

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for January 2013

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

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

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

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Annotations

Annotation	Meaning

Subject-specific Marking Instructions

- a) This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- b) Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c) This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
- d) Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e) Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- f) All marking should be in red.
- g) Half marks should not be used.
- h) Do not transfer marks from one part of a question to another.
- i) Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
- j) If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

- k) Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- l) Please note on the script the level as well as the mark awarded for each part of each question. This **MUST** be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
- m) It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n) The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows. Candidates are expected to:
- Present relevant information in a form that suits its purpose;
 - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
- The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
- o) The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5–6 marks</i>
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.
<i>Intermediate performance 3–4 marks</i>
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.
<i>Threshold performance 1–2 marks</i>
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.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919–1939

Question	Answer	Marks	Guidance
1 (a)	<p>Study Source A.</p> <p>What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg ‘Hitler and Stalin are shown as having got married.’</p> <p>Level 2</p> <p>Secondary message</p> <p>eg ‘Hitler has the greater power.’ ‘Stalin is looking happy.’ ‘Hitler and Stalin are joined together as partners.’</p> <p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg ‘Germany and Russia are partners/ working together.’ This view is supported by the cartoon as they are shown as being married.’</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The artist is cynical/sceptical/surprised about a relationship of convenience.</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience and is temporary.'</p> <p>'The partnership will be short-lived.'</p> <p>'How soon before the promises made will be broken?'</p> <p>'Stalin is being used.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience. The cartoonist is questioning how long the 'honeymoon' will last.'</p> <p>OR</p> <p>Context must relate to the Nazi-Soviet Pact.</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience. Already Hitler has moved into Poland war has started. Surely his next move will be against his temporary ally, the USSR. Neither expected the other to keep their promises.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Britain followed a policy of appeasement towards Germany in the 1930s.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘Britain followed a policy of appeasement to keep the peace.’ ‘There was increasing sympathy for Germany having to suffer the harsh Treaty.’ ‘Britain wanted to find a peaceful solution to Germany’s problems.’ ‘Britain feared the threat of Communism.’ ‘It enabled a re-armament programme to be undertaken.’ ‘People still remembered the First World War.’ ‘Chamberlain believed Hitler could be trusted.’</p> <p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>eg ‘Britain was too weak militarily to stop Hitler. In 1938 the heads of the armed forces told Chamberlain that they were not ready to fight. Appeasement would give Britain a chance to re-arm.’</p>	<p>0</p> <p>3–4</p> <p>5–6</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	7–8	

Question	Answer	Marks	Guidance
2 (a)	<p>What terms of the Treaty of Versailles weakened the German economy?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Germany had to pay reparations.'</p> <p>'Germany lost important industrial areas such as the Saar (Upper Silesia/Alsace-Lorraine).'</p> <p>'Germany lost the financial input from its colonies.'</p> <p>'Germany had to pay reparations of £6.600 million.' (2 marks)</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Clemenceau was dissatisfied with the Treaty of Versailles.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'He wanted more severe punishments.' 'He did not get what he wanted.'</p> <p>Level 2</p> <p>Identifies AND/OR describes things that made him unhappy</p> <p>(One mark for each identification/description)</p> <p>eg 'He did not get Germany split into smaller states.' 'He did not get the Rhine as the frontier.' 'He did not think France was getting sufficient reparations.' 'He had wanted German military crushing even more.' 'He failed to get the Saar permanently.' 'He knew the French public would be dissatisfied.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
(c)	<p>'Germany had good reasons to complain about the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Germany thought it was unfair.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons for complaint</p> <p>(One mark for each point)</p> <p>eg 'It was not fair because Germany had to accept sole blame for the war.' 'It was not fair because Germany had to pay for the damage.' 'It left Germany vulnerable to attack.' 'Germany lost all its colonies.' 'They complained because it was dictated.' 'The high reparations affected the ordinary citizens.' 'Germany thought they had been humiliated.'</p> <p>'It was fair as Germany had agreed to an armistice.' 'It was not as harsh as the treaty imposed on Russia by Germany.' 'It did not weaken the German economy as much as Germany implied.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation of 'how far'</p> <p>Level 4 plus evaluation of 'how far – eg 'Germany did not have good reason to complain. They had supported their allies, Austria against Serbia and then declared war with Russia and so could not complain about being blamed however, the harshness of the reparations did affect those who were not responsible, the general public and so in this aspect the complaint was just.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

Question	Answer	Marks	Guidance
3 (a)	<p>What methods were available to the League of Nations to encourage international co-operation?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The League offered an opportunity for countries to talk.' 'Through the International Court of Justice.' 'By encouraging co-operation through business and trade.' 'By encouraging nations to disarm.' 'The League could exert pressure on the guilty country, bringing world opinion against it.' 'Economic sanctions could be applied.' 'There was collective security.' 'As a last resort, military action could be used against an aggressive nation.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why some major powers did not join the League of Nations.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Some were not allowed to join.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons for not joining</p> <p>One mark for each identification/description.</p> <p>eg 'In the USA the Senate voted against joining.'</p> <p>'The USA did not want to get involved in European affairs.'</p> <p>'Germany was not allowed to join.'</p> <p>'USSR was not invited to join.'</p> <p>Level 3</p> <p>Explains ONE reason</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p> <p>eg 'Germany, as a defeated nation in the war, was not allowed to enter the League. It had to prove that it could be responsible. It was allowed to join in 1926.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question	Answer	Marks	Guidance
(c)	<p>'The Manchurian crisis was the main reason that the League of Nations failed.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The League failed because it was weak.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons for League's failure</p> <p>(One mark for each point)</p> <p>eg 'In Manchuria the League was weakened as it was slow to act.' 'The League showed it had little interest in a distant country.' 'Japan showed the League to be powerless.' 'The League did not have its own army.' 'The USA was not a member.'</p> <p>'Britain and France acted for their own interests.' 'Hoare-Laval discredited the League.' 'Only willing to impose limited/no sanctions.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5 Explains with evaluation of 'how far'</p> <p>Must have both sides of argument and evaluation.</p> <p>Must have Level 4 plus – eg 'The Manchuria Crisis was only partly to blame. As argued it showed the League to be weak and unwilling to deal with a major power because of the attitude of its leading nations. But the real reason for failure was Abyssinia where the League sham was exposed by Hoare-Laval and the failure of Britain and France to be strong against Italy for fear of upsetting Mussolini and Hitler. This exposure effectively ended the League.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

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

Question	Answer	Marks	Guidance
1 (a)	<p>Study Source A.</p> <p>What is the cartoonist’s message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg ‘The cartoon shows the two leaders looking at the weapons each has in place.’</p> <p>Level 2</p> <p>Secondary message</p> <p>eg ‘Both countries are being threatened by rockets.’ ‘Kennedy is upset by the Soviet Unions action of placing rockets close to America.’ ‘Khrushchev does not like American rockets next to his country.’</p> <p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg ‘The cartoonist is giving the view that Kennedy is upset by the Soviet Union,s action of placing rockets close to America. He is shown pointing and shouting at Khrushchev.</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is taking an anti-American view that Kennedy is being hypocritical.</p> <p>The message should relate to the nature of the complaint given the imbalance between the threat to each country.</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified.' 'Khrushchev has greater justification, than Kennedy, for complaint.'</p> <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified. The US rockets are shown in the cartoon as being more powerful and greater in number and therefore posing a greater threat.'</p> <p>OR</p> <p>Context must relate to the Cuban Missile Crisis.</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified. The USA had greater numbers of long-range missiles based in Western Europe and Turkey and these posed a greater threat to the Soviet Union than the USSR's missiles on Cuba.'</p> <p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	<p>5</p> <p>6</p> <p>7</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Kennedy was successful in dealing with the Cuban Missile Crisis.</p> <p>Target: AO1, 2</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because of the way he acted.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Kennedy formed a team of advisers who gave him a number of options from which to choose.'</p> <p>He introduced a blockade of Cuba.'</p> <p>'Kennedy decides on a delay and ignored the second Khrushchev letter.'</p> <p>'The twenty Soviet ships closest to the zone turned around.'</p> <p>'Kennedy stood his ground.'</p> <p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>eg 'Kennedy was successful as he stood his ground. He did not let himself be over-influenced by his advisers or by Khrushchev. He made clear to Khrushchev what would happen in his response to the first letter.'</p> <p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	<p>1–2</p> <p>3–4</p> <p>5–6</p> <p>7–8</p>	

