

History B (Modern World)

General Certificate of Secondary Education (Short Course)

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

Mark Scheme for January 2012

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

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

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

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Subject-specific Marking Instructions

- a. 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.
- b. 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.
- c. 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.
- d. Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e. 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.
- f. All marking should be in red.
- g. Half marks should not be used.
- h. Do not transfer marks from one part of a question to another.
- i. 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.
- j. 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.

- k. 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.
- l. 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.
- m. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n. 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.

- o. 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

| Question | | Answer | Marks | Guidance |
|----------|---|--|------------|----------|
| 1 | a | <p>Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>e.g. 'An aeroplane is on the edge of a cliff.' 'The League is ready to start.'</p> | 1-2 | |
| | | <p>Level 2</p> <p>Secondary message</p> <p>e.g. 'The cartoon is saying there will be peace.' 'The League represents change.' 'The League might succeed.'</p> | 3 | |
| | | <p>Level 3</p> <p>Secondary message supported by details of the cartoon / contextual knowledge</p> <p>e.g. 'The cartoon is saying the League represents change as the plane is ready to take off.'</p> | 4 | |

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| | | <p>Level 4</p> <p>Main message of cartoon identified</p> <p>The message must relate to the idea of the ‘New Order of Things’ – a positive future. The cartoonist is predicting an optimistic future. (Not ‘the League is going to fail’.)</p> <p>e.g. ‘The League represents a bright new future.’ ‘There is change which is wonderful and optimistic.’ ‘The League is leaving the ‘old order’ behind.’ ‘Things are going to get better / entering a ‘new age’. ‘the league is giving hope.’</p> | 5 | |
| | | <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. ‘The main message of the cartoon is that the League is about to bring a bright new future leaving the old behind. This is shown by the aeroplane being prepared for take-off and fly towards disarmament and abolition of war as shown on the sign. The bright future is shown by the sun shining.’</p> <p>OR</p> <p>Context relates to Wilson’s ‘fourteen points’</p> <p>e.g. ‘The treaties following the war proposed a League of Nations. The idea was that the League was to deal with disputes between countries and bring about disarmament.’</p> | 6 | |

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| | | Level 6 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 5. | 7 | |
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| 1 | b | <p><u>Study Sources B and C.</u> <u>Does Source C prove Source B was wrong about the League of Nations? Use the sources and your knowledge to explain your answer.</u></p> <p>Target: AO 1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Surface use of source(s) for information / general assertions</p> <p>e.g. 'Japan has ignored the League.' 'The League has failed.' 'Yes, Source C proves Source B wrong.'</p> | 1 | |
| | | <p>Level 2</p> <p>Answers based on provenance / stock evaluation</p> <p>e.g. 'Source C proves Source B wrong as it was written eleven years later and they would have known then.' 'No, Source C does not prove Source B wrong as Source B must be right – it was written by a Prime Minister.' 'Source B must be wrong as it is a biased view.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Summary / paraphrase of each source – no comparison made</p> <p>e.g. 'Source B says that the League works slowly but does restore peace.' 'Source C says that the League has failed to help China.'</p> | 3-4 | |
| | | <p>Level 4</p> <p>Summary / paraphrase of each source – comparison made</p> <p>e.g. 'Source B says that the League, when threatened, would act but Source C suggests this is not so as the League has failed to save China.'</p> | 5 | |
| | | <p>Level 5</p> <p>Evaluation of Source B with no valid reference to Source C – purpose / tone / language / context</p> <p>e.g. 'Source B is bound to be favourable as it a supporter of the League speaking and he is bound to play up the positives. France was also one of the main members of the League and is saying the League is ready as it had dealt with a number of incidents relating mainly to border disputes including the Aaland Islands.'</p> | 6-7 | |

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| | | <p>Level 6</p> <p>Evaluation of Source C to comment on Source B</p> <p>e.g. Context - 'I think Source C proves Source B to be wrong. Source B says that the League was ready to carry out its work to keep peace but Source C says that the League has refused to ensure that Japan withdraws. The invasion is even more serious as it has been carried out by a League member who has ignored collective security.'</p> <p>e.g. (Purpose) 'Source C does not prove Source B wrong. Source C is a report from a British newspaper and is written to warn the British public of events in China. It relates to a particular event whereas Source B is about the early successes the League had enjoyed.'</p> | 8 | |
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| 1 | c | | Explain why the League of Nations was unsuccessful in dealing with the Manchuria Crisis. | | |
| | | | Target: AO1, 2 | | |
| | | | Level 0 | 0 | |
| | | | No evidence submitted or response does not address the question | | |
| | | | Level 1 | 1-2 | |
| | | | General answer lacking specific contextual knowledge | | |
| | | | e.g. 'The League failed to act with authority.' 'The League had no army.' 'The League was slow acting.' 'The USA was not a member.' | | |
| | | | Level 2 | 3-4 | Must relate to Manchuria. |
| | | | Identifies AND/OR describes reasons | | Assertion stated but not explained. |
| | | | (One mark for each point) | | |
| | | | e.g. 'Japan was determined to ignore the League's authority.' 'Britain and France did not want to impose sanctions.' 'The League had little interest in a distant country.' 'The League took the view that Japan was imposing stability.' 'Lytton took too long.' | | |

