

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for June 2011

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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APPLICATION OF THE MARK SCHEME

GENERAL POINTS

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

MARKING

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

7. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, e.g. 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]

e.g. 'In the cartoon I can see a number of judges and a person holding a gun.'
'Japan is being tried by the League.'

Level 2 Secondary message [3]

e.g. 'Japan is showing aggression.'
'There is confusion over Lytton.'

Level 3 Secondary message supported by details of the source / contextual knowledge [4]

e.g. 'Japan is showing aggression towards the League. The cartoon supports this by showing Japan in court in front of a number of judges with Japan holding a gun.'

Level 4 Main message of cartoon identified [5]

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations.'
(Under-mining, ignoring, mocking, disrespectful to, showing contempt)
'The League is weak and ineffectual.' (powerless, a failure, lacks control)

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

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations. I can tell this from the cartoon because you can see that Japan is making a face and holding a gun and all the lawyers can do is look fearful and read the Lytton Report.'

OR

Contextual knowledge should relate to the League's response to the Japanese invasion of Manchuria.

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations. The Lytton Commission looked into the Japanese invasion and produced a report condemning Japan's actions. This report took twelve months to produce. Japan just ignored the League.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

1(b) Explain why the League of Nations was a failure in Abyssinia in 1935-1936.

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]**e.g. 'The League failed to act with authority.'
'The League had no army / USA did not join.'**Level 2 Identifies AND/OR describes reasons [3-4]**

(One mark for each point)

e.g. 'Sanctions did not include restrictions on oil.'
'The League was discredited by the Hoare-Laval Pact.'
'Britain and France wanted to retain Mussolini's friendship.'
'Collective security of the League was shown as empty promises.'
'The league failed to close the Suez Canal.'**Level 3 Explains ONE reason [5-6]**

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

e.g. 'The League agreed that sanctions should be imposed but these had to be imposed quickly and decisively. An immediate ban was put on arms sales, rubber, tin and metals to Italy. What the League did was to delay the decision for two months in relation to oil, coal and iron exports to Italy. This allowed time for Mussolini to build up a stock-pile.'

'The League agreed that sanctions should be imposed but these had to be imposed quickly and decisively. An immediate ban was put on arms sales, rubber, tin and metals to Italy. What the League did was to delay the decision for two months in relation to oil, coal and iron exports to Italy. This allowed time for Mussolini to build up a stock-pile. The League failed to act because it feared the Americans would not support the sanctions. Also the British government feared that 30,000 coal miners would lose their jobs.'

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 did Wilson want to achieve at the Paris Peace Conference?

Target: AO1

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

e.g. 'A better and more peaceful world.'

'To punish Germany.'

'To strength German democracy.'

'He believed nations should co-operate to achieve world peace.'

'He wanted his fourteen points.'

'He wanted a League of Nations.'

He wanted self-determination for the peoples of eastern Europe.'

'He wanted to punish Germany but not too harshly so that it would want revenge in the future.'

2(b) Explain why Germany objected to the Treaty of Versailles.

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]**

e.g. 'They felt they were being unjustly treated.'

Straight listing of terms should be placed in this level.

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

(One mark for each point)

e.g. 'They were forced to accept the blame for war (War Guilt Clause).'

'They were forced to accept the terms (diktat).'

'They feared reparations would cripple them.'

'Because of the territorial losses imposed, such as the Saar.'

'They hated having to disarm.'

'They were excluded from the League of Nations.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Germany hated having to disarm. Having an army of 100,000 was very small for a country of Germany's size and left it vulnerable against neighbouring states.'

e.g. 'Germany hated having to disarm. The army was a symbol of German pride. Having an arm of 100,000 was very small for a country of Germany's size and left it vulnerable against neighbouring states. Despite Wilson's Fourteen Points calling for disarmament, none of the Allies disarmed to the extent that Germany was forced to accept.'

Level 4 Explains TWO reasons [6]

2(c) How satisfied were the 'Big Three' with the Treaty of Versailles? 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]

e.g. 'Not at all because each wanted different outcomes.'

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

(One mark for each point)

e.g. 'France wanted revenge and as this to some extent was gained, Clemenceau was satisfied.'

'They were not satisfied because of not meeting the expectations of public opinion in their own countries.'

'Clemenceau was satisfied because Germany was punished harshly.'

Level 3 Explains satisfaction OR dissatisfaction [4-6]

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

e.g. 'France had seen most of the fighting in Western Europe suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau's tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war (war guilt) and because of this to pay high reparations.'

'Although originally wanting Germany broken up into smaller states Clemenceau accepted the de-militarisation of the Rhineland and the reduction in German military as being a way of ensuring France's safety.'

OR

'Wilson was not satisfied. He thought the Germans should not have signed it. He feared that Germany's harsh treatment would result in further conflict. All the time he had counselled for a less harsh approach.'

'Lloyd George wanted to protect British interests such as its colonies and sea power but was aware that treating Germany too harshly would store up trouble for the future. He was forced by the British people to be harsh which was against his idea of restoring trading with Germany.'

Level 4 Explains satisfaction AND dissatisfaction [7-9]

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

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

3(a) Describe Hitler's foreign policy aims.

Target: AO1

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

e.g. 'To make Germany a world power.'
 'To establish a large empire in Eastern Europe for lebensraum.'
 'To achieve Anschluss with Austria.'
 'To unite all Germany speaking people in a Greater Germany.'
 'To destroy the USSR and communism.'
 'To regain the Saar and re-militarise the Rhineland.'
 'To build up his armed forces.'

3(b) Explain why Austria became part of Germany in 1938.

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]**

e.g. 'Because the two states belonged together.'

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

(One mark for each point.)

e.g. 'To fulfil one of Hitler's foreign policy aims.'
 'Because it was Hitler's birth place.'
 'Because by language and culture Austria is German.'
 'To access Austria's raw materials and military strength.'

Any attempt to describe 'how' to be placed in this level.

Level 3 Explains ONE reason [4-5]

e.g. 'Hitler wanted to break the Treaty of Versailles and part of that Treaty banned Anschluss with Austria. Hitler's desire to break the Treaty and unite all Germans was well known. Indeed a strong Nazi Party already existed in the country.'

e.g. 'Hitler wanted to break the Treaty of Versailles and part of that Treaty banned Anschluss with Austria. The language and culture of Austria was German and Hitler's desire to unite all Germans was well known. Indeed a strong Nazi Party already existed in the country. Even when writing Mein Kampf Hitler had made it clear that he felt the two states belonged together.'

Level 4 Explains TWO reasons [6]

3(c) 'The outbreak of war in 1939 was mainly due to the policy of appeasement.' **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]

e.g. 'Yes, appeasement contributed to the outbreak of war.'

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

e.g. 'Appeasement gave Hitler a feeling of confidence.'
 'War was caused by Hitler's aggressive foreign policy.'
 'The Treaty of Versailles left a simmering resentment in some German people.'
 'The Nazi-Soviet Pact contributed to war breaking out.'
 'The Nazi invasion of Poland was a short-term cause.'

Level 3 Explains agreement OR disagreement [4-6]

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

e.g. 'Appeasement showed a desire for peace by Britain and France as they wished to avoid the horrors of another war. However, it put too much trust in Hitler's promises which he often went back on. It was based on the mistaken idea that Hitler was trustworthy. Instead it encouraged him to take greater risks including taking Czechoslovakia.'

OR

'The Nazi-soviet Pact gave Hitler confidence that he would not have to fight a war on two fronts and therefore he invaded Poland. Britain and France were allied to Poland and had to take some action. This action was an ultimatum to Hitler which was ignored and so war against Germany was declared.'

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 B – THE COLD WAR, 1945-1975

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

Target: AO 1, 2, 3

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

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

e.g. 'Nixon is trying to control two horses.'
 'Nixon is being pulled between his two policies.'

Level 2 Secondary message [3]

e.g. 'Nixon is having problems.'
 'Nixon is being torn in two.'
 'Vietnamisation will fail.'

Level 3 Secondary message supported by details of cartoon or contextual knowledge [4]

e.g. 'Nixon is having problems. This is supported by the cartoon showing him being stretched between the two horses which have his policies written on them.'

Level 4 Main message of cartoon identified [5]

The cartoon is critical of Nixon and so candidates might offer:

e.g. 'The message is that Nixon is indecisive.' (not in control)
 'Neither of Nixon's policies is suitable.' (conflicting policies)
 'Nixon's choices are limited.'

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

e.g. 'Nixon's is indecisive and being pulled in opposite directions. This is shown in the source as the 'no surrender' horse is running away from him and the 'Vietnamisation' horse is on its knees signifying the cartoonist views this as a policy that will fail.'

OR

Contextual knowledge should relate to Nixon's policies.

'The main message of the cartoon is that Nixon is indecisive. He could not surrender as since 1965 the American government had been persuading people at home that the war was just and vital. He decided to put more of the burden of war on the shoulders of the government of South Vietnam who should do more of the fighting so American troops could be withdrawn. but they were not strong enough.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

1(b) Explain why the war in Vietnam became increasingly unpopular in America.

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]**

e.g. 'Because of the human effect.'

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

e.g. 'The level of casualties was high.'

'The economic cost of war was high.'

'The use of horrific weapons and the use of certain military tactics.'

'Stories of drug addiction.'

'Because of US atrocities committed against the Vietnamese people.'

'Because American people were increasingly aware of what was happening in Vietnam.'

Level 3 Explains ONE reason [5-6]

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

e.g. 'The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war. They were able to see the use of horrific weapons such as napalm against civilians.'

e.g. 'The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war. They were able to see the use of horrific weapons such as napalm against civilians. US atrocities against the Vietnamese shocked Americans. An example was the village of My Lai where 300 were massacred. The Americans sprayed chemical defoliants which destroyed vegetation, polluted the land and poison people and this horrified people.'

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) Describe what happened at the Potsdam Conference.

Target: AO1

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

- e.g. There was a meeting of three world leaders who were different from Yalta.'
- 'Divisions between the Soviet Union and Britain and the USA were much more apparent.'
- 'Truman informed Stalin that his country had an atomic bomb.'
- 'It was confirmed that Germany would be divided as agreed at Yalta.'
- 'The Nazi Party was banned and its leaders were to be tried as war criminals.'
- 'Germans living in Poland, Hungary and Czechoslovakia were to return to Germany.'
- 'Poland's eastern border would be moved west to the rivers Oder and Neisse.'