Question	Answer	Marks	Guidance
2 (a)	<p>What did the USSR gain from the Yalta and Potsdam Conferences?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Strength in Eastern Europe.'</p> <p>'One Soviet zone in Germany.'</p> <p>'A Soviet zone in Berlin.'</p> <p>'That Eastern Europe should be seen as a 'Soviet sphere of influence'.'</p> <p>'His plans for Poland's boundaries.'</p> <p>'An agreement that the USSR could enter the war against Japan.'</p> <p>'An agreement that each country should have a veto on the decisions of the Security Council of the UN.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why it was difficult to reach agreement at the Potsdam Conference.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because there was disagreement among those attending.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons for disagreement</p> <p>One mark for each identification/description.</p> <p>eg 'Because the USSR and the West held differing views.'</p> <p>'The West was suspicious of the activities of the USSR.'</p> <p>'Truman was less trusting of Stalin than Roosevelt.'</p> <p>'Truman annoyed Stalin by informing him that the US had an atomic bomb.'</p> <p>'They disagreed over what to do about Germany.'</p> <p>'They disagreed over Soviet policy in Eastern Europe.'</p> <p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Roosevelt had died and been replaced by Truman who was much more anti-Communist and suspicious of Stalin. Truman saw Stalin's actions as preparations for a Soviet take-over of the rest of Europe.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question	Answer	Marks	Guidance
(c)	<p>'The USA was successful in containing communism in Europe up to 1949'. How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication assessed in this question.)</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were unsuccessful as Communism spread.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'There was success in Greece.'</p> <p>'The West had success over Berlin.'</p> <p>'The Truman Doctrine/Marshall Plan improved the chances of keeping countries non-Communist.'</p> <p>'Stalin set up Cominform.'</p> <p>'The Allies formed NATO.'</p> <p>'The Soviet Union 'fixed' elections to establish Communist satellites.'</p> <p>'Czechoslovakia became communist.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5 Explains with evaluation of 'how successful'</p> <p>Must have both sides of argument plus evaluation.</p> <p>As Level 4 plus – eg 'It could not be considered successful as the Soviet Union extended its sphere of influence across Eastern Europe without problem. This was anticipated at Potsdam but was not prevented. What the USA succeeded in doing was preventing the spread of Communism into Western Europe by the Truman Doctrine.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

Question	Answer	Marks	Guidance
3 (a)	<p>What military tactics did the Americans use in the Vietnam War?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Strategic villages were set up.'</p> <p>'They carried out defoliation.'</p> <p>'They burned villages and the jungle using Napalm.'</p> <p>'They used Agent Orange to destroy the jungle.'</p> <p>'They used bombing campaigns such as 'Operation Rolling Thunder.'</p> <p>'They developed a policy of search and destroy.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the Vietcong was an effective fighting force.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because they wanted to win.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons why Vietcong were effective</p> <p>One mark for each identification/description.</p> <p>eg 'They knew the terrain.'</p> <p>'They used guerrilla tactics.'</p> <p>'They kept the local population on their side.'</p> <p>'They conducted a campaign of terror against employees of the South Vietnamese government.'</p> <p>'They simply refused to give in.'</p> <p>'They developed a tunnel complex.'</p> <p>'They developed the Ho Chi Minh trail.'</p> <p>'They created fear in the minds of the US troops.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
(c)	<p>Media coverage was more important than protest movements in causing America to withdrawing from Vietnam.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Media coverage had greater impact.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point.</p> <p>eg ‘Later in the war television began to broadcast raw accounts of war.’ ‘Commentators were beginning to consider the war unwinnable.’ ‘The Vietnam War highlighted racial inequality in the US.’ ‘There was opposition from the student movement.’ ‘There were protests by ‘draft dodging’.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument and evaluation.</p> <p>As Level 4 plus – eg 'The evidence would suggest that media coverage was more significant as this the war was the first televised one. This brought home to the people the stark realities of war and the conditions suffered by the military many of whom were very young. This approach encouraged greater questioning as to whether the war was winnable (and at what cost)? Protests had lesser impact because of the nature of 'draft dodging'.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

PART 1: SECTION C – A NEW WORLD, 1948–2005

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The cartoon shows three leaders of terrorist groups.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Perceptions can change.' 'Terrorists become respectable.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'If you change you will become accepted. This is shown by the words 'give it time' and the replacing of 'bad' by 'good'.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is cynical about the twisted morality of politics. He is critical of this – he does not like the idea that by people changing their views allows them to be accepted.</p> <p>eg ‘The main message is that terrorists are cynical as they change to gain what they want. In time it will happened with Bin Laden.’</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The main message is that terrorists are cynical and can change to gain what they want. In time it will happened with Bin Laden. This is shown in the cartoon by the crossing out of the judgement bad and replacing it with ‘good’ whilst in the case of Bin Laden ‘Give it time.’</p> <p>OR</p> <p>Context must relate to 9/11, or other two in context.</p> <p>eg ‘The main message is that terrorists can change to gain what they want. In time it will happened with Bin Laden. Both Arafat and Adams have denounced terrorism as it has not achieved for them what they want. They are prepared to negotiate. Bin Laden is still using violence.’</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question	Answer	Marks	Guidance
(b)	<p>Why have some people resorted to terrorism? Use examples from terrorist groups you have studied to support your answer.</p> <p>Target: AO1, 2</p>		
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To gain what they want.'</p>	1–2	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Because of poverty and inequality.'</p> <p>'Because a country gets rich at the expense of others.'</p> <p>'To right a perceived injustice.'</p> <p>'People feel unjustly treated by a powerful enemy.'</p> <p>'Because of unpopular governments.'</p>	3–4	
	<p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>eg 'Almost all terrorist groups face an immensely powerful enemy. If people feel unjustly treated they reach the best option which is to fight. But they know they cannot survive an all out war. In Northern Ireland the IRA was up against a large modern army as well as a dedicated police force. So they resort to tactics such as car bombs to undermine the enemy and drive it away or encourage compromise.'</p>	5–6	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	7-8	

Question		Answer	Marks	Guidance
2	(a)	<p>What was the 'Prague Spring'?</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It was a period of reform introduced by Dubcek.' 'He wanted to provide 'socialism with a human face'. 'They were reforms to reduce government control.' 'He allowed public meetings and relaxed censorship.' 'He allowed criticism of the government. There was freedom of speech.' 'Trade unions were given greater freedom and control of industry relaxed.' 'Foreign travel was allowed.'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the Polish government was unable to stop the Solidarity movement.</p> <p>Target: AO1, 2</p>		
	<p>Level 0 No evidence submitted or response does not address the question</p>	0	
	<p>Level 1 General answer lacking specific contextual knowledge eg 'It was too popular.'</p>	1	
	<p>Level 2 Identifies AND/OR describes reasons One mark for each identification/description. eg 'The union was strongest in the more important industries.' 'The union was very popular.' 'Solidarity had the support of the Catholic Church.' The government was concerned about reaction from the West.'</p>	2–3	
	<p>Level 3 Explains ONE reason Four marks for a basic explanation; five marks for a developed explanation. eg 'The union was strongest in industries important to the government. These were shipbuilding and heavy industry. Membership was particularly high among skilled workers and foremen. A general strike in these industries would have devastated Poland's economy.'</p>	4–5	
	<p>Level 4 Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>How far were economic problems responsible for the collapse of the Soviet Empire? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Gorbachev was more responsible.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons for collapse</p> <p>One mark for each point.</p> <p>eg 'The Soviet Union was in economic crisis.'</p> <p>'The Soviet Union was spending large sums of money on defence.'</p> <p>'The main problem was that the economic reforms were introduced too quickly and with little preparation.'</p> <p>'Gorbachev introduced Perestroika and Glasnost.'</p> <p>'Communist countries were no longer dominated.'</p> <p>'Gorbachev withdrew Red Army support.'</p> <p>'Solidarity began calling for greater political and religious freedoms.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing it was economic reasons OR Explanation showing there were other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Gorbachev decided he would no longer use the Red Army to prop up the countries of Eastern Europe and they would have to rule themselves. This opportunity increased the unrest in these countries who lived in poverty and who were seeing how better life was in the capitalist West.’</p> <p>OR ‘Solidarity began calling for greater political and religious freedoms. Threats, banning and imprisonment did not work and Solidarity went from strength to strength This set an example to the rest of Eastern Europe.’</p>	4–6	
	<p>Level 4</p> <p>Explanation showing it was economic reasons AND Explanation showing there were other reasons</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Both sides of Level 3.</p>	7–9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation.</p> <p>As Level 4 plus – eg 'Economic problems were a real issue as I have explained and were something Gorbachev had to deal with. But the real reason for collapse was the signal given to countries under Soviet control by Solidarity. This movement showed that it was now possible to stand up to Soviet control and be successful. This inspired people in many countries to take such action.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

