



# SPECIMEN

**General Certificate of Secondary Education**

**A015**

**History B: Modern World  
Aspects of International Relations, and  
Causes and Events of the First World War  
1890–1918**

**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, B and C)

**and**

Part 2: Depth Study, Causes and Events of the First World War 1890–1918.

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

<b>Either</b>	Section A: The Inter–War Years, 1919–1939
<b>Or</b>	Section B: The Cold War, 1945–1975
<b>Or</b>	Section C: A New World? 1948–2005.

Then answer **Question 1 OR Question 4 OR Question 7** and **one** other question from the section you have chosen.

In Part 2: Depth Study, Causes and Events of the First World War 1890–1918, answer **Question 10** 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, B and C, Questions 2, 3, 5, 6, 8 and 9; **Part 2:** Questions 11 and 12.
- 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 Inter-War Years, 1919–1939**

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**



Hitler: 'There's some mistake. It was your small brother I sent for.'

*A cartoon from a British newspaper, 6 September 1939, three days after Britain and France declared war on Germany. It shows Hitler speaking to Mars, the great god of war.*

- 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 Nazi–Soviet Pact (1939) was signed. [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)** In what ways did the Treaty of Versailles punish Germany? **[4]**
- (b)** Explain what Wilson hoped to achieve at the Paris Peace Conference. **[6]**
- (c)** How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** What were the main aims of the League of Nations? **[4]**
- (b)** Why did the League of Nations achieve some successes in the 1920s? Explain your answer. **[6]**
- (c)** How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- Section A total [41]**

Part 1: Aspects of International Relations

Section B: The Cold War, 1945–1975

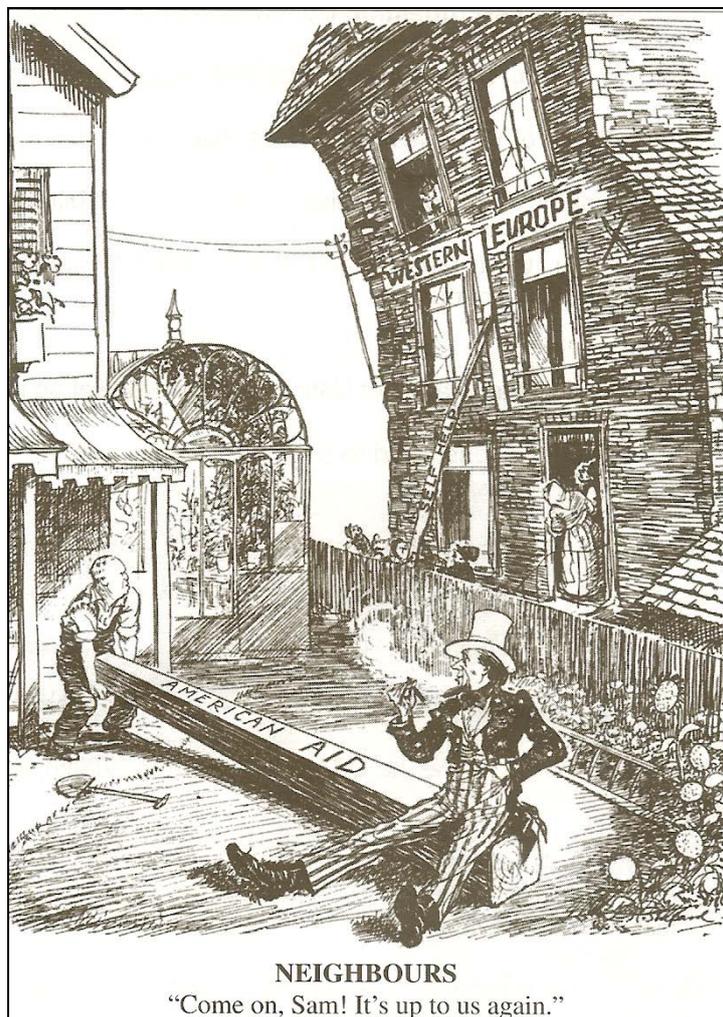
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 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



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

- 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 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.**

- 5 (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]**

- 6 (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 B total [41]**

Part 1: Aspects of International Relations

Section C: 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 7 and EITHER Question 8 OR Question 9.

