty / untrustworthy.'

Level 3 Answers that identify purpose of poster [4]

eg 'This cartoon was published to persuade children to reject / distrust Jews.'

'To get children to hate Jews.'

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

eg 'This source was published in a children's book because race studies formed part of the education of Aryan children. The Nazis blamed the Jews for the problems of Germany and that Jews had become wealthy at the expense of Aryan Germans.'

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

eg 'This cartoon was published to persuade children to reject / distrust Jews. This source was published in a children's book because race studies formed part of the education of Aryan children. The Nazis blamed the Jews for the problems of Germany and that Jews had become wealthy at the expense of Aryan Germans. This is shown in the source by a larger than life Jewish man trying to influence an Aryan German girl.'

4(b) Study Source C.

How useful is this source as evidence of Nazi propaganda? 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 is useful as it describes a Nuremberg rally an aspect of Nazi propaganda.'

Level 2 Evaluates source using provenance, tone, message [2]

eg 'The citizen uses language which suggests his memory is quite vivid of the event but this could affect its usefulness as it could be biased.'

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

eg 'These rallies were organised by Goebbels. The rallies brought colour and excitement into people's lives as can be seen from the source description. They gave a sense of belonging to a great movement which was further inspired by Hitler speaking and the chanting of the crowd. The Nazis recognised that these rallies created a feeling of order.'

Level 4 Identifies other forms of propaganda not in the source [5]

eg 'The 1936 Olympics.'
 'Control of the media - newspapers.'
 'The use of large posters.'
 'The use of the radio.'

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

eg 'Goebbels quickly saw the potential of new technology and used radio broadcasts for spreading the Nazi message. He made cheap radios available so all Germans could buy one and he controlled all the radio stations. Hitler's speeches were repeated over and over again. Just in case people did not have a radio Goebbels placed loudspeakers in the streets and public places.'

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 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 'The cartoon shows Hitler making a speech surrounded by guards and supported by important Nazis.'

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

eg 'Hitler is telling the German people that they have freedom.'

Level 3 Main message of cartoon identified [4]

eg 'The message the cartoonist wanted to give is that what Hitler is telling the people of Germany with regard to freedom is far from the truth.'
 'Hitler has removed freedoms from the German people.'
 'Hitler is not telling the truth.'

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

eg 'The message the cartoonist wanted to give is that what Hitler is telling the people of Germany with regard to freedom is far from the truth. Hitler can be seen making a speech supported by high ranking Nazis. He is saying he has restored freedom for the German people. To contradict Hitler's message and give the real truth are people who represent those groups who have been suppressed by the Nazis such as women and what has been suppressed such as religious freedom.'

OR

'The message the cartoonist wanted to give is that what Hitler is telling the people of Germany with regard to freedom is far from the truth. The cartoon is from 1936. Hitler had come to power three years earlier. Top jobs in local police forces had been given to high-ranking Nazis and the Nazis controlled magistrates, judges and the courts, which meant opponents of Nazism rarely received a fair trial.'

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

Both sides of Level 4.

5(a) What were the main features of the Weimar Constitution?

Target: AO1

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

eg 'It was a democracy.'

'Everyone 20 and over could vote.' (Includes women)

'Election results decided by proportional representation.'

'The chancellor was head of government.'

'A president, elected every seven years, was head of state.'

'The president had emergency power to dissolve the Reichstag and rule himself.'

'Proportional representation made it unlikely that any party would have overall control, resulting in coalition governments.'

'They voted for the President who appointed the Chancellor.'

5(b) **Explain why the Weimar Republic was under threat in the period up to the end of 1923.**

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'They suffered many crises.'

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

(One mark for each point.)

eg 'The Republic was facing a threat from the left-wing group known as the Spartacists.'

'The signing of the treaty of Versailles caused a problem.'

'There was fierce opposition from the right, when Kapp attempted a putsch.'

'In 1923, France and Belgium invaded the Ruhr.'

'In 1923 Germany suffered from hyperinflation.'

'In 1923 Hitler believed the time was right to attempt the Munich Putsch.'

Level 3 Explains ONE reason [4-5]

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

eg 'The Spartacists were a threat, being very much like the Bolsheviks in Russia. They did not want democracy and set up Soviets in many towns. Many rebellions were put down by the Freikorps.'

'Ebert was reluctant to sign the treaty of Versailles, but had to. The injustice of the treaty became a rallying point for all Ebert's opponents who believed the 'stab in the back theory'.'

In March 1920 Kapp led the Freikorps into Berlin. This was known as the Kapp Putsch. The army refused to fire on the Freikorps and it look as though Ebert was doomed. He was saved by the industrial workers of Berlin who declared a general strike. This brought the city to a halt and Kapp realised he could not succeed.'

Level 4 Explains TWO reasons [6]

5(c) How successful was the Weimar Republic in dealing with Germany's problems between 1923 and 1929? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'It recovered partly as life did improve.'

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

eg 'The introduction of a new currency, the Rentenmark, helped.'
 'Hyperinflation was ended and the economy recovered.'
 'International acceptance improved.'
 'Political instability remained.'
 'The Treaty was not acceptable to many.'
 'Some did not approve of the changes in the arts.'

Level 3 Explains successes OR failures [4-6]

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

eg "He negotiated the Dawes Plan which gave a loan of 800m, reduced annual reparations and gave longer to pay. Between 1924 and 1929 Germany received over 25 billion marks in loans. With this German industry was re-built.'
 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'
 'Germany's international position was improved. By the 1925 Locarno Pact Germany's borders were resolved and Germany was admitted to the League of Nations in 1926.'
 'The greater freedom of the republic encouraged a cultural rival through artists, writers, architects and musicians.'

OR

'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'

'To a great extent, Germany's recovery after 1923 was an illusion. Germany was so dependent on American loans and was still paying reparations and so it suffered acutely. The Weimar constitution with its careful balance of power made firm and decisive action by the government very difficult. This allowed strong opposition from groups such as the Nazis.'

'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'

Level 4 Explains successes AND failures [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

6(a) Describe the development of the Nazi Party from 1924 to 1928.

Target: AO1

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

eg 'It was difficult at first as the leader, Hitler, was in prison.'
 'Little progress was made initially as the Nazi Party was banned until 1925.'
 'Hitler decided to win power by legal means, but the success of Stresemann's policies meant that there was little support for extremists.'
 'In the 1928 election the Nazis won just 12 seats.'

6(b) Explain why the Nazis were increasingly successful in elections between 1930 and 1932.

Target: AO1, 2

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

eg 'They campaigned effectively.'

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

eg 'Because they were anti-communist.'
 'They promised to reverse the Treaty of Versailles.'
 'They promised to tackle unemployment.'
 'The attraction of discipline.'
 'The blaming of the Jews.'

Level 3 Explains ONE reason [4-5]

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

eg 'They promised to tackle unemployment. With millions out of work because of the Depression this attracted the support of middle-class Germans.'

'The anti-Jewish campaign was highly effective. Hitler told the people their problems were caused by the Weimar republic, the communists and especially the Jews. So Hitler provided a scapegoat to help his support.'

'The Nazi Party was anti-communist. It appealed to all those who feared what communism might bring, particularly the industrialists, who feared a loss of their businesses. By dropping the social elements of the Nazi programme they won the support of the industrialists.'

Level 4 Explains TWO reasons [6]

- 6(c) **'The Reichstag Fire was more important than the Enabling Act in allowing Hitler to consolidate power in 1933.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'It was the Reichstag Fire that was more important.'

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

eg 'After the Reichstag fire Hitler gained an emergency decree.'
 'Communists were accused of plotting.'
 'It helped Hitler in the elections.'
 'The Enabling Act gave him power to pass his laws.'
 'The Act enabled the removal of all opposition.'

Level 3 Explains Reichstag Fire OR Enabling Act [4-6]

eg 'Hitler and the Nazis hated the Communists and the arrest of Van der Lubbe gave Hitler evidence that the Communists were plotting against his government. On the night of the fire 4,000 leading Communists were arrested and imprisoned to remove the threat.'

'To increase Nazi control, the next day Hitler persuaded the President to pass an emergency decree suspending all articles in the constitution which had been introduced by the Weimar and which guaranteed personal liberty including freedom of speech. It gave the police powers to search houses, confiscate property and detain people without trial. He used these powers to intimidate voters.'