Question		Answer	Marks	Guidance
3	(a)	<p>What opposition was there to the invasion of Iraq in 2003?</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Concern from many that it was illegal.'</p> <p>'There was doubt about the existence of Weapons of Mass Destruction'</p> <p>'That terrorism might increase.'</p> <p>'That the invasion would lead to thousands of deaths both of military personnel and Iraqi citizens.'</p> <p>'There was opposition from France (and Arab countries).'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the multi-national force invaded Iraq in 2003.</p> <p>Target: AO1, 2</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To deal with Saddam.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>eg 'The USA had a new President who wanted to take action.'</p> <p>'There was an anti-Saddam lobby within the USA.'</p> <p>'The USA had strong support from Britain.'</p> <p>'Early efforts to remove Saddam had failed.'</p> <p>'Saddam continued to defy the UN.'</p> <p>'Because of Weapons of Mass Destruction.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p> <p>eg 'Bush was impatient with the fact that Saddam was still in power. He was prepare to act unilaterally to do what he thought was right for the USA. In his mind what was good for the USA was morally the right thing.'</p>	4-5	
	<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>'The invasion of Iraq in 2003 was a disaster for the Iraqi people.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication assessed in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No, they did not benefit.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes impact of invasion</p> <p>(One mark for each point)</p> <p>eg 'It removed the dictatorship of Saddam Hussein.'</p> <p>'It introduced a democracy.'</p> <p>'There have been modest changes for Iraqi women.'</p> <p>'There was a lack of a plan for the future.'</p> <p>'There were issues around the new constitution and religion.'</p> <p>'There was concern about the various religious parties being too traditional.'</p> <p>'There was a breakdown in law and order.'</p> <p>'There were human rights abuses.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing it benefited the Iraqi people OR Explanation showing that the Iraqi people suffered</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'It removed the dictatorship of Saddam Hussein and introduced a democracy. The Iraqi people no longer had to endure the human rights violations conducted by Saddam against his own people.'</p> <p>OR</p> <p>'Most Iraq's were happy to see the end of Saddam but were very unhappy about what they saw as effectively becoming an American colony. The invasion was justified as being good for the Iraqi people but there was a break down of law and order along with crises in water, electricity and food supplies together with looting.'</p>	4-6	
	<p>Level 4</p> <p>Explanation showing it benefited the Iraqi people AND Explanation showing that the Iraqi people suffered</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Both sides of Level 3.</p>	7-9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation.</p> <p>As Level 4 plus – eg 'Yes the invasion had removed the tyrant Saddam Hussein and removed the harsh regime. However, whilst achieving this very quickly little thought had been given to what came after. The consequences were grave for the people. As already argued Iraqi insurgency and the breakdown in law and order affected everyday life to a serious extent.'</p>	10	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 5.	6	

PART 2: DEPTH STUDY – GERMANY, 1918–1945

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. Why was this painting published in Germany in the 1930s? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The poster was published to show a German family.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'It was the Nazi belief that the role of women was to bear children as the population was declining.' 'Hitler also believed in the superiority of the Aryan race. Ideal Aryans were tall with blonde hair and blue eyes.'</p>	2	
		<p>Level 3</p> <p>Asserts message of the painting but with no development</p> <p>eg 'Aryan families with children are important to the Nazis.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message of source</p> <p>eg 'Aryan families with children were important to the Nazis. This is shown in the poster by the blond haired ideal German family who already have three children with Aryan characteristics and have just produced another baby.'</p>	4	
	<p>Level 5</p> <p>Asserts purpose of the painting but with no development</p> <p>This is a propaganda painting encouraging a change in attitudes. The artist is reproducing stereotypical German propaganda relating to the family.</p> <p>eg 'The purpose of the painting is that the Nazis want to encourage the growth of Aryan German families (the ideal family) with many children.'</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>Context should be the Nazi policy/propaganda/reasons for the need to build up birth rate.</p> <p>One mark for each aspect given in support.</p> <p>eg 'The purpose of the painting is that the Nazis want to encourage the growth of Aryan German families (the ideal family) with many children. Hitler believed in the superiority of the Aryan race. Ideal Aryan's were tall with blonde hair and blue eyes. It was Hitler's intention to create a pure-bred German race and this was part of the propaganda associated with this aim.'</p>	6-7	

Question		Answer	Marks	Guidance
	(b)	<p>Study Source C. How far does this poster show why the Hitler Youth was popular with young people? Use details of the poster and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0 No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of poster only/general assertions</p> <p>eg 'It shows a young person in uniform.'</p>	1–2	
		<p>Level 2</p> <p>Focus on content of source to identify popularity of Hitler Youth</p> <p>eg 'The source suggests by saying 'come to us in the Hitler Youth' that young people are wanted and welcome.' 'It offers an opportunity for the wearing of a uniform giving the youth a sense of purpose' 'They can belong to a gang or belong to the country's culture (holding the flag).'</p>	3–4	
		<p>Level 3</p> <p>Asserts/identifies limitations of source because of its lack of information of what the Hitler Youth offered</p> <p>eg 'The source is limited as it does not show us important reasons for popularity such as the opportunity to participate in sport, camping and hiking '</p>	5	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Argues source shows why Hitler Youth was popular in context of time OR Argues source fails to show why Hitler Youth was popular in context of time</p> <p>eg 'The poster shows why the Hitler Youth was popular. It shows the militaristic nature of the movement appealing to young people to come and join and be part of the Nazis plans for Germany.' OR eg 'The source is limited as it only shows one aspect of the popularity of the Hitler Youth. The Hitler Youth satisfied the thirst for action. It gave the opportunity to develop skills in relation to the military.'</p>	6	
	<p>Level 5</p> <p>Argues source shows why Hitler Youth was popular in context of time AND Argues source fails to show why Hitler Youth was popular in context of time</p> <p>Both sides of Level 4</p>	7	

Question		Answer	Marks	Guidance
	(c)	<p>Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am surprised Hitler wanted every German to own a car.' 'I am not surprised petrol was expensive.' 'I am not surprised that Hitler is trying to keep people happy.'</p>	1	
		<p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am surprised that Thyssen, in his book, was critical of Hitler and the Nazis.' 'I am surprised Thyssen was critical of Hitler in 1941.' OR eg 'During the late 1930s, Hitler introduced the 'Strength through Joy' programme and this was part of that programme.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Surprised OR not surprised – checks against contextual knowledge</p> <p>eg 'I am not surprised that Hitler had the idea of producing a small car for the people. The production would bring employment for thousands and Hitler had promised low unemployment thus gaining loyalty of the workers.'</p> <p>'I am not surprised that Hitler was unable to achieve his promise as in the later 1930s the factories had to move to the war effort production of armaments as war started in 1939.'</p> <p>OR</p> <p>eg 'I am surprised that Hitler did not think the idea through. The German people were going through a difficult financial time. They were also finding that Hitler's policies such as the removal of trade unions difficult. Wages were not high but the costs of owning a car were.'</p>	4	
	<p>Level 4</p> <p>Explains surprised AND not surprised – checks against contextual knowledge</p> <p>Both sides of Level 3.</p>	5	
	<p>Level 5</p> <p>Surprised by provenance and tone</p> <p>'I am surprised that a person who had supported Hitler and the Nazi Party financially when they were coming into power in 1932 was prepared to criticise them openly and especially during a war as this book was published in 1941.'</p>	6	<p>Answers at this level must relate to the attitudes of industrialists during a time of war.</p>