You should spend about 15 minutes on Question 7.

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

Source A



A cartoon published in an English newspaper, December 1980.

- 7 (a) Study Source A.

What is the message of this cartoon? Use the 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.**

- 8 (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]**

- 9 (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 C total [41]**

## Part 2: Depth Study

### Causes and Events of the First World War 1890–1918.

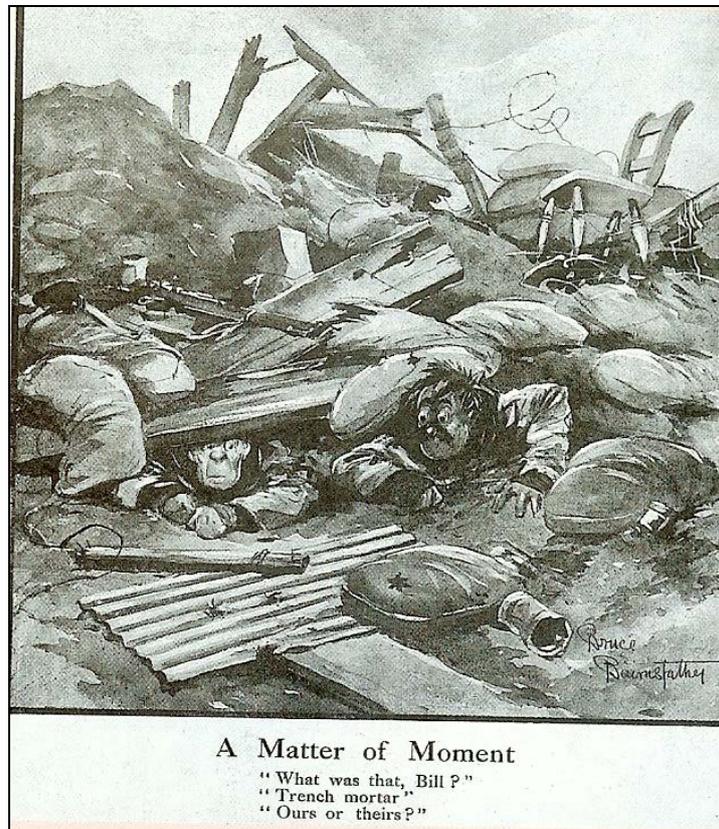
Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You are advised to spend about 70 minutes on this section.

Answer Question 10 and ONE other question.

10 Study the sources carefully and then answer the questions which follow.

#### Source A



*A cartoon produced by a Captain in the British Army. He served on the Western Front and produced this cartoon at that time.*

#### Source B

At 7.30 a.m. the hurricane of shells ceased. Our men at once clambered up the steep shafts leading from the dug-outs to daylight and ran to the nearest shell craters. The machine guns were pulled out of the dug-outs and hurriedly placed into position. As soon as we were in position we saw a series of long lines of British infantry moving forward from their trenches. They came on at a steady pace as if expecting to find nothing alive in our front trenches. When the line was within 100 yards, the rattle of machine-gun fire broke out.

*A German soldier describing what happened on the first day of the Battle of the Somme, 1 July 1916.*

## Source C



*A still picture from a silent film produced by the British government in 1916.  
The film was first shown in cinemas around the country in August 1916.*

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

What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer. **[6]**

**(b)** Study Source B.

'Technology ensured that the First World War battlefield was a stalemate.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. **[7]**

**(c)** Study Source C.

Why did the British government produce this film at that time? Use the source and your knowledge to explain your answer. **[7]**

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 11 (a)** What was the Entente Cordial of 1904? [4]
- (b)** Why did the crises of 1905 and 1911 in Morocco increase tension between European powers? [6]
- (c)** 'The assassination of Franz Ferdinand was the main reason for war breaking out in 1914.' How far do you agree with this statement? Explain your answer. [10]

- 12 (a)** What problems did the allied armies face when they first landed on the Gallipoli Peninsula in April 1915? [4]
- (b)** Explain the reasons why the Gallipoli campaign was carried out. [6]
- (c)** The following were equally responsible for the failure of the Gallipoli campaign:
- (i)** a lack of surprise
  - (ii)** a lack of military planning
  - (iii)** the weather.