'The Nazis hated the Reichstag as it was seen as a symbol of the Weimar Republic. Its burning down removed this symbol.'

'The fire occurred just before the March 1933 election. Hitler turned this to his advantage and blamed the Communists stating it was the beginning of an uprising. He demanded, and was given, special powers to deal with the situation. In the election, the Nazis won their largest ever share of the votes.'

'Hitler did not have an overall majority of seats in the election and so he used the emergency powers to prevent the Communists from taking up the 81 seats they had won.'

OR

'Hitler, with the support of other parties and the absence of the Communists had a two-thirds majority and brought about his first change to the Constitution by introducing the Enabling Act. This was the legal foundation of his dictatorship because it meant he could now pass laws without the consent of the Reichstag for the next four years.'

'Using the powers of the Enabling Act Hitler reorganised state parliaments so that there was a Nazi majority and a Nazi state governor. He later abolished the parliaments. The new officials had the power to make state laws.'

CONT/

'He arranged for the arrest of trade union officials and merged the unions into a 'German Labour Front'. This meant the Nazis would not be threatened by strikes or other union activities.'

He removed the Social Democratic Party and the Communist Party by removing all their funds leaving the Nazi Party the only party allowed in the state.'

Level 4 Explains Reichstag Fire AND Enabling Act

[7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'how far'

[10]

PART 2: DEPTH STUDY – RUSSIA, 1905-1941

- 4(a) **Study Source B.**
How far does this photograph prove that the Provisional Government was a failure? 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 shows it was a failure as the people have to queue for food.'

Level 2 Evaluates source using provenance, message [2]

eg 'It is a useful source as it was taken towards the end of the Provisional Government.'

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

eg 'This photograph is evidence that the Provisional government was a failure as it did not solve food shortages. The workers were demanding food and would riot if they did not get it. The government's powers were limited and this left people in the towns and the army short of food. Queues often formed for what limited food there was.'

Level 4 Identifies other areas of failure [4]

eg 'The Provisional Government failed to carry out land reform.'
 'The armed forces were not controlled by them.'
 'They needed to stop the increasing support for the Bolsheviks.'
 'They allowed too much criticism.'
 'The Provisional Government continued the war.'

Level 5 Uses contextual knowledge to prove that the Provisional Government was a failure [5-6]

eg 'The photograph does not show there were other reasons that the Provisional Government was a failure. It made the wrong decision in carrying on the war. This resulted in the collapse of military and public morale and also discipline in the armed forces. This increased anger at home and in turn increased the popularity of the Bolsheviks who demanded peace.'

Level 7 Addresses 'does it prove' [7]

Both Level 3 and Level 5

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

Target: AO 1, 2, 3

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

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

eg 'Lenin is shown brushing people of a globe.'

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

eg 'Lenin is sweeping away kings, priests and the wealthy.'

Level 3 Main message of cartoon identified [4]

eg 'The message the artist of the cartoon wanted to give is that a Communist dictatorship is now in power. Lenin is sweeping away inequality in Russia.'

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

eg 'The message the artist of the cartoon wanted to give is that a Communist dictatorship is now in power. Lenin can be seen with a broom sweeping away the church and the wealthy. He is soon in the clothes of a working-class person.'

'The message the artist of the cartoon wanted to give is that a Communist dictatorship is now in power. The new Bolshevik (Communist) government came into power. To control the state completely all that remained of Tsarist control, the wealth and lands of the church and industry became state-controlled. By 1921 a Communist dictatorship was in power. This was as ruthless as before.'

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.**
Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO1, 2, 3

Level 1 Unsupported assertions OR paraphrases / copies source [1]

eg 'The New Economic Policy went against what was expected in Russia.'

Level 2 Not surprised / surprised – general claims [2]

eg 'I am surprised some peasants were unhappy after the Civil War.'

Level 3 Not surprised OR surprised [3-4]

eg 'I am surprised with this source. The source is about the New Economic policy which effectively introduced capitalism for some sectors of Russian society with peasants being able to sell surplus grain. It is surprising having been successful in the Civil War that Lenin would introduce a policy that horrified many Bolsheviks.'

OR

It is not surprising that Lenin introduced the New Economic policy as War Communism was causing significant hardship. Food shortages developed into a famine with an estimated 7 million Russian deaths. There were even reports of cannibalism. In 1921 a mutiny occurred at the Kronstadt naval base. The mutiny was crushed but Lenin realised he had to do something. Lenin made it clear that this partial return to capitalism was only temporary.'

Level 4 Both not surprised AND surprised [5-6]

Both sides of Level 3.

5(a) Describe how Russia was ruled at the beginning of the twentieth century?

Target: AO1

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

eg 'The Tsar ruled Russia. He had absolute power. It was an autocracy.'

'The Tsar was supported by the Church (Russian Orthodox) and the wealthy landowning class.' (2)

'The Tsar, Nicholas II. was hard working but weak and indecisive.'

'Local government was in the hands of people appointed by the Tsar.'

'The Tsar was supported by the secret police, and the army.' (2)

5(b) Explain why there was a revolution in Russia in 1905.

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 'There was unrest.'

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

(One mark for each point.)

eg 'Because of defeat in war.'

There was a demand for reform.'

'Because of Bloody Sunday.'

'Control was repressive.'

'Government was weak (corrupt).'

'Poor living/working conditions.'

'Land ownership.'

Level 3 Explains ONE reason [4-5]

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

eg 'The Russians were expected to win the war against Japan but suffered a disastrous defeat. This was humiliating resulting in the Tsar becoming more unpopular and opposition increasing.'

'The Tsar was unpopular and his government weak and incompetent.

Middle classes demanded political reform including a constitutional monarchy.'

'Conditions for working people became worse because of increased prices and food shortages. A protest march to the Winter Palace was organised by Father Gapon. The troops opened fire on the Bloody Sunday marchers, killing and injuring hundreds. This destroyed the faith of many who had trusted the Tsar.'

Level 4 Explains TWO reasons [6]

5(c) **How far was the First World War the main reason for the Tsar's abdication in March 1917? Explain your answer.**

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'The war was important as Russia was suffering heavy defeats.'
'There was unrest at home.'

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

eg 'The Tsar had taken command of the army.'
'Large numbers of Russians were killed in the war.'
'There were food shortages.'
'The government was not united in the war effort.'
'There was the influence of Rasputin.'
'There was a monetary problem.'
'There was industrial discontent and strikes.'
'The Tsar had lost support.'
'The operation of the earlier reforms caused discontent.'

Level 3 Explains First World War OR other reasons [4-6]

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

eg 'The war was not going well and the Tsar had put himself in personal command of the armies. This took him away from governing leaving it in the hands of his wife.'
'The war brought about food shortages for troops and in the cities because of poor transport. The Russian economy could not cope and many lost their jobs, inflation increased as did prices.'
'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort.'

OR

'Whilst he was away concern grew at the influence of Rasputin over the Tsarina. She was relying almost entirely Rasputin's advice. Government was becoming increasingly corrupt and some thought the Tsarina was in league with the Germans.'
'Industry concentrated on the war effort leaving many shortages for the peasants. There was discontent and strikes and they wanted the Tsar to end the war.'
'Increasing numbers were losing faith in the ability of the Tsar to rule the country. Many had not been happy with the "sham" power of the Duma.'

Level 4 Explains First World War AND other reasons [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

6(a) Describe Stalin's 'cult of personality'.

Target: AO1

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

eg 'It was hero worship.'

'Pro-Stalin propaganda.'

'Propaganda created an all powerful and all-knowing leader who was looked upon as a God by his people.' (2)

'To create this his image was everywhere – photographs, paintings, statues.'

6(b) Explain why Stalin used labour camps in the 1930s.

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 get rid of people he did not want.'

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

(One mark for each point.)

eg 'As part of the Purges.'

'To remove people, who disagreed, from everyday life.'

'To increase the labour force for government projects.'

'It was part of Stalin's dictatorship.'

Level 3 Explains ONE reason [4-5]

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

eg 'Stalin wanted to keep control of the Russian people. He hunted down ordinary people who were a threat and sent them to labour camps.'

'Victims of the 'police state' who were not executed for their crimes were sent to labour camps to be used as slave labour on the prestigious Five Year Plan projects.'

