



# SPECIMEN

**General Certificate of Secondary Education**  
**History B (Modern World)**  
**Aspects of International Relations, and**  
**End of Empire c. 1919–1969**

**A016**

**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, End of Empire c. 1919–1969.

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, End of Empire c. 1919–1969, 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**



*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

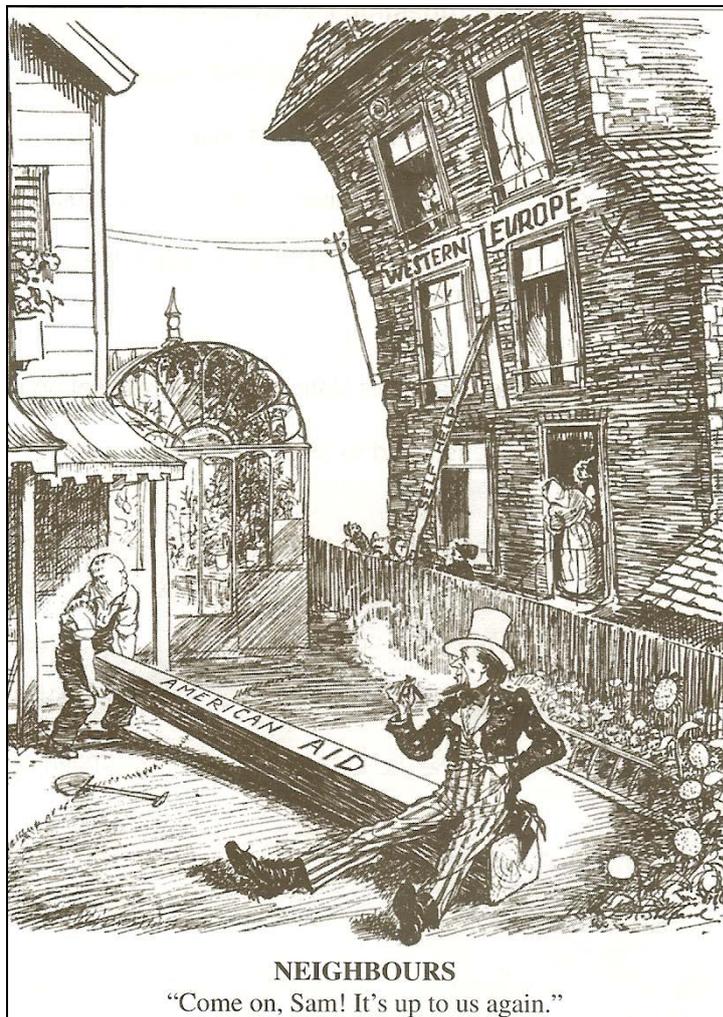
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

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 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****End of Empire c. 1919–1969**

**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 10 and ONE other question.**

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

**Source A**

It was July 26 1952 and I sat with 30,000 people at a Kenya African Union rally which was being addressed by Jomo Kenyatta. He talked first of land. This forced me to turn my eyes towards Aberdare Forest. I could clearly see Karari's Hill, the hill that bears my grandfather's name and whom I am named after. Surely that is my land by inheritance.

Kenyatta then explained the flag. He said "Black is to show it is for black people. Red is to show the blood of the African is the same colour as that of a European and green is to show that when we were given this country by God it was green and fertile. You see that green is below the red and is suppressed."

From this I took him to mean the African could only get his land through blood.

*A Mau Mau leader, Karari Njama, remembers a meeting he attended.*

## Source B



*A British cartoon published on 22 October 1952, the day after British troops flew into Nairobi.*

## Source C



*Suspected Mau Mau terrorists being rounded up in Kenya.*

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

Does this source fully explain the Mau Mau discontent at that time? Use the source and your knowledge to explain your answer.