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| | | <p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>e.g. 'Japan, despite being a member of the League, ignored the League's instruction to withdraw. In truth there was little the League could do as it had no way of making Japan withdraw as it did not have a standing army.'</p> | <p>5-6</p> <p>Britain and France not wanting to upset Japan to avoid any impact on Far East colonies / trade. Sanctions not imposed – time of depression therefore not wanting to damage own trade / industries. Sanctions not imposed because USA would have negated as they would continue trading. Japan former ally – wanted to retain this. Lytton took too long and when finally reported Japan in control. Military sanctions not considered – to great on imposition on economy in time of depression.</p> |
| | | <p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p> | <p>7-8</p> |

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| 1 | d | <p>Study Source D.</p> <p>Why was this cartoon published in May 1936? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'It was published to show the League of Nations receiving a message.'</p> <p>'The League has been woken up.'</p> | 1 | |
| | | <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'At that time Italy had ignored the League and invaded Abyssinia. By May they had taken the capital, Addis Ababa and by the 9 May had annexed the whole country. Haile Selassie was forced into exile. In March, Germany had marched into the Rhineland.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Asserts message of the cartoon but with no development</p> <p>Critical of League not realising it is under threat.</p> <p>e.g. 'The message of the cartoon is that the League of Nations needs to wake up to events.'</p> <p>'The League has failed to be active over Abyssinia.'</p> | 3 | |
| | | <p>Level 4</p> <p>Explains message of source</p> <p>e.g. 'The message of the cartoon is that the League of Nations is inactive. Whilst the League has been inactive (asleep) the issue of Abyssinia has been settled and the League does not need to do anything else.'</p> | 4 | |
| | | <p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>e.g. 'The cartoon was published in Germany so Germany could gloat over people in Britain and France (the League) about the fact that the League is inactive, dithering, senile, has failed and is effectively destroyed.'</p> | 5 | |

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| | | <p>Level 6</p> <p>Valid explanation of purpose</p> <p>e.g. 'The cartoon was published in Germany so Germany could gloat over people in Britain and France (the League) about the fact that the League is senile, has failed and is effectively destroyed. Britain and France were dithering over sanctions. America was so disgusted it blocked a move to support the League's sanctions and actually increased oil exports to Italy. The fatal blow was (March) was Germany marching its troops into the Rhineland. France support for sanctions was now dead as they desperately wanted the support of Italy against Hitler.'</p> | 6 | |
| | | <p>Level 7</p> <p>Answers that use contextual knowledge to explain why May 1936</p> <p>e.g. Level 5 + actual use of dates to show full context.</p> | 7 | |

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| 2 | a | <p>What did Lloyd George want to achieve at the Paris Peace Conference?</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'He wanted to reduce German power.'</p> <p>'He wanted to ensure that France did not become too powerful.'</p> <p>'Lloyd George wanted to protect British interests by ending the threat to the Navy and Empire.'</p> <p>'Lloyd George did not want Germany treated too harshly because he wanted Germany as an important trading nation with Britain.'</p> <p>'Lloyd George did not want Germany treated too harshly because it may lead to future problems domestically (communism) and internationally.'</p> | 4 | |

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| 2 | b | | Explain why the 'Big Three' failed to get everything they wanted at the Paris Peace Conference. | | |
| | | | Target: AO1, 2 | | |
| | | | Level 0 | 0 | |
| | | | No evidence submitted or response does not address the question | | |
| | | | Level 1 | 1 | |
| | | | General answer lacking specific contextual knowledge | | |
| | | | e.g. 'They were from different countries with different ideas.' | | |
| | | | Level 2 | 2-3 | What they wanted / did not get. |
| | | | Identifies AND/OR describes reasons | | (Not why the 'Big Three' were happy.) |
| | | | (One mark for each point) | | |
| | | | e.g. 'The others did not like Wilson's Fourteen Points.' 'Clemenceau wanted to be extremely harsh against Germany but this was opposed by both Wilson and Lloyd George.' | | |

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| | | <p>Level 3 Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>e.g. 'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. He even wanted the break up of Germany as a state, but he was opposed by Wilson and Lloyd George who thought that this approach would cause resentment and a future war.'</p> | 4-5 | They need to compare. |
| | | <p>Level 4 Explains TWO reasons</p> | 6 | |