'The labour camps (gulags) were set up in Siberia and the arctic north. They were run by the secret police. They held millions of people who were considered some sort of threat to Stalin. They were forced to do hard manual labour on construction and mining projects. About 13 million died from cold, hunger and ill-treatment.'

Level 4 Explains TWO reasons [6]

6(c) How far was Stalin a disaster for the Soviet Union? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg ‘He was not a disaster as some things improved.’

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

eg ‘Millions lost their life.’
 ‘He changed communism.’
 ‘He brought terror.’
 ‘He saved Russia from defeat in the war.’
 ‘He established industry.’

Level 3 Explains benefits OR bad effects [4-6]

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

eg ‘He was responsible for 30 years of terror and fear turning Russia into a totalitarian state. During this time he caused the suffering and death of millions of people during collectivisation and the purges.’
 ‘He got rid of some of the Soviet Union’s best brains – thinkers, writers, artists – who could have produced brilliant work in many fields.’
 ‘He destroyed the Communist Party by turning it into an organisation for carrying out his orders by getting rid of old Communists who might have been able to steer the Soviet Union towards a more humane form of socialism.’
 ‘Living standards for many changed very little and housing remained poor.’
OR
 ‘He turned Russia into a powerful, modern industrialised nation in 30 years though his Five Year Plans.’
 ‘He did not personally order all the excesses of the purges. The secret police got out of control.’
 ‘There were advances in education and medicine. Enormous numbers learned to read and write and living standards were beginning to rise.’
 ‘His industrialisation policies, and strong leadership, saved Russia from defeat in the Second World War as planes and tanks were available.’

Level 4 Explains benefits AND bad effects [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

PART 2 – DEPTH STUDY - USA, 1919-1941

- 4(a) **Study Source B.**
Why was this poster 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 'A man is handing over his week's wage.'
 'Families are poor.'

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

eg 'Men spend lots of money on purchasing alcohol.'

Level 3 Answers that identify purpose of poster [3]

eg 'The purpose of publishing this poster is to encourage a change in the way men act. To play on their feelings by suggesting that the money they are spending on alcohol results in the family being destitute. It is attempting to change this attitude.'
 'The purpose of publishing this poster is to get people to support the introduction of prohibition by playing on emotions relating to family life.'

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

eg 'The Anti-Saloon League was trying to make Prohibition one of the big issues of American politics. The entering of the War had helped particularly as many American brewers were of German decent and that drink was a cause of German aggression. There was also a fear of Communism and it was argued that Bolshevism thrived on drink.'

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

eg 'The purpose of publishing this poster is to get people to support the introduction of prohibition by playing on emotions relating to family life and to encourage men not to waste money on drink at the expense of their family.
 The Anti-Saloon League was trying to make Prohibition one of the big issues of American politics. The entering of the War had helped particularly as many American brewers were of German decent and that drink was a cause of German aggression. There was also a fear of Communism and it was argued that Bolshevism thrived on drink.'

4(b) Study Source C.

How far does this source prove that prohibition was successfully enforced? 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 'The source shows alcohol being tipped away.'

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

eg 'Vast quantities of illegally produced alcohol were seized by Prohibition agents. The agents seized vast quantities of 'bootleg liquor' from illegal stills and speakeasies which they destroyed.'

Level 3 Identifies other attempts at enforcing prohibition not in the source/attempts at undermining prohibition [5]

eg 'There were government campaigns.'

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

eg 'In itself the source shows a failure as they would not have found any alcohol to tip away if Prohibition had been successful.'

'Two of the most famous agents were Isadore Einstein and Moe Smith who made 4 392 arrests. They visited speakeasies, ordered a drink and saved it in a hidden flask as evidence.'

'Prohibition was not successfully enforced. Speakeasies sprang up almost everywhere selling illegal liquor that had either been home-made or illegally imported from Canada or the West Indies. There was widespread corruption with bribery of law enforcement officers which resulted in very few successful prosecutions.'

Level 5 Addresses 'how far' [7]

Both Level 2 and Level 4

- 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 1 Unsupported assertions OR paraphrases / copies source [1]

eg 'I am surprised so many women invested on the stock market.'

Level 2 Not surprised / surprised – general claims [2-3]

eg 'I am surprised that the percentage of women investing on the stock market had increased significantly.'

Level 3 Not surprised OR surprised [4-5]

eg 'I am not surprised. During the 1920s many women were able to find employment as the number of jobs increased available increased during the 'boom' years. Women now had money of their own and could decide how to spend it. One way was to invest on the stock market as the prices kept rising. Women speculators owned over 50% of the Pennsylvania Railroad.'

OR

'I am surprised that the percentage of women investing on the stock market had increased significantly as indicated in the source. It was true that at the time there were increased opportunities for women to increase their spending power but this was not available to every one. In some areas women were hardly affected by the boom years. The increase in jobs and greater freedom really only affected those living in towns.'

Level 4 Both not surprised AND surprised [6-7]

Both sides of Level 3.

5(a) What problems faced older, more established, industries in the 1920s.

Target: AO1

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

eg 'They had traditional, labour intensive, approaches.'
 'They were losing markets to newer developments.'
 'Cleaner fuels were available.'
 'Selling established old style products.'
 'Competition from newer industries such as cotton v man-made fibres and electricity instead of oil.'
 'A decline in world trade which affected ship building.'
 'Newer products were cheaper.'

5(b) Explain why some American people did not benefit from the economic boom.

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 lived in rural areas.'

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

(One mark for each point.)

eg 'Because they lived in the agricultural areas of the south.'
 'There was discrimination against black people.'
 'They worked in jobs that were outdated.'

Level 3 Explains ONE reason [4-5]

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

eg 'Agricultural farm workers in the south were often black people. They lived in extreme poverty being paid starvation wages.'

'Farming in general was in depression as more crops were being produced but sales were falling as international competition increased.'

'Agricultural farm workers in the south were often black people. They lived in extreme poverty being paid starvation wages or they were employed as sharecroppers. This was a system where they were not paid any cash at all, but instead received a proportion of the crop to sell. This made them almost entirely dependent on their employer to provide housing.'

Level 4 Explains TWO reasons [6]

- 5(c) **'The expansion of the automobile industry contributed more than any other factor to the economic boom of 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]

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Only partly as there were many other reasons.'

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

eg 'The car industry developed the assembly line.'
 'Cheap cars were readily available.'
 'The car industry boosted other industries.'
 'Policies of the Republican governments.'
 'New technology.'
 'The use of hire purchase.'

Level 3 Explains automobile industry OR other factors [4-6]

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

eg Mass production methods pioneered by Henry Ford made it cheaper and much easier to manufacture goods using the assembly line system.'
 'Annual production of motor cars rose from 1.6 million to 5.6 million. The numbers owning cars rose from 8 million to 23 million. This stimulated other industries such as steel, rubber and glass.'
 'Roads had to be built and this created jobs in the construction industry.'
 'Cars needed petrol to run on and this boosted the oil industry.'

OR

'The Republican policy was one of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry through low taxation. They protected American industry by introducing tariffs.'
 'New technology contributed through widespread availability of electric supplies which boosted the sale of electrical goods such as vacuum cleaners and refrigerators. The chemical industry created new cheap materials such as rayon, bakelite and cellophane.'
 'If you didn't have the cash you could always borrow the money on hire purchase. Many began to live for now and pay later boosting sales.'

Level 4 Explains automobile AND other factors [7-9]

Both sides of Level 3

(Maximum of eight marks for answer lacking balance.)

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

6(a) What were the main effects of the Wall Street Crash for American people?

Target: AO1

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

eg 'Those who had borrowed money to buy their shares went bankrupt as they could not afford to pay back their loan.'

'Some people lost their home as they could not afford to pay their mortgage.'

'Banks went out of business. Those with savings in these banks lost their money.'

'Farmers were evicted as banks tried to get their money back.'

'The unemployed relied on charity with queues waiting for food.'

'The homeless built shanty towns of scrap metal and tents.'

'Numbers of unemployed increased daily.'

6(b) Explain how speculation on the stock market contributed to the Wall Street Crash.

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 'There was a loss of confidence.'

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

(One mark for each point.)

eg 'Full share prices were not paid.'

'Nobody thought they could lose.'

'Financial institutions were involved.'