2(b) Explain why the USA-USSR alliance had broken down by 1947.

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]**

e.g. 'They fell out.'

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

(One mark for each point.)

e.g. 'The aims of war no longer held them together.'
'Truman had informed Stalin that the USA had an atomic bomb.'
'The USSR began imposing Communist rule in Eastern Europe.'
'Both sides had differing views about Germany.'
'Western concerns over Poland's borders.'
'Truman did not tell Stalin that the USA intended to drop an atomic bomb on Japan.'
'Suspicion existed on both sides of each other's motives.'
'Because of the Truman Doctrine / Marshall Aid.'
'There were no free elections.'
'The impact of Churchill's speech.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Stalin was annoyed with the USA because Truman had not told Stalin he was going to use the atomic bomb. Stalin was convinced that the USA would use the bomb to win worldwide power.'

e.g. 'Stalin was annoyed with the USA because Truman had not told Stalin he was going to use the atomic bomb. Stalin was convinced that the USA would use the bomb to win worldwide power. The USA also refused to tell Stalin how to make a bomb but Stalin decided his scientists would develop a bomb. The USA felt threatened by this.'

Level 4 Explains TWO reasons [6]

2(c) **Which country had the more successful policies in Europe between 1945 and 1949: the USA or the USSR? 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]

e.g. 'The USSR was more successful.'

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

e.g. 'Stalin was able to spread Communism across Eastern Europe.'
 'The USA successfully introduced the Marshall Plan.'
 'Stalin prevent free elections in eastern European countries.'
 'The USSR was less successful in Yugoslavia.'
 'The USSR failed in Greece.'
 'Czechoslovakia was taken over by the Communists.'
 'Berlin was a success for the USA.'

Level 3 Explains USA OR USSR - success or failure [4-6]

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

e.g. 'The USSR began to impose Communist rule on the countries it had occupied rather than allowing free elections. Stalin had removed non-Communist leaders in Poland replacing them with Communists.'

OR

'The USSR was less successful in Yugoslavia where Tito applied Communism in his own way and Greece where the Communist takeover was unsuccessful.'

Level 4 Explains USA AND USSR – success or failure [7-9]

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

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

3(a) Describe how Cuba changed under Castro.

Target: AO1

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

e.g. 'He replaced Batista.'

'He removed political opponents who were a threat.'

'He won over the majority of Cubans.'

'He took over American businesses.'

'In 1960 he allied Cuba with the USSR.'

'Diplomatic relations with the USA were broken off in January 1961.'

'Castro sold his sugar to the USSR rather than the USA.'

3(b) Explain Kennedy's options after missile sites were discovered 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]**

e.g. 'He had a number of options that were risky.'

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

(One mark for each point)

e.g. 'He had the option to do nothing as the USA was the greater power.'

'To begin an immediate air attack to destroy the missile bases.'

'To carry-out an invasion of Cuba by air and sea.'

'To put on diplomatic pressure such as UN.'

'To introduce a blockade to prevent further military supplies coming into Cuba.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Kennedy could enforce a blockade which would prevent further military supplies reaching Cuba. This would show the USA was serious, but it would not be an act of war. It would put the burden on Khrushchev as to what to do next.'

Kennedy could enforce a blockade which would prevent further military supplies reaching Cuba. This would show the USA was serious, but it would not be an act of war. It would put the burden on Khrushchev as to what to do next. This would not solve the main problem – the missiles were already on Cuba and could be used within a week.'

Level 4 Explains TWO reasons [6]

3(c) 'The USA was more responsible for causing the Cuban Missile Crisis than the USSR.' 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]

e.g. 'Both sides carried out acts which caused the crisis.'

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

e.g. 'The USSR had made Kennedy look weak in relation to the Berlin Wall and they were pushing him further.'

'Khrushchev sent missiles to Cuba.'

'The USA had missiles threatening the USSR.'

'A policy of containment was operated by the USA.'

'The Bay of Pigs incident increased Soviet action.'

Level 3 Explains agreement OR disagreement [4-6]

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

e.g. 'The USA was concerned about the coming to power of Castro and tried to remove him with the Bay of Pigs operation. This was a total failure and Kennedy was humiliated. It resulted in Castro moving even closer to the USSR who began to place missiles on Cuba.'

OR

'The Berlin Crisis and the building of the Wall in 1961 greatly increased the tension between the superpowers. As Kennedy was seen to be weak by not taking action in Berlin, Khrushchev tested him further by placing missiles as close as possible to the USA to increase the Communist sphere of influence. This was one of the reasons for the crisis.'

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 'more responsible' [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]

e.g. 'The cartoon shows television cameras.'
 'It shows an IRA funeral.'

Level 2 Secondary message [3]

e.g. 'The IRA is gaining publicity.'
 'The cartoon is mocking IRA/media/British government.'

Level 3 Secondary message supported by details of the cartoon or contextual knowledge [4]

e.g. 'The IRA is gaining publicity. This can be seen by the TV cameras being present.'

Level 4 Main message of cartoon identified [5]

e.g. 'The IRA is manipulating the media.'
 'Hunger strikers are martyrs.'
 'The IRA is 'getting one over' the British government.'
 'The IRA is winning the propaganda war.'
 'The media are being too sympathetic towards the IRA.'

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

e.g. 'The message of this cartoon is that the IRA are manipulating the media. This cartoon supports this view as it shows a television camera representing the world media filming a funeral of a hunger striker. The cartoon suggests it is by special arrangement by the words 'By Appointment to the IRA.' This can be seen from the notice on the television camera which states 'By appointment to the IRA'.

OR

e.g. 'The message of this cartoon is that the actions of the IRA are gaining world-wide recognition. At that time republican prisoners went on strike in the Maze prison demanding to be treated as political prisoners and hoping that Margaret Thatcher would change her policy. These people were prepared to die for their beliefs. Probably the most well-known was Bobby Sands.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

1(b) Explain why the Good Friday Agreement of 1998 was signed.

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]**

e.g. 'To reduce violence.'

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

e.g. 'To ensure the peace process continued.'
'To establish a Northern Ireland Assembly with power-sharing executive.'
'To enable the Irish government to remove the claim for the North as part of their territory.'
'To allow for the decommissioning of paramilitary weapons.'
'So that a review could take place of policing in Northern Ireland.'
'To allow the early release of paramilitary prisoners.'

Level 3 Explains ONE reason [5-6]

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

e.g. 'On April 10, 1998, the Good Friday Agreement was signed by the United Kingdom and Sinn Fein (along with the United States as an intermediary) with the intent of ending the violence in Northern Ireland. The Agreement is designed to give Northern Ireland limited autonomy in exchange for peace with the United Kingdom.'

e.g. 'On April 10, 1998, the Good Friday Agreement was signed by the United Kingdom and Sinn Fein (along with the United States as an intermediary) with the intent of ending the violence in Northern Ireland. It allows for the decommissioning of paramilitary weapons as part of that process. The Agreement is designed to give Northern Ireland limited autonomy in exchange for peace with the United Kingdom. The Agreement also gives Northern Ireland the opportunity, in the future, to separate from the United Kingdom and join the Republic of Ireland through democratic means.'

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) Describe the events in Hungary in 1956.

Target: AO1

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

e.g. 'In June Rákosi was opposed by a group within the Hungarian Communist Party.'
'Rákosi appealed to Moscow for help. This was refused and he was 'retired'.
'Gero replaced him and following a huge demonstration on 23 October he was replaced by Nagy.'
'The Soviet tanks began to withdraw but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.'
'The troops and tanks returned but the Hungarians fought back.'
'In two weeks of fighting, 3,000 Hungarians were killed.'
'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged.'

2(b) Explain why there was opposition within Czechoslovakia to Soviet control in 1968.

Target: AO1, 2

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

e.g. 'Because many Czechoslovakians wanted change.'

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

(One mark for each point.)

e.g. 'The Czechoslovakian economy was in a bad state.'

'There was a large amount of censorship.'

'Dubček came to power with a new model of socialism.'

'They were prevented from having a free vote.'

'Because of the use of the secret police.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'People in Czechoslovakia were fed up with Soviet control of their economy. The USSR forced Czech industry to produce those raw materials which the Soviet economy needed, such as steel. They wanted more influence on the way their factories were run.'

e.g. 'People in Czechoslovakia were fed up with Soviet control of their economy. The USSR forced Czech industry to produce those raw materials which the Soviet economy needed, such as steel. They wanted more influence on the way their factories were run. This control stopped factories producing consumer goods and as a result the Czechs had a low standard of living.'

Level 4 Explains TWO reasons [6]

2(c) 'The Soviet Empire collapsed because of 'Solidarity' in Poland.' 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]

e.g. 'No it was other reasons.'

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

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

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

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

e.g. '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 and this idea spread.'

OR

'Gorbachev's reforms including the freedom of speech allowed discontent to grow. Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high. Communism was seen by many as corrupt and Soviet industry and agriculture inefficient.'

Level 4 Explains impact of 'Solidarity' 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) Describe how Saddam Hussein treated different groups within Iraqi society.

Target: AO1

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

e.g. 'Full political participation at national level was restricted to members of the Ba'ath Party.'

'Iraqi citizens were unable to change their government or establish new political parties.'

'Shi'a Arabs were subject to a massacre at Dujail where 148 people were killed.'

'A chemical attack in March 1988 left around 5,000 Kurds dead and 7,000 with long-term illnesses.'

'He was not concerned about the hardship caused by the economic sanctions imposed by the UN.'

'Saddam wanted to rid Iraq of the Kurds. A campaign of extermination against them between 1986-89 left over 50,000 civilians dead.'

(1 mark for identification of group/groups. If treatment of a group specific group identified award 1 mark; if this is developed award a further mark.)

3(b) Explain why the issue of 'weapons of mass destruction' was important in relation to Iraq.

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]

e.g. 'Because of the fear they caused.'

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

(One mark for each point.)

e.g. 'That Saddam might use them.'

'That they could not be found.'

'That the WMDs linked Saddam to terrorist movements.'

'To strengthen the case for war against Saddam.'

'They brought about an invasion.'

'The issue brought about an invasion whose legality was questionable.'