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| 2 | c | <p>The following were equally important reasons why Germany was dissatisfied with the Treaty of Versailles: (i) war guilt and reparations; (ii) military restrictions; (iii) loss of territory.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'They are all equally important as they all affected Germany and its people in some way.'</p> | 1 | |
| | | <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>e.g. 'Germany had to accept blame for the war and to pay for the damage.'</p> <p>'The army was limited to 100,000 men.'</p> <p>'Germany lost all its colonies.'</p> | 2-3 | |

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| | | <p>Level 3</p> <p>Explanation of ONE reason</p> <p>Developed explanation to be given two marks within L3/L4.</p> <p>e.g. 'The War Guilt clause was simple but was seen by Germans as extremely harsh. The Treaty was a 'Diktat' and Germany had no choice but to accept. This was humiliating as they believed other countries were equally responsible. Germany claimed the high reparations were an attempt to bankrupt them and again they had no choice but accept. The need for revenge built up.'</p> <p>OR</p> <p>'The treaty restricted Germany's armed forces to a level well below what they had been before the war. As they could only have six battleships and no air force it left them vulnerable to attack. The army had been their pride and joy and they could no longer use conscription to maintain its status.'</p> <p>OR</p> <p>'The loss of land meant that many Germans were no longer living in Germany despite the promise of self-determination in the Fourteen Points. The loss of land also included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industrial areas made it harder for Germany to recover after the war.'</p> | 4-5 | |
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| | | Level 4 Explanation of two OR three reasons Maximum of eight marks for answer lacking balance | 6-9 | |
| | | Level 5 Explains with evaluation of 'equally important' | 10 | |

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| 3 | a | <p>What actions had Hitler taken by 1935 to destroy the Treaty of Versailles?</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'He began re-arming in secret.'</p> <p>'In March 1935 he announced that Germany had a military air force.'</p> <p>'At the same time he introduced conscription.'</p> <p>'He agreed the Anglo-German Naval Treaty in June 1935.'</p> <p>'He re-armed openly.'</p> <p>'Failed Anschluss.'</p> <p style="text-align: center;">(Not Saar.)</p> | 4 | |

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| 3 | b | <p>Explain why events in the Saar (1935) and the Rhineland (1936) were important to Hitler.</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'They were important as he gained strength.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>(One mark for each point.)</p> <p>e.g. 'The League of Nations held the promised plebiscite in the Saar.'</p> <p>'He re-militarised the Rhineland.'</p> | 2-3 | |
| | | <p>Level 3 Explains ONE reason</p> <p>e.g. 'The League of Nations held the promised plebiscite in the Saar. The vote was an overwhelming success for Hitler. Around 90% of the population voted to return to German rule. It was a real morale booster for Hitler.'</p> | 4-5 | |
| | | <p>Level 4</p> <p>Explains TWO reasons</p> | 6 | |

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| 3 | c | <p>The following were equally important in causing war in 1939: (i) Anschluss, March 1938; (ii) the Czechoslovakian Crisis, 1938-1939; (iii) the Nazi-Soviet Pact, August 1939.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'They all played a significant part.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>e.g. 'By Anschluss with Austria, Hitler continued to break the Treaty of Versailles. 'Gaining Czechoslovakia gave Hitler economic and strategic strength.' 'Gaining the Sudetenland encouraged Hitler to demand more.' 'By signing the Pact, Hitler avoided fighting on two fronts.'</p> | 2-3 | |

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| | | <p>Level 3 Explanation of ONE reason</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'Hitler had shown he could break the Treaty of Versailles and had begun his plan of 'Greater Germany'. He gained Austrian soldiers, weapons and rich deposits of gold and iron ore.'</p> <p>OR</p> <p>'Chamberlain and Daladier assumed that if they conceded the Sudetenland to Hitler it would reduce the chances of war. In fact, it encouraged Hitler to demand more. The appeasers, by delaying conflict over the Sudetenland and the rest of Czechoslovakia had Hitler was given more time to build up his military strength. By abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler and gave him resources to fight a war e.g. Skoda works.'</p> <p>OR</p> <p>'The USSR was alarmed by the threat from Hitler. Hitler made no secret of his plans to expand eastwards. Stalin was the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. The Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France declared war on Germany as they had guaranteed Poland's independence.'</p> | 4-5 | |
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| | | Level 4 Explanation of two OR three reasons Maximum of eight marks for answer lacking balance. | 6-9 | |
| | | Level 5 Explains with evaluation of 'equally important?' | 10 | |