Level 3 Explains ONE reason [4-5]

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

eg 'Thousands of ordinary Americans thought that the stock market was an easy way to make money and so they invested as a form of gambling. There was no thought about a falling market.'

'People invested by 'buying on the margin' where they bought shares but did not pay the full price. As the price rose the shares were sold and a profit made. These investments were often in dodgy businesses.'

'By 1928 speculation was at its highest. Demands for shares were at an all-time high. Confidence was still high, and prices rising at an unprecedented rate. By 1929 the economy was showing signs of strain. There were surplus goods which could not be sold. Confidence in the market showed signs of decline and began to gather pace. There were more sellers than buyers. Panic set in. Speculators tried to dump 13 million shares at a fraction of the price they paid. In addition buying on the margin meant that they still owed the full amount.'

Level 4 Explains TWO reasons [6]

6(c) 'Roosevelt's victory in the Presidential election of 1932 was due to President Hoover's unpopularity.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'It must have been as he lost the election.'

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

eg 'Hoover offered little until it was too late.'
 'Because of Hoover's treatment of the Bonus Army.'
 'Roosevelt offered a 'New Deal'.'

Level 3 Explains Hoover's unpopularity OR other reasons [4-6]

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

eg 'Hoover created an image of being heartless and uncaring by:

believing that government should stay out of business matters. He assumed eventually everything would return to normal.'

believing in 'rugged individualism', the idea that people should work hard for themselves and not expect the government to help them. He thought that the American economy was strong and would recover on its own.'

his treatment of the Bonus Marchers (war veterans) who were promised their war bonus early but were refused and they were evicted from their camps.'

offering in his election campaign nothing but the USA had 'turned the corner'.

OR

'Roosevelt promised a "New Deal" and came over with energy and determination. He could offer some hope. He made the people feel he was on their side.'

'He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed although nothing was in detail.'

'Had a reputation for helping the unemployed by using public money to fund job-creation schemes.'

'He had overcome a serious illness and people thought he had the strength and courage to help them.'

Level 4 Explains Hoover's unpopularity AND other reasons [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

PART 2 - DEPTH STUDY: MAO'S CHINA, c.1930-1976

- 4(a) **Study Source B.**
Why was this poster published by the Chinese government? 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 shows women doing important jobs than men often did.'

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

eg 'it was published to tell people how important women were proving in Mao's plans.'

Level 3 Answers that identify purpose of poster [3]

eg 'It was published to help justify Mao's view that 'women hold up half the sky' and therefore help gain support for his policies towards women.'

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

eg 'In 1950 the new Communist government introduced the Marriage Law which ended some of the worst features of a woman's life such as arranged marriages. Husbands and wives now jointly owned property. The Women's League for Democracy was started, under the control of the state, and women became fully involved. The First Five-Year Plan was introduced to develop the economy with women becoming involved. Involving every sector of the population was a way of strengthening the Party itself.'

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

eg 'It was published to help justify Mao's view that 'women hold up half the sky' and therefore help gain support for his policies towards women. In 1950 the new Communist government introduced the Marriage Law which ended some of the worst features of a woman's life such as arranged marriages. Husbands and wives now jointly owned property. The Women's League for Democracy was started, under the control of the state, and women became fully involved. The First Five-Year Plan was introduced to develop the economy with women becoming involved. Involving every sector of the population was a way of strengthening the Party itself.'

4(b) Study Source C.

How useful is this source as evidence about the Great Leap Forward? 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 must have been useful as there were many of them.'

Level 2 Evaluates source using provenance / source [2]

eg 'This source is not useful as it does not tell us about production.'

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

eg 'As part of the Great Leap Forward some 600 000 backyard steel furnaces were built to be the foundation of rural industry. They were operated as part of People's Communes.'

Level 4 Identifies other aspects not in the source [5]

eg 'it does not tell us why Mao introduced the Great Leap Forward.'
 'It does not tell us about Communes.'
 'There is nothing about the loss of Russian advisers.'

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

eg 'Thousands of small factories proved to be inefficient and wasteful. Much 'backyard' iron and steel was of low quality and could not be used. China lost much needed expertise when after a dispute with Russia, Russia withdrew its technicians and advisers.'

Level 6 Addresses 'how useful' [7]

Both Level 3 and Level 5

- 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 1 Unsupported assertions OR paraphrases / copies source [1]

eg 'I am surprised Communists would allow the peasants to go hungry.'

Level 2 Am surprised / not surprised – general claims [2-3]

eg 'I am surprised as in communes farming should have been efficient.'

Level 3 Not surprised / Surprised [4-5]

eg 'I am not surprised. During the Great Leap Forward food production slumped as too many peasants had been moved from agriculture to industry. By 1961 China was buying grain from abroad, and only strict rationing prevented a famine. Grain was left to rot in the fields while peasants were working on construction jobs miles away. In 1959-61 at least 16 million people starved to death with many more millions going hungry. The famine was made worse by floods, drought and disastrous harvests.'

OR

'I am surprised. All the publicity coming from the Chinese government was showing how well the Communes were improving the agricultural system. Places such as Dazhai were held-up as great triumphs.'

Level 4 Both not surprised / surprised [6-7]

Both sides of Level 3.

5(a) Describe the Long March.

Target: AO1

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

eg 'The March started in October 1934 when well over 100 000 men, women and children broke through the nationalist blockade of Kiangsi.'
 'The aim was to march to a Communist base in the north at Yen-an.'
 It followed a zigzag course through some of the wildest parts of China.'
 'It went over mountains, across deserts and through swamps, crossing 24 rivers, 18 mountain ranges and covering an average of 24 miles a day.'
 'It covered 6 000 miles and lasted one year.'
 'Fewer than 30 000 survived the journey.'

5(b) Explain why the Long March was important for the Communists.

Target: AO1, 2

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

eg 'It was a triumph.'

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

eg 'It ensured the existence of the Communists.'
 'Mao was established as leader.'

Level 3 Explains ONE reason [4-5]

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

eg 'It ensured that the Communists survived and had a new base. This gave them a much-needed opportunity to rebuild and recuperate.'

'It made Mao the new, undisputed leader of the Communists because he had led the march. He received a huge amount of credit and people were willing to follow him.'

'As it marched, the Red Army was able to spread communist ideas among the Chinese peasants. The peasants took heart from the determination and dedication of the marchers. It was seen as a great Chinese achievement of something heroic. The Chinese people now saw the Communists as heroes and began to support them.'

Level 4 Explains TWO reasons [6]

5(c) Mistakes by Chiang Kai-shek were the most important reason for the Communist victory in 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]

eg 'It was Mao being a good leader and that gave victory to the Communists.'

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

eg 'Chiang was a dictator.'
 'The Nationalists were corrupt.'
 'Chiang did not realise the importance of the peasants.'
 'Mao had the support of the peasants.'
 'Mao was seen as looking after China's interests.'

Level 3 Explains mistakes by Chiang Kai-shek OR other reasons [4-6]

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

eg 'As Chiang became older he became more and more of a dictator. Inflation was high and aid from America went into the pockets of Chiang, his family and friends.'
 'The Kuomintang had become the party of the landlords. His soldiers, unlike the Red Army, treated the areas they went into badly. US support made Chiang appear to be no more than a puppet of the Americans.'

OR

'The successful military tactics used against the Japanese, including guerrilla tactics were continued. The Red Army (PLA) continued to win over the peasants.'
 'Mao was a popular leader which came from the Long March. During the Second World War he was seen as a liberator because of his successful guerrilla tactics against the Japanese. This won him huge backing from both the peasants and the middle classes. They recognised that Mao was fighting to defend China's national interests.'
 'Mao ensured the Communists were popular. They cared for the peasants and did not take businesses. They treated people fairly keeping firm law and order.'

Level 4 Explains mistakes AND other reasons [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

6(a) Describe Communist China's relations with Tibet between 1949 and 1965.

Target: AO1

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

eg 'Relations were hostile during this period.'

'China had never accepted that Tibet was independent and in 1950, Chinese troops invaded Tibet and the Tibetan leader, the Dalai Lama, asked the UN for help. When none came the Chinese troops conquered and occupied the territory declaring it a province of China.'

'In 1958 there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'

'The Dalai Lama went into exile in India after objecting to the spread of communism.'

