

**General Certificate of Secondary Education****A011****History B (Modern World)  
Aspects of International Relations, and  
Germany 1918–1945****Specimen Paper**

Time: 2 hours

Candidates answer on a separate answer booklet.

**Additional materials:** Answer booklet (8 pages)**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your centre number and candidate number in the spaces provided on the answer booklet.
- Use black ink only.
- Read each question carefully and make sure you know what to do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations (Sections A and B)

**and**

Part 2: Depth Study Germany 1918–1945.

In Part 1: Aspects of International Relations, choose **one** of the following sections:**Either**  
**Or**

Section A: The Cold War, 1945–1975

Section B: A New World? 1948–2005.

Then answer **Question 1 OR Question 4** and **one** other question from the section you have chosen.In Part 2: Depth Study, Germany 1918–1945, answer **Question 7** and **one** other question.**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: **Part 1**: Section A and B, Questions 2, 3, 5 and 6; **Part 2**: Questions 8 and 9.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **12** pages.

**Part 1: Aspects of International Relations**

**Section A: The Cold War, 1945–1975**

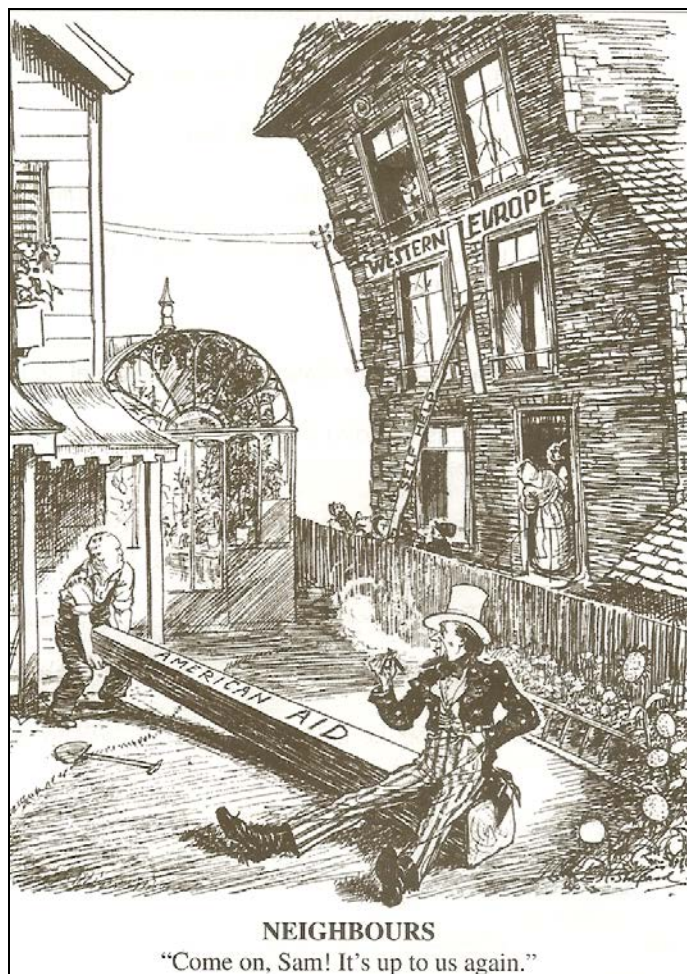
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

1 Study the source carefully and then answer the questions which follow.

**Source A**



*An American cartoon about the Marshall plan, published in 1947.*

**1 (a)** Study Source A.

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

[7]

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


[8]

**Answer ONE question.**


**You should spend about 35 minutes on this question.**

**You must answer ALL parts of the question you choose.**

- 2 (a)** What happened in the Bay of Pigs invasion of 1961? **[4]**
- (b)** Why did Khrushchev send missiles to Cuba in 1962? Explain your answer. **[6]**
- (c)** 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

- 3 (a)** Who were the Vietcong? **[4]**
- (b)** Explain the reasons why the USA became involved in Vietnam. **[6]**
- (c)** Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

**Section A total [41]**

**Part 1: Aspects of International Relations**

**Section B: A New World? 1948–2005**

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 4 and EITHER Question 5 OR Question 6.

You should spend about 15 minutes on Question 4.

- 4 Study the source carefully and then answer the questions which follow.