Level 3 Explains why [4-5]

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

e.g. 'In America's eyes Saddam Hussein's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world as it was thought that Saddam might use them as he had used poison gas in the past.'

e.g. 'In America's eyes Saddam Hussein's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world as it was thought that Saddam might use them. One of the reasons why the USA thought Saddam was capable of using these weapons was the belief that his regime had links with terrorist associations, including Al-Qaeda.'

Level 4 Explains TWO reasons {6}

3(c) 'American policies were to blame for the breakdown in law and order in Iraq after the invasion.' 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]

e.g. 'No, it was what happened in Iraq.'

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

e.g. 'There were not enough troops to control Iraq.'
 'Planning did not include what to do after victory.'
 'Many saw Iraq as being an American colony.'
 'The wrong people were appointed to deliver the wrong policies.'
 'Government was from the relative security of the Green Zone.'
 'The USA failed to win hearts and minds.'
 'The invasion caused the Iraqi state to collapse.'
 'Iraqis were freed from control to carry out looting.'
 'Rival communities attacked each other.'
 There remained the issue of religious division.'

Level 3 Explains USA OR other reasons [4-6]

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

e.g. 'The US military carried out detailed planning on how to invade Iraq but they did not start planning how to run Iraq afterwards until January 2003. Many experts thought somewhere around 300,000 troops would be needed to control Iraq but only 160,000 were sent.'

OR

e.g. 'Days after the American capture of Baghdad the city descended into anarchy. This was revenge on the harshness of the Saddam regime and also the opportunity for the impoverished Iraqis to get their hands on anything of value. With the security forces gone the different Iraqi communities attacked each other.'

Level 4 Explains USA 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 – GERMANY, 1918-1945

- 4(a) **Study Source B.**
Why was this poster published by the Nazis? 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]

e.g. 'The poster shows a young girl in front of the Nazi flag.'
 'It's Nazi propaganda.'

Level 2 Focus on context of source with no valid message or purpose [2]

e.g. 'Girls joined the Young girls and after the age of fourteen the League of German Maidens. Girls were encouraged to keep fit in preparation for motherhood. They often attended camps.'

Level 3 Asserts message of poster but with no development [3]

e.g. 'The Nazi way of life is fun.'
 'The message of the poster is that the Nazis have lots to offer young girls.'
 'You are the people of the Nazi future.'
 'Promoting Nazi idealism.'

Level 4 Explains message using source OR contextual knowledge [4]

OR

Asserts purpose of the poster but with no development

e.g. 'The message of the poster is that the Nazis way of life is fun. This can be seen from the source by the phrase 'every ten-year old to us' and the happy, smiling girl.'

OR

e.g. 'The purpose of the poster is to recruit young people to the Hitler Youth (Nazi Party).'
 'It was part of Nazi propaganda to win hearts and minds.'

Level 5 valid explanation of purpose [5-6]

e.g. 'The purpose of the poster is to recruit to the Hitler Youth. The Nazis believed that the young could be indoctrinated into the Nazi way of thinking and these views would stay with them for the rest of their lives. They were encouraged to report their parents or teachers if they criticised the Nazi regime.'

4(b) Study Source C.

Does this source prove the Nazis were committed to reducing unemployment?
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 General assertion OR describes the photograph without addressing the question [1]

e.g. 'Yes, as the photograph shows a new road.'

Level 2 Undeveloped use of provenance / limitations of source / motive of photographer [2]

e.g. 'No because the photograph does not tell the whole story its just one scene in time.'
'No because we don't know numbers of people involved.'
'No because we cannot be sure the photograph was not set up.'

Level 3 Argues yes / no based on detail from photograph [3-4]

e.g. 'Yes as this is a new Autobahn and Autobahns must have used large numbers of workers as you can they are very wide.'
'No it does not relate to unemployment. It just proves that the Nazis built a new road but that it was a very important event as it appears Hitler was there.'

Level 4 Develops Level 3 by use of contextual knowledge [5-6]

e.g. 'This is a new Autobahn and Autobahns did use large numbers of workers. When the Nazis came to power reducing unemployment was an important aspect of Nazi commitment. This was part of the public works programme – a network of motorways across Germany.'

This only relates to one aspect of Nazi policy towards unemployment. Hitler had introduced conscription and this put unemployed men into the army. At the same time industries relating to the production of weaponry grew and increased the need for male workers.'

Level 5 Conclusion on issues of proof [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: AO 1, 2, 3

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

Level 1 Answers that copy / paraphrase the source OR unsupported assertions [1]

e.g. 'I am surprised they thought it might inflict moral harm.'

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

e.g. 'I am not surprised that there was a desperate shortage of workers.'
 'I am not surprised because of the Nazi policy / attitude towards women.'

Level 3 Valid answer but fails to explain surprised / not surprised [4]

e.g. 'Nazi policy was that women had a duty to remain at home as child-bearers and as supporters of their husbands. Women were encouraged to have as many children as possible and were positively discouraged from working. They were expected to increase the size of the Aryan race.'

Level 4 Explains surprised OR not surprised by content of source checking against contextual knowledge [5-6]

e.g. 'I am surprised that a top Nazi wants to employ women as their policy was against this.'
 'I am surprised that women were being turned away when they were required for the war effort.'

OR

e.g. 'I am not surprised by this source and what was said about women. The minister, Goering and of course Hitler had to be seen as supporting the Nazi policy towards women. This policy was that women had a duty to remain at home as child-bearers and as supporters of their husbands. They were not considered equal. Women were encouraged to have as many children as possible and were positively discouraged from working. They were expected to increase the size of the Aryan race. Working would affect their ability to carryout this role.'

Level 5 Explains surprised AND not surprised [7]

Both sides of Level 4.

5(a) In what ways did Hitler and the Nazis change tactics following the Munich Putsch?

Target: AO1

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

e.g. 'He realised whilst in prison that the Nazis would not be able to change power by force.'

'They would have to work within the democratic system but once in power they could destroy that system.'

'He began to rebuild the Nazi Party to make it acceptable to the electorate by making the party less extreme.'

'He persuaded members of the party to adopt the original 25-point programme.'

5(b) Explain why few people voted for the Nazis before 1930.

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]**

e.g. 'Because they did not appeal.'

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

(One mark for each point.)

e.g. 'Stresemann's policies were successful with Germany improving economically.'

'There was very little support for extremist parties.'

'The party was banned until 1925.'

'This was a period of stability. Moderate parties were elected.'

'There was more social freedom under the moderate parties.'

'People were put off by the Munich Putsch.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'There was political stability in Germany in the 1920s despite the constitutions use of proportional representation. Politically the public were voting for the 'moderate' parties such as the SPD who constantly attracted between 20% to 30% of the vote thus helping to maintain the government in office.'

Level 4 Explains TWO reasons [6]

5(c) 'The effects of the Depression were the main reason why Hitler became Chancellor of Germany by 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]

e.g. 'There was more than one reason for Hitler becoming Chancellor.'

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

e.g. 'Hitler promised employment and thus gained support.'
 'The Nazis exploited the government's problems by holding huge rallies.'
 'Hitler and the Nazis were anti-communist.'
 'Hitler and the Party appealed to nationalists.'
 'Many women gave their support.'
 'There was a lot of political in-fighting that brought a number of Chancellors in a short space of time.'

Level 3 Explains Depression OR other reasons [4-6]

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

e.g. 'As a result of the impact on American business of the Wall Street Crash American banks called in the loans they had made to Germany. Without these loans German industry could not operate. Factories closed and millions lost their jobs. Hitler promised to restore the German economy and get the men back to work. This obviously appealed to the millions out of work and in 1932 Hitler was the leader of the Party holding the largest number of seats in the Reichstag.'

OR

e.g. 'After the July 1932 Reichstag elections, the Nazis were the largest single party. Hitler demanded the post of Chancellor but was refused it by Hindenburg who did not trust him. Papen lost most of his support in the Reichstag and in the November 1932 election there were signs that the Nazis were losing support and Hitler's claim was rejected in favour of Schleicher. He resigned within a month. To everyone's surprise Hitler was offered the post on 30 Jan 1933 as Papen and Hindenburg thought they could control Hitler.'

Level 4 Explains Depression 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 different types of Nazi propaganda.

Target: AO1

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

e.g. 'Emphasis of order – huge rallies, marches and torchlight processions such as those at Nuremberg, bringing colour and excitement.'

'The message - Hitler's brilliant speeches.'

'Internationally – the Olympics – an international showcase for the superiority of the Aryan race.'

'The media – control – publication of Nazi ideas only – films, newspapers, books, paintings – the Nazi message.'

'Brain washing – posters, radio, loudspeakers – bombardment of the message.'

6(b) Explain why Kristallnacht took place.

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]**

e.g. 'It was propaganda.'

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

e.g. 'To revenge the killing of a diplomat.'

'It was part of Nazi policy to discredit Jews.'

'Jews were not German citizens.'

Hitler was anti-semitic.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'A Jewish student shot dead a German diplomat in the embassy in Paris in November 1938. The authorities in Germany reacted by ordering widespread attacks on Jewish homes, businesses and synagogues.'

Level 4 Explains TWO reasons [6]

6(c) 'Terror was the most effective method used by the Nazis to control the German people.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They used ruthless methods.'

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

e.g. 'Many German citizens lived in fear of the SS and Gestapo.'
 'People were controlled in school and the Hitler Youth.'
 'Propaganda was a method of control.'
 'The Nazis controlled judges and the courts.'

Level 3 Explains terror OR other methods [4-6]

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

e.g. 'Many people lived in fear and terror. Hitler set up a police state in order to remove opposition to the Nazis. The police had powers to do what they wanted. The SS was responsible for carrying out racial policies of the Nazis. One unit was responsible for concentration camps. The Gestapo was the secret police. Their job was to search out opponents. They used informers to uncover any attempts to organise opposition. They could arrest citizens on suspicion and send them to concentration camps without trial or explanation. They sought information from informers.'

OR

'Hitler realised the importance of propaganda. He used different methods to put across a limited range of ideas time and time again and ensured other ideas gradually disappeared. Propaganda was organised by Goebbels who got the message across through cheap radios and loudspeakers. Spectacular rallies were held to show the strength of Germany and to encourage patriotism. The German people were indoctrinated.'

Level 4 Explains terror AND other methods [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.**
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]

e.g. 'The cartoon shows a skeleton holding a poster.'
 'The poster shows a man being threatened with a gun.'