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

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| 1 | a | <p>Study Source A. Why was this poster published in 1968? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'It was published to show Vietnam.' 'It was published to show President Johnson relaxing.'</p> | 1 | |
| | | <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'America was fighting in Vietnam to prevent the spread of Communism. It was difficult for the soldiers because of the tactics of the Vietcong. In early 1968 the Tet Offensive took place with the Vietcong trying to capture the US Embassy in Saigon. This proved to be a turning point in the war.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Asserts message of the cartoon but with no development</p> <p>Cartoon critical of Johnson and the war.</p> <p>e.g. 'The message of the cartoon is that President Johnson is overseeing a bloody, costly war.'</p> | 3 | |
| | | <p>Level 4</p> <p>Explains message of source</p> <p>e.g. 'President Johnson is overseeing a bloody, costly war. As the source says Johnson is overseeing the use of thousands of troops involving large numbers of American families who are suffering as their son, among many thousands, is participating.'</p> | 4-5 | |
| | | <p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>e.g. 'The poster was published to encourage reaction in the USA to the futility of Johnson's policy in Vietnam.' 'It was published to get support for American withdrawal from Vietnam.'</p> | 6 | |

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| | | <p>Level 6</p> <p>Valid explanation of purpose</p> <p>e.g. 'It was published to get support for American withdrawal from Vietnam. More and more troops were being sent. At that time 300 Americans a week were being killed in a war which was costing \$30,000 million a year. Many Americans could not understand why it was taking place as it could not be won and the money could have been put to better use.'</p> | 7 | |
| | | <p>Level 7</p> <p>Answers that use contextual knowledge to explain why May 1936</p> <p>e.g. 'Level 5 + the Tet Offensive took place in January 1968. This was a major set back as the American Embassy in Saigon was attacked.'</p> | 8 | |

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| 1 | b | <p>Study Sources B and C. Which source is more useful as evidence of the war in Vietnam? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO1, 2 and 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'Both sources are useful as they tell us about what was happening in Vietnam.' 'Source B shows children fleeing an attack.'</p> | 1 | |
| | | <p>Level 2</p> <p>Answers which simply assert usefulness / limitations of content</p> <p>e.g. 'Source B is useful as it shows us children were involved / affected.' 'Source C is useful because it tells of the dangers the soldiers faced.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Undeveloped comments on provenance</p> <p>e.g. 'Source B is useful as it is a photograph taken at the time showing what happened.'</p> <p>'Source C is useful as the writer fought in Vietnam and would know what was happening.'</p> <p>'Source C is not useful as the account is after the war and events might be hazy.'</p> | 3 | 'Useful compared to what I know' to be credited in this level. |
| | | <p>Level 4</p> <p>Inferences about why content of source(s) is useful / not useful</p> <p>e.g. 'Source B is useful because it is a photograph showing American tactics and one of the effects they had on innocent children.'</p> <p>'Source C is useful as it explains the difficulties of trying to find the enemy in their local habitat.'</p> | 4-5 | |
| | | <p>Level 5</p> <p>Addresses issue of 'useful for what?' (purpose) but takes content at face value</p> <p>e.g. 'Source B is useful for investigating the impact of American bombing tactics.'</p> <p>'Source C is useful as evidence of how the Vietcong methods of guerrilla warfare were successful.'</p> <p>'Neither source is fully useful as they do not cover important aspects such as My Lai and the Tet Offensive.'</p> | 6 | |

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| | | <p>Level 6</p> <p>Evaluates usefulness and / or limitations of sources</p> <p>Answers may evaluate in relation to purpose / tone / language / context / provenance</p> <p>e.g. 'Source B is useful because it highlights the indiscriminate bombing by the US using napalm. It shows how civilians, including children, were affected. This media coverage influenced attitudes at home.'</p> <p>'Source C is useful as it puts the difficulties of American marines into a context. It helps to explain why soldiers were fearful and helps to explain why many turned to drugs. They feared not surviving.'</p> | 7-8 | |
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| 1 | c | <p>Study Source D. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>e.g. 'The source shows a scarecrow looking like a soldier.'</p> | 1-2 | |
| | | <p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Communism is a threat / on top.' America is unsuccessful.'</p> | 3 | |
| | | <p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'Communism is a threat. This is shown in the cartoon by the scarecrow representing American policy being attacked by crows representing Communist forces.'</p> | 4 | |

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| | | <p>Level 4</p> <p>Main message of cartoon identified</p> <p>(Note the cartoon is critical of US policy)</p> <p>e.g. 'The American policy of Vietnamisation is in ruins.' 'Communism is stronger than American policy of Vietnamisation.'</p> | 5 | |
| | | <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The American policy of Vietnamisation is in ruins. The cartoon supports this message by showing a scarecrow representing the American policy of Vietnamisation in tatters as it is being attacked by Communist forces.' OR e.g. 'The main message of this cartoon is that the American policy of Vietnamisation is in tatters. Nixon came to power in 1968 with the intention of ending the war in Vietnam. 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. The trouble was that South Vietnam could not win the war on its own.'</p> | 6 | Context – Nixon and his policy of Vietnamisation. |
| | | <p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p> | 7 | |