Which do you think was the most responsible? 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):** From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p 50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

**Section B 4(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 C 7(a):** From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, 1999, p 208

**Causes and Events of the First World War (1900–1918)**

**10a):** From *The Trenches*, Dale Banham and Christopher Culpin, John Murray, 2002, p 39

**10b):** From *Britain and the Great War*, Rosemary Rees, Heinemann, 1993, p 17

**10c):** From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p 6

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**SPECIMEN**

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

**GCSE HISTORY B**

**A015**

**MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 81**

**SPECIMEN**

**This document consists of 48 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 Inter–War Years, 1919–1939

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 understanding of the source and knowledge and understanding of the period. They interpret the cartoon and produce a developed response to identify and explain its main message.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the cartoon and produce a basic response to identify and explain a valid sub-message.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate limited knowledge of the period. They describe the cartoon and produce a simple response.</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 this cartoon, 3 days after war was declared, is that Hitler had underestimated the size of the conflict. This is why he is depicted so small in comparison to Mars, the great god of war and why he says that he sent for Mars' 'small brother' so he didn't have to fight a massive war. Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany because they had previously not taken any action against Hitler's aggressive foreign policy. He had thought it would be a quick invasion and short war against Poland and now he found that he was in a great war with Britain and France.</i></p>

## Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
1 (b)		8	
	<p><b>Q: Explain why the Nazi-Soviet Pact (1939) was signed.</b></p> <p><b>Level 3 (6–8 marks)</b> Candidates demonstrate sound knowledge in order to explain why the 1939 Nazi-Soviet Pact was signed. 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 the 1939 Nazi-Soviet Pact was signed. They produce a single-causal explanation.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the 1939 Nazi-Soviet Pact.</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>Hitler and Stalin signed the Nazi-Soviet Pact in 1939 because it was beneficial to both sides. The Pact benefited Hitler because he was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any immediate interference from Stalin. Stalin signed the Pact because he felt let down by Britain and France, who had signed the Munich agreement without Russia. Stalin had made several attempts to reach an agreement with Britain and France, but they had rejected them. Stalin thought Britain and France could not stop Hitler and so he thought he had better sign the Pact to make sure Germany did not go to war with Russia. It would also give him part of Poland. Stalin and the USSR held the key to Poland.</i></p>

## Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (a)		4	
	<p><b>Q: In what ways did the Treaty of Versailles punish 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>It limited the size of Germany's army.</i></li> <li>• <i>Germany was forbidden to join with Austria.</i></li> <li>• <i>Germany had to accept the 'War Guilt' clause.</i></li> <li>• <i>Its overseas empire was taken away.</i></li> <li>• <i>Germany had to pay reparations to the Allies for the damage they had caused.</i></li> </ul>

## Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (b)		6	
	<p><b>Q: Explain what Wilson hoped to achieve at the Paris Peace Conference.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining more than one of these hopes.</p> <p><b>Level 2 (3–4 marks)</b> Candidates demonstrate some knowledge and understanding of what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining one of these hopes.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the Paris Peace Conference.</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>President Wilson hoped to achieve several things at the Paris Peace Conference. Wilson felt that nations had to work together in order to achieve world peace. He hoped to achieve this by setting up an international body called the League of Nations. His hope was that in the future nations would settle international disputes through negotiation rather than war. He also believed in self-determination – the idea that nations should rule themselves. He wanted the different peoples of Eastern Europe, such as the Poles, to rule themselves and not be part of Austro–Hungarian empire.</i></p>