Level 2 Secondary message [3]

e.g. 'Russian people are badly treated / starving / dying / in poverty.'

Level 3 Secondary message supported by details of cartoon or contextual knowledge [4]

e.g. 'Russian people are living in poverty. This is shown in the source with the skeleton like figure dressed in poor clothes.'

Level 4 Main message of cartoon identified [5]

e.g. 'The message of this cartoon is that Russia is controlled by terror and repression.'

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

e.g. 'The message of this cartoon is that Russia is controlled by terror and repression. This message is supported by the cartoon which shows an under-fed skeleton-like figure being forced to say he is happy. The secret policeman is forcing this by holding a gun to the skeleton's back and has a whip ready to punish the skeleton if it does not do as instructed.'

OR

'The message of this cartoon is that Russia is controlled by terror and repression. During the 1930s Stalin carried out his purges and period of great terror where any threats to his rule were removed by death being sent to labour camps. At this time many Russians escaped to France.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

- 4(b) **Study Source C.**
Why was this photograph 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 [1-2]

e.g. 'The source shows Stalin holding a young girl.'

Level 2 Focus on context of source with no valid message or purpose [3]

e.g. 'In Russia at this time there were many pictures, posters and statues of Stalin. Writers competed to produce the most glowing tributes to his achievements. Stalin's speeches ended to continuous applause.'

Level 3 Asserts message of poster but with no development [4]

e.g. 'The message is that Stalin is a fatherly figure.'
 'Stalin is the man of the people.'
 'Children loved Stalin.'

Level 4 Explains message using source or contextual knowledge

OR

Asserts purpose of poster but with no development [5]

e.g. 'The message is that Stalin is a fatherly figure. He can be seen being friendly to a young girl who is sat on his knee.'

OR

e.g. 'This photograph was published to create an image of Stalin that was a 'kindly, father figure'.
 'To project a belief of Stalin as a paternal / kind / benign leader.'

Level 5 Valid explanation of purpose [6]

e.g. 'This photograph was published to create the belief that Stalin was a 'kindly father figure' – their god. The propaganda created a view for the ordinary Russian of a man who was all-powerful and all-knowing. There were pictures and posters everywhere. He was their real hero who cared about them. This developed into the Cult of Personality.'

- 4(c) **Study Source B.**
How far does this source explain why Stalin became leader of the Communist party in 1924? 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]

e.g. 'It does explain as the source suggests Trotsky underestimated Stalin.'

Level 2 Asserts usefulness of content [2]

e.g. 'This source explains that Stalin became leader because Trotsky underestimated him.'

Level 3 Identifies limitations of source [3]

e.g. 'The source does not mention about Stalin being General Secretary and able to appoint his supporters into positions of influence.'

Level 4 Accepts source as being full proof – uses information from source and/or contextual knowledge as support [4]

e.g. 'As Lenin was dying there were few people in the USSR who had any doubts that Trotsky would win. But whilst being brilliant Trotsky was also arrogant and as the source says he completely underestimated Stalin as a rival and therefore was lulled into a false sense of security. He also failed to build up support within the ranks of party.'

Level 5 Explains other reasons using contextual knowledge [5-6]

e.g. 'Trotsky frightened many people in the USSR. He argued that the future security of the USSR lay in trying to spread permanent revolution across the globe until the whole world was Communist. Stalin proposed that in future the party should establish 'socialism in one country'. This was much more appealing to the party.'

Level 6 Addresses 'how far' [7]

Both Level 4 and Level 5.

5(a) What were the main grievances of the Russian people in the early twentieth century?

Target: AO1

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

e.g. 'Living and working conditions for most peasants were dreadful. Famine and starvation were common.'

'Farming was backward as was industry.'

'No basic education.'

'The wealth and privileges of the aristocracy.'

'There was a housing shortage causing overcrowding and squalor.'

'Pay was low and hours of work long.'

'Russia had no parliament or elections and so the Tsar had total power.'

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

'The Tsar was supported by the Okhrana, his secret police.'

5(b) Explain why Tsar Nicholas II was able to remain in power in 1905-6.

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]

e.g. 'He made concessions.'

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

(One mark for each point.)

e.g. 'He issued the October Manifesto.'

'The middle classes wanted an end to the revolution.'

'He did not allow opposition.'

'Russia was ready for change.'

'He split his opponents.'

'He offered the middle classes what they wanted.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties. He issued the October Manifesto which promised that elections would be held and a parliament called the Duma established. This was what the middle classes wanted.'

Level 4 Explains TWO reasons [6]

5(c) How successfully did the Tsarist regime deal with the difficulties of ruling Russia between 1906 and 1914? Explain your answer.

Target: AO1, 2

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

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

e.g. 'Not very well.'

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

e.g. 'The Duma achieved very little.'
 'Stolypin came down hard on revolutionaries.'
 'Stolypin improved conditions for peasants.'
 'Strikes were increasing including one in the Lena gold field.'
 'There was repression.'
 'Unemployment and hunger increased worsening relations.'
 'The issue of Rasputin.'
 'Poor organisation of the war effort.'

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

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

e.g. 'Stolypin, the Tsar's chief minister from 1906-1911, introduced land reforms. He helped peasants buy land and set up farms. This improved food supplies to the towns. Stolypin introduced a health insurance scheme and improved elementary education.'

OR

'The first Duma met in 1906. The assembly was dominated by the Cadets as the revolutionaries refused to take part. The Duma demanded further concessions from the Tsar, including land redistribution and the use of the death penalty. The Tsar simply dissolved the Duma.'

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 'how successfully' [10]

6(a) What were the main features of Russian agriculture under the New Economic Policy?

Target: AO1

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

e.g. 'Peasants were given an incentive to produce more food.'
'State control was relaxed.'
'Peasants were allowed to make a profit on what they produced.'
'It was more capitalist with a free market.'
'Market stalls appeared in the towns.'
'By 1926-7 production had returned to pre-1914 levels.'

6(b) Explain why Stalin considered the kulaks to be 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]

e.g. 'They were holding up his plans.'

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

(One mark for each point.)

e.g. 'They were an obstacle to collectivisation being introduced.'
'They were an obstacle to Stalin controlling the countryside.'
'The kulaks owned their own land.'
'The kulaks refused to hand land and produce.'
'They were richer type peasants who did not reflect true Communism.'
'They were a barrier to socialism.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Stalin wanted to introduce collectivisation. The kulaks were opposed to this as they owned their own land and sold their produce to make a living and so refused to hand anything over. In the end kulaks burnt their crops and slaughtered their animals to prevent Communists requisitioning them.'

Level 4 Explains TWO reasons [6]

6(c) How successful were Stalin's Five-Year Plans? 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]

e.g. 'They were very successful.'

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

e.g. 'It is impossible to say.'

'Soviet industry developed spectacularly.'

'The USSR became a great industrial power.'

'Workers were treated badly as they were encouraged to produce more under harsh conditions.'

Level 3 Explains success OR areas of failure [4-6]

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

e.g. 'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power. Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target even the least successful had grown nearly 50%.'

OR

'An endless barrage of propaganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard. With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded run down buildings. Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

Level 4 Explains success AND areas of 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 2 – DEPTH STUDY - USA, 1919-1941

- 4(a) **Study Source B.**
How useful is this source for an historian studying the New Deal? 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 Simplistic evaluation / identifies usefulness from source / general assertions [1]

e.g. 'It is very useful as it shows men and women on an NRA march.'

Level 2 Asserts usefulness of content [2]

OR

Argues not useful because of bias / purpose

e.g. 'It is useful as the NRA was an important aspect as they wrote a song about it which was popular.'

OR

e.g. 'This source is not useful as it is obviously biased towards the New Deal and the NRA was part of the New Deal and so we cannot trust it.'

Level 3 Not useful because of limitations of content AND / OR context [3]

e.g. The source is not really useful as it does not tell us about all aspects of the New Deal. It does not tell us about the setting up of 'alphabet agencies or the opposition encountered by Roosevelt.'

Level 4 Explains usefulness OR limitations – with contextual knowledge to support [4-5]

e.g. 'This source is very useful for an historian studying the New Deal. It shows an important aspect of the New Deal, the NRA. It shows that leaders of industry are prepared to follow the introduction of the NRA. As it says, 'We are doing our part'. It is being looked on approvingly by the President. The NRA encouraged the development of an employment code which if accepted allowed them to display the blue eagle and be favoured by government when contracts were awarded.'

OR

e.g. 'This source is not very useful because it does not tell us that within three weeks of his inauguration, Roosevelt had set up a number of 'alphabet agencies' such as the CCC. Here work was provided for unemployed young men on a whole range of environmental projects in the countryside which helped to reduce soil erosion. Many did criticise this as being forced labour.'

Level 5 Explains usefulness AND limitations – with contextual knowledge to support [6]

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: 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]

e.g. 'The cartoon shows Roosevelt pushing a man back into the water.'
'Roosevelt is pushing Uncle Sam (USA) into Depression.'

Level 2 Secondary message [3]

e.g. 'America is going back into depression.'
'Roosevelt is pushing the USA back into depression.'

Level 3 Secondary message supported by details of cartoon and / or contextual knowledge [4]

e.g. 'America is going back into depression. Roosevelt is shown as though he is pushing Uncle Sam under the water.'

Level 4 Main message of cartoon identified [5]

The cartoon centres around the actions of the Supreme Court – idea of force / coercion.

e.g. 'The message of the cartoon is that Roosevelt is not being allowed to rescue the USA.'
'The US is being prevented from making a recovery.'
'The Supreme Court is preventing Roosevelt from bringing recovery to the USA.'

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

e.g. 'The message of the cartoon is that Roosevelt is not being allowed to rescue the USA as he is shown pushing Uncle Sam back into the water which is labelled Depression rather than allowing him into a boat labelled 'National Recovery'.

OR

'The message of the cartoon is that Roosevelt is not being allowed to rescue the USA as the Supreme Court has decided that an important part of the New Deal is illegal. The Court had declared that the National Recovery Administration was illegal. This followed a case against the Schechter Poultry Corporation who had been found guilty of breaking NRA regulations. The court ruled the NRA illegal and Roosevelt thought the New deal may have to be abandoned.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

4(c) Study Source D.
How far does this source explain why some Americans hated Roosevelt's New Deal? 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]

e.g. 'The New Deal does not support hard work.'