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| 1 | d | <p>Explain why American involvement in Vietnam increased between 1954 and 1964.</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'Because of the concern about events in Vietnam.'</p> | 1-2 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>e.g. 'To contain the spread of Communism.'</p> <p>'To keep the support of France against Communism in Europe.'</p> <p>'Because China had become Communist.'</p> <p>'To support the setting up of the Republic of South Vietnam.'</p> <p>'Because of the Gulf of Tonkin incident.'</p> | 3-4 | |

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| | | <p>Level 3 Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>e.g. 'In August 1964 North Vietnamese patrol boats opened fire on US ships in the Gulf of Tonkin. The U S Congress passed a resolution which gave power to Johnson to enter into full scale war.'</p> | 5-6 | |
| | | <p>Level 4 Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p> | 7-8 | |

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| 2 | a | <p>What decisions about Germany were taken at Yalta and Potsdam?</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'That Germany should be divided up into zones of occupation.'</p> <p>'It was agreed that Berlin, which was deep in the Soviet zone, would also be divided into four similar sections.'</p> <p>'It was agreed to hunt down and punish German war criminals.'</p> <p>'It was agreed that the Allies should receive reparations from Germany.'</p> <p>'It was agreed that Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'</p> <p>'The Nazi Party was banned and its leaders were to be tried as war criminals.'</p> <p>'It was agreed at Yalta that Germany should be divided into zones of occupation, one controlled by USSR, one by the USA, one by Britain and one by France.'</p> | 4 | |

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| 2 | b | <p>Explain why the wartime allies disagreed about Poland in 1945.</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'Because Poland was an important area.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point.)</p> <p>e.g. 'Stalin wanted to keep the parts of Poland he had won in the Nazi-Soviet Pact of 1939.'</p> <p>'Stalin wanted to change Poland's boundaries.'</p> <p>'Because Stalin wanted to make sure Poland had a pro-Soviet government.'</p> | 2-3 | |

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| | | Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Because Stalin wanted to make sure Poland had a pro-Soviet government. Stalin already had a government in exile (the Lublin Poles) ready to take over. But Roosevelt and Churchill supported another group, the strongly anti-communist 'London Poles.' | 4-5 | |
| | | Level 4 Explains TWO reasons | 6 | |

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| 2 | c | <p>The following were equally to blame for increasing Cold War tensions before 1950: (i) Soviet expansion in Eastern Europe; (ii) the Truman Doctrine and the Marshall Plan; (iii) the Berlin Blockade; How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'Each contributed to escalating tension.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>e.g. 'Between 1945 and 1948 the Soviet Union made sure that every country in Eastern Europe had a government that was communist.'</p> <p>'The Marshall Plan was seen by the USSR as an aggressive act against communism.'</p> <p>'The Berlin Blockade was an attempt to provoke the Allies into war.'</p> | 2-3 | |

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| | | <p>Level 3</p> <p>Explains ONE reason</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'Between 1945 and 1948 the Soviet Union made sure that every country in Eastern Europe had a government that was communist. Stalin believed this to be a defensive measure, creating a buffer zone between the USSR and the West. The USA, however, did not believe the USSR was acting defensively. They thought it was the first step to world domination and a threat to the Western way of life.'</p> <p>OR</p> <p>'The Truman Doctrine stated that the USA was prepared to give help to any country under threat from communism. Aid was given under the Marshall Plan to help the crumbling economies of Europe and therefore to increase trade opportunities. Stalin did not see it quite the same way developing Cominform and Comecon.'</p> <p>OR</p> <p>'Stalin was concerned about increasing prosperity in West Berlin. This was aimed at the Allies leaving Berlin but the Allies were fearful of Stalin making other demand if they did. It strengthened the Allies resolve and brought about NATO.'</p> | 4-5 | |
| | | <p>Level 4</p> <p>Explains TWO or THREE reasons</p> <p>Maximum of eight marks for answer lacking balance.</p> | 6-9 | |
| | | <p>Level 5</p> <p>Explains with evaluation of 'how far'</p> | 10 | |

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| 3 | a | <p>Describe the US reactions to the Cuban Revolution.</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'The USA was concerned over the establishment of friendly relations with the Soviet Union.'</p> <p>'In July 1960 the US stopped buying Cuban sugar.'</p> <p>'Later in 1960 the US banned all trade with Cuba.'</p> <p>'In January 1961 the US broke off all diplomatic relations with Cuba.'</p> <p>'The US was trying to starve Castro into submission.'</p> <p>'The CIA planned to overthrow Castro.'</p> <p>'In April 1961, the Bay of Pigs invasion took place.'</p> <p>'Stopped economic aid.'</p> | 4 | No credit for dates. |

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| 3 | b | | Explain why Khrushchev placed missiles 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 e.g. 'To give support to Cuba.' 'It is not clear why they did it.' | 1 | |
| | | | Level 2 Identifies AND/OR describes reasons (One mark for each point) e.g. 'To bargain with the USA.' 'To test the will of Kennedy.' 'To gain the upper hand in the arms race.' 'To defend Cuba.' 'To extend communism.' | 2-3 | |