**[7]****(b)** Study Source B.

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

**[6]****(c)** Study Source C.

'Overall, British policy in Kenya was a success.' How far do you agree with this interpretation? 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)** Describe the main events of the Suez crisis. **[4]**

**(b)** How did growing nationalism contribute to the ending of the British Empire? Explain your answer. **[6]**

**(c)** The following were important factors as to why decolonisation took place:

**(i)** the Second World War

**(ii)** Britain's declining economic position

**(iii)** Macmillan's 'Wind of Change' speech in 1960.

Which do you think was the most important? Explain your answer referring only to **(i)**, **(ii)** and **(iii)**. **[10]**

**12 (a)** Describe what happened at Amritsar in 1919. **[4]**

**(b)** Explain why the Government of India Act of 1935 was important. **[6]**

**(c)** 'Gandhi was more important than Nehru in the move towards independence.' How far do you agree with this statement? Explain your answer. **[10]**

**Part 2 total [40]**

**Paper Total [81]**

**PLEASE DO NOT WRITE ON THIS PAGE**

*Copyright Acknowledgements:*

*Sources:*

**Section A 1(a):** From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p 50, with kind permission of © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB and © Solo Syndication Ltd.

**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

**End of Empire 1939–1969**

**10a):** From *Our World This Century*, Derek Heather, OUP, 1982, p 193

**10b):** By permission of The National Library of Wales.

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

OCR is part of the Cambridge Assessment Group. Cambridge Assessment is the brand name of University of Cambridge Local Examinations Syndicate (UCLES), which is itself a department of the University of Cambridge.

© OCR 2013



**SPECIMEN**

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

**GCSE HISTORY B**

**A016**

**MARK SCHEME**

**Duration: 2 hours**

**MAXIMUM MARK 81**

**SPECIMEN**

**This document consists of 48 pages**

Assessment Objectives (AOs)

---

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 benefitted 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	 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 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.</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 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.</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 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.</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>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. There were other successes too, such as in 1925 when the League was able to prevent a war breaking out between Greece and Bulgaria.</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. 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 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	<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: ‘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 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 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>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
6 (c) 	<p>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)		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>