Level 2 Asserts usefulness of content [2]

e.g. 'This source does explain as it shows how the rich were being penalised by the New Deal.'

Level 3 Identifies limitations of source [3]

e.g. 'The source does not give any information about some aspects of the New Deal for example it wasn't doing enough to help the poor.'
'This source is limited about the New Deal as it is by an opponent and is therefore biased.'

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

e.g. 'The wealthy were wealthy because they had worked hard, been careful with their money and yet they were being punished through higher taxes. This money was then given to people for doing nothing or doing unnecessary jobs. This approach discourages the hard worker.'

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

e.g. 'Some people hated the New Deal because it was expensive and yet was not doing enough to help the poor. Despite the New Deal measures, many American remained desperately poor. The hardest hit were African Americans and the poor in farming areas.'

Level 6 Addresses 'how far' [7]

Both Level 4 and Level 5

5(a) Describe the Republican government's economic policies in the 1920s.

Target: AO1

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

e.g. 'There was a belief that the government should play as little a part as possible in economic life.'

'Government should give big business what it wanted.'

'Taxation was kept low this allowed for investment and spending.'

'There was protection against cheap imports.'

'There was a laissez-faire policy.'

'The Republicans allowed the development of trusts.'

5(b) Explain why many American farmers suffered financial difficulties in the 1920s.

Target: AO1, 2

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

e.g. 'They had no money.'

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

(One mark for each point.)

e.g. 'The demand from Europe fell.'

'Canada was more efficient.'

'Because of over-production.'

'Increased use of more modern, efficient machinery.'

'Loans could not be repaid.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery such as the combined harvester made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'

Level 4 Explains TWO reasons [6]

5(c) 'Hire purchase credit was the most important reason for the economic boom in the USA.' 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]

e.g. 'The main reason was improve to industry.'

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

e.g. 'The government believed in laissez-faire.'
 'Taxation was low.'
 'Tariffs protected home produced goods.'
 'Trade unions were discriminated against.'
 'New technology created consumer goods.'
 'Credit facilities became readily available.'
 'The expansion of the car industry boosted the economy.'

Level 3 Explains credit OR other reasons [4-6]

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

e.g. 'The introduction of credit purchases gave opportunities for people to own goods whilst paying for them by instalments. This encouraged the consumer boom as this form of credit was readily available. Mail-order catalogues gave people in every part of the country the chance to benefit from the consumer boom by paying a small deposit with the rest in weekly or monthly instalments.'

OR

'The expansion of the motor industry boosted the whole economy as more and more cars were bought. It stimulated other industries such as the oil industry, the construction industry as well as steel, rubber and glass.'
 'The USA was rich in raw materials such as oil, iron ore and coal and did not have to purchase these abroad keeping down costs.'

Level 4 Explains credit 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 what happened to the Bonus Marchers.

Target: AO1

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

e.g. 'The government saw the gathering of the Bonus Marchers as a revolutionary threat and Hoover refused to meet the marchers or their demands.'

'Hoover called in the army to evict the marchers from their camps. They used tear gas and burned the camps.'

'The veterans, and their families, were driven out of Washington DC.'

'Hoover claimed that most of the marchers were communists and criminals.'

'Some marchers were killed / injured.'

6(b) Explain the reasons for the Wall Street Crash in 1929.

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]**

e.g. 'There was a panic.'

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

(One mark for each point.)

e.g. 'Because of credit buying.'

'Because of speculation on the stock market.'

'The economy was slowing down.'

'Share prices stopped going up.'

'Speculators tried to sell to save something.'

'There was over-production.'

'Some companies were over-valued.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'People were allowed to buy 'on the margin' where they paid only a small percentage of the real price. Then re-selling at a profit and paying of the balance. Banks were happy to lend money but everything depended on the price going up. In 1928 shares prices did not rise as much as the economy was slowing down. Some speculators began to sell.'

Level 4 Explains TWO reasons [6]

- 6(c) 'The most important reason why Roosevelt won the election of 1932 was because he fought an effective campaign.' 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]

e.g. 'No, it was the fact that the people did not want Hoover.'

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

e.g. 'Hoover offered little until it was too late.'
'Hoover was reluctant to change his basic policies.'
'Because of Hoover's treatment of the Bonus Marchers.'
'Roosevelt offered a 'New Deal'.
'Roosevelt travelled the country.'

Level 3 Explains Roosevelt' campaign -OR other reasons [4-6]

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

e.g. '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 was confident of victory but left nothing to chance. He went on a grand train tour of the USA in the weeks before the election and mercilessly attacked the attitude of Hoover and the Republicans. He made 16 major speeches.'

OR

'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. He believed 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 campaign often received a hostile reception with his train being pelted with eggs and tomatoes. Many were convinced 'a vote for Hoover was a vote to do nothing'.'

Level 4 Explains Roosevelt's campaign 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.**
Are you surprised by this source? Use the source and your knowledge to explain your answer.

Target: AO1, 2, 3

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

Level 1 Answers that express surprise / not surprised using surface features of source / general assertions / everyday empathy – no context [1-2]

e.g. 'I am surprised it says Mao's wanted people to speak out.'
 'I am not surprised that Mao wanted to settle issues.'

Level 2 Valid answer but fails to explain surprised / not surprised [3]

e.g. 'At the time Mao believed it was a time for reflection and constructive criticism.'

Level 3 Explains purpose of source [4]

e.g. 'I am not really surprised at this source. Mao is justifying his reasons for launching the Hundred Flowers campaign.'

Level 4 Surprised OR not surprised by content of source checking against contextual knowledge [5-6]

e.g. 'I am surprised as encouraging criticism from intellectuals would undermine the unity of the Party. Many of Mao's opponents in the CCP thought there should be stricter controls over debate rather than less.'

OR

'I am not surprised Mao was being open. The Communist Party was now securely in control in China and serious opposition had been eliminated. The targets of the first Five Year Plan had been achieved a year early but Mao believed there was a danger of bureaucracy preventing further economic progress. Mao saw the campaign as an opportunity for reflection and constructive criticism to help to move the Party on.'

'I am not surprised as Mao had cooked up a devious plan. He was encouraging openness but it was a devious trap and that he was encouraging his opponents to speak out so he could identify them and remove them for re-education.'

Level 5 Surprised AND not surprised by content of source checking against contextual knowledge [7]

Both sides of Level 4.

4(b) **Study Source C.**
Why was this photograph taken? Use the source and your knowledge to explain your answer.

Target: AO1, 2, 3

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

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

e.g. 'It was taken to show what the Red Guards looked like.'
 'So people could see a picture of Mao.'

Level 2 Focuses on context of source with no valid message or purpose [2]

e.g. 'At that time anything considered a luxury or a threat such as libraries and books were destroyed. Anything anti-revolutionary was crushed.'
 e.g. 'The photograph was taken to show that the Red Guards all read Mao's Little Red Book.'

Level 3 Asserts message of the photograph but with no development [3]

e.g. 'The photograph was taken to show support for Mao's policies.'
 'To show Mao way is the correct way.'

Level 4 Explains message of source

OR

Asserts purpose of taking the photograph but with no development

[4]

e.g. 'The message of this photograph is that Mao's way is the correct way. This can be seen from the source which shows a large picture of Mao looking down approvingly on the Red Guard.'

OR

e.g. 'The purpose to encourage more young people to join the Red Guard and follow Mao's thinking and message.'

Level 5 Valid explanation of purpose

[5-6]

e.g. 'The purpose is to encourage more young people to join the Red Guard and follow Mao's thinking and message. Red guards are supporting Mao's thoughts from his Little Red book in which he wanted the young people to rise up and rid China of the anti-Communist elements within society as a whole. They followed the Red Book of Mao and became a cult. At that time anything considered a luxury or a threat such as libraries and books were destroyed. Anything anti-revolutionary was crushed.'

- 4(c) **Study Source D.**
What is the message of this poster? Use the source and your knowledge to explain your answer.
 Target: AO1, 2, 3

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

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

e.g. 'The source shows a group of young people sweeping up.'
 'The source shows an image of Mao.'

Level 2 Secondary message [3]

e.g. 'Young people are following Mao.'

Level 3 Secondary message supported by details of the cartoon / contextual knowledge [4]

e.g. 'Young people are following Mao this can be seen in the cartoon as there is an image of Mao shown above the activities of the young people.'

Level 4 Main message of poster identified [5]

e.g. 'Everything unacceptable is being swept away.'
 'Young people will defeat the capitalists.'
 'Mao is overseeing a move to a better future.'

Level 5 Main message supported by details of the poster OR by contextual knowledge [6]

e.g. 'The message of this poster is that everything unacceptable is being swept away. Mao is shown overseeing a revolution by young people. This message is supported in the poster by the actions being supported by Mao whose image is shown above what is happening. The source also shows the Red Guards pushing away books and people belonging to a different lifestyle.'

OR

'The message of this poster is that Mao is overseeing a revolution by young people. This was published at the time of the Cultural revolution where Mao used the Red Guards used the Red Guards to achieve his aim of reasserting his authority and removing political opposition. Violence was used to achieve his aims. Anything considered a luxury or a threat such as libraries and books were destroyed. Anything anti-revolutionary was crushed.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5.

5(a) Describe the modernisation programme introduced by Chiang Kai-shek before 1934.

Target: AO1

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

e.g. 'He carried out Sun's 'Three principals'.
'New Chinese-owned factories were built.'
'Railway and road communications were improved.'
'More Chinese were educated than ever before.'
'Foreign trade was increased.'
'China regained control of the customs service and collection of duties.'
'Cities such as Shanghai became thriving industrial and commercial centres.'

5(b) Explain why Chiang Kai-shek turned on the Communists after 1931.

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]

e.g. 'The Communists were a threat.'

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

e.g. 'Chiang was determined to crush Communist rule in Jiangxi province.'
'He was concerned at the growing power of the Communists following the defeat of the warlords.'
'The Communists were a threat to the landlords.'
'The bloody purge was not fully successful.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Chiang was concerned about the growing threat of the Communists following his defeat of the warlords. He feared that the Communists would threaten the wealth and power of the landlords who supported him. Chiang therefore turned his attention to defeating the Communists. He led a bloody purge against them with many Communist leaders being imprisoned. He drove many to rural strongholds such as Jiangxi. The purge turned into full-scale Civil War by 1931.'