Question		Answer	Marks	Guidance
5	(a)	<p>Describe the Kapp Putsch of 1920.</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A group of Freikorps, led by Kapp, attempted to take power in Berlin.'</p> <p>'The government fled from the city.'</p> <p>'Kapp set himself up as head of a new government.'</p> <p>'His aim was to recover land taken by the Treaty of Versailles.'</p> <p>'The army refused to stop Kapp.'</p> <p>'The putsch was defeated by the people of Berlin.'</p> <p>'Workers went on strike and Berlin ground to a halt.'</p> <p>'Kapp fled to Sweden.'</p>	4	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why 1923 was a difficult year for the Weimar Republic.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The government had to deal with a number of problems.'</p>	1	
		<p>Level 2 Identifies AND/OR describes reasons for Weimar difficulties</p> <p>(One mark for each point.)</p> <p>eg 'There was an occupation of the Ruhr.'</p> <p>'There was hyperinflation.'</p> <p>'There was the Munich Putsch.'</p>	2-3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'The government ordered passive resistance to French and Belgium troops who entered the Ruhr. As no goods were being produced, there were no goods to trade so the government printed more money to pay the workers. Prices rocketed.</p>	4-5	
			<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
	(c)	<p>'The Weimar Republic was a failure in the years after 1923.' How far do you agree with this statement? Explain your answer</p> <p>Target: AO1, 2</p> <p>(Written communication assessed in this question.)</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No, this was a golden age.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'It successfully ended hyperinflation.'</p> <p>'Germany was accepted back into the international community.'</p> <p>'There was political stability in the middle of the 1920s.'</p> <p>'The farmers' lot was not improved.'</p> <p>'Some thought there was moral decline.'</p> <p>'Germany was affected badly by the Great Depression.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains successful OR failure</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Between 1924 and 1929 Germany received over 25 billion marks in loans from the USA under the Dawes Plan. With this German industry was re-built thus raising the standard of living and the end of hyperinflation.'</p> <p>OR</p> <p>'Some argued that the new ideas of culture and art were unpatriotic as they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'</p>	4-6	
	<p>Level 4</p> <p>Explains successful AND failure</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4.</p>	7-9	
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation – eg 'The Weimar Republic cannot be considered a total failure. The Republic was, in the early years' able to bring financial stability and international acceptance to Germany as well as development in the arts, which only some disapproved of. The problems the Republic faced were brought by a world-wide Depression. Where it failed was to be too dependent on loans.'</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>Describe the Munich Putsch of 1923.</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail. (4)</p> <p>eg 'Hitler believed the German economy was on the verge of collapse and he tried to seize power.'</p> <p>'It was an attempt to overthrow the Weimar Republic.'</p> <p>'He and his supporters broke up a meeting in a Munich beer hall.'</p> <p>'He forced the Bavarian state government leaders to take part in a rebellion against the government. He allowed the Bavarians to leave and they quickly changed their minds.'</p> <p>'On the 9 November Hitler and 3000 Nazis marched on Munich and were fired on by the police.'</p> <p>'Sixteen Nazis were killed.'</p> <p>'Hitler was arrested and sentenced to five years for conspiracy.'</p>	4	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why the Munich Putsch was not a complete disaster for the Nazis.</p> <p>Target: AO1, 2</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because it helped them to think about the future.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'It showed they would not gain power by violence.'</p> <p>'It highlighted that the Nazis needed to revisit their main beliefs.'</p> <p>'It gained Hitler enormous publicity.'</p> <p>'Prison gave Hitler time to reflect that progress for the Nazis would only come through the ballot box.'</p>	2-3	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'The Putsch turned Hitler into a nationally known politician. Hitler gained enormous publicity for himself and his ideas as every word was reported in the newspapers.'</p>	4-5	
			<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>How far was the threat of Communism the main reason for Hitler becoming Chancellor in 1933? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication assessed in this question.)</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Hitler offered what the people wanted to hear.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes successes</p> <p>eg 'Hitler promised to deal with the problems of the economy which was in depression.'</p> <p>'The German people wanted radical solutions to their problems.'</p> <p>'Hindenburg offered Hitler the position.'</p> <p>'Previous chancellors to Hitler could not command a majority.'</p> <p>'Hitler's propaganda machine was strong gaining him support.'</p> <p>'The activities of the SA dealt with opposition and gave a sense of order.'</p> <p>'The industrialists liked the idea that Hitler was against Communism.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains the threat of communism OR Explains other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Nazi Party was anti-communist. It appealed to all those who feared what communism might bring. Industrialists were particularly fearful that a communist government would take over their businesses. By this policy he won the support of the leading industrialists, some of whom financed the Nazi Party.'</p> <p>OR 'Under the effects of the Wall Street Crash, Germany sunk into economic depression. Under these circumstances, the old hostility to the Weimar Republic re-surfaced with people blaming the government. Many turned to parties, such as the Nazis, as they offered a radical solution to Germany's problems.'</p>	4–6	
	<p>Level 4</p> <p>Explains the threat of communism AND Explains other reasons</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4</p>	7–9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>As Level 4 with evaluation of 'how far'</p> <p>Level 4 plus eg 'The Nazis needed money and votes to gain power and when in power to stay there to enable Hitler to become Chancellor. This support was gained by showing they wished to remove Communism. However, much greater was Hitler's cunning which enabled him to convince Hindenburg and Von Papen that he could be controlled and their naivety in believing this. Additionally Nazi policies were a reason but less so.'</p>	10	

PART 2: DEPTH STUDY – RUSSIA, 1905–1941

Question	Answer	Marks	Guidance
4 (a)	<p>Study Source B. Why was this photograph published? Use details of the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of source only</p> <p>eg 'It was taken to show Lenin and Stalin together.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'After Lenin's death there was a power struggle and various leading Bolsheviks wanted to appear as the rightful successor to Lenin.'</p> <p>Level 3</p> <p>Asserts message of source but with no development</p> <p>eg 'The message is that Stalin and Lenin were close comrades.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message of source</p> <p>eg 'The message is that Stalin and Lenin were close comrades. This is shown by the image of the two men together when Lenin was recovering from a serious illness giving the impression that Lenin trusted Stalin.'</p> <p>Level 5</p> <p>Asserts purpose of the source but with no development</p> <p>Purpose is based on the opportunities taken by Stalin to make it appear he was close to Lenin and thus get support.</p> <p>eg 'This photograph was produced to trick people into believing that Stalin was one of Lenin's closest comrades.'</p> <p>'Stalin wanted to make sure that he was seen by the Russian people as Lenin's right-hand man.'</p> <p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'This photograph was produced to trick people into believing that Stalin was one of Lenin's closest comrades and the rightful heir to Lenin. It depicts him as the closest of the Bolshevik leadership to Lenin during his illness. There was a leadership struggle after Lenin's death and Stalin wanted to make sure that he was seen by the Russian people as Lenin's right-hand man. Photographs such as this reinforced that message.'</p>	<p>4</p> <p>5</p> <p>6</p>	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C. How useful is this source in explaining why Trotsky did not become leader of the Communist Party? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'Trotsky says he was not told the right date of the funeral.'</p> <p>Level 2</p> <p>Focus on utility because of provenance/bias/purpose but unsupported OR Context only</p> <p>eg 'It is not useful as it only Trotsky's version of events.' 'It is not useful as it was written in 1930.'</p> <p>Level 3</p> <p>Uses content of source to comment on usefulness in relation to the question</p> <p>eg 'Source C is very useful. It tells us that Trotsky was told that Lenin's funeral was on Saturday. Trotsky thought he had been tricked about the date of Lenin's funeral.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Uses inference and context to comment on usefulness in relation to the question</p> <p>eg 'The source is useful because it explains that Trotsky feels he was tricked into not attending Lenin's. This allowed Stalin to pose as Lenin's chief mourner and made Trotsky look disrespectful to Lenin and therefore not Lenin's rightful successor.'</p> <p>Level 5</p> <p>Challenges usefulness of source in context AND/OR Challenges usefulness because of provenance/bias/purpose</p> <p>eg 'The source is not really useful because it doesn't explain how Trotsky was mistrusted by the Party leadership. He was seen as an opportunist because he only joined the Party in 1917 and had been critical of Lenin. They feared that he might use his power as Head of the Red Army to create a dictatorship and wanted to stop this by allying against him.'</p> <p>eg The source is not really useful because it is only Trotsky's version of events. As this was in his memoirs he might well be trying to convince people that he was not at fault and that he was not chosen because he was discredited by a trick rather than his policies such as his world-wide view of socialism.'</p> <p>Level 6</p> <p>Uses inference and context to comment on usefulness in relation to the question AND Challenges usefulness of source</p> <p>Both Level 4 and Level 5</p>	<p>4</p> <p>5-6</p> <p>7</p>	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D. What is the cartoonist's message? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of source only eg 'The cartoonist has shown Stalin looking at a large pile of skulls.'</p> <p>Level 2 Secondary message eg 'Lots of people have died.'</p> <p>Level 3 Secondary message supported by details of the source/contextual knowledge eg 'There have been many deaths in the USSR. This is shown by the piles of human skulls which have been formed into pyramids.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message identified</p> <p>The cartoonist is exposing the brutality of Stalin's regime and the main message should relate to this.</p> <p>'The cartoonist's message is the reality that Stalin is presiding over mass killing in the USSR.'</p> <p>The message is that the Stalin's regime is brutal and has resulted in thousands of Russian people being killed.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message is that the reality of Stalin's rule is mass killing of Russian people. This is shown by the large piles of skulls presented as pyramids representing the thousands of victims of Stalin's terror.'</p> <p>OR</p> <p>'The message is that the Stalin's regime is brutal and has resulted in thousands of Russian people being killed. Thousands of ordinary Russians were accused of being 'enemies of the people' and sent to the gulag or executed for crimes they had not committed.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 4</p>	7	