'Buddhists in Tibet demanded freedom and independence.'

6(b) **Explain why relations with the USSR changed from friendship to hostility after the death of Stalin.**

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 'Mao disapproved of what Khrushchev was doing.'

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

(One mark for each point.)

eg 'Mao did not like Khrushchev.'

'Khrushchev was friendlier to the West.'

'The USSR was not in touch with the people.'

'The Soviet Union would not help China militarily.'

'There were armed clashes between Soviet and Chinese troops.'

'China tested its own atomic bomb.'

Level 3 Explains ONE reason [4-5]

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

eg 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached. Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.'

'Khrushchev developed more friendly relations with the West, and was suggesting that Russia and the capitalist West could follow peaceful co-existence. Mao strongly disagreed.'

The disagreement was not helped by a series of military related issues. There were armed clashes on the border between the two countries and Mao disapproved of the Soviet invasion of Czechoslovakia in 1968. Mao was annoyed as Russia refused to help China develop an atomic bomb and assist in the 1962 border war with India. In 1964 China tested its own atomic bomb.'

Level 4 Explains TWO reasons [6]

6(c) 'China's relations with the USA remained hostile from 1949 until Mao's death in 1976.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'No, relations began to change.'

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

eg 'The USA was against the spread of Communism.'
 'China had developed nuclear capability.'
 'America supported Taiwan.'
 'America changed its stance.'

Level 3 Explains agreement OR disagreement [4-6]

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

eg 'The USA was hostile to Communist China from the beginning. To the USA the success of Mao in China was part of the worldwide advance of Communism in the years after 1945.'

'It was hostile because the USA and its allies kept China out of the United Nations and completely isolated. With US support, China's seat at the UN was occupied by Chiang Kai-shek's Taiwan.'

'To the USA, China was part of International Communism, a steadily advancing threat. The actions of China in Korea, Vietnam seemed to confirm this. In 1964 China exploded a test nuclear bomb making the threat greater.'

'China saw the large, powerful US forces as a threat as they did not have the strength of military to stand up to them. US activity on their borders in Korea and Vietnam was a concern to them. China feared a nuclear attack and so in defence developed their own capability.'

OR

'In 1971 Taiwan was expelled and China admitted and relations between the two improved greatly.'

'Following Vietnam, the US began to change its foreign policy. It began to think it was no longer possible to fight Communism everywhere.'

'A new-found friendship developed following the 1972 visit by Nixon to China. Trade began to develop when Nixon lifted the ban in 1971 and within two years US-China trade had increased significantly.'

Level 4 Explains agreement AND disagreement [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

PART 2 - DEPTH STUDY – THE CAUSES AND EVENTS OF THE FIRST WORLD WAR**4(a) Study Source B.**

How far does this source explain the heavy casualties suffered by the British on the first day of the Battle of the Somme? 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 planning was bad.'

Level 2 Evaluates source using provenance [2]

eg 'A must explain the reasons as the writer was present.'

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

eg 'Yes it does explain the heavy casualties. The Germans knew the attack was coming as for seven days the British artillery had pounded the German front line and 'no man's land'. The shells did not break the barbed-wire they just caused it to tangle-up even more. When the order to go 'over the top' came the British got entangled and were mown-down by the Germans.'

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

eg 'The Germans were warned of the attack.'
 'Reports of the offensive had been in French newspapers.'
 'Haig was not in a position to see what was happening.'
 'The plan was to attack high ground.'
 'The Germans were more secure.'

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

eg 'The Germans had dug in much more deeply than British intelligence had realised, and were therefore less susceptible than expected to artillery fire. They had been hidden away from the bombardment in concrete, underground dugouts. Once the firing stopped they knew the advance would take place and they were able to move to their front line trenches very quickly.'

Level 6 addresses 'how far' [7]

Both Level 3 and Level 5.

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

Target: AO1, 2, 3

Level 1 Unsupported assertions OR paraphrases / copies source [1]

eg 'I am not surprised the Somme was not important tactically.'

Level 2 Surprised / not surprised – general claims [2-3]

eg 'I am surprised that the German Official History would be praising the Western Powers for achieving success against the mighty German army.'

Level 3 Not surprised / surprised [4-5]

eg 'I am surprised. From the British and French point of view the attack was doomed from the start. The Germans had successfully coped with the artillery bombardment and were ready when the British began to advance. Casualties on both sides were high but it was considered a slaughter for the British who lost similar number of officers as the Germans.'

OR

'I am not surprised. This is an official German history. As Germany lost the war it is trying to put a favourable German view so to explain their defeat.'

Level 4 Both not surprised / surprised [6]

Both sides of Level 3.

- 4(c) **Study Source D.**
What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1, 2, 3

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

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

eg 'The Kaiser is watching a timer.'

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

eg 'The Kaiser is concerned about militarism.'

Level 3 Main message of cartoon identified [4]

eg 'The message the artist of the cartoon wanted to give was that time was running out / has run out for the Kaiser.'

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

eg 'The message the artist of the cartoon wanted to give was that time was running out / has run out for the Kaiser. The Kaiser is shown as a military person but he is dismayed as the timer indicates that he has no time left to continuing displaying militarism.'

OR

'The message the artist of the cartoon wanted to give was that time was running out / has run out for the Kaiser. In March 1918 a German offensive had begun on the Western Front. British troops were being pushed back and German troops advanced into France. By August the German troops were exhausted and American troops were arriving. The Allies hit back; the Germans could not prevent the British succeeding.'

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

Both sides of Level 4

5(a) **Describe Germany's part in the arms race in the early years of the twentieth century.**

Target: AO1

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

[4]

eg 'There was rivalry between the German and British navies.'

'In 1898 the Kaiser announced he was going to build a new, powerful navy.'

'Germany responded to Britain by building its own 'Dreadnoughts'.'

'The German army was powerful and the Kaiser glorified militarism.'

'Germany developed the Schlieffen Plan to avoid having to fight on two fronts.'

5(b) Explain why the crisis in Morocco in 1905-6 increased tension in Europe.

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 the Kaiser was seen as a threat.'

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

(One mark for each point.)

eg 'The Kaiser interfered over Morocco.'

'Britain and France stood together.'

'The Kaiser was trying to gain land.'

'The Kaiser was testing the Entente.'

Level 3 Explains ONE reason [4-5]

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

eg 'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where in a speech (1905) he said Morocco should be independent of France. France was supported by Britain and would not back down.'

'The Kaiser was humiliated at the Algeiras Conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France. He was very bitter and unhappy at the way Britain and France stuck together.'

The Kaiser had interfered in France's foreign affairs by making a speech to support Morocco's independence. The Kaiser wanted to be seen as a major power in Africa. At the conference that followed he was treated as though he had no right to speak. The French and British were pushed closer to together as tension increased and in 1907 signed an Entente with Russia. The Kaiser saw the events as a threatening policy of encirclement.'

Level 4 Explains TWO reasons [6]

5(c) 'The Alliance System was the most important cause of the First World 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]

eg 'The Alliance System was an important cause but there were others.'

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

eg 'War was caused by the arms race.'
 'The alliances created 'two sides'.
 'Colonial rivalry was a cause of war.'
 'The Balkans crises were the main cause of war.'
 'Germany' aggressive attitude was responsible for war.'

Level 3 Explains agreement OR disagreement [4-6]

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

eg 'By 1914 the six most powerful countries in Europe were divided into two opposing alliances. Each country was heavily armed. The development of the Triple Entente and the Triple Alliance had effectively created 'two camps' in Europe and each became increasingly suspicious of the other.'

'Politicians called the two alliances the 'Balance of Power. The problem was that a dispute between one of the members of each camp could well involve other members. This could turn a war between two countries into a major war between all six. An example of this followed the assassination of Franz Ferdinand where Austria needed to be certain of German support if they invaded Serbia as it might well lead to a war with Russia. Britain might feel morally bound to come to the aid of Russia.'

OR

'Following the assassination at Sarajevo of the heir to the A-H throne, Austria declared war on Serbia despite the Serbs not wanting war. This brought Russia into conflict as it supported the Serbs and was determined not to back down this time. Germany supported its ally Austria-Hungary by declaring war on Russia and then France. This was the immediate cause of war.'