**Source A**



*A cartoon published in an English newspaper, December 1980.*

- 4 (a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]


- (b) Explain why communism collapsed in Eastern Europe during the 1980s. [8]

**Answer ONE question.**

**You should spend about 35 minutes on this question.**

**You must answer ALL parts of the question you choose.**

- 5 (a)** What were the main aims of the Provisional IRA? **[4]**
- (b)** Explain why the Palestine Liberation Organisation (PLO) used terror and violence. **[6]**
- (c)** How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

- 6 (a)** Describe the main events in the invasion of Iraq in 2003. **[4]**
- (b)** Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer. **[6]**
- (c)** 'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. **[10]**

 Spelling, punctuation and grammar **[6]**

**Section B total [41]**

**Part 2: Depth Study****Germany 1918–1945**

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You should spend about 70 minutes on this section.

Answer Question 7 and ONE other question.

- 7 Study the sources carefully and then answer the questions which follow.

**Source A**

*A Social Democrat poster published in 1931.  
It suggests what life will be like for women under the Nazis.*

**Source B**

The government has ordered that the Hitler Greeting is to be used in conversation between teachers and pupils. Every day at the beginning of the first lesson, the pupils will get up from their places as soon as the teacher enters the class, stand to attention and each raise their outstretched arm level with their eyes. The teacher will go to the front of the class and offer the same greeting accompanied by the words, 'Heil Hitler!' The pupils will reply, 'Heil Hitler!'

*An extract from a German newspaper published in the mid-1930s.*



## Source C



*A photograph of a German family published in Germany in the late 1930s.*

7 (a) Study Source A.

'Women were not valued by the Nazi party.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.

[7]

(b) Study Source B.

How far did the Nazi regime win the support of young Germans? Use the source and your own knowledge to explain your answer.

[7]

(c) Study Source C.

Why would the Nazi government want to publish this photograph? Use the source and your knowledge to explain your answer.

[6]

Choose **ONE** of the following two questions.

You must answer **ALL** parts of the question you choose.

- 8 (a)** What were the main features of the Weimar Constitution? [4]
- (b)** Explain the reasons why the period from 1924 to 1929 was successful for the Weimar Republic. [6]
- (c)** 'The main reason for the fall of the Weimar Republic was the economic depression which started in 1929.' How far do you agree with this statement? Explain your answer. [10]
- 
- 9 (a)** Describe the methods used by the Nazis to deal with their opponents within Germany. [4]
- (b)** Explain why some individuals and groups opposed Nazi rule. [6]
- (c)** The following contributed to the failure of opposition to Nazi rule:
- (i)** the methods of the SS and the Gestapo
  - (ii)** the economic policies of the Nazis
  - (iii)** the divisions between the different opposition groups.
- Which do you think was the most important? Explain your answer referring only to **(i)**, **(ii)** and **(iii)**. [10]

**Part 2 total [40]**

**Paper Total [81]**



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*Copyright Acknowledgements:*

*Sources:*

**Section A 1(a):** Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980

**Section B 4(a):** From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, 1999, p 208

**Germany 1919–1945**

**7(a):** From *Essential Modern World History*, Ben Walsh, John Murray, 2002, p 114, © Bildarchiv Preussischer Kulturbesitz

**7(c):** From *Nazi Germany*, Stephen Lee, Heinemann, 1989, p 33, © Bilderdienst Sueddeutscher Verlag

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**SPECIMEN**

**...day June 2015 – Morning/Afternoon**

**GCSE HISTORY B**

**A011**

**MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 81**

**SPECIMEN**

**This document consists of 36 pages**

Assessment Objectives (AOs)

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Candidates are expected to demonstrate their ability to:

<b>AO1</b>	Recall, select, use and communicate their knowledge and understanding of history.
<b>AO2</b>	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none"><li>• key concepts: causation, consequence, continuity, change and significance within an historical context</li><li>• key features and characteristics of the periods studied and the relationships between them.</li></ul>
<b>AO3</b>	Understand, analyse and evaluate: <ul style="list-style-type: none"><li>• a range of source material as part of an historical enquiry</li><li>• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.</li></ul>

## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
1 (a)		7	
	<p><b>Q: Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a sound response in context.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the cartoon and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the cartoon is that Europe should be receiving help from the USA. Western Europe is shown as an old, falling-down house propped up by a thin plank of wood labelled 'self help', indicating that Europe is having a struggle supporting itself. American aid on the other side of the fence is shown as the strong support needed to keep the house up. Europe was exhausted and poor after the Second World War. In these conditions it was thought communism would flourish and so Truman decided the USA would offer help to stop the spread of communism. This cartoonist is clearly arguing that America has very good reasons for coming to the aid of Europe.</i></p>



## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
1 (b)		8	
	<p><b>Q: Explain why the Soviet Union blockaded West Berlin in 1948.</b></p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate sound knowledge to explain why the Soviet Union blockaded West Berlin in 1948. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 2 (3–5 marks)</b> Candidates demonstrate some knowledge and understanding of why the Soviet Union blockaded West Berlin in 1948. They produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of why the Soviet Union blockaded West Berlin in 1948.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In 1945 Berlin was divided into zones run by Britain, France, the USA and the USSR. Stalin blockaded West Berlin in 1948 because he hoped to drive the Western Powers out of Berlin altogether. Stalin opposed the introduction of a new currency and economic recovery in the Allied zones. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet Eastern Germany. He wanted the Western Allies to pull out after Germany had been starved into surrender leaving it dependent on the USSR. Stalin believed the Western Allies had no right to be in Berlin. They saw them as a threat to the communist way of life and this was emphasised by showing off the capitalist way of life. Stalin saw this as a threat as Germany would become strong and threaten the USSR.</i></p>



## Part 1: Section A – The Cold War, 1945–1975


Q	Answer	Marks	Guidance
2 (a)		4	
	<p><b>Q: What happened in the Bay of Pigs invasion of 1961?</b></p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>A force of 1,400 exiles landed on Cuba.</i></li> <li>• <i>Met by 20,000 Cuban troops.</i></li> <li>• <i>The exiles were captured or killed.</i></li> <li>• <i>Kennedy was humiliated.</i></li> </ul>

## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
2 (b)		6	
	<p><b>Q: Why did Khrushchev send missiles to Cuba in 1962? Explain your answer.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding to explain why Khrushchev sent missiles to Cuba in 1962 and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why Khrushchev sent missiles to Cuba in 1962 and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge about missiles in Cuba in 1962.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Khrushchev sent nuclear missiles to Cuba in 1962 because he wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey. Also, he wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs. Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it.</i></p>

## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
2 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.</p>
	<p><b>Q: ‘The Cuban Missile Crisis was never a threat to world peace.’ How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the Cuban Missile Crisis in order to explain how far they agree that it was never a threat to world peace. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the Cuban Missile Crisis in order to explain both sides of the argument about whether it was never a threat to world peace. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the Cuban Missile Crisis in order to give one side of the argument about whether it was never a threat to world peace. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is probably not right to say that the Cuban Missile Crisis was never a threat to world peace at all. In fact it could be argued that the threat was very real. When the Americans discovered the missile sites on Cuba they wanted the warheads on Cuba to be dismantled immediately or else they would attack Cuba. At this stage there was a real fear of a nuclear war starting. Castro actually suggested that Khrushchev should get in the first strike. Following the first letter from Khrushchev, the Americans did not know what to do. The military leaders recommended an immediate air attack on Cuba and Robert Kennedy gave the Soviet Ambassador an ultimatum that if the missiles were not removed the US would attack Cuba.</i></p> <p><i>However, it could be argued that Khrushchev never really intended to go to war and so the crisis was not really a threat to world peace. Khrushchev himself stated that he just wanted to protect Cuba following the Bay of Pigs incident. Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to John F Kennedy. Kennedy as well bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down. This all suggests that neither side really wanted war.</i></p> <p><i>On balance, it would seem that even though both sides faced huge pressures which could have pushed them towards war, both actually chose less hostile measures, which suggests that world peace was not threatened – Kennedy could have chosen to invade but did not whilst Khrushchev was merely pushing for concessions from the US.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to identify reasons for why the crisis was/was not a threat to world peace and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the Cuban Missile Crisis.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

## Part 1: Section A – The Cold War, 1945–1975



Q	Answer	Marks	Guidance
3 (a)		4	
	<p><b>Q: Who were the Vietcong?</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>Soldiers.</i></li> <li>• <i>Fighters that used guerrilla tactics.</i></li> <li>• <i>Communists.</i></li> <li>• <i>South Vietnamese.</i></li> </ul>


## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
3 (b)		6	
	<p><b>Q: Explain the reasons why the USA became involved in Vietnam.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the USA became involved in Vietnam. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why the USA became involved in Vietnam and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of why the USA was involved in Vietnam.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The USA became involved in Vietnam because US governments were afraid that communism would spread from Vietnam across all of Asia. This was known as the Domino Theory. This said that if one country became communist it would spread to the next country and then to the next. They were worried that if South Vietnam was taken over by the Vietcong and North Vietnam became communist then it would spread to nearby countries and before long the whole of South-East Asia would become communist. Another reason why the USA got involved was the Cold War. This was a struggle between East and West which was often fought out between countries other than Russia and America and this is what was happening in Vietnam.</i></p>



## Part 1: Section A – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
3 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p><b>Q: Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain which was the more important factor in the USA's failure in Vietnam. They produce a well developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain both sides of the argument about which was the more important factor in the USA's failure in Vietnam. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the USA's failure in Vietnam to explain either the military tactics of the Vietcong or public opinion in the USA was the most important factor. They produce a response that demonstrates some</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There is no doubt that both factors are important. Vietcong tactics and public opinion in the USA both played a role in the USA's failure in Vietnam.</i></p> <p><i>The tactics of the Vietcong were important because the Americans were not used to fighting against a force using guerrilla tactics which meant avoiding conventional big battles. The American army wasn't trained to deal with these tactics and they had difficulty distinguishing Vietcong from ordinary villagers. The Vietcong knew the countryside well and could launch surprise attacks and then disappear. This was why the Americans were losing the war. Their weapons were too big and clumsy to deal with these tactics. Americans made enemies of the South Vietnamese who then helped the guerrillas even more.</i></p> <p><i>However, public opinion was also important. Public opinion turned against the war, there were anti-war protests and thousands of students refused to serve in Vietnam when they were called up. By 1967 journalists began to ask difficult questions about the likelihood of American success. The Tet Offensive had a profound impact on attitudes towards American involvement in South East Asia and many Americans were disillusioned. Without the support of the public and media a victory would not be possible. In election campaigns both Republican and Democrat candidates campaigned to end US involvement in Vietnam because anti-war feeling was so strong they knew they would not be elected otherwise.</i></p> <p><i>Overall, I believe that the Vietcong tactics were the more important factor. These tactics forced the Americans into actions which alienated public opinion back home. If the Americans had been able to defeat the Vietcong they would not have lost support at home.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b>            Candidates demonstrate basic knowledge of the USA’s failure in Vietnam. They produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b>            Candidates demonstrate limited knowledge of the USA’s failure in Vietnam.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b>            No response or no response worthy of credit.</p>		

## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (a)		7	
	<p><b>Q: Study Source A. What is the message of this cartoon? Use the details of the cartoon and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the main message and produce a sound response in context.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub–message of the cartoon and produce a response in context.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the cartoon and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The English cartoon is criticising the USSR and to a lesser extent the Polish government. It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that the USSR represented by the large man drawing a pistol was trying to claim that Solidarity was a threat when it wasn't and would take action on behalf of the Polish government. Solidarity was just a trade union trying to win demands off the Polish government like the right to strike. At this stage, 4 months after its formation, it was not viewed by its members as an alternative to the Communist Party.</i></p>

## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (b)		8	
	<p><b>Q: Explain why communism collapsed in Eastern Europe during the 1980s.</b></p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate sound knowledge to explain why communism collapsed in Eastern Europe during the 1980s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p><b>Level 2 (3–5 marks)</b> Candidates demonstrate some knowledge of why communism collapsed in Eastern Europe during the 1980s. They produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of why communism collapsed in Eastern Europe during the 1980s.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were a number of reasons why communism collapsed in Eastern Europe during the 1980s but the key reason was that the Soviet leader Mikhail Gorbachev decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. As soon as it was clear these countries would not be supported by Russia communism would not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments. Also popular movements such as Solidarity contributed to instability within communist countries. In Poland the communist authorities had to make many concessions to Solidarity and this meant that communism was collapsing from within.</i></p>



## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (a)		4	
	<p><b>Q: What were the main aims of the Provisional IRA?</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>To get the British army and government out of Northern Ireland.</i></li> <li>• <i>To unite Northern Ireland with the rest of Ireland.</i></li> <li>• <i>To protect Catholics against discrimination.</i></li> <li>• <i>To reinvigorate the IRA.</i></li> </ul>


## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (b)		6	
	<p><b>Q: Explain why the Palestine Liberation Organisation (PLO) used terror and violence.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding to explain why the PLO used terror and violence and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why the PLO used terror and violence and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge and understanding of why the PLO used terror and violence.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The reasons why the PLO used terror and violence were complex. The PLO believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War; however, this did not happen. As a result, many Palestinians became refugees living in refugee camps. As Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies, they have used other ways. The PLO believed that the only way that they would get Palestine back as their own country is by using violence. Others had different views for example, diplomacy and international negotiation.</i></p>

## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p><b>Q: How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of different terrorist groups and their methods in order to explain how far they agree that different terrorists have used the same methods since 1969. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of different terrorist groups and their methods in order to explain both sides of the argument about whether different terrorist groups have used the same methods since 1969. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of different terrorist groups and their methods in order to give one side of the argument about whether different terrorist groups have used the same methods since 1969. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is not correct to say that different terrorist groups all use the same methods. In fact there are clear differences between the methods of particular terrorist groups. For example, some Palestinian terrorists believe that it is a good thing to die for a just cause. They believe that they will become martyrs and go to paradise if they die fighting the enemies of their religion. This has led to some becoming suicide bombers and being used to kill people in Israel. Hamas has used this tactic against Jewish settlers in the Gaza strip. The IRA have not used suicide bombers because they do not have the same religious beliefs. But some IRA terrorists have gone on hunger strike, like Bobby Sands, when they have been in prison. He died of his hunger strike.</i></p> <p><i>On the other hand, there are also similarities. For example, the main methods of the IRA throughout the 1970s and 1980s were shootings and bombings which have harmed civilians. In 1996 they set off huge bombs in London and Manchester. These kinds of tactics have also been used by al-Qaeda, who have set off bombs inside US embassies and twice attacked the World Trade Centre. Overall, although there might be some differences in the methods used by terrorist groups, they have one fundamental thing in common. This is that they are acting outside the law and they believe they have to do this because they think they have no means of bringing about change through the political system.</i></p>



Q	Answer	Marks	Guidance
5 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge of different terrorist groups and their methods and they produce a basic response. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of different terrorist methods. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		



## Part 1: Section B – A New World? 1948–2005


Q	Answer	Marks	Guidance
6 (a)		4	
	<p><b>Q: Describe the main events in the invasion of Iraq in 2003.</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>The invasion started in March.</i></li> <li>• <i>The first stage was a missile attack (on the presidential palace) in Baghdad.</i></li> <li>• <i>This was followed up with air-strikes.</i></li> <li>• <i>Baghdad was captured in April.</i></li> <li>• <i>British troops went into Basra.</i></li> </ul>

## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (b)		6	
	<p><b>Q: Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding to explain why there was a breakdown in law and order in Iraq after the invasion. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why there was a breakdown in law and order in Iraq after the invasion and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the invasion of Iraq.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Law and order broke down in Iraq after the 2003 invasion because the coalition invasion successfully destroyed the power of Saddam Hussein's regime but it did not have enough resources to control Iraq once Saddam had fallen. The situation was made worse because both the Iraqi army and police force were disbanded. Another reason was that many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. The Iraqi terrorists were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of the country. The Americans disbanded the army because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets with no one to control them.</i></p>

## Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p><b>Q: ‘The most important reason why the multi-national force invaded was the oil in Iraq.’ How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain how far they agree that oil was the most important reason for the invasion. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain both sides of the argument about whether oil was the most important reason for the invasion. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of why the multi-national force invaded Iraq in order to give one side of the argument that oil was the most important reason for the invasion. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Oil was one factor in explaining the coalition invasion of Iraq but there were other factors as well. Certainly critics of the war said that attacking Iraq had nothing to do with terrorism, it was about justifying a huge rise in defense spending and gaining control of Iraq’s oil. Iraq held one of the world’s largest reserves of oil. US oil companies like Halliburton profited massively from the US invasion of Iraq as they got very profitable drilling contracts. However, there were other reasons apart from oil. For instance, George W Bush wanted to get rid of Saddam Hussein who had been causing problems for America. They were worried that he was building up nuclear weapons and germ warfare and that he could threaten the rest of the world with these. They were also worried by the fact that he had committed lots of human rights abuses in his own country. No political parties were allowed and opponents were tortured. Whole communities were wiped out. Britain and America decided on ‘regime change’. Also, if the government in Iraq was more co-operative with the West this would also be beneficial. On the whole, I think that oil and Saddam Hussein were equally important, because if Saddam Hussein had been friendly to the West, this would have meant that the West would have access to the oil, and the invasion would not have been necessary.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to show why the multi-national force invaded Iraq and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of why the multi-national force invaded Iraq.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
7 (a)		7	
	<p><b>Q: Study Source A. ‘Women were not valued by the Nazi party.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that women were not valued by the Nazi party.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that women were not valued by the Nazi party.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that women were not valued by the Nazi party.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the poster and produce a very limited response.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I agree with this interpretation to some extent. During the Weimar period women achieved much more freedom but much of this was lost under the Nazis. The poster suggests that Nazis despise women. The Nazi in the poster is holding a whip in an aggressive way and will possibly beat the woman. However, this is an election poster by the Social Democrats, and is clearly trying to persuade women to vote for them rather than for the Nazis. Therefore we cannot trust it as evidence about Nazi attitudes towards women.</i></p> <p><i>In fact the Nazis did value women in some ways, as the mothers of the next German generation – producing boys who would go into the army and help Germany win territory in the East. They were discouraged from going to work but were valued as home-makers. Later in the period the Nazis began to value women for other reasons, as the men were going off to fight on the Front, more women were needed to work in factories and in other jobs such as fire wardens. Therefore women were valued increasingly by the Nazis as this was in addition to their roles in the home.</i></p> <p><i>Overall women seemed to have a low status with the Nazis but became more important to them, and so I do not entirely agree with the interpretation.</i></p>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
7 (b)		7	
	<p><b>Q: Study Source B. How far did the Nazi regime win the support of young Germans? Use the source and your own knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound understanding and evaluation of the source and sound knowledge and understanding of the Nazis and young people. They use this to explain effectively both sides of the argument and to reach an informed conclusion.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of the support of young Germans for the Nazis. They use this to explain effectively one side of the argument.</p> <p><b>Level 2 (2–3 mark)</b> Candidates demonstrate limited knowledge of the Nazis and young people. Answers are largely restricted to the information in the source.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate very limited knowledge and use the source superficially.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>In some ways this source does suggest that the Nazis had won the support of young Germans. This source does tell of how the schools were used to indoctrinate young people when minds were impressionable and this would encourage support. Another example that suggests the Nazis won over young people was the popularity of the Hitler Youth where they got to do exciting activities and wear uniforms. They were also willing to spy on their parents which shows the extent to which the Nazis had won them over.</i></p> <p><i>However, I do not think this source shows that they had the support of young Germans for the whole of the Nazi period. The popularity of the Hitler Youth after the mid-1930s declined to such an extent that they had to make membership compulsory. The ‘Swing’ movement, which accepted Jews and listened to American music, was growing. Overall, the source on its own does not prove that the Nazis had young people’s support as it comes from a German newspaper; newspapers were controlled by the Nazis. The Nazis would use newspapers for propaganda to give the impression of overall support. We know that they did not gain the complete support of young Germans. Overall, the Nazis were successful in winning over young people in the early period of their regime but later they found it more difficult to keep their loyalty.</i></p>



## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
7 (c)		6	
	<p data-bbox="253 336 987 424"><b>Q: Study Source C. Why would the Nazi government want to publish this photograph? Use the source and your knowledge to explain your answer.</b></p> <p data-bbox="253 470 499 496"><b>Level 3 (5–6 marks)</b></p> <p data-bbox="253 507 972 627">Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the period. They interpret the purpose of the photograph to produce a response explaining its impact on the intended audience.</p> <p data-bbox="253 671 499 697"><b>Level 2 (3–4 marks)</b></p> <p data-bbox="253 703 965 791">Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the message of the photograph.</p> <p data-bbox="253 826 499 852"><b>Level 1 (1–2 marks)</b></p> <p data-bbox="253 858 920 914">Candidates describe the photograph and produce a very limited response.</p> <p data-bbox="253 949 472 975"><b>Level 0 (0 marks)</b></p> <p data-bbox="253 981 786 1007">No response or no response worthy of credit.</p>	6	<p data-bbox="1137 336 2007 392">This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p data-bbox="1137 427 2063 762"><i>The Nazis would want to publish this photograph because it represents the Nazi Aryan ideal. It shows perfect family life, the 'father' loyal to the Nazi regime, the 'mother' at the piano surrounded by her children, listening to and playing music together. People were encouraged to have lots of children. The Nazis' policies encouraged large families as this was an important part of making Germany great again. The population had been declining and women were encouraged to have more children. This would increase the number available to fight in the army in future years. The published photograph would also have been aimed at women to remind them of their place within Nazi society. Their world of their husband, children and home, staying home to look after the family rather than going out to work.</i></p>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
8 (a)		4	
	<p><b>Q: What were the main features of the Weimar Constitution?</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>A republic.</i></li> <li>• <i>All German adults (20 and over) could vote.</i></li> <li>• <i>The Reichstag was the national parliament made up of elected representatives.</i></li> <li>• <i>It was aimed at preventing any one party gaining too much power.</i></li> <li>• <i>It set up a system of proportional representation where a party gaining 20% of the votes gained 20% of the seats.</i></li> </ul>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
8 (b)		6	
	<p><b>Q: Explain the reasons why the period from 1924 to 1929 was successful for the Weimar Republic.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the period 1924 to 1929 was successful for the Weimar Republic. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why the period 1924 to 1929 was successful for the Weimar Republic and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the period 1924 to 1929.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The period from 1924 to 1929 was successful for the Weimar Republic partly because of the new currency. A new currency called the Rentenmark was introduced. People had more confidence in this compared to the old currency which had lost its value because of hyperinflation. This helped the government to defeat inflation. Another reason for the success of the Weimar Republic was Stresemann. He managed to solve the Ruhr crisis and brought a lot of stability to Germany. Extremist groups like the Nazis had little support after 1924 and Weimar was able to grow in wealth.</i></p>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
8 (c)		10	
	<p><b>Q: ‘The main reason for the fall of the Weimar Republic was the economic depression which started in 1929.’ How far do you agree with this statement? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the reasons for the fall of the Weimar Republic. They explain the economic depression of 1929 and at least one other factor as reasons for the fall of the Weimar Republic. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b> Candidates demonstrate sound knowledge and understanding of the reasons for the fall of the Weimar Republic. They explain the economic depression of 1929 and at least one other factor as reasons for the fall of the Weimar Republic. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate some knowledge and understanding of the reasons for the fall of the Weimar Republic. They explain the economic depression of 1929 or one other factor as reasons for the fall of the Weimar Republic. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The fall of the Weimar Republic was mainly down to the economic depression which started in 1929, although there were underlying factors as well.</i></p> <p><i>The economic depression brought large scale unemployment and this was not helped by Germany being dependent on American loans. The Weimar government was unable to deal effectively with the situation. In addition it seemed that the Weimar Constitution, with its balance of power, made firm and decisive action very difficult. The government tried to deal with the problem by cutting spending and welfare benefits but the situation did not improve. They decided to call an election in 1930. Unemployment led to many people voting for the Nazis and this would eventually lead to Hitler bringing an end to the Weimar Republic. Another reason for the fall of the Weimar Republic was the Treaty of Versailles. Weimar was blamed for the terms of the Treaty which made Germany weak and at the mercy of other European countries. The German people felt humiliated by the signing of the Treaty and the Weimar regime was associated with this in people’s minds. This led to some people wanting to remove the Weimar regime from power and have people in power who would make Germany strong again. Hitler maintained Germany needed strong leadership and he promised to get rid of the Treaty and to reduce unemployment. The Nazis were attractive to the unemployed as they blamed Germany’s troubles on the Weimar government.</i></p> <p><i>Overall, I would agree that the economic depression was the factor that made failure more likely. The Republic had been strengthened under Stresemann but the Nazis only grew in popularity after the chaos of the depression. However, if the Weimar government had not been weakened by the Treaty of Versailles from the very beginning, it would have been stronger to begin with and may have survived the Nazi threat.</i></p>