Question		Answer	Marks	Guidance
5	(a)	<p>What was Bloody Sunday, 1905?</p> <p>Target: A01</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail</p> <p>eg 'it was a peaceful demonstration to the Winter Palace.' 'The demonstrators were carrying a petition.' 'They were led by a priest, Father Gapon.' 'The Cossack Guard opened fire.' 'Hundreds of demonstrators were shot.' 'The crowd fled in panic.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the Tsarist regime became more stable between 1906 and 1914?</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because the regime was strong.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'The Tsar had announced the October Manifesto.'</p> <p>'The Duma was created'</p> <p>'Revolutionaries were hung or sent into exile.'</p> <p>'Land reforms were introduced.'</p> <p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'The October Manifesto created a Duma. This gained the support of the middle class who had been campaigning for a parliament and an end to autocracy.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question	Answer	Marks	Guidance
(c)	<p>How far can Nicholas II be blamed for the March Revolution of 1917? Explain your answer.</p> <p>Target:AO1, 2</p> <p>Written communication assessed in this question.</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'He was a bad ruler.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'People lost faith in the Tsar when he became Commander-in-Chief.' 'Rasputin discredited the monarchy.' 'Rasputin and the Tsarina were seen as damaging the war effort.' 'Workers were paid badly and were working harder because of the war effort.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Explains with evaluation of ‘how far’</p> <p>As Level 4 plus</p> <p>eg ‘Although Rasputin greatly damaged the reputation of the monarchy it was the Tsar who left him in charge when he went to the front and so ultimately must bear the greatest responsibility for the March Revolution.’</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>What were the main features of the Five Year Plans?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail</p> <p>eg 'Development of heavy industry.' 'Production targets.' 'Rapid industrialisation.' 'Organized by GOSPLAN.' 'Create a defence industry.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why collectivisation was important to Stalin plans for the USSR?</p> <p>Target: AO1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>eg 'it would help to make improvements.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>eg 'It would provide grain for export.' 'It would increase food supplies for the towns and cities.' 'It would release manpower from the land.' 'It would bring socialism to the countryside.'</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Stalin needed to export grain to get money to finance the Five Year Plans. By collectivising agriculture Stalin could force the peasants to sell grain to the state at a fixed price. This could then be exported and the money used to buy machinery from the west.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question	Answer	Marks	Guidance
(c)	<p>How far were Stalin's economic policies a success? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication is assessed in this question.</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Production increased.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Heavy industries expanded.'</p> <p>'Industrial production was modernised.'</p> <p>'Collective farms produced grain for the state.'</p> <p>'Production targets were unrealistic.'</p> <p>'Production statistics were falsified.'</p> <p>'Peasants slaughtered their livestock.'</p> <p>'Liquidating the kulaks removed the best farmers.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains success OR failure</p> <p>Developed explanation to be given two marks within level 3.</p> <p>eg 'The Five Year Plans concentrated on heavy industries which the USSR needed to modernise. Production of hydro-electric power, iron and steel rapidly increased. This led to a growing urban population and an increase in the working class, which was important for socialism to develop.'</p> <p>OR</p> <p>'Collectivisation was resisted by most peasants who refused to give up their livestock and machinery to the collective farms. Livestock numbers were drastically reduced to pre-1913 levels. Stalin labelled the resisting peasants kulaks and launched a campaign to liquidate them They were the more successful farmers and this deprived agriculture of the most skilful element.'</p>	4-6	
	<p>Level 4</p> <p>Explains success AND failure</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Developed explanation to be given two marks within L4</p>	7-9	
	<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>As Level 4 plus</p> <p>eg 'Although there were some spectacular achievements in industry which modernised the USSR the human cost was enormous and agriculture barely recovered by the end of the 1930s.'</p>	10	

PART 2: DEPTH STUDY USA, 1919–1941

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B.</p> <p>What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'Roosevelt is shown speaking on the radio.'</p> <p>'Roosevelt is shown chatting to his friends.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'Roosevelt is talking to people all over America.'</p> <p>'Roosevelt is talking to the American public'</p> <p>'Roosevelt is being friendly to the American public.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'Roosevelt is talking to the American public. He is shown talking into a radio microphone.'</p> <p>'Roosevelt is talking to the American public. He is shown talking about the New Deal.'</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is approving of the method being used by Roosevelt.</p> <p>eg 'The cartoonist's message is that Roosevelt is keeping all Americans in touch with his plans.'</p> <p>'The cartoonist's message is that Roosevelt is creating a feeling that the whole nation is involved in facing the problems together.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The cartoonist's message is that Roosevelt is keeping all Americans in touch with his plans. He is shown broadcasting to the nation and the cartoon says he is talking to his friends.'</p> <p>OR</p> <p>e.g. 'The cartoonist's message is that Roosevelt is keeping all Americans in touch with his plans. He was one of the first politicians to realise the power of radio as a means of communication. He began broadcasting his 'fireside chats' to keep people informed.'</p> <p>Context must relate to the 'hundred days', 'fireside chats' or New Deal.</p>	6	
	<p>Level 6</p> <p>Main message supported by details of cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C.</p> <p>Why was this cartoon published in 1937? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The cartoon shows me that Roosevelt is climbing steps leading to the 'Dictator's chair'.'</p> <p>'The cartoon shows me that Roosevelt is 'step by step' heading towards being a dictator.'</p>	1	

Question	Answer	Marks	Guidance
	<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'In 1935 the Supreme Court had declared parts of the New Deal illegal. This annoyed Roosevelt who thought the Court was preventing the implementation of the New Deal. He thought this was because of its political bias. After his re-election in 1936 he was determined to reform the Court by appointing six more judges who were sympathetic to his political views.'</p>	2	
	<p>Level 3</p> <p>Asserts message of the cartoon but with no development</p> <p>eg 'The message is Roosevelt is on his way to gaining total control of America.'</p>	3	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message of source</p> <p>eg 'The message is Roosevelt is on his way to gaining total control of America. This is shown by him taking steps to reform the Supreme Court. Even many of his followers were uneasy as they thought that he was removing political freedom and becoming a dictator.'</p>	4	
	<p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>eg 'The purpose of the source is to alert people that action needs to be taken to stop Roosevelt gaining too much power.'</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The purpose of the source is to alert people that action needs to be taken to stop Roosevelt gaining too much power. His plans were considered a threat to democracy and many people were uneasy as they thought that he was removing political freedom and becoming a dictator.'</p>	6	