Q	Answer	Marks	Guidance
7 (b)	<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	<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 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.</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 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.</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 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> <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 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.</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 different terrorist methods.</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
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.</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> <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>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
9 (c) 	<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: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
10 (a)		7	
	<p><b>Q: Study Source A. Does this source fully explain the Mau Mau discontent 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 Mau Mau discontent in 1952. They use this, with information from the source, to show that the source both does and does not fully explain Mau Mau discontent at the time.</p> <p><b>Level 3 (4–5 marks)</b> Candidates demonstrate some understanding of the source and some knowledge and understanding of Mau Mau discontent in 1952. They use this, with information from the source, to show that it either does or does not fully explain Mau Mau discontent at the time.</p> <p><b>Level 2 (2–3 marks)</b> Candidates demonstrate limited knowledge and only use information from the source to show that the source does explain Mau Mau discontent in 1952.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate very limited knowledge and evaluate 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>The source only partly explains the Mau Mau discontent at the time. Since the nineteenth century, large numbers of white settlers had established themselves in Kenya, particularly in the Aberdare Mountains where land was most fertile. The Nationalist Party led by Jomo Kenyatta demanded the restoration of the White Highlands into their hands. Kenyatta was seen as a Messiah who would take control and restore Kikuyu power and prosperity. However, there are other reasons not in the source. The Mau Mau was prepared to seize independence for the Kikuyu through the use of terrorist activity, which is not shown fully in the source. The group was indeed committed to regaining lost land, but in the source this is being used to justify and rationalise violent action, so the unfair loss of land is what is being focused upon.</i></p>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
10 (b)	<p><b>Q: Study Source B. What is the message of this cartoon? Use the source 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 the situation in Kenya is dangerous and the British troops have arrived in Nairobi to deal with the Mau Mau threat. The soldier pictured with the gun in his hand is to use force to put down the Mau Mau uprisings. You can see the Mau Mau serpent threatening the Kenyan baby. It depicts the Mau Mau as a snake threatening to strangle the life out of white Kenya. The Mau Mau were a guerrilla force in Kenya who were fighting to regain their lands. British troops were sent to try to rescue Kenya from the Mau Mau. The security situation was rapidly deteriorating and their job was to round up the terrorists.</i></p>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
10 (c)		7	
	<p><b>Q: Study Source C. ‘Overall, British policy in Kenya was a success.’ 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 British policy in Kenya was a success.</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 British policy in Kenya was a success.</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 British policy in Kenya was a success.</p> <p><b>Level 1 (1 mark)</b> Candidates demonstrate very limited knowledge and evaluate 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>I partially agree with the interpretation, and in some ways the source is evidence of a successful policy. The state of emergency which the photo depicts enabled mass arrests of Kikuyu tribesmen and they were held in detention centres. The British forces cleared the forests of Kikuyu to prevent them exploiting hiding places and, by 1956, Mau Mau terrorism was defeated. This does suggest successful policy, although it was ruthlessly carried out.</i></p> <p><i>However, the source doesn’t tell the whole story, and is limited because a photograph of people being detained cannot show that the views of the people have been successfully dealt with. From my knowledge I know that the feeling of Nationalism had not been crushed and any form of constitution that did not allow for black majority rule was likely to fail. Also, the source only shows short-term success of one area of British policy.</i></p> <p><i>British policy in Kenya was successful in ways not shown in the photograph, as agriculture was reformed to allow black farmers to profit from greater freedoms, for example, growing coffee. Ultimately the British government achieved its policy of peaceful withdrawal from Kenya. So overall I agree with the interpretation, although the suppression of the Mau Mau was not entirely successful.</i></p>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
11 (a)		4	
	<p><b>Q: Describe the main events of the Suez crisis.</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>Nasser decided to nationalise the Suez Canal.</i></li> <li>• <i>France, Britain and Israel had an agreement to get the canal back for the Europeans.</i></li> <li>• <i>Fighting took place between Israel, Britain and France on one side and Egypt on the other.</i></li> <li>• <i>America publicly denounced the invasion.</i></li> </ul>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
11 (b)		6	
	<p><b>Q: How did growing nationalism contribute to the ending of the British Empire? Explain your answer.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain how growing nationalism contributed to the ending of the British Empire. 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 sound knowledge and understanding in order to explain how growing nationalism contributed to the ending of the British Empire and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of growing nationalism and the British Empire.</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>Growing nationalism contributed to the ending of the British Empire in several ways. Firstly, countries, such as India, began to develop nationalist political parties. The Congress Party began campaigning for independence from Britain. It was led by Nehru. Groups like the Congress Party gave nationalism a legitimate claim. During the Second World War, India made an important contribution to the Allied victory and felt that they should be given the right to govern themselves. Ghandi also promoted nationalism but at a more populist level with peaceful protests, for example, the Salt Marches. Together this all helped lead to Indian independence which encouraged other countries in the British Empire to demand their independence.</i></p>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
11 (c)	<p><b>Q: The following were important factors as to why decolonisation took place: i) the Second World War ii) Britain's declining economic position iii) Macmillan's 'Wind of Change' speech in 1960. 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 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 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. 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. 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 of the factors were important reasons that decolonisation took place. Firstly, the Second World War was important. Britain emerged with crippling debts. The logical conclusion was to reduce costs through decolonisation. The Second World War also demonstrated why Europe needed to be more united. Obviously one of the main reasons was to avoid future wars but also there were economic reasons. This Euro-centric approach took financial support away from the colonies.</i></p> <p><i>Britain's economic position also played a role. Whilst Britain's immediate post-war colonial strategy was closely geared to economic factors from the 1950s, Britain's share of world trade was declining and investors were less keen on sterling investments. The colonies were becoming increasingly irrelevant to Britain's economic needs and so there was no sound economic reason to maintain them.</i></p> <p><i>Finally, the Winds of Change speech had an impact. The speech was seen by some as the end of imperialism. It stated a new anti-imperialist orthodox thinking. Others suggested that Macmillan was thinking that the empire should be exploited in a different way than the traditional approach. This resulted in a more informal approach of Commonwealth. The Empire was costing too much and Britain was no longer benefiting economically.</i></p> <p><i>In conclusion, the economy and the war were interlinked. Pressures had been building from within the Empire between the wars, but the growing cost of maintaining the colonies, added to the extra pressure exerted by an ally – the USA – which was against empires, meant that the Second World War finally finished off the British Empire.</i></p>