## Part 1: Section A – The Inter–War Years, 1919–1939

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 44 to allocate SPaG marks.</p>
	<p><b>Q: How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the Treaty of Versailles in order to explain how far Clemenceau was satisfied with it. 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 the Treaty of Versailles in order to explain both sides of the argument about how far Clemenceau was satisfied with it. 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 Treaty of Versailles in order to give one side of the argument about how far Clemenceau was satisfied with it. They produce a response that demonstrates some understanding of the past.  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>Clemenceau was dissatisfied with the Treaty of Versailles although there were many terms which did please him.</i></p> <p><i>Clemenceau was pleased with some of the territorial terms of the Treaty, such as Alsace-Lorraine being given back to France. The French always regarded Alsace-Lorraine as their territory despite it being seized by Germany in 1870. He was very satisfied he had reclaimed it from Germany.</i></p> <p><i>However, Clemenceau was dissatisfied that Germany was able to keep the Rhineland. It was demilitarised but it would return to Germany at a later date, and Germany was still able to use its economic resources. Clemenceau had hoped to make the Rhineland into an independent country.</i></p> <p><i>Overall, the treaty was never going to fully satisfy everyone as it was a compromise between very different positions. However, Clemenceau felt more bitterness with the outcome because although Germany had the size of its army reduced and had lost some territory, he felt that Germany was still strong enough to rise up and threaten France again in the future.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p><b>Level 2 (3–4 marks)</b>            Candidates use some relevant knowledge to show how far Clemenceau was satisfied with the Treaty of Versailles 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 Treaty of Versailles.</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 Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (a)		4	
	<p><b>Q: What were the main aims of the League of Nations?</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>It aimed to uphold the Treaty of Versailles.</i></li> <li>• <i>It encouraged international co-operation, especially through trade.</i></li> <li>• <i>The League’s aim was to encourage nations to disarm.</i></li> <li>• <i>It aimed to settle disputes peacefully.</i></li> <li>• <i>It aimed to maintain international peace through collective security.</i></li> </ul>

## Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (b)		6	
	<p><b>Q: Why did the League of Nations achieve some successes in the 1920s? Explain your answer.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge in order to explain why the League of Nations was able to achieve some successes in the 1920s. 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 League of Nations was able to achieve some successes in the 1920s. They produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate limited knowledge of the League of Nations.</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 League of Nations achieved a number of important successes in the 1920s partly because of its own actions and partly because in the 1920s nations respected its authority. The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments. Another reason is that many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement. For example, Finland and Sweden accepted the League's judgement when they had a dispute over the Aaland Islands in 1920. The League listened, judged and had its decision accepted. This established confidence in the League's ability.</i></p>

## Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (c) 		16	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 44 to allocate SPaG marks.</p>
	<p><b>Q: How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the failure of the League in the 1930s to explain how far it could be blamed on the Great Depression. They produce a fully 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 failure of the League in the 1930s in order to explain both sides of the argument about whether it could be blamed on the Great Depression. They produce a well developed response that demonstrates good 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 failure of the League in the 1930s in order to give one side of the argument about whether it could be blamed on the Great Depression. 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>In some ways the Great Depression was to blame for the failure of the League in the 1930s because it led to the rise of extremist regimes which were prepared to go to war for what they wanted, particularly Japan, Germany and Italy.</i></p> <p><i>The Great Depression was responsible for millions losing their jobs in many countries. In desperation they turned to extreme political parties. In Italy, a fascist leader, Mussolini came to power. He wanted to make Italy into a great nation again. Part of this was to have an overseas empire and this is why he invaded Abyssinia. This presented a real problem to the League of Nations. Italy was a member of the League and its invasion of Abyssinia demonstrated a failure of the League of Nations.</i></p> <p><i>However, the Great Depression cannot be entirely blamed for the League’s failure and it was in some ways just too weak. It had no army and in remote parts of the world like Manchuria, it was happy for Japan to maintain stability. When Japan invaded Manchuria in 1931, the League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. The Lytton Committee reported a year later in 1932 condemning Japan’s actions. Britain and France were not prepared to back tough action and the League’s actions failed and so it lost its credibility.</i></p> <p><i>Overall, the Depression was a key factor in the failure of the League but was not the only factor. The League was weak to begin with, due to absent powers like the USA and its lack of armed forces; it could only really impose sanctions which either weren’t used or didn’t work. This means that if there had been no Depression, the League would still have been a failure because of its intrinsic weaknesses.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p><b>Level 2 (3–4 marks)</b>            Candidates use some relevant knowledge to show how far the failure of the League of Nations in the 1930s could be blamed on the Great Depression 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 failure of the League of Nations and the Great Depression.</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 – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
4 (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 B – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
4 (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 also 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 B – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
5 (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 B – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
5 (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 B – The Cold War, 1945–1975