Question	Answer	Marks	Guidance
	<p>Level 7</p> <p>Valid explanation of purpose + why 1937?</p> <p>Context should relate to the start of his second term of office linked with his plan to change the Supreme Court.</p> <p>eg 'The purpose of the source is to alert people that action needs to be taken to stop Roosevelt gaining too much power. His plans were considered a threat to democracy and many people were uneasy as they thought that he was removing political freedom and becoming a dictator. Following his re-election in 1936, he was determined to reform the Court by appointing six more judges who were sympathetic to his political views and he proposed to do this in 1937.'</p>	7	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D.</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am surprised any one would want to harm their President.' 'I am surprised an article has been published called 'They Hate Roosevelt'.</p>	1	
	<p>Level 2</p> <p>Surprised/not surprised based on undeveloped comment on provenance OR Comments on context but fails to explain surprised/not surprised</p> <p>eg 'I am surprised Harper's Magazine is critical of the President.' 'The New Deal was designed to help those who had no jobs. The creation of jobs had to be paid for and the wealthy had to contribute.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains surprised OR not surprised – checks against contextual knowledge</p> <p>eg ‘I am surprised that there is significant hatred for President Roosevelt amongst some wealthy people in America. Roosevelt has introduced a New Deal and is helping America to recover from the Depression.’</p> <p>OR</p> <p>‘I am not surprised by what is being said as many wealthy Americans resented having to pay higher taxes to pay for the New Deal. They were bitter that Roosevelt had taken away some of their wealth to pay for people who failed to display ‘rugged individualism’.’</p>	4	
	<p>Level 4</p> <p>Explains surprised AND not surprised – checks against contextual knowledge</p> <p>Both sides of Level 3.</p>	5	
	<p>Level 5</p> <p>Surprised/not surprised by content in relation to provenance</p> <p>eg ‘I am not surprised/surprised that a pro-Democrat magazine is saying this. The magazine is reflecting the views of some wealthy people, who might well have supported the election of Roosevelt. They have worked hard to achieve their wealth and position in society. They often expressed the view that giving money for people to do nothing/do unnecessary jobs encouraged laziness and why should they contribute to this.’</p>	6	

Question		Answer	Marks	Guidance
5	(a)	Describe the main changes in popular entertainment in 1920s America. Target: AO1		
		Level 0 No evidence submitted or response does not address the question	0	
		One mark for each relevant point; additional mark for supporting detail. eg 'People bought, and listened to, the new radio broadcasts.' 'Jazz music became an obsession among the young.' 'Baseball became a big money sport.' 'A major film industry developed.' 'The film industry grew in popularity.'	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Prohibition failed.</p> <p>Target: AO1, 2</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It could not be enforced'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each identification/description</p> <p>eg 'Banning it made alcohol more attractive.'</p> <p>'Alcohol was made still made although illegally.'</p> <p>'Alcohol was easily smuggled into the country.'</p> <p>'It was costing too much money to enforce.'</p> <p>'The vast majority of Americans did not agree with it.'</p> <p>'There was concern over the gang violence it brought.'</p> <p>'There was concern over corruption.'</p> <p>'Taxation was being lost.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p> <p>eg 'The law could not be enforced. Alcohol was smuggled into the USA with many smugglers making huge amounts of money illegally as there were not enough enforcement officers. Huge profits were being made by the gangs.'</p>	4-5	
	<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>To what extent was America an intolerant society in the 1920s? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication assessed in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'America was a mix of intolerance and freedom.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Attitudes towards immigrants and immigration were harsh.'</p> <p>'The Ku Klux Klan fuelled hatred.'</p> <p>'There was discrimination against Black Americans.'</p> <p>'The Sacco and Vanzetti Trial showed intolerance.'</p> <p>'There was Prohibition.'</p> <p>'Women had greater freedom.'</p> <p>'Women had greater employment opportunities.'</p> <p>'Women were given the vote in 1920.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing intolerance OR Explanation showing increasing tolerance</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched black Americans for no reason at all. They hated anyone who was not white.'</p> <p>OR</p> <p>'For some women the traditional restrictive role changed. New opportunities for women emerged, which people increasingly accepted. Women were given the vote in 1920 and could now have a say in how their country was governed.'</p>	4-6	
	<p>Level 4</p> <p>Explanation showing intolerance AND Explanation showing increasing tolerance</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Level 4 plus evaluation of 'to what extent'</p> <p>Level 4 plus eg 'Many will agree with this statement as there were many examples of intolerance in America including how black Americans were treated in terms of education and jobs and this intolerance was reflected in the attitude of government and the courts. However, increasingly there were signs of increasing tolerance as the lives of some women showed signs of greater freedom with their different behaviour becoming more acceptable and so it can be said that throughout the 1920s America was tolerant to a degree.'</p>	10	

Question		Answer	Marks	Guidance
6	(a)	Describe the stock market boom of the 1920s in America. Target: AO1		
		Level 0 No evidence submitted or response does not address the question	0	
		One mark for each relevant point; additional mark for supporting detail. eg 'Share prices rose.' 'The American economy did well throughout the 1920s and, therefore, the value of shares rose.' 'There were more buyers than sellers and, therefore, the value of shares rose.' 'By 1929 there were 20 million investors out of a population of 120 million.' 'There were many speculators who borrowed money to buy some shares and then they sold them as soon as the prices had risen.' 'Investors could 'buy on the margin', which meant they only had to put down 10% of cash and they could borrow the rest.' 'There was a bull market.'	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the US economy was already showing signs of weakness before the Wall Street Crash.</p> <p>Target: AO1, 2</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Fewer goods were being bought.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'There was overproduction.' 'There was a downturn in construction.' 'Farming was in trouble throughout the 1920s' 'Coal and traditional textiles were in decline.' 'Cars and electrical goods industries were producing more than they could sell.' 'The USA struggled to export its agricultural and manufactured goods.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Exports began to fall away, partly because foreign countries were reluctant to buy American goods when the Americans themselves put up tariff barriers to protect their industries from foreign imports.'</p>	4-5	
	<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>'The main reason Roosevelt won the 1932 Presidential election was because he promised change.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication assessed in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It must be true because he was elected President.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Roosevelt promised to use public money.' 'Roosevelt gave hope to the unemployed.' 'Hoover failed to deal with the Depression.' 'Hoover failed to help the Bonus Marchers.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing what Roosevelt promised OR Explanation of problems facing Hoover</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Roosevelt promised a ‘new deal’ and came over with energy and determination. He could offer some hope. He made the people feel he was on their side. He promised government schemes although nothing was in detail.’</p> <p>OR</p> <p>‘Hoover believed that government should stay out of business matters. The Republicans believed in ‘laissez-faire’ and assumed eventually everything would return to normal.’</p>	4–6	
	<p>Level 4</p> <p>Explanation showing what Roosevelt promised AND Explanation of problems facing Hoover</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Level 4 with evaluation of 'how far'</p> <p>Must have both sides of argument plus evaluation.</p> <p>Level 4 plus – eg 'It is surprising that this is given as the main reason because Roosevelt did not spell-out the details of his 'new deal'. He was also attracting those who were totally fed-up with Hoover. Surely this must have been the main reason as many people had lost everything but it appeared that Hoover did not want to solve the people's problems with his policies which gained him the nickname of the 'do nothing President'.'</p>	10	