Q	Answer	Marks	Guidance
11 (c)	<p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge to show why decolonisation took place 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 decolonisation. 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: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
12 (a)		4	
	<p><b>Q: Describe what happened at Amritsar in 1919.</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 peaceful meeting was being held.</i></li> <li>• <i>The British led by Dyer fired indiscriminately into the crowd.</i></li> <li>• <i>There was chaos as thousands tried to escape.</i></li> <li>• <i>Around 400 were killed and 1,500 wounded.</i></li> <li>• <i>The injured were left to fend for themselves.</i></li> </ul>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
12 (b)		6	
	<p><b>Q: Explain why the Government of India Act of 1935 was important.</b></p> <p><b>Level 3 (5–6 marks)</b> Candidates demonstrate sound knowledge and understanding in order to explain why the Government of India Act of 1935 was important. 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 sound knowledge and understanding in order to explain why the Government of India Act of 1935 was important and produce a single-causal response.</p> <p><b>Level 1 (1–2 marks)</b> Candidates demonstrate only limited knowledge of the Government of India Act of 1935.</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 Government of India Act of 1935 was firstly important because it retained the system of Diarchy with divided power in the provinces. This was important because it continued the practice of reserved seats which Congress objected to. The Act aimed at strong provincial governments but Congress opposed this wanting a strong, Hindu-central government. This shows that the British intended that the Act would allow British rule for a further generation in key areas.</i></p> <p><i>Another impact of the Act was the strengthening of the princes' rule over their parts of India through a federal system, which was designed to balance the Congress Party's power, as the princes more readily accepted British involvement in the states.</i></p>

## Part 2: End of Empire c. 1919–1969

Q	Answer	Marks	Guidance
12 (c)		10	
	<p><b>Q: ‘Gandhi was more important than Nehru in the move towards independence.’ 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 India’s move towards independence. They explain the importance of Gandhi and Nehru and at least one other factor as reasons in whether one had a more important role in the move towards independence than the other. 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 India’s move towards independence. They explain the importance of Gandhi and Nehru and at least one other factor as reasons in whether one had a more important role in the move towards independence than the other. 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 India’s move towards independence. They explain the importance of Gandhi and Nehru or one other factor as reasons in whether one had a more important role in the move towards independence than</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>Gandhi and Nehru were both very important in the move towards independence.</i></p> <p><i>Gandhi was very important because, after returning to India in 1915, he became a leading figure in the Indian National Congress Party and the Nationalist movement. He promoted the ideas of non-violent civil disobedience in order to make British rule of India impossible. He advocated self-reliance and the non-importation of British manufactured goods. He was able to appeal to the masses and disrupt British rule through them. Over the issue of the untouchables, Gandhi was prepared to fast-unto-death. This became a problem for the British and, because they and Congress did not want him to die in this way, a compromise was reached prior to the India Act of 1935. This Act allowed a parliament to be formed.</i></p> <p><i>However, Nehru was also important because he was one of four labelled the ‘young hooligans’. He was attracted to socialism which Gandhi viewed as radical. He was totally opposed to dominion status and spoke strongly of his opposition. Congress had forged links with the Labour Party and this was developed by Nehru who developed a friendship with Stafford Cripps. This gave a voice to the opinions of Congress in the British press and the House of Commons.</i></p> <p><i>Overall, Nehru was more important because he was more politically active. Gandhi stepped back from political action fairly early in the struggle, so although he was an important public figure, much of the real work was done by Nehru.</i></p>

Q	Answer	Marks	Guidance
12 (c)	<p>the other. 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> <p><b>Level 2 (3–4 marks)</b> Candidates use some relevant knowledge about Gandhi, Nehru and the move towards Indian independence 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 move towards Indian independence.</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
1/4/7 (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	4		7
10 (b)	1	2	3		6
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>

**BLANK PAGE**

**BLANK PAGE**

BLANK PAGE