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 44 to allocate SPaG marks.
	<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 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>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
5 (c) 	<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 B – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
6 (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 B – The Cold War, 1945–1975

Q	Answer	Marks	Guidance
6 (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 B – The Cold War, 1945–1975

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 44 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.</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 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.</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 USA's failure in Vietnam in order to explain either the military tactics of the Vietcong or public opinion in the USA. They</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
<p>6 (c) </p>	<p>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> <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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
7 (a)	<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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
7 (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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
8 (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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
8 (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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
8 (c) 		16	✍ This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 44 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. 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>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
8 (c) 	<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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
9 (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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
9 (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 C – A New World? 1948–2005

Q	Answer	Marks	Guidance
9 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 44 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.  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.  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.  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>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
<p>9 (c)</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: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
10 (a)		6	
	<p><b>Q: Study Source A. What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer.</b></p> <p><b>Level 3 (5–6 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 2 (3–4 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 1 (1–2 marks)</b> Candidates demonstrate limited knowledge and understanding of the period. They 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>	6	<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 this cartoon is that life can be very dangerous in the trenches and your position might be hit by a mortar shell from the enemy or even from your own side. Bombardments took place all the time to 'soften-up' the enemy prior to soldiers 'going over the top'. The main strategic problem was that the direction of fire was as likely to be from your own side as from the enemy's because information about trench positions and the accuracy of fire was suspect. This cartoon is a humorous piece that helped to improve the spirit of the troops.</i></p>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
10 (b)		7	
	<p><b>Q: Study Source B. ‘Technology ensured that the First World War battlefield was a stalemate.’ 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 technology ensured that the First World War battlefield was a stalemate.</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 technology ensured that the First World War battlefield was a stalemate.</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 technology ensured that the First World War battlefield was a stalemate.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the source without context.</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 in part with the interpretation. As the source shows, the Germans had a strong trench system and simply stayed at the bottom of their trenches until the bombardment was over. They then had time to set their machine guns up and await the arrival of the British. This shows that the use machine guns in the First World War made it very difficult to attack the enemy trenches. This turned much of the First World War into a defensive rather than an offensive war. The source is supported by the fact that 60,000 British soldiers were killed on the first day of the Somme.</i></p> <p><i>Other technology also contributed to the stalemate, including barbed wire which was used to herd attacking forces towards the machine guns and made breakthrough very difficult.</i></p> <p><i>However, this technology did not inevitably lead to stalemate as there were factors that could and did break it. The blockade of Germany deprived it of food and equipment. This had the effect of damaging morale and weakening the strength of the army. Another factor was allies. The introduction of American troops helped the allies on the Western Front while Germany’s allies were sapping their resources.</i></p> <p><i>Overall, for much of the First World War I agree with the interpretation, but it changed at the end when other factors became more important.</i></p>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
10 (c)		7	