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| | | Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'In the context of the Cold War, Khrushchev was trying to see how strong the USA really was and to test the new President. Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from Turkey.' | 4-5 | |
| | | Level 4 Explains TWO reasons | 6 | |

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| 3 | c | <p>The outcomes of the Cuban Missile Crisis were equally successful for: (i) the USA; (ii) the USSR; (iii) Cuba. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'Both the USA and the USSR had successful outcomes.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes outcomes</p> <p>e.g. 'The US was obliged to remove missiles in Turkey.' 'Kennedy showed that he meant business.' 'Khrushchev's downfall evolved from the Crisis.' 'Cuba remained a Communist state.' 'The Soviets maintained considerable influence in Cuba.'</p> | 2-3 | |

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| | | <p>Level 3</p> <p>Explains impact on ONE country</p> <p>e.g. 'The US foreign policy of containment was not successful because Cuba remained a Communist state despite the removal of missiles, the Bay of Pigs incident and the withdrawal of trade. The price the USA had to pay for the removal of Soviet missiles was the secret removal of US missiles in Turkey, thus weakening US containment policy. Kennedy could claim that he had stood up to Khrushchev and his decisive action removed the threat of a nuclear base in Cuba.'</p> <p>OR</p> <p>'In the USSR, the fact that Khrushchev had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted. The crisis damaged Khrushchev's prestige, despite the fact he claimed the crisis was a victory for the USSR. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev's dismissal in 1964.'</p> <p>OR</p> <p>'Cuba considered itself a strong ally of the USSR and could depend on it for protection and considerable aid. Cuba remained an important base for Communist supporters. Castro kept control of the American companies and other economic resources he had nationalised.'</p> | 4-5 | Developed explanation to be given two marks within L3 and L4. |
| | | <p>Level 4</p> <p>Explains impact on TWO or THREE countries</p> <p>Maximum of eight marks for answer lacking balance.</p> | 6-9 | |
| | | <p>Level 5</p> <p>Explains with evaluation of 'how far'</p> | 10 | |

PART 1: SECTION C – A NEW WORLD? 1948-2005

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| 1 | a | <p>Study Sources A and B. After reading Source A are you surprised by the report in Source B? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Unsupported assertions / paraphrases / copies / surface features</p> <p>e.g. 'I am surprised the Soviet Union helped Czechoslovakia.'</p> | 1 | |
| | | <p>Level 2</p> <p>Surprised / not surprised with no understanding of context</p> <p>e.g. 'I am surprised that it was necessary for troops from all these countries to go into Czechoslovakia.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Valid answer but fails to explain surprised / not surprised</p> <p>e.g. 'At that time the Soviet Union was very suspicious of the changes taking place in Czechoslovakia. They feared the loss of Czechoslovakia and its impact on the Warsaw Pact.'</p> | 3 | |
| | | <p>Level 4</p> <p>Surprised OR not surprised by content of source (checking against CK)</p> <p>'I am surprised that people in Czechoslovakia were deemed to need urgent assistance by the Soviet Union and that this required troops from so many other countries of the Warsaw Pact. Czechoslovakia was trying to introduce the Prague Spring not break away from the Pact. They were not hostile to socialism.'</p> <p>OR</p> <p>'I am not surprised that what was happening in Czechoslovakia was seen as a threat by the Soviet Union and that it had to be dealt with. They thought it was going to be like Hungary.'</p> | 4-5 | |
| | | <p>Level 5</p> <p>Surprised AND not surprised by content of source (checking against CK)</p> <p>Both sides of Level 4</p> | 6-7 | |

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| | | <p>Level 6</p> <p>Explains not surprised - purpose of Source B</p> <p>e.g. 'I am not surprised by this source. The Soviet Union did not want to Czechoslovakia leaving the Pact and then other countries also. So Source B is produced by the Soviet Union to show what a great job they are doing in looking after one of the Pact. So it's a kind of government propaganda.'</p> | 8 | |
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| 1 | b | <p>Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>e.g. 'The source shows two Soviet soldiers. I can see one has just fired a gun and killed a young woman.'</p> | 1-2 | |
| | | <p>Level 2</p> <p>Secondary message</p> <p>e.g. 'The cartoon suggests don't oppose the Russians.' 'Czechoslovakia wants freedom.' 'Czechoslovakia has been crushed.'</p> | 3 | |
| | | <p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'Czechoslovakia has been crushed. The cartoon supports this by showing destruction and a dead girl.'</p> | 4 | |