PART 2: DEPTH STUDY – CAUSES AND EVENTS OF THE FIRST WORLD WAR, 1890–1918

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B.</p> <p>Why was this source published in 1914? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The source says 'Bravo Belgium'. 'A soldier representing Belgium is holding a flag and has been injured.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'In 1914, Germany put the Schlieffen plan into operation. This meant German forces were to go through Belgium to get to France. The German army invaded Belgium on 4 August. The Belgians put up heroic resistance bringing them many friends and buying time for the British and French to mobilise.'</p>	2	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Asserts message of the cartoon but with no development</p> <p>The artist is commenting on the brave Belgian resistance.</p> <p>eg 'Belgium has been brave and heroic.'</p> <p>'The British respect the heroic actions of the Belgians.'</p>	3	
	<p>Level 4</p> <p>Explains message of source – using aspects of source or contextual knowledge</p> <p>eg 'The British respect the heroic actions of the Belgians. In the postcard the Belgians are depicted as a proud nation that has been wounded not beaten. The caption says, 'Bravo'.'</p>	4	
	<p>Level 5</p> <p>Asserts purpose of the postcard but with no development</p> <p>The purpose relates to what the British government wanted in terms of public reaction eg raising morale, justifying actions.</p> <p>eg 'This postcard was published to raise morale of the British people and to encourage support of the war effort by emphasising the achievements of an ally.'</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'This postcard was published to raise morale of the British people and to encourage support of the war effort by emphasising the achievements of an ally. Germany put the Schlieffen Plan into operation. This meant German forces were to go through Belgium to get to France. The Belgians put up heroic resistance bringing them many friends and buying time for the British and French to mobilise.'</p>	6-7	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C.</p> <p>What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The source shows different countries threatening each other.'</p>	1–2	
	<p>Level 2</p> <p>Secondary message</p> <p>eg 'Friends will protect each other.'</p>	3	
	<p>Level 3</p> <p>Secondary message supported details of the cartoon/contextual knowledge</p> <p>eg 'Friends will protect each other. This is suggested by the title of the cartoon – 'Chain of Friendship' and Germany saying 'If you strike my friend I'll...''</p>	4	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is commenting on the possible impact of the European alliances.</p> <p>eg 'The message of the carton is that friendship can bring unwanted results.' 'Outcomes can depend on a chain of events and relationships.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message of the carton is that outcomes can depend on a chain of events and relationships. The cartoon shows that for example if Austria attacks Serbia then Russia will attack Austria and as Austria is a friend of Germany then they will attack Russia for attacking Austria.'</p> <p>OR</p> <p>eg 'The message of the carton is that outcomes can depend on a chain of events and relationships. By 1914 the six most powerful countries in Europe were divided into two opposing alliances. Each was heavily harmed and distrusted the other. Austria together with Germany's support was threatening Serbia. As Russia supported Serbia it became a threat and Germany declared war.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p>	7	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D</p> <p>Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'The ambassador is passing on a message.'</p> <p>'I am surprised the Kaiser is saying war should not be delayed.'</p> <p>'I am not surprised they think Russia might back down.'</p>	1	
	<p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance/tone/language/purpose/motives</p> <p>OR</p> <p>Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am not surprised close relations did not want a war.'</p> <p>'Austria had declared war on Serbia and this had been backed by the Kaiser and Germany. Russia supported Serbia and so Russia was preparing for war.'</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Surprised OR not surprised – checks against contextual knowledge/cross referencing</p> <p>eg ‘I am not surprised that with the language that the Tsar is using such as ‘weak’ and the fact that the actions of Austria-Hungary might lead to war as back in 1908–9 Russia had backed down to the German threats but this time it would defend its ally Serbia.’</p> <p>OR</p> <p>eg ‘I am surprised that the Tsar thinks that his friendship with the Kaiser might be used to avoid war. Surely he was aware that the Kaiser was extremely militaristic and determined to gain control of Europe. This is shown in Source B.’</p>	4	
	<p>Level 4</p> <p>Surprised AND not surprised – checks against contextual knowledge</p> <p>Both sides of Level 3.</p>	5	
	<p>Level 5</p> <p>Argues source is surprising given its origin and context/purpose/language/tone in context</p> <p>eg ‘It is surprising that the Tsar tried to use his relationship and friendship to avoid war for his country when it fact the Russian government was the first country to order mobilisation (the day before). This move encouraged similar moves by other European powers.’</p>	6	

Question		Answer	Marks	Guidance
5	(a)	<p>What was the 'Triple Entente'?</p> <p>Target: AO1</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A collaboration of Britain, France and Russia.'</p> <p>'It was set up in 1907.'</p> <p>'It was a settlement of existing differences.'</p> <p>'It was for mutual support, not a military alliance.'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why there was a naval race between Britain and France between 1900 and 1914.</p> <p>Target: AO1, 2</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To increase naval size.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each identification/description</p> <p>eg 'Germany wanted a large navy to challenge Britain's.'</p> <p>'Germany wanted to protect its Empire.'</p> <p>'The passing of the German Navy Law.'</p> <p>'Because each began the building of Dreadnoughts.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p> <p>eg ‘The German government had believed that sea power was the key to the successful build-up of a great empire. It followed, therefore, that Germany needed a much larger navy capable of challenging the world’s greatest sea power – Britain.’</p>	4–5	
	<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
(c)	<p>The following contributed equally to increasing tension between the Great Powers before 1914: (i) the actions of the Kaiser in Morocco; (ii) events in Bosnia in 1908–1909. How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication tested in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘I agree as both increased tension.’</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point</p> <p>eg ‘In Morocco the Kaiser tested the Entente Cordiale.’ ‘He attempted to split Britain and France.’ ‘The Kaiser was humiliated at the Conference in 1906.’ ‘The Kaiser was pushing to be an important power in North Africa.’ ‘The British feared in 1911 that he wanted to set up a naval base.’</p> <p>‘Austria annexed the Turkish province of Bosnia.’ ‘The Serbs were furious.’ ‘Russia had little choice but to back down.’</p>	2–3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing how Kaiser's increased tension OR Explanation showing how Bosnia increased tension</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Britain and France had agreed the Entente Cordiale in 1904 giving France a free hand in Morocco. The Kaiser wanted to test the strength of the Entente to try and cause a split as he did not believe Britain would stand by France over Morocco. He did not want France to extend her North African Empire.'</p> <p>OR</p> <p>'There was a revolution in Turkey and the Austrians took advantage of this to annex the Turkish province of Bosnia. The Serbs were furious with Austria because they hoped to make Bosnia part of a greater Serbian state. Serbia appealed to Russia for help and the Russians called for an international conference to discuss Austria's actions. Germany backing Austria demanded that Russia accept the situation. Russia had little choice but to back down but would not do so again.'</p>	4-6	
	<p>Level 4</p> <p>Explanation showing how Kaiser's actions increased tension AND Explanation showing how Bosnia increased tension</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance</p>	7-9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>Both sides plus evaluation.</p> <p>eg As Level 4 plus. 'Morocco was important with regard to increasing tension but was not as significant as events in Bosnia. The main countries involved over Morocco were Germany, Britain and France where as in Bosnia the alliances were used more effectively as Austria-Hungary gained the support of Germany, but Russia and Bosnia were also involved. These events were also a trigger to a further step to war involving the Balkans culminating with the assassination.'</p>	10	