	<p><b>Q: Study Source C. Why did the British government produce this film at that time? Use the source and your knowledge to explain your answer.</b></p> <p><b>Level 4 (6–7 marks)</b> Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the period. They interpret the purpose of the film to produce a response explaining its intended impact by the British government.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the message of the film and produce a response explaining why this message was produced by the British government at the time.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate basic knowledge and understanding of the period, but they do not relate this to the film or purpose of the film or they explain the message or purpose of the film without setting it in the context of the period.</p> <p><b>Level 1 (1 mark)</b> Candidates describe the film 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 British government produced this film during 1916 as a piece of war propaganda in order to show events in a more positive light because details of a number of army set-backs, including the Battle of the Somme, had reached the British shores. Films were a popular form of entertainment so it would have been seen in cinemas by large numbers of people. It was produced to raise the morale of the British people at home, to show them how brave the soldiers were and to encourage more men to enlist. This was part of the last attempt to get people to volunteer rather than rely on conscription. It was also a good way to show the people in Britain what was happening in the war and the way the war was being fought.</i></p>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
11 (a)		4	
	<p><b>Q: What was the Entente Cordial of 1904?</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>It was an agreement between France and Britain.</i></li> <li>• <i>It was a friendly agreement signed because of the threat of Germany.</i></li> <li>• <i>France gave Britain a free hand in Egypt.</i></li> <li>• <i>Britain gave France a free hand in Morocco.</i></li> </ul>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
11 (b)		6	
	<p><b>Q: Why did the crises of 1905 and 1911 in Morocco increase tension between European powers?</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the crises of 1905 and 1911 in Morocco increased tension between European powers. 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 in order to explain why the crises of 1905 and 1911 in Morocco increased tension between European powers and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the crises of 1905 and 1911 in Morocco.</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 crises of 1905 and 1911 in Morocco increased tension between European powers for a number of reasons. Firstly, Kaiser Wilhelm II wanted to test the strength of the Entente Cordiale. He visited Tangiers where, in a speech (1905), he said Morocco should be independent of France. France was supported by Britain and neither was prepared to compromise. Secondly, the Kaiser suffered an embarrassing defeat at the Algeciras conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France. Finally, the Kaiser, in 1911, again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Again Germany backed down to avoid war and yet again he blamed Britain. He was unlikely to back down again.</i></p>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
11 (c)	<p><b>Q: How far do you agree that the assassination of Franz Ferdinand was the main reason for war breaking out in 1914? Explain your answer.</b></p> <p><b>Level 5 (10 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the reasons for war breaking out in 1914. They explain the importance of the assassination of Franz Ferdinand and at least one other factor as reasons for the outbreak of war. 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 war breaking out in 1914. They explain the importance of the assassination of Franz Ferdinand and at least one other factor as reasons for the outbreak of war. 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 war breaking out in 1914. They explain the importance of the assassination of Franz Ferdinand or one other factor as reasons for the outbreak of war. 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>The assassination of Franz Ferdinand was the spark that caused the war to break-out in 1914 but it was not the main reason.</i></p> <p><i>It did help to bring about war. Following the assassination in Sarajevo of the heir to the Austro-Hungarian throne, Austria declared war on Serbia despite the Serbs not wanting war. This brought Russia into conflict as it supported Serbia and was determined not to back down this time. Germany supported its ally Austria-Hungary by declaring war on Russia and then France. This was the immediate cause of war. However, there were also longer-term reasons. For example, the Kaiser adopted a more aggressive approach to the rest of the world. He ended friendly relations with Russia and, as a result, other countries saw Germany as a threat. Also, Germany had grown equal to Britain in wealth and industry and wanted an Empire like Britain. The Kaiser's aggressive attitude suggested he might take parts of the Empires of Britain and France (Morocco) and this was seen as a threat. Additionally, Germany entered the arms race, building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy as well. The Alliance System also had a large part to play. The development of the Triple Entente and the Triple Alliance had effectively created 'two camps' in Europe and each became increasingly suspicious of the other.</i></p> <p><i>Overall, there was so much tension and nationalism in Europe that war was likely at some point, caused by the Alliance system and the race for Empire. Therefore, the assassination was the catalyst to war, but it was not the most important reason as something else could have as easily caused it.</i></p>