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| | | <p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is critical of USSR brutality. It criticises its excuse for invading Czechoslovakia.</p> <p>e.g. 'The main message of this cartoon is that the USSR's excuse for invading is not justified.'</p> <p>'USSR control is underpinned by violence.'</p> <p>'Freedom has been crushed.'</p> | 5 | |
| | | <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The message of this cartoon is that the USSR is using unnecessary force. It shows the USSR has used tanks to enter Czechoslovakia. The Soviet soldiers are heavily armed. The opposition is not strong yet they have brought havoc.'</p> <p>OR</p> <p>e.g. 'The message of this cartoon is that the USSR is using unnecessary force. In January 1968 moderate communists had come to power in Czechoslovakia. They increasingly democratised through the 'Prague Spring'. The Soviets did not like this threat and occupied Czechoslovakia by force.'</p> | 6 | Context – USSR's reaction to the 'Prague Spring'. |
| | | <p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p> | 7 | |

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| 1 | c | <p>Study Source D. Why was this cartoon published at that time? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'It was published to tell you about Poland.'</p> | 1 | |
| | | <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'At that time the standard of living in Poland was falling resulting in the formation of trade unions and in strikes. One of the new unions was Solidarity.'</p> | 2 | |

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| | | <p>Level 3</p> <p>Asserts message of the cartoon but with no development</p> <p>Cartoon is critical of USSR actions</p> <p>e.g. 'The USSR is imposing its authority on Poland.' 'The USSR does not want opposition.'</p> | 3 | |
| | | <p>Level 4</p> <p>Explains message of source</p> <p>e.g. 'The source gives the message that the USSR is imposing its authority on Poland. This is shown in the source by the Russian foot on the 'O' of Poland.'</p> | 4 | |
| | | <p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>e.g. 'To inform people of the enormous pressure the USSR was putting on the Polish government over Solidarity.'</p> | 5 | |

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| | | <p>Level 6</p> <p>Valid explanation of purpose</p> <p>e.g. 'The source was published to influence attitudes towards the way the USSR keep control - pressure being put on the Polish government by the USSR. Solidarity had just been formed and the USSR was exerting pressure on the Polish government not to allow it to become too powerful and before its influence spread to other Communist countries.'</p> | 6 | |
| | | <p>Level 7</p> <p>Answers that use contextual knowledge to explain why August 1980</p> <p>e.g. 'Level 5 + in that month Solidarity had issued 21 demands calling for greater political and religious freedom.'</p> | 7 | |

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| 1 | d | | Explain why the 'Solidarity' movement 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 e.g. 'It was important as it helped the workers.' | 1-2 | |
| | | | Level 2 Identifies AND/OR describes e.g. 'It highlighted the failings of Communism.' 'It showed that it was possible to resist a Communist government.' 'It inspired others to protest.' 'It achieved support in the capitalist world.' | 3-4 | |

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| | | <p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>e.g. 'The 1989 elections in Poland, in which anti-communist candidates won a striking victory, sparked off a succession of peaceful anti-communist revolutions in East Germany, Hungary, Czechoslovakia and Bulgaria. Solidarity's example was instrumental in the fall of the Berlin Wall in 1989 and the Eastern Bloc's effective dismantling and subsequent collapse of the Soviet Union in the early 1990s.'</p> | 5-6 | |
| | | <p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p> | 7-8 | |

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| 2 | a | <p>What were the main causes of terrorism between 1969 and 2005?</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'A desire for the return of land.'</p> <p>'Existence of poverty and deprivation.'</p> <p>'Fundamentalist religious beliefs.'</p> <p>'Factors affecting individual persons (motives).'</p> <p>'To strive against perceived injustice and inequality.'</p> <p>'To defeat unjust policies imposed by governments.'</p> <p>'Terrorist groups like Al-Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.'</p> | 4 | |

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| 2 | b | <p>Why was Arafat important to the Palestinian Liberation Organisation?</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'He gave leadership.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. 'He founded the Fatah movement.'</p> <p>'He was a clever and charismatic leader.'</p> <p>'He pulled together the various Palestinian movements under his command.'</p> <p>'He was recognised as the leader of the overall 'umbrella' movement.'</p> <p>'He linked the Intifada to the PLO for strength.'</p> <p>'He accepted the right of Israel to exist to enable peace negotiations to take place.'</p> | 2-3 | |

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| | | Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'He was a clever and charismatic leader. He set up Black September to carryout attacks which the official PLO could deny if it suited them. One such attack was at the Munich Olympic Games in 1972.' | 4-5 | |
| | | Level 4 Explains TWO reasons | 6 | |

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| 2 | c | <p>The following have been equally effective in achieving their aims: (i) the Provisional IRA; (ii) the PLO; (iii) Al-Qaeda.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'There has been limited success.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes impact / aims</p> <p>e.g. 'The Provisional IRA has reduced foreign influence.' 'Palestinians have gained some self-rule.' 'Al-Qaeda has failed in its stated aim of ending foreign influence.'</p> | 2-3 | |