'The Kaiser adopted a more aggressive approach to the rest of the world. He ended friendly relations with Russia and as a result other countries saw Germany as a threat.'
 'Germany had grown equal to Britain in wealth and industry and wanted an Empire like Britain. The Kaiser's aggressive attitude suggested he might take parts of the Empire's of Britain and France (Morocco) and this was seen as a threat.'

CONT/

'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy as well.'

'There was intense rivalry in the Balkans where the Balkan League had been formed with Serbia emerging as the strongest Balkan state. This alarmed Austria who was determined to crush the Serbians who were supported by Russia. Austria was supported by Germany.'

'Germany invaded Belgium to get to France and Britain entered the war as they had agreed to guarantee Belgium's neutrality by the Treaty of London signed in 1839.'

Level 4 Explains agreement AND disagreement

[7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'how far'

[10]

6(a) Describe what happened at the Battle of Jutland.

Target: AO1

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

eg 'On 31 May 1916, four major fleets headed for the area of Jutland. These were the major British Dreadnought fleet (Jellicoe), the British battle-cruisers Beatty), the German Dreadnought fleet (Scheer) and the German battle-cruisers (Hipper).'

'There were 250 great ships in the North Sea.'

'Scheer tried to trap the British battle-cruisers but the German messages were decoded.'

'Just before six in the evening the two great battle fleets came into contact. Fierce fighting went on all evening. Scheer turned his fleet and sailed back to Germany.

Jellicoe fearing submarines also sailed home.

'Both sides claimed victory. The British lost 14 ships and the Germans 11.'

6(b) Explain why Britain imposed a blockade of Germany during the First World 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 stop trade.'

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

(One mark for each point.)

eg 'To stop supplies getting to the German people.

'To lower morale.'

'To get them to sign the Treaty of Versailles.'

Level 3 Explains ONE reason [4-5]

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

eg 'From the start of the war Churchill ordered a blockade. This was to prevent ships carrying food and supplies to Germany were stopped in an attempt to starve the German people.'

'It was an attempt to lower moral. If the army was starved of supplies it would be weakened. Also the German people would lose the will to support the war.'

'Germany did not have a large enough agricultural production to feed her population by itself nor enough supplies of raw materials to produce all the finished goods necessary to sustain a war effort. She had to import these things primarily by sea. The blockade prevented them from being imported.'

Level 4 Explains TWO reasons [6]

6(c) 'Russia lost the war on the Eastern Front because of its military weaknesses.'
How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'It was because of problems at home.'

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

eg 'The soldiers were not properly equipped.'
 'The army morale declined.'
 'Soldiers deserted.'
 'The Tsar failed in leadership.'
 'There was a revolution.'

Level 3 Explains agreement OR disagreement [4-6]

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

eg 'Russian soldiers were badly led, poorly equipped and underfed. In some regiments there was only one rifle for every ten men. The sheer size of the Russian army overwhelmed the officers. It caused severe problems for Russian industry which struggled to supply such large numbers.'

'Under the Brusilov offensive the Russians originally made rapid progress. However, there were very few men in reserve and when the German offensive started the Russians were pushed back. What was originally an outstanding victory turned into a shattering Russian defeat and a final blow to army morale. Thousands deserted.'

OR

'The Tsar went to the front to lead the troops leaving Russian under the control of the Tsarina. This was a bad move as she was thought to be a German spy and she was easily influenced by Rasputin. Russia collapsed into revolution and the tsar deposed. In November 1917 they pulled out of the war.'

Level 4 Explains agreement AND disagreement [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

PART 2: DEPTH STUDY – END OF EMPIRE, c.1919-1969**4(a) Study Source B.**

**How far does this source explain the reasons why Kenya wanted independence?
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 had created deep feelings.'

Level 2 Evaluates using source provenance / tone / purpose [2]

eg 'It is written in this way to put forward the view of an educated black person as to what happened.'

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

eg 'When British settlers first arrived in Kenya, they had taken over the most fertile land which became known as the 'White Highlands'. This land had traditionally been occupied by the Kikuyu tribe who had been forced to leave. The Kikuyu suffered dramatically during the 1930s because of food shortages and they were aggrieved that white people were prospering on what was the black man's land.'

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

eg 'The political power of white settlers.'
'The impact of segregation.'
'The quality of life of black people.'
'The nature of paid employment for black people.'
'The need for black people to carry identification.'

Level 5 Contextual knowledge used to explain reasons not in source [6-7]

eg 'The government of Kenya, in Nairobi, was heavily influenced by the white settlers. Natives of Kenya were coerced into submission. Laws were passed to grant favours to white settlers at the expense Kenyans. Taxation and trade favoured whites with the British government favouring white businessmen over the indigenous population. Only white people could produce highly profitable goods such as coffee and tea.'

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

Target: AO1, 2, 3

Level 1 Unsupported assertions OR describes source [1]

eg 'I am surprised people should be treated like this.'
'The source shows people behind barbed-wire.'

Level 2 Surprised / not surprised – general claims [2-3]

eg 'I am surprised men would be just sitting around in the open.'

Level 3 Not surprised OR surprised [4-5]

eg 'No I am not surprised by this photograph. The British government had declared a state of emergency in Kenya following outbreaks of violence. The Mau Mau was held responsible for the violence and British troops were used to flush out the terrorists (freedom fighters). Many Kikuyu were held in basic detention centres like the one shown.'

OR

'I am surprised that the British are dealing with the problems in this way by provoking confrontation against the indigenous population. Their actions of confinement, ill-treatment and execution could be said to be barbaric. They had not learned from India.'

Level 4 Both not surprised / surprised [6]

Both sides of Level 3.

- 4(c) **Study Source D.**
What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1, 2, 3

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

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

eg 'A car is shown representing Kenya which other cars driving into the distance.'

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

eg 'Kenya has been granted independence.'

Level 3 Main message of cartoon identified [4]

eg 'The message the artist wanted to give is that without the British self-rile will be a disaster.'

'It is not clear who is really running the newly independent Kenya.'

'Unsure if granting independence to Kenya is the right thing to do.'

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

eg 'The message the artist wanted to give is that it is Kenya's turn for independence to be agreed but there is serious concern as to who is having the greatest influence. The cartoon at the top shows other countries, including Nigeria 'driving-off' having gained there independence. Kenyatta, who was to be the first Prime Minister of the newly independent (the L-plates, or 'Drive Yourself School of Motoring') Kenya is climbing into the driving seat. The British driving instructors are showing concern at the Mau Mau entering the back seat of the car.'

OR

'The message the artist wanted to give is that it is Kenya's turn for independence to be agreed but there is serious concern as to who is having the greatest influence. The following day was the date of Kenya becoming independent. This follows the granting of independence to other countries. The struggle for independence in Kenya had been heavily influence by the Mau Mau who had brought about an uprising.'

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

Both sides of Level 4

5(a) Describe how Britain ruled India immediately after the First World War.

Target: AO1

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

eg 'Rule was under the terms of the Government of India Act, 1919.'

'The senior British person was the Viceroy who could choose his own officials.'

'Through a national parliament with two houses.'

'Through provincial governments elected by five million of the wealthiest Indians.'

'Indians were allowed to sit on these provincial governments.'

'The provincial governments were to control matters such as education and health.'

'The British retained control of military matters foreign affairs, currency communications and criminal law.'

5(b) Explain why Britain passed the Government of India Act of 1935.

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 continue running India.'

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

(One mark for each point.)

eg 'The British thought India was on the brink of civil war.'

'The Indians could not agree on a constitution.'

'Because of growing Indian nationalism.'

Level 3 Explains ONE reason [4-5]

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

eg 'It was a response to the view that India was thought to be on the brink of civil war. They had responded with coercion and violence and now wanted to allow further participation in politics for Indians.'

'There was talk of India being run as a dominion but at talks in the early 1930s the main groups could not agree on the balance of power. Hindus and Muslims could not agree on a workable constitution.'

'In India there was reaction to the Round Table Conferences with Viceroy Willingdon taking a tough line. Gandhi was imprisoned and Congress outlawed. This resulted in the boycott of British goods and non-payment of taxes. Terrorist activity increased. Gandhi was furious at the announcement that a class structure would be incorporated in any new Indian constitution.'

Level 4 Explains TWO reasons [6]

5(c) **'The main reason for increasing opposition to British rule in India was Gandhi.'**
How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Nehru was also influential.'