Q	Answer	Marks	Guidance
11 (c)	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge of the reasons for the outbreak of war in 1914 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 reasons for the outbreak of war in 1914.</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: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
12 (a)		4	
	<p><b>Q: What problems did the allied armies face when they first landed on the Gallipoli Peninsula in April 1915?</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 Turks were aware the attack was coming and were prepared.</i></li> <li>• <i>The Turks were dug into strong positions on the hills overlooking the beaches.</i></li> <li>• <i>The allied armies faced heavy machine-gun fire.</i></li> <li>• <i>The allied armies had to dig-in to give themselves cover.</i></li> </ul>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
12 (b)		6	
	<p><b>Q: Explain the reasons why the Gallipoli campaign was carried out.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the Gallipoli campaign was carried out 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 in order to explain why the Gallipoli campaign was carried out and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the Gallipoli campaign.</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 Gallipoli campaign was carried out for different reasons. Firstly, it was to open up a sea route to the Russian Front so that the Allies could get supplies to the Russians. The only real possibility was through a narrow stretch of sea into the Black Sea, the Dardanelles, controlled by the Turks. Secondly, it was carried out because the British hoped the Gallipoli campaign would break the stalemate on the Western Front. They would capture Constantinople, the capital of Turkey. This would encourage neutral countries such as Greece and Romania to join the Allies. As well as this, the campaign would establish a new front from which the Allied troops could march through the Balkans and attack Germany's principal ally, Austria-Hungary. It was also meant to relieve pressure on Russian forces by drawing troops away from the Russian Front. Finally, it was a plan to use the powerful British navy rather than land troops and to avoid getting weighed down in trench warfare as happened to the troops on the Western Front.</i></p>

## Part 2: Causes and Events of the First World War 1890–1918

Q	Answer	Marks	Guidance
12 (c)	<p><b>The following were equally responsible for the failure of the Gallipoli campaign: i) lack of surprise; ii) lack of military planning; iii) the weather. Which do you think was the most responsible? 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 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 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 reasons contributed to the failure of the Gallipoli campaign, but lack of planning was the factor most responsible. The lack of surprise certainly contributed. The Turks knew well in advance about the planned Gallipoli landings and strengthened their defences. They had planted mines in the water along the shore which resulted in the navy retreating. The Turks then dug themselves into the hillside overlooking the beaches in a prime position. It had taken the British several weeks to organise the landings losing the advantage of surprise.</i></p> <p><i>However, from the beginning the plan had little chance of success due to lack of planning. It was highly unlikely to remove both Turkey and Austria from the war with one manoeuvre. No serious thought had been given to what to do once they had captured Gallipoli. The commanders on the Western Front refused to release men as it was believed that the war would be won there. The British used out of date maps for the landings and failed to remove the mines. The only realistic chance of success was a joint army and navy operation, yet they were carried out separately.</i></p> <p><i>Finally, the weather did not help. In summer the heat and dust were extreme. Water was extremely scarce and had to be carried by mules in cans from supply ships. Flies were everywhere causing widespread dysentery. Men were weak and had to be treated on hospital ships offshore. In hot weather, the stench of rotting bodies became unbearable. In winter, the heat and dust turned to mud and snow. Water poured down the hills into the allied trenches. Blizzards swept over men who were without overcoats and many died of exposure.</i></p> <p><i>Overall, I think the factor most responsible was the lack of planning. The British should have realised how difficult it would have been without extra support and once the element of surprise had been lost. The lack of planning caused the campaign to lack the element of surprise needed and</i></p>

Q	Answer	Marks	Guidance
12 (c)	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge of the reasons for the failure of the Gallipoli campaign 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 reasons for the failure of the Gallipoli campaign.</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>		<p><i>meant they failed to take account of the weather.</i></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/ 7(a)	1	2	4		7
1/4/7 (b)	4	4	0		8
2/3/5/6/8/9 (a)	4	0	0		4
2/3/5/6/8/9 (b)	3	3	0		6
2/3/5/6/8/9 (c) 	4	6	0	6	16
10 (a)	1	2	3		6
10 (b)	1	2	4		7
10 (c)	1	2	4		7
11/12 (a)	4	0	0		4
11/12 (b)	3	3	0		6
11/12 (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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