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| | | <p>Level 3</p> <p>Explains effectiveness of ONE group</p> <p>Developed explanation to be given 2 marks within L3/L4</p> <p>e.g. 'The central aim of the Provisional IRA, namely a united Ireland, had not been realised. However, the Good Friday Agreement did not rule this out. The Agreement did reduce the influence of the British in NI and led to measures regarding human rights. This undoubtedly helped the Catholic Community. Some former members of the PIRA would be released from prison.'</p> <p>OR</p> <p>'The PLO's fundamental aim was to provide Palestinian Arabs with a country of their own in Palestine. To some extent this came about with the Palestinians gaining self-rule in the Gaza Strip and the Jericho area with the withdrawal of Israeli forces from these areas. The PLO had not achieved its stated aim as it had formally recognised the right of Israel to exist in peace and security.'</p> <p>OR</p> <p>'Although Al-Qaeda had brought about a great amount of instability in the world it has been almost totally unsuccessful in its stated aim of ending foreign influence in Muslim countries. Indeed a consequence of its actions has been an increasing amount of foreign influence. It has also failed in its intention to destroy the state of Israel.'</p> | 4-5 | |
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| | | Level 4 Explains effectiveness of TWO OR THREE groups Maximum of eight marks for answer lacking balance. | 6-9 | |
| | | Level 5 Explains with evaluation of 'how far' | 10 | |

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| 3 | a | <p>Describe the main features of Saddam Hussein's regime in Iraq.</p> <p>Target: AO1</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. 'The regime was involved in many human rights abuses including chemical attacks and a campaign of extermination against the Kurds.'</p> <p>'There was mass murder, high levels of torture and the death penalty for criminal offences such as theft.'</p> <p>'Full political participation was limited to members of the Ba'ath Party. This meant it was impossible for the Iraqi citizens to change their government.'</p> <p>'Many people lived in poverty because of the sanctions. He did not care as they did not affect him or his family.'</p> | 4 | |

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| 3 | b | <p>Explain why weapons of ‘mass destruction’ were an important issue in the years before the invasion of Iraq.</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. ‘They were seen as a threat to peace.’</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. ‘They were weapons which posed an immediate threat to the world.’ ‘They were weapons that the USA believed Saddam was capable of using.’ ‘The weapons were never found.’ ‘It was thought the weapons could be deployed in 45 minutes.’ ‘They were used to strengthen the case for war against Saddam.’ ‘That the WMDs linked Saddam to terrorist movements.’</p> | 2-3 | |

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| | | Level 3 Explains why (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Saddam's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world. Despite the fact that the UN weapons Inspection Team had not finally concluded there were WMDs in Iraq, the USA and UK were convinced that Saddam had them and they were worried he might use them.' | 4-5 | |
| | | Level 4 Explains TWO reasons | 6 | |

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| 3 | c | <p>The following were equally important problems in Iraq between 2003 and 2005: (i) Iraqi insurgency; (ii) human rights abuses by the multinational force; (iii) the weakness of the Transitional Government. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> | | |
| | | <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> | 0 | |
| | | <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>e.g. 'All three were serious problems for Iraq.'</p> | 1 | |
| | | <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. 'The Iraqi state collapsed with much looting and ransacking.'</p> <p>'The Iraqis thought the US did not care and had plunged them into anarchy.'</p> <p>'Many Iraqis were held without trial. People in detention were being abused and tortured.'</p> <p>'There was disagreement over the new Constitution with Shi'ah and Sunni Muslims arguing with the Kurds'</p> <p>'Corruption in government developed.'</p> | 2-3 | |

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| | | <p>Level 3</p> <p>Explains ONE consequence</p> <p>Developed explanation to be given 2 marks within L3/ L4.</p> <p>e.g. 'Immediately Iraq had been liberated, the reality was that law and order had quickly broken down. There was a significant amount of looting accompanied by a great deal of violence which rendered areas such as Baghdad and Basra unsafe. Important services such as hospitals were targeted. There was a humanitarian crisis as it became too dangerous for relief agencies. The result was that Iraqis directed their anger at the Coalition forces.'</p> <p>OR</p> <p>'There were reports of human rights abuses against US and UK military. This included reports of torture of Iraqi prisoners in Abu Ghraib prison. These accusations resulted in a number of charges against military personnel. The actions of a small minority made the military work more difficult, turning public opinion in Iraq and other countries against the occupation.'</p> <p>OR</p> <p>'Many Shi'ah and Sunni Muslims argued that Iraq's new constitution should be based on Islamic shari'ah law. However the Kurds favoured a non-religious federation of states rather than a single, unified state. There were many educated women who were anxious that the new constitution did not restrict the freedom they had enjoyed under Saddam's secular rule.'</p> | 4-5 | |
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| | | Level 4 Explains TWO OR THREE consequences Maximum of eight marks for answer lacking balance. | 6-9 | |
| | | Level 5 Explains with evaluation of 'how far' | 10 | |

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