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

eg "Gandhi believed in passive resistance."
 'He used civil disobedience.'
 'He did not want power for himself.'
 'Nehru fought against dominion status.'
 'He underestimated religious divisions.'

Level 3 Explains Gandhi OR others [4-6]

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

eg 'After returning to India in 1915, Gandhi became a leading figure in the Indian National Congress Party and the Nationalist movement. He promoted the ideas of non-violent civil disobedience in order to make British rule of India impossible. He advocated self-reliance and the non-importation of British manufactured goods. He was able to appeal to the masses and disrupt British rule through them.'

'Over the issue of the untouchables Gandhi was prepared to fast-unto-death. This became a problem for the British and because they and Congress did not want him to die in this way, a compromise was reached prior to the India Act of 1935. This Act granted a Parliament.'

'In 1942 he introduced the quit India campaign which resulted in riots, killings and the destruction of government property.'

'Gandhi was strongly opposed to partition and wanted all religions to live together in a united India.'

OR

'Nehru was one of four labelled the 'young hooligans'. He was attracted to socialism which Gandhi viewed as radical. He was totally opposed to dominion status and spoke strongly of his opposition.'

'Congress had forged links with the Labour Party and this was developed by Nehru who developed a friendship with Stafford Cripps. This gave a voice to the opinions of Congress in the British press and the House of Commons.'

'Nehru, an atheist, thought, wrongly, that the religious divisions were being exaggerated and that they would diminish as India became independent. He thought the British would grant independence to a united country. Only in 1946 did he accept partition.'

Level 4 Explains both sides [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

6(a) In what ways did divisions between the Indian Congress and the Muslim League increase during 1939?

Target: AO1

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

eg 'Congress had virtually retired from the political scene. Jinnah could hardly believe his luck. The way lay open for the Muslim League to strengthen its position.'

'The last Congress provincial ministry abandoned its posts on 22 December 1939.

Jinnah had earlier designated this day as Muslim India's 'Day of Deliverance' calling on all Muslims to celebrate their release from Hindu bondage.'

'The celebration of release was carried out with gusto.'

'The League passed resolutions and offered prayers of thanks for 'deliverance from tyranny, oppression and injustice'. There was now no way back.'

6(b) Explain why 1945 was a crucial year for Indian independence.

Target: AO1, 2

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

eg 'The war had ended.'

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

(One mark for each point.)

eg 'There was a General Election in Britain.'

'The Labour Party replaced the Conservative Party.'

'The Labour Party was less inclined to preserve the Empire.'

'The Simla Conference was held.'

'Links between Congress and the newly elected Labour politicians.'

'The British Cabinet had an India Committee.'

Level 3 Explains ONE reason [4-5]

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

eg 'The Labour Party, led by Atlee, was elected to govern Britain much to the surprise of many. The new labour government had very different ideas about Britain's Empire.'

'An important friendship was between Stafford Cripps and Nehru. Cripps recommended that elections should be held throughout India paving the way for negotiations about a final political settlement.'

'The value compared to cost of being involved in India was being questioned. The war had been extremely expensive and the government was considering if India was affordable. The government was embarking on costly social reform as a priority for those who had risked their lives in war and needed to concentrate on this. They were less likely to spend money on preserving the Empire.'

Level 4 Explains TWO reasons [6]

6(c) 'The most important reason why India was partitioned was the stubbornness of Jinnah.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Jinnah wanted what he thought was right.'

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

eg 'Jinnah feared Hindu domination.'
 'Jinnah campaigned for Pakistan.'
 'Jinnah did not trust Nehru.'
 'The appointment of Mountbatten.'
 'Violence in the Punjab.'
 'The role of Gandhi.'

Level 3 Explains agreement OR disagreement [4-6]

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

eg 'Jinnah feared that if India was granted independence then politics would be dominated by Hindus, who made up the majority of the population.'
 'In the 1930s the All-Muslim League, led by Jinnah, started a campaign for the creation of an independent Pakistan. Jinnah argued that if there was no split then Hindu Indians would discriminate against Indian Muslims.'
 'In 1940 Jinnah called publicly for a partitioned India. The aim was popular with Indian Muslims and he gained the majority of Muslim seats in the 1946 election.'
 'Jinnah and the League then launched a Direct Action campaign to pressurise the British for a separate Muslim state. This failure of the Congress and the Muslim League led to the British agreement that it was in everyone's best interests to divide India into two.'
 'An interim government was formed by Nehru but was not trusted by Jinnah. Rioting and killings followed.'

OR

'The British government announced that it was to leave India no later than June 1948. Mountbatten was appointed in March 1947. He was convinced that the only way to avoid civil war was to partition India. Mountbatten in his first four weeks listened to the Indian leaders and offered a different approach to other Viceroys.'
 'In the Punjab riots broke out in March 1947 with extreme religious violence further emphasising the need for Partition.'
 'Gandhi was trying to put forward peaceful co-existence but in 1948 he was shot by a Hindu extremist. His assassin blamed him for the creation of Pakistan.'

Level 4 Explains agreement AND disagreement [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

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

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

- 4(a) **Study Source B.**
How far does this source explain why there was a ‘Red Scare’ in America? 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 feared because of ‘red’ being everywhere.’

Level 2 Evaluates source using provenance / tone / purpose [2]

eg ‘It is only a short extract. This cannot possibly explain fully.’

Level 3 Identifies reason(s) not in the source [3-4]

eg ‘McCarthyism.’
 ‘The House Un-American Activities Committee.’
 ‘Federal Employee Loyalty Program, 1947.’

Level 4 Accepts source as being full explanation – uses information in source and contextual knowledge

OR

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

eg ‘Following the end of the Second World War, America’s mistrust of Communism deepened. American citizens thought it was their duty, and necessary for security, to resist the expansion of Communism. This fear was deepened with China becoming communist and Russia developing nuclear weapons. Suspicions were planted and grew into fears.’

OR

eg ‘From 1950 until 1954, the USA was swept with anti-communist hysteria. This was a mass movement, but one man – senator Joe McCarthy could be identified as its leader. Many Americans were convinced by McCarthy that they were surrounded by communists who were plotting to undermine the American way of life. McCarthy exaggerated the threat as he capitalised on people’s fear and uncertainty.’

Level 5 Level 4 Accepts source as being full explanation – uses information in source and contextual knowledge

AND

Contextual knowledge used to explain reasons not in source [6-7]

Both sides of Level 4.

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

Target: AO1, 2, 3

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

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

eg 'McCarthy is holding a 'doctored photo' and a 'faked letter'.

Level 2 Interpretation only [3]

eg 'McCarthy is burning some documents.'

Level 3 Main message of cartoon identified [4]

eg 'The message the artist wished to give was that the evidence used by McCarthy was invalid and discredited and that his case for the 'Red Scare' was 'going-up in smoke'.'

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

eg 'The message the artist wished to give was that the evidence used by McCarthy was invalid and discredited and that his case for the 'Red Scare' was 'going-up in smoke'. The artist is showing that the evidence collected, such as photographs of spies and letters has been discredited and that McCarthy is concerned about his future as he is shown sweating.'

OR

The message the artist wished to give was that the evidence used by McCarthy was invalid and that his case for the 'Red Scare' was 'going-up in smoke'. Through his campaign many famous people had been accused and investigated, often based on the flimsiest of evidence. However, once accused it was difficult to clear your name and it often ended a career. Those accused included Arthur Miller and Charlie Chaplin. No one was ever actually convicted of spying.'

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 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 Unsupported assertions / surface features [1]

eg 'It states that 'Truman is a red'.

Level 2 Secondary message or misinterpretation of the main message [2]

eg 'The Soviet Union is making a fool of the USA.'
 "American is behaving in a stupid way.'

Level 3 Identifies the purpose of publishing the cartoon [3]

eg 'It was published to draw attention to what was going on in America was hysterical and nonsensical. To inform the British public that America's hysterical behaviour is playing into the hands of the Communists.'

Level 4 Uses contextual knowledge to explain purpose of publishing the cartoon without getting to the purpose [4]

eg 'The American Congress had a House Un-American Activities Committee with the right to investigate any one accused of doing anything un-American. At the time of the Red Scare people were accusing others of being Communist. The House investigated a number of prominent Hollywood writers, producers and directors. They refused to answer questions and were jailed for one year. They were blacklisted by Hollywood.'