Level 4 Explains TWO reasons [6]

5(c) How far was the Long March a complete success? 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]**

e.g. 'It was as it achieved its aims.'

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

e.g. 'The March spread Communist Propaganda.'
'It helped Mao's ascent to power.'
'It helped unite three different groups of Communists.'
'Many Communists died or defected.'
'The continuing Civil War affected the actions of the Japanese.'

Level 3 Explains complete success OR not [4-6]

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

e.g. 'As it marched, the Red Army spread communist ideas amongst the Chinese peasants. It was such a memorable event that millions of peasants could not forget the Long March and the new Communist leader Mao. The peasants took heart from the determination and dedication of the marchers. As a result of this, the Long March began the ascent of power of Mao.'

OR

'The most obvious way in which the Long March can be seen as a failure stems from the fact that many Communists died and even defected. As an indication of the scale of casualties the membership of the CCP dropped from about 300,000 to 40,000. It might have been a memorable event but it came at a high human cost for the Communists.'

Level 4 Explains complete success AND not [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 changes Mao brought to the lives of women in the early 1950s.

Target: AO1

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

e.g. 'He introduced the Marriage Reform Law (1950) which banned forced marriages and made divorce easier.'

'Women could now divorce men and not just the other way round.'

'Women's property rights were now considered equal to men's.'

'Mao introduced nurseries so women could contribute towards industrial and agricultural development.'

'Concubinage was banned.'

6(b) Explain why Mao introduced communes.

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]**

e.g. 'To change China.'

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

(One mark for each point.)

e.g. 'To improve the output of industry and agriculture.'

'To meet targets.'

'To run schools, hospitals and roads.'

'To organise China's vast peasant labour force.'

'To speed up the change to Communism.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Mao believed that China had become backward-looking again and needed a new revolution to inspire the people. In his words they needed a Great Leap Forward. He wanted ordinary people to get involved in small scale industry. The co-operatives were to be joined together as communes to meet both industrial and farming targets.'

Level 4 Explains TWO reasons [6]

6(c) How successful were Mao's attempts to make China a great industrial power between 1953 and 1961? 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]

e.g. 'There was partial success.'

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

e.g. 'Early targets were met.'
 'Improved transport moved vital goods and raw materials.'
 'The population of the towns soared as peasants moved to the newly created jobs.'
 'The Great Leap Forward failed.'
 'Some Chinese were starving.'
 'Attempts were hampered by poor agriculture.'

Level 3 Explains success OR failure [4-6]

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

e.g. 'Following the introduction of the Five Year heavy industry plan (1953) the targets had been exceeded by 1957. Output was set to double but in fact increased by 120% and in some cases more. This revolution was helped by Russian aid and technical assistance. It ensured a better transport system more suited to the needs of developing industry.'

OR

'Under the Great Leap Forward thousands of 'backyard' factories proved to be inefficient and wasteful. Much of the iron and steel was of low quality and could not be used. Much needed expertise was lost when Russia withdrew aid and technical assistance.'

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

What is the message of this source? Use the source and your knowledge to explain your answer.

Target: AO1, 2, 3

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

Level 1 Uses surface features of cartoon only [1]

e.g. 'The Kaiser is shown looking down on other people.'
'The Kaiser has had a dream.'

Level 2 Secondary message [2]

e.g. 'The Kaiser is powerful.'

Level 3 Secondary message supported by details of the postcard / contextual knowledge [3]

e.g. 'The Kaiser has had a dream. He has had a dream about controlling other countries.'

Level 4 Main message of cartoon identified [4]

e.g. 'The message of the cartoon is that the Kaiser thinks he will gain control over many nations / wants world control.'
'We have got to stop the Kaiser before he takes over the world.'
The cartoon is mocking the Kaiser's dream.'

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

e.g. 'The message of this cartoon is that the British think the Kaiser wants to build up a great empire at the expense of a large number of countries. To support this message the Kaiser is shown in the cartoon larger than life so he is looking down on the figures of many different countries who are bowing to him. The words on the cartoon support that view as they say the Kaiser has had a dream that, 'The world is mine'.'

OR

'The message of this cartoon is that the British think the Kaiser wants to build up a great empire at the expense of a large number of countries. During the early part of the twentieth century most of Europe and parts of the world were ruled by great empires including the British and French. The British navy was patrolling the oceans and was larger than both the German and Austro-Hungarian navies put together. Britain and Germany had become great rivals and Germany wanted to match Britain and get its share. This postcard represents that view as Germany had gone to war in 1914 believing they would achieve success.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [6]

Both sides of 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 0 No evidence submitted or response does not address the question [0]

Level 1 Answers that express surprise / not surprised using surface features of source / general assertions / everyday empathy [1-2]

e.g. 'I am surprised Lloyd George was not worried that the Kaiser was on holiday.'
 'I am surprised Lloyd George should be listening to an influential Hungarian lady.'
 'I am not surprised as memory plays tricks and this was written sometime after the events.'

Level 2 Valid answer but fails to explain surprised / not surprised [3]

e.g. 'By 1911 Serbia had emerged as the most powerful country in the Balkans. Austria had decided Serbia should be dealt with and were looking for a good reason. The murder gave that reason. Diplomatic effort indicated that Austria had German support and gave Serbia an ultimatum. The Serbs were refused time to consider by Austria who declared war. Surely the Foreign Office would realise the gravity and have advised Lloyd George accordingly?'

Level 3 Explains purpose of source [4]

e.g. I am not really surprised with this source. It is from Lloyd George's memoirs and he would be using these to show that he was not a fault. It was putting the blame on the Foreign Office for not making correct interpretations of the situation.'

Level 4 Surprised / not surprised by content of source checking against contextual knowledge [5-6]

e.g. 'I am surprised that Lloyd George considers he remembers thinking that the British government was taking the crisis too calmly. The Balkans was a very unstable area. Since the first crisis Austria had felt it would be backed by Germany. By 1911 Serbia had emerged as the most powerful country in the Balkans. Austria had decided Serbia should be dealt with and were looking for a good reason. The murder gave that reason. Diplomatic effort indicated that Austria had German support and gave Serbia an ultimatum. The Serbs were refused time to consider by Austria who declared war. This began the chain of events which led to the countries of the Triple Alliance and Triple Entente declaring war against each other. '

OR

'I am not surprised that Lloyd George wants to remember the events in this way. After all these are his memoirs and he wants to give a view of calmness and control at the time showing the British government in control. After all he is writing in 1938 and does not want to cause concern and worry as a second war approaches. Also as a government minister he might not have been appraised of all the details and is just using hearsay.'

CONT/

Level 5 Surprised and not surprised by content of source checking against contextual knowledge [7]

Both sides of Level 4.

- 4(c) **Study Source D.**
Why was this cartoon published in August 1914? 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 Source used for information / general assertions [1]

e.g. 'The source shows German is waving a large stick.'
 'Germany is threatening Belgium.'

Level 2 Focus on context of source with no valid message or purpose [2]

e.g. 'The Germany army wanted to avoid war on two fronts. Soon there mighty German army was moving through Belgium and towards the French border. This was part of the Schlieffen Plan.'

Level 3 Asserts message of the poster but with no development [3]

e.g. 'Germany is behaving aggressively.'
 'Belgium is being heroic.'
 'Belgium is delaying Germany.'

Level 4 Explains message using source details or contextual knowledge

OR

Asserts purpose of the cartoon but with no development [4]

e.g. 'The message of the cartoon is that Germany is behaving aggressively. This is shown by the large figure in the cartoon is angry waving a stick at the small figure representing Belgium who is blocking the way.'

OR

e.g. 'The purpose of publishing the cartoon was to gain support for Britain declaring war on Germany.'

Level 5 Valid explanation of purpose [5-6]

e.g. 'The purpose of publishing the cartoon was to gain support for Britain declaring war on Germany. The British did not want a major country to occupy Belgium and use it to invade Britain. It helped to gain support for the British declaration of war. The British had also guaranteed the neutrality of Belgium and needed public support to take action.'

Level 6 As for Level 5, but in addition explains why the cartoon was published in August 1914 [7]

Level 5+ specific reference to the fact that Germany had invaded Belgium on the 4 August 1914.

5(a) What was the Entente Cordiale of 1904?

Target: AO1

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

e.g. 'It was an agreement between Britain and France.'

'It was a friendly agreement.'

'The two countries agreed to be on good terms and not quarrel over ownership of colonies.'

'In 1904 a friendly agreement was signed with France as Britain feared the threat of Germany and Russia.'

'France called it a 'friendly understanding'.'

5(b) Explain why the Kaiser became involved in Morocco in 1911.

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]**

e.g. 'To become more powerful.'

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

(One mark for each point.)

e.g. 'The Kaiser had been humiliated in 1905-6 over Morocco.'

'In 1911 the French tried to take over Morocco again.'

'The Kaiser wanted to set up a naval base.'

'To try and split France and Britain.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'In 1911 there was a rebellion against the Sultan of Morocco which was put down with French help. This was an opportunity for the French to take Morocco. The French were prepared to grant compensation to Germany. The Germans sent a gunboat to Agadir to challenge the French and to gain a share of Morocco. This alarmed Britain as they thought Germany was going to set up a naval base at Agadir to challenge Britain's naval supremacy.'

Level 4 Explains TWO reasons [6]

5(c) **'The assassination of Archduke Franz Ferdinand 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 [1-2]

e.g. 'Yes it was a short-term cause of war.'

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

e.g. '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's aggressive attitude was responsible for war.'

Level 3 Explains agreement OR disagreement [5-6]

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

e.g. 'Following the assassination at Sarajevo of the heir to the A-H throne Austria blamed Serbia and gave them an ultimatum. The Serbs could not accept and 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.'

OR

'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. Britain saw this as a threat to their control of the seas and their empire.'

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 U-boat warfare?

Target: AO1

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

e.g. 'Germany used their u-boats in an attempt to blockade Britain.'

'Britain could not produce all the food it needed and so had to import. It was the intention to stop these imports. By Spring 1917 Britain's supplies of food had reached crisis levels.'

'There was a need for industrial goods mainly from the Empire and they tried to stop this.'

'In February 1915 the seas around Britain were declared a war zone.'

'In March 1915 the Lusitania was sunk.'