Q	Answer	Marks	Guidance
8 (c)	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to show why the Weimar Republic fell and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the fall of the Weimar Republic.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
9 (a)		4	
	<p><b>Q: Describe the methods used by the Nazis to deal with their opponents within Germany.</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> <li>• <i>They used the SA, SS and Gestapo.</i></li> <li>• <i>Propaganda was often used.</i></li> <li>• <i>They put opponents in concentration camps.</i></li> <li>• <i>They used informers.</i></li> </ul>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
9 (b)		6	
	<p><b>Q: Explain why some individuals and groups opposed Nazi rule.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why some individuals and groups opposed Nazi rule. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of why some individuals and groups opposed Nazi rule and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of why some individuals and groups opposed Nazi rule.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Individuals and groups both opposed Nazi rule but for different reasons. The communists opposed Nazi rule because of the ban on trade unions and their political beliefs. The Nazis represented everything the communists opposed. Communists were rounded up and put in concentration camps. Some of them fled to countries like Czechoslovakia where they could organise some underground opposition to the Nazis. Another type of group that opposed the Nazis were the youth groups such as the Edelweiss Pirates and Swing Youth. They were anti-authority and anti-Nazi. They rebelled against the strict regime of the Hitler Youth programme. These young people liked to listen to American music and enjoy leisure activities, which were severely restricted at the outbreak of war.</i></p>

## Part 2: Germany 1918–1945

Q	Answer	Marks	Guidance
9 (c)	<p><b>The following contributed to the failure of opposition to Nazi rule:</b>  <b>i) the methods of the SS and the Gestapo; ii) the economic policies of the Nazis; iii) the divisions between the different opposition groups.</b>  <b>Which do you think was the most important? Explain your answer referring only to (i), (ii) and (iii).</b></p> <p><b>Level 5 (10 marks)</b>  Candidates demonstrate comprehensive knowledge and understanding of the three factors. They produce a well developed response that demonstrates thorough understanding of the past, through explanation and analysis of the relevant key concepts, and features to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 4 (7–9 marks)</b>  Candidates demonstrate sound knowledge and understanding of two of the three factors. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 3 (5–6 marks)</b>  Candidates demonstrate some knowledge and understanding of one of the three factors. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>All three methods contributed to the failure of opposition to Nazi rule.</i></p> <p><i>Firstly, the Nazis were very successful at eliminating the opposition. The SS terrorised people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated. The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children on their families. They also tapped phones.</i></p> <p><i>However, the Nazis also won over many people with their economic policies. They promised full employment and did this through the development of public works such as the building of autobahns and by the end of the 1930s Germany had a national motorway system. From 1935 conscription was applied and rearmament meant thousands of jobs in armament factories.</i></p> <p><i>Finally, the opposition groups did not work together. There was a fear of communism particularly amongst the Social Democratic Party (SDP) who were not communists. This made it very difficult for the SDP and the communists to work together against the Nazis. The SDP made a grave mistake in thinking that German people would not fall for the Nazi promise of restoring 'old-fashioned values'. They underestimated the anger towards the Weimar Republic.</i></p> <p><i>In conclusion, I would say that the most important reason for the failure of opposition was the Nazi economic policies. These policies provided jobs and a higher standard of living and even if the opposition had not been divided it would not have mattered because few people would have supported it. Because they were better off, most people were willing to put up with the Nazis.</i></p>





Q	Answer	Marks	Guidance
9 (c)	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to show which was the most important in the failure of opposition to Nazi rule and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of contributions to the failure of opposition to Nazi rule.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 0 (0 marks)</b> No response or no response worthy of credit.</p>		

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 5–6 marks</i></b>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<b><i>Intermediate performance 3–4 marks</i></b>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<b><i>Threshold performance 1–2 marks</i></b>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

### Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1/4 (a)	1	2	4		7
1/4 (b)	4	4	0		8
2/3/5/6 (a)	4	0	0		4
2/3/5/6 (b)	3	3	0		6
2/3/5/6 (c) 	4	6	0	6	16
7 (a)	1	2	4		7
7 (b)	1	2	4		7
7 (c)	1	2	3		6
8/9 (a)	4	0	0		4
8/9 (b)	3	3	0		6
8/9 (c)	4	6	0		10
<b>Totals</b>	<b>30</b>	<b>30</b>	<b>15</b>	<b>6</b>	<b>81</b>

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