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

eg It was published to draw attention to what was going on in America was hysterical and nonsensical. It was where any person could accuse another American of being Communist and that the Soviet Union was appreciative of the work of the committee that dealt with these unfounded, hysterical threats.' The American Congress had a House Un-American Activities Committee with the right to investigate any one accused of doing anything un-American. At the time of the Red Scare people were accusing others of being Communist, in this case the President. The House investigated a number of prominent Hollywood writers, producers and directors. They refused to answer questions and were jailed for one year. They were blacklisted by Hollywood.'

5(a) Describe the impact of the Second World War on the position of African Americans.

Target: AO1

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

eg 'There was increasing unity among black communities.'

'It proved to be a watershed for the future Civil Rights Movement – those who had been to Europe discovered that discrimination experienced in the US was not the prevailing attitude elsewhere.'

'Many joined groups such as the National Association for the Advancement of Coloured People. Membership was 450 000 by 1945.'

'Many black people still felt deprivation.'

'The Un was able to place under the microscope the inadequacies of American society.'

'Truman tried to move the country forward with his Far Deal Policy.'

'Segregation was ended in the armed forces.'

5(b) **Explain why racism remained an everyday experience for many African Americans in the USA in the 1950s.**

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 'There was tension between groups.'

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

(One mark for each correct point.)

eg 'They faced job discrimination.'

'Pay was not equal.'

'They lived in the same areas.'

'There was discrimination in education.'

Level 3 Explains ONE reason [4-5]

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

eg 'Black people would often find themselves discriminated against when applying for employment. Even if they were successful, they would not usually receive equal pay.'

'In both south and north, predominately black schools usually had facilities considerably inferior to whites thus reducing the chance of a good education.'

'Black people did not mix with white people. They tended to congregate in the same area of a town such as Harlem. Here housing conditions were poor. They were often considered ghettos. This meant many failed to break out of the cycle of poverty.'

Level 4 Explains TWO reasons [6]

5(c) How important was the Montgomery Bus Boycott in the struggle for civil rights in the 1950s? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Only as important as other protests.'

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

eg 'The case taken out by Brown was significant.'
 'The bus boycott in Montgomery was successful.'
 'Successful sit-in protests were organised.'
 'People faced massive intimidation.'
 'The Supreme Court remained indecisive.'

Level 3 Explains agreement OR disagreement [4-6]

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

eg 'Following the conviction of Rosa Parks in Montgomery a boycott of the buses was organised. On the first day the buses were empty with thousands turning up to hear Martin Luther King. The boycott was a great success as the bus company lost 65% of its income. It was the first major example of the power of non-violent direct action and the Courts decided that Montgomery's bus laws were illegal. Throughout the Montgomery boycott the leaders were subjected to massive intimidation. King was arrested twice, churches and homes were set on fire and racially integrated buses were shot at by snipers.'

OR

'In 1954 Brown, a church minister decided to challenge segregated schools in Topeka, Kansas. It was to challenge the 'separate but equal' ruling. The Chief Justice adjudged that even if facilities were equal, separate education was psychologically harmful to black children. The Supreme Court agreed in defiance of President Eisenhower's wishes. The case seemed to remove all constitutional sanction for racial segregation. The Brown case was successful but the Supreme Court would not give a date by which desegregation had to be achieved. Even by 1955 this had not happened. Throughout the South, White Citizens Councils were quickly formed to defend segregation and the Ku Klux Klan was revitalised.'

'In 1957 the governor of Arkansas had still not integrated. He was ordered to let nine black students attend a white school. The Governor ordered out the state troopers to prevent this happening. He only backed down when Eisenhower sent federal troops to protect the students. After six weeks the troops withdrew and there were no more major incidents.'

Level 4 Explains agreement AND disagreement [7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'how important' [10]

6(a) What discrimination have native Americans faced since 1945?

Target: AO1

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

eg 'The policy of assimilation – under the 'Indian Termination Policy', Native Americans were to be assimilated into mainstream American society.'

'Tribal governments – the assimilation policy had a devastating effect on tribal culture and economic well-beings with their lands taken over by the government.'

'The Bureau of Indian Affairs – this federal organisation issued money, controlled education and held power over the reservations. The mainly white bureau was seen to be too bureaucratic. It took land, offering minimum compensation.'

'The struggle for rights, eg Wounded Knee – a defiant protest in the name of the Lakota Nation. Nearly 1200 arrests were made.'

6(b) Explain why immigration of Hispanic Americans increased in the years up to 1975?

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 'More wanted to move.'

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

(One mark for each point.)

eg 'Citizens returning after the end of the War.'

'There were economic incentives.'

'To return to / join families already living in the USA.'

'The Immigration Act, 1965 changed the rules.'

Level 3 Explains ONE reason [4-5]

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

eg 'When Mexican immigration to America resumed after the Second World War, many were returning US citizens who had been expelled under the Repatriation Program.'

'Many Mexicans were attracted by the opportunities that were provided by the period of great consumer growth that was America's post-war boom. They were not making enough money in their current economic situation.'

'Since the 1930s, immigration policy had been based on a 'national origins' system. The Immigration Act of 1965 changed this leading to a substantial increase in Hispanic entry to the USA, not only from Mexico but also from Puerto Rico and from the states of Central and South America.'

Level 4 Explains TWO reasons [6]

6(c) Were Hispanic Americans more successful than Native Americans in their struggle for better rights and conditions? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

eg 'Both struggled to bring improvements.'

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

eg 'Chicanos faced racial attitudes.'
 'Civil Rights movements did little for Mexicans.'
 'They failed to agree their own ethnicity.'
 'They were successful over education.'
 'A strike in the southern farming areas attracted national attention and support.'
 'The termination programme was ended by Kennedy.'
 'Protests raised national and international awareness.'
 'By 1975 funding had been returned.'

Level 3 Explains success OR lack of success [4-6]

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

eg 'Like African Americans and Native Americans, Mexican Americans experienced discrimination and prejudice on the grounds of their race. Many Mexicans identified themselves as Chicanos – American citizens of Mexican descent. However, this proved counter-productive as racist attitudes ensured that they faced discrimination.'
 'The attitude of white Americans to their Mexican neighbours was similar to their attitude towards the black community. As Civil Rights issues moved centre stage, there was less interest in the Hispanic perspective as it centred on local issues such as restoration of land grants. Additionally they lacked a single leader.'
 'In moving towards claiming their own ethnicity in the 1960s, the issue of identity was not settled – where they 'semi-white' or 'brown'.
 'In 1945 a suit was filed against four school districts as Mexican children were being denied access to schools. In 1947 the Supreme Court ruled in favour stating that segregation was unconstitutional. Additionally, government recognised the conditions still faced and made improvements.'
 'The struggle for rights and higher wages in the southern farming areas was led by César Chávez. The strike lasted five years attracting national attention. Robert Kennedy offered his total support.'
 'Political recognition came with the creation of the Raza Unida party which was founded in 1970.'

OR

CONT/

'In the 1950s and 1960s the US Congress adopted an 'Indian termination policy'. The aim was to terminate the government's trusteeship of the reservations and to assimilate Native Americans into mainstream American society. There was much opposition from Native Americans because of the devastating effects on tribal culture and economic wellbeing, with their lands being taken over by the government.'

'In 1961 Kennedy ended the termination programme with Johnson and Nixon encouraging self-determination and increased tribal control over reservations. The Indian Civil Rights Act of 1968 gave back legal jurisdiction over reservations to the tribes.'

'In 1969 a group of young native Americans occupied Alcatraz Island to raise awareness of the plight of native peoples. This raised awareness internationally to the unpopularity of the termination policy. The occupation was ended forcibly after 19 months.'

'The occupation encouraged others to begin to protest. The American Indian Movement was formed and the AIM protested at Wounded Knee in 1973. Despite the National Guard and the government making life difficult for the protesters, there were a number of changes. More funds were made available for Native American Affairs, with some money specifically targeted at health. By 1975 the Native Americans had been given back control of tribal finances.'

Level 4 Explains success AND lack of success

[7-9]

Both sides of Level 3.

(Maximum of eight marks for answer lacking balance.)

Level 5 Explains with evaluation of 'more successful'

[10]

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