'After Jutland a policy of unrestricted submarine warfare was adopted.'

6(b) Explain why the Battle of Jutland was important.

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]**

e.g. 'It was a major battle.'

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

(One mark for each point.)

e.g. 'It was the only major sea battle.'

'It was an attempt to break the blockade.'

'The German navy challenged British naval supremacy.'

'Following Jutland, Germany adopted a policy of unrestricted submarine warfare.'

'The German fleet never left harbour again.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'The blockade imposed by Britain on Germany was causing severe damage to Germany. Germany's new Admiral was aggressive to the point of attempting to break the blockade. The two navies met at Jutland. Germany had the better of the exchanges, sinking 14 British ships and only losing 11 ships. However the target was not met and the blockade remained.'

Level 4 Explains TWO reasons [6]

6(c) 'The Gallipoli campaign of 1915 failed because it was badly planned.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

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

e.g. 'There was more than one reason for its failure.'

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

e.g. 'The retreat of the ships lost the surprise element.'
 'The military failed to think out and develop a strategy that had a chance of success.'
 'The strength of the Turkish army was underestimated.'
 'The Germans had given vital training to the Turkish troops.'
 'The British troops were affected by the weather.'

Level 3 Explains agreement OR disagreement [5-6]

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

e.g. 'From the beginning the plan had little chance of success. The Turks knew well in advance about the planned Gallipoli landings and strengthened their defences. They had put mines in the water which resulted in the navy retreating. It had taken the British several weeks to organise the landings losing the advantage of surprise. The British used out of date maps for the landings and failed to remove the mines. On coming ashore they found the Turks at the top of steep hillsides firing down on them. No thought had been given as to what should be done.'

OR

'In summer the heat and dust were dreadful. Water was extremely scarce and had to be carried by mules in cans from supply ships. Flies were everywhere causing widespread dysentery leaving men too weak to fight. In hot weather the stench of rotting bodies became unbearable and disease was rampant. In winter the heat and dust turned to mud and snow and water poured down hills into the allied trenches. Soldiers were without overcoats and many died of exposure.'

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.**
Why do you think this picture was painted? Use details of the painting 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]

e.g. 'The painting shows people being shot at.'

Level 2 Focus on context of source with no valid message or purpose [2]

e.g. 'The Rowlatt Act banned public meetings and gathering fostering public unrest. Thousands of unarmed Sikhs met at an area known as Jallianwala Bagh. The British General Dyer saw this as defiance and ordered his men to face the gathering. Without warning the British opened fire and this painting shows what happened.'

Level 3 Asserts message of painting but with no development [3]

e.g. 'The artist painted the picture to give the message that innocent Indians were massacred.'
 'The Indians were unprepared for the actions of the British.'
 'The British were brutal.'

Level 4 Explains message of source

OR

Asserts purpose of the painting but with no development [4]

e.g. 'The artist painted the picture to give the message that innocent Indians were massacred. The painting shows the British lined up to the right shooting at, and killing / injuring, the virtually unarmed Indians.'

OR

e.g. 'The purpose of the artist was to discredit the British by recording the events of Amritsar.'
 'To gain support for growing nationalism.'
 'To gain sympathy for the way the British have treated them.'
 'To exaggerate events to promote outrage.'

Level 5 Valid explanation of purpose [5-6]

e.g. 'The purpose of the artist was to discredit the British by recording the events of Amritsar by showing the brutality of the British so as to gain public support for the growing nationalist movement. There was growing nationalism in India after the First World War and the 1919 Government of India Act made some concessions. There was grave concern that violence might erupt and so the Rowlatt Act was passed. The Rowlatt Act banned public meetings and gathering fostering public unrest. Thousands of unarmed Sikhs met at an area known as Jallianwala Bagh. The British General Dyer saw this as defiance and ordered his men to face the gathering and without warning the British opened fire. This events is recorded in this painting to support the abhorrence of people over the world at British behaviour thus gaining further support for the nationalist movement.'

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

Target: AO1, 2, 3

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

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

e.g. 'A man is driving a car with the word India on it.'

Level 2 Secondary message [3]

e.g. 'India is controlled by Britain.'
 'Britain is giving up some control.'
 'India is asking for increased self-control.'

Level 3 Secondary message supported by details from the source / contextual knowledge [4]

e.g. 'India is controlled by Britain. This can be seen in the cartoon by John Bull driving the car.'

Level 4 Main message of cartoon identified [5]

e.g. 'The message of this cartoon is that Britain will not relinquish control.'
 'The British do not think that India is ready for independence.'

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

e.g. 'The message of this cartoon is that Britain will not relinquish control. This is supported by the cartoon as the passenger is asking to be able to drive but John Bull, representing Britain, is saying that he will be close by to apply the brakes when things get out of control.'

OR

'The message of this cartoon is that Britain will not relinquish control. Since the end of the First World War there had been growing nationalism with India and the Act of 1919 had given a greater degree of control in provincial areas. Civil disobedience increased often led by Gandhi, including the Salt March. This increased unrest was due to the slow approach of the British. A Declaration in 1929 asserted that India should work towards Dominion Status. This would retain continuity in British policy towards India. This was further developed at the Round Table Conference of 1930, held in London.'

Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 5

4(c) Study Source D.

How far does this source explain why there was dissatisfaction with the 1935 Government of India Act? 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]

e.g. 'The source says what they wanted was a strong central government.'
'There was dissatisfaction because they did not get what they wanted.'

Level 2 Asserts usefulness of content [2]

e.g. 'The source does explain dissatisfaction as it shows that the Act split India into provinces without a strong central government.'

Level 3 Identifies limitations of the source [2-3]

e.g. 'The Act failed to grant India dominion status.'
'Some areas remained outside the new system.'
'The Act ignored religious rivalry between Hindus, Muslims and Sikhs.'

Level 4 Accepts source as being a full explanation – satisfied / dissatisfied – uses information in the source and may use contextual knowledge as support [4]

e.g. 'The split between Hindu and Muslim was now showing. Congress wanted a strong central government, which would inevitably be strongly Hindu. They did not want strong provincial governments which Muslims would probably be able to control.'

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

e.g. 'Despite concessions, Indian nationalists were not satisfied as the Act stopped short of actually granting India dominion status. Those pushing for the nationalist movement wanted this as it more or less made India completely independent, though still recognising the British monarch as head of state.'

Level 6 As Level 4 with evaluation of 'how far' [7]

Both Level 4 and Level 5.

5(a) Describe Britain's relations with its Empire immediately after the First World War.

Target: AO1

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

e.g. 'A number of countries were added as mandates of the League of Nations.'

'The Empire was seen by top politicians as very important.'

'The British Empire still reflected the belief that white people were more advanced than most non-white races.'

'People were encouraged to go and settle in some parts.'

'Imperialism was beginning to be questioned.'

'Increasing nationalism in the colonies was encouraging a campaign for independence.'

'In response the British government began to relinquish some of its hold.'

5(b) Explain the growth of Nationalism in the British Empire between 1919 and 1939.

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]**

e.g. 'Nationalism was developing.'

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

(One mark for each point.)

e.g. 'It was brought about by the changing view world-wide of imperialism.'

'People were looking towards the American approach.'

'Many wanted a government run by people of their own nationality.'

'There was a feeling that the colonies were being exploited.'

'There was a claim that their prosperity and development was being held back.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Britain was increasingly facing opposition from nationalists within British colonies.'

Growing political movements all over the empire started campaigning for independence.

People began to question the validity of imperialism. It seemed to many that it was only a matter of time before the empire became extinct.

Level 4 Explains TWO reasons [6]

5(c) How far was the Second World War responsible for bringing about the decline of the British Empire? 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]

e.g. 'The Second World War was just one reason of many.'

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

e.g. 'Growing nationalism played its part.'
 'The nature of method of rule and status of different countries played a part.'
 'Britain's economic and political position in the world was declining.'
 'Public support for imperialism was declining.'
 'The Labour Party was elected to power.'
 'The USA was hostile to imperialism.'
 'The United Nations came out firmly against imperialism.'
 'Macmillan's 'Wind of Change' speech.'

Level 3 Explains Britain's decline OR other reasons [4-6]

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

e.g. 'The Labour Party was voted into office after the war with their ideals of socialism which did not fit in with the concept of Empire. They quickly acknowledge that the Empire had no future. There was a shortage of money and the Labour Party wanted to use their money on rebuilding Britain rather than on preserving the Empire. The war had weakened Britain and they were not militarily strong enough to hold on to the Empire.'

OR

e.g. 'Suez was a disaster for Britain and its status. It was now clear to the whole world that Britain was not the force it had been before the Second World War. By invading Egypt, Britain had succeeded in mobilising international opposition against what was seen as aggressive imperialism. The Suez Crisis had exposed Britain's weaknesses and the British Empire was increasingly less relevant as a means of preserving Britain's economic and strategic protection.'

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) Describe 'partition' in India.

Target: AO1

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

e.g. 'The main reason was religious hostility between Hindus and Muslims. The Muslims feared Hindu domination.'

'Compromise attempt failed.'

'Jinnah called for a day of 'direct action' in support of a separate Pakistan. Fierce fighting followed and the country was on the verge of civil war.'

'Britain tried to get the Indians to adopt a more responsible attitude.'

Mountbatten decided partition was unavoidable but there would be less violence.'

6(b) Explain why the British government granted India's independence after the end of the Second 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]**

e.g. 'Because of the way the world had changed.'

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

(One mark for each point.)

e.g. 'The labour party had come to power.'

'It was realised sustained control over India was no longer feasible.'

'Because of the impact of the Second World War.'

'The USA exerted pressure on Britain.'

'It was the culmination of a process begun in 1919.'

'the declining importance of India to Britain.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'Britain was facing a desperate economic situation. Six years of war had drained Britain's financial reserves with debts of around 2,730 million. On top of this an enormous programme of reconstruction was required. Given this financial situation could they afford to maintain an empire and indeed was an empire in India desirable.'

Level 4 Explains TWO reasons [6]

**6(c) How successful was Mountbatten in his handling of India's independence?
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]

e.g. 'He was successful because it happened.'

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

e.g. 'He tried to avoid civil war by bringing forward the date of independence.'
 'The process was chaotic and resulted in significant loss of life.'
 'He was skilled in diplomacy at a very tense time.'
 'He addressed issues of potential problems, such as the princes.'
 'He worked well with Nehru and Gandhi.'
 'He failed to convince Jinnah that one state was the best option.'

Level 3 Explains success OR failings [4-6]

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

e.g. 'The Indian princes retained a degree of sovereignty and saw a chance to claim independence thus creating some 500 princely states, and chaos. He used his considerable personal skills to convince the princes of their obligations to their people to ensure a safe transition and also pointed out the cost if they were independent. They saw Mountbatten as their equal and were willing to accept his advice.'

OR

e.g. 'Atlee original decided to withdraw from India in 1948. However, with the threat of violence and civil war, Mountbatten decided that the situation called for action and he brought forward the date to 1947. Critics of Mountbatten claimed this decision was done in haste and that preparations were not sufficient to ensure a calm and stable transition period. When rioting broke out there were not enough British soldiers in place to deal with the situation. The whole process was chaotic and resulted in the loss of millions of lives.'

Level 4 Explains success AND failings [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 2: DEPTH STUDY – THE USA, 1945-1975: LAND OF FREEDOM?

- 4(a) **Study Source B.**
Why was this cartoon published? Use the source and your knowledge to explain your answer.

Target: AO1, 2, 3

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

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

e.g. 'The cartoon shows hysterical females.'

Level 2 Focus on context of source with no valid message or purpose [2]

e.g. 'Attacking Communists had gone out of fashion and many right-wingers now enjoyed attacking the extremes of feminism. At the time there was a proposal to amend the US constitution specifically to outlaw sex discrimination. Many were in favour of this but others thought women would be devalued if it was passed.'

Level 3 Asserts message of poster but with no development [3]

e.g. 'The anti-ERA campaigners are eccentric extremists.'

Level 4 Explains message using details of source or contextual knowledge

OR

Asserts purpose of the poster but with no development [4]

e.g. 'The message is that the anti-ERA campaigners are eccentric. They are shown as wild hysterical women.'

OR

e.g. 'The purpose of the cartoon is to encourage women to support the ERA by discrediting the anti-feminist extremist movements such as STOP ERA.'

'The cartoon was published to discredit the STOP ERA organisation and Phyllis Schlafly.'

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

e.g. 'The purpose of the cartoon is to discredit the STOP ERA organisation and Phyllis Schlafly and to encourage women to support the Equal Rights Amendment and ignore anti-feminist extremist movements such as STOP ERA. Attacking Communists had gone out of fashion and many right-wingers now enjoyed attacking the extremes of feminism. At the time there was a proposal to amend the US constitution specifically to outlaw sex discrimination. Many were in favour of this but others thought women would be devalued if it was passed.'

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

Level 1 Answers that express surprise using surface features of source / general assertions / everyday empathy [1]

e.g. 'I am surprised that the military had machines guns and ammunition.'
 'I am not surprised as the authorities wanted to deal with protests.'

Level 2 Valid answer but fails to explain surprised / not surprised [2-3]

'The American Indian Movement's most widely recognised movement was at Wounded Knee. A group of Native Americans occupied Wounded Knee. The National Guard was called out, protected by heavy weaponry, but the protestors were defiant. The siege ended after 71 days.'

Level 3 Surprised OR not surprised by content of source checking against contextual knowledge [4-5]

e.g. 'I am not surprised by this source because increased militancy from native Americans had attracted international attention following the occupation of Alcatraz Island. Also there was the birth of the American Indian Movement whose ideas quickly caught on. There followed further attacks including an attack on the Bureau of Indian Affairs causing \$1.5 million dollars. It is therefore not surprising that the authorities took strong action.'

OR

e.g. 'I am surprised that the National Guard was called out with so much fire power. To use such strength immediately attracted widespread media attention – something they really wished to avoid. Indeed changes were being introduced including the promise of self-determination for the Native Americans. The method of handling brought welcome publicity to the plight of the Native Americans.'

Level 4 Surprised AND not surprised by content of source checking against contextual knowledge [6-7]

Both sides of level 3.

- 4(c) **Study Source D.**
How useful is this source as evidence of the fight for civil rights by Hispanic Americans? 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]

e.g. 'It is useful because it tells you a little bit about the Hispanic-Americans.'

Level 2 Asserts usefulness of content

OR

Argues not useful because of purpose / provenance [2-3]

e.g. 'It is useful as it shows how they gained some improvements.'

'It is not very useful as it is from a school history book and this would give a view after the event which used hindsight.'

Level 3 Useful because of its content

OR

Not useful because of limitations of content [4-5]

e.g. 'The source is useful as it explains how identity, leadership and co-operation helped to organise strikes.'

OR

'The source is not really useful as it does not tell us about other activities which the Hispanic Americans undertook. There was the struggle for education and there was the struggle for land grants.'

Level 4 Useful because of its content

AND

Not useful because of limitations of content [6]

Both sides of Level 3.

Level 5 Uses inferences from source and Contextual knowledge to judge its usefulness in relation to the question [7]

e.g. 'This source is useful. For the Hispanic Civil rights Movement to copy black success, it would have to put together a number of campaigns rather than acting individually. Without a single unified leadership the process would be slow to succeed. This leader was Chavez who led protests of farm workers (grape pickers) which lasted five years.'

OR

e.g. 'It would have been more useful if it had gone on to say that the publicity gained as a result brought about positive developments the Nixon administration. The budget for the BIA was increased in 1973 with funds increasing considerably for improving the health of Native Americans.'

5(a) Describe the work of the House Un-American Activities Committee.

Target: AO1

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

e.g. 'The committee had the right to investigate anyone who was suspected of doing anything un-American.'

'Un-American mostly meant Communist activities.'

'They questioned a number of prominent Hollywood writers, producers and directors who were members of the Communist Party.'

'It could get people black-listed.'

5(b) Explain why the international situation created a 'Red Scare' in America.

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]**

e.g. 'Communism was becoming stronger.'

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

(One mark for each correct point.)

e.g. 'The USA was in the grip of extreme anti-Communism – it was a time of suspicion.'

'Relations between capitalist USA and Communist USSR had turned sour.'

'The Cold War had started.'

'Communism was spreading in Eastern Europe.'

'There was a communist revolution in China.'

'There was war in Korea and the Berlin Blockade.'

Level 3 Explains ONE reason [4-5]

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

e.g. 'America feared and distrusted the USSR as it was ideologically different. American believed it was their duty, and necessary for American security, to resist the expansion of Communism. US agents were spying on the USSR and the USSR was spying on the USA. The USSR had begun to expand into Eastern Europe setting up pro-Communist governments in many countries. Against this background there was suspicion to the point of hysteria in what was known as the Red Scare.'

Level 4 Explains TWO reasons [6]

5(c) How far was McCarthy responsible for his own downfall? 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]**

e.g. 'He was as he was obsessed by Communism.'

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

e.g. 'McCarthy was never popular.'
'Quality newspaper reporting damaged McCarthy.'
'People protested against his actions.'
'A TV programme discredited him.'

Level 3 Explains McCarthy OR other reasons [4-6]

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

e.g. 'McCarthy went too far when he began to accuse leading generals of having communist sympathies. Some of the hearings were televised and many people were shocked at his brutal way – banging the table with rage and abusing and bullying witnesses. He was condemned by the Senate and then foolishly attacked the President. McCarthyism was finished.'

OR

e.g. 'Under the radar of McCarthy's control opponents were gathering both pace and evidence against him. Many senators spoke against him including Senator Flanders from Vermont. Also quality newspapers such as the Washington Post produced sensible and balanced reporting that damaged McCarthy's credibility.'

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

Both sides of Level 3.

An answer that is not balanced to be given no more than 8.

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

6(a) Describe events in Birmingham, Alabama in 1963.

Target: AO1

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

e.g. 'In April 1963 Martin Luther King organised a march on Birmingham, Alabama.'
'Birmingham's police force was notoriously racist.'
'The police and fire officers turned dogs and hoses on the peaceful protesters in the full glare of the media.'
'The police arrested 1,000 protesters, including King, putting many in jail.'
'In May President Kennedy intervened forcing the police to release all prisoners.'
'In September a KKK bomb killed four black children.'

6(b) Explain President Johnson's contribution to improving civil rights.

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]**

e.g. 'He carried on the work of President Kennedy.'

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

(One mark for each point.)

e.g. 'On election he called for 'an immediate end to racial injustice'.
'He introduced the Civil Rights Act of 1964.'
'He appointed the first ever black Americans to the White House cabinet and the Supreme Court.'
'He passed the Voting Rights Act and ended the system of racial quotas for immigrants into the USA.'

Level 3 Explains ONE contribution [4-5]

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

e.g. 'Johnson signed a number of Acts. In 1954 he signed the Civil Rights Act which made it illegal for local government to discriminate in areas such as housing and employment. In 1965 the Immigration Act ended the system of racial quotas. Decisions on whether to allow immigrants into the USA were now based purely on the merits of the case.'

Level 4 Explains TWO contributions [6]

6(c) 'Malcolm X did more to improve civil rights than Martin Luther King 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]

e.g. 'They both played important parts.'

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

e.g. 'King represented the non-violent side of the Civil Rights Movement.'
 'He organised freedom marches in Birmingham.'
 'He spoke about his dream at the end of the march on Washington.'
 'Malcolm X urged people to meet violence with violence.'
 'He argued that African American rights should be regained using force.'
 'He was a leading figure in the Nation of Islam.'

Level 3 Explains Martin Luther King OR Malcolm X [4-6]

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

e.g. 'In 1963 King organised freedom marches and sit-ins in Birmingham, Alabama. The presence of media generated international interest in these peaceful protests. These protests were dealt with in a violent manner. Thousands of protestors were arrested, including King. Fire hoses were turned on the protestors and police dogs were used. The non-violence of King and the protestors were in violent contrast to the authorities actions and gave the protestors moral superiority. This also gained much support in the North where there had previously been ambivalence.'

OR

'Malcolm X felt that while King's victories in the South offered hope they were nothing more than token gestures. Malcolm X argued that African American rights had been taken by force, it would take an equal amount of force to regain them. Race riots increased in the mid 1960s across America leaving a lasting impression.'

Level 4 Explains Martin Luther King AND Malcolm X [7-9]

Both sides of Level 3.

An answer that is not balanced to be given no more than 8.

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

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