Question		Answer	Marks	Guidance
6	(a)	Describe 'trench warfare'. Target: AO1		
		Level 0 No evidence submitted or response does not address the question	0	
		One mark for each relevant point; additional mark for supporting detail. eg 'Artillery bombarded the front-line of the enemy. As soon as the barrage stopped the infantry would go 'over the top.' 'The defenders repelled the attack using machine guns.' 'Holding on to any captured position was almost impossible.' 'Attackers were forced back to their original position.' 'The result was much loss of life and 'stalemate'.'	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain the high level of casualties on the first day of the Battle of the Somme, 1916</p> <p>Target: AO1, 2</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The battle-plan was flawed.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each identification/description.</p> <p>eg 'The German defences were fortified.' 'The defensive wire was not broken.' 'British shells were of poor quality.' 'The ability of the artillery was over-estimated.' 'The tactic of advancing on the enemy was used.' 'The poor weather caused problems.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains ONE reason</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p> <p>eg 'There was to be a huge artillery bombardment followed by an infantry attack. However this was not effective as the Germans were on high ground with a good view of attacking forces. The German defences were deep underground and fortified with concrete and thus not destroyed. They just fired on the advancing troops.'</p>	4-5	
	<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question	Answer	Marks	Guidance
6 (c)	<p>The following contributed equally to the ending of stalemate on the Western Front: (i) the American entry into the war; (ii) the Ludendorff Offensive. How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</p>		
	<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
	<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was definitely America's entry into the war.'</p>	1	
	<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point</p> <p>eg 'The British and French were at a low point having sustained heavy losses and needed help.'</p> <p>'Initially the impact of America was limited.'</p> <p>'America wanted retribution for German actions.'</p> <p>'America's military might was too strong for Germany.'</p> <p>'The Ludendorff Offensive resulted in great military loss of life.'</p> <p>'Germany did not have any replacements.'</p> <p>'Germany soldiers were ill-disciplined.'</p> <p>'The blockades were affecting German production.'</p>	2-3	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing it was the Ludendorff Offensive OR Explanation showing it was America's entry into the war</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Initially the impact of America was limited. There was a lack of speed shown by the American Expeditionary force and troop numbers were relatively small. There was also a lack of equipment. Because of this America troops played little part in countering Germany's Spring Offensive.'</p> <p>OR</p> <p>'German troops were switched from the Eastern to the Western Front. In March 1918 Ludendorff launched the great gamble to win the war. It was going well with the Germans breaking through the front line. However they had lost 400,000 men and had no reserves and limited resources. They were ill-disciplined. By late September the Germans were in full retreat. Germany's army had nothing else to offer and so an armistice was asked for.'</p>	4-6	
	<p>Level 4</p> <p>Explanation showing it was the Ludendorff Offensive AND Explanation showing it was America's entry into the war</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance</p>	7-9	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Level 4 plus evaluation of 'equally important'</p> <p>Must have both sides of argument plus evaluation.</p> <p>Level 4 plus eg 'Initially, the American arrival had produced few results but by June and July 1918, the German army could not match the numbers of American combat troops. When these were added to the combined British and French forces the power was too great for Germany and an armistice was agreed. So whilst the Ludendorff Offensive failed it was mainly due to the extra power of the USA on the Allies side.'</p>	10	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Explains message using details of the source or contextual knowledge</p> <p>eg 'The message is that Communism is threatening America. This is shown by the American flag being consumed by flames and American people being attacked.'</p>	4	
	<p>Level 5</p> <p>Asserts purpose of the source but with no development</p> <p>eg 'The purpose of this source is to alert American people that there was a real threat of a Communist takeover in America and they needed to take action to prevent this happening.'</p>	5	
	<p>Level 6</p> <p>Answers that use contextual knowledge to explain purpose</p> <p>eg 'The purpose of this source is to alert American people that there was a real threat of a Communist takeover in America and they need to take action to prevent this happening. President Truman often talked about 'the enemy within' and he introduced the Federal Employee Loyalty Programme (FELP) which investigated government employees to see if they were members of the Communist Party.'</p>	6	
	<p>Level 7</p> <p>Answers that use contextual knowledge to explain purpose and why 1947</p> <p>eg 'The purpose of this source is to alert American people that there was a real threat of a Communist takeover in America and they need to take action to prevent this happening. This threat seemed to be increasing, as by 1947 Eastern European countries were firmly under Communist control. In 1947 the Truman Doctrine made it clear that the USA was determined to stop communism spreading any further.'</p>	7	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C. What is the cartoonist's message? Use the source and your knowledge to explain your answer.</p> <p>Target AO1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'Two men are carrying part of a fence.'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg 'The cartoonist's message is that some people are communists.'</p> <p>Level 3</p> <p>Secondary message supported by details from the source/contextual knowledge</p> <p>eg 'The cartoonist's message is that some people are communists. On the piece of fence it says, 'Joe Zilch is a red.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>eg 'The cartoonist's message is that McCarthy's accusations are meaningless.' 'The cartoonist's message is that McCarthy's evidence claiming people are communists is worthless.'</p> <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The cartoonist's message is that McCarthy's evidence claiming people are Communists is worthless. The new and important evidence he claims to have is just a piece of fence with the graffiti 'Joe Zilch is a red' on it.'</p> <p>OR</p> <p>'The cartoonist's message is that McCarthy's evidence claiming people are Communists is worthless. McCarthy made accusations against many people but he had no real evidence. His claims that there were over 200 Communists working in the State Department were investigated; the investigation chairman Senator Tydings said McCarthy's claims were a fraud and a hoax. McCarthy then branded Tydings as a Communist.'</p> <p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5</p>	<p>5</p> <p>6</p> <p>7</p>	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D. How useful is this source as evidence of why support for McCarthy declined? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2,3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Surface use of source for information/general assertions AND/OR Stock evaluation</p> <p>eg 'It is useful because it says McCarthy will make a mistake.' 'It is useful because it tells us the views of Whittaker Chambers.'</p> <p>eg 'It is useful because it is written by someone who used to support McCarthy.' 'It is not useful because it only gives us the views of one person.'</p> <p>Level 2</p> <p>Uses content of source to comment on usefulness in relation to the question</p> <p>eg 'This source is very useful because it shows that even McCarthy's supporters no longer trusted him.'</p>	<p>0</p> <p>1</p> <p>2</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Asserts source is not useful because of lack of information</p> <p>eg ‘This source is not useful because it does not tell you that McCarthy lost support because of his attacks on the army.’</p> <p>Level 4</p> <p>Useful/not useful – focus on message/purpose/tone</p> <p>‘This source is useful as it as it is written by a person who originally supported McCarthy as he has realised that McCarthy, by his actions, might hinder the American attempt to deal with Communism by discrediting any action that might be taken. His tone is one of discrediting McCarthy.’</p> <p>Level 5</p> <p>Useful OR not useful – checks against contextual knowledge</p> <p>eg ‘This source is useful because it tells me that even McCarthy’s own supporters felt they could no longer trust him. The source is highly critical of McCarthy and tells us why his own supporters had turned against him. Chambers says that McCarthy’s evidence was based on inaccuracies and distortions. I know that McCarthy doctored photos to support his claims about communists; he accused Senator Tydings of having communist sympathies and produced a photograph he said showed Tydings with the communist leader Earl Browder. The photograph was actually made from a photograph of Browder taken in 1950 and a photograph of Tydings taken in 1938.’</p> <p>OR</p> <p>‘This source is not useful because it does not tell you that McCarthy lost support because of his attacks on the army. In 1953 he began to investigate possible communists in the army and the hearings were shown on television. People were appalled to see McCarthy bullying army officers like General Zwicker, a Second World War hero.’</p> <p>Level 6</p> <p>Both sides of Level 5</p>	<p>3</p> <p>4</p> <p>5</p> <p>6</p>	

Question		Answer	Marks	Guidance
5	(a)	<p>Describe what happened during the Freedom Summer of 1964.</p> <p>Target: AO1</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The Mississippi Freedom Party was formed.'</p> <p>'There was a voter registration campaign.'</p> <p>'30 Freedom Schools were set up in towns throughout Mississippi to teach black citizens about civil rights and black history. This was to encourage black citizens to register to vote.'</p> <p>'Volunteers from across the USA, including many white people from the northern states, came to help at the schools.'</p> <p>'The Ku Klux Klan and the state police reacted violently to the campaign.'</p> <p>'During the campaign 37 black churches were firebombed.'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the 1963 march on Washington was important.</p> <p>Target AO1,2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It showed the determination of the civil rights marchers.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'There were about 250,000 demonstrators from all over the USA.'</p> <p>'The March was televised across the USA.'</p> <p>'The March put pressure on President Kennedy to act.'</p> <p>'Martin Luther-King gave his 'I have a dream' speech.'</p> <p>'Despite President Kennedy's fears, the March was peaceful.'</p> <p>'The March presented the civil rights movement as a united front.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
(c)	<p>The following made an equal contribution to improving civil rights in the 1960s: (i) President Kennedy; (ii) Malcolm X. How far do you agree with this statement? Explain your answer, referring only to (i) and (ii).</p> <p>Target AO1,2</p> <p>Written communication assessed in this question.</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'President Kennedy listened to demands.' 'Malcolm X understood the problems of African Americans.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'President Kennedy appointed five black federal judges.' 'President Kennedy created the Committee on Equal Employment Opportunity.' 'President Kennedy introduced a Civil Rights Bill to Congress in February 1963.' 'Malcolm X set up the Organisation of Afro-American Unity (OAAU).' 'Malcolm X had a great influence on young urban black Americans.' 'Malcolm X encouraged black Americans to use their voting power to elect black politicians.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of President Kennedy OR importance of Malcolm X</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘President Kennedy introduced a Civil Rights Bill to Congress in February 1963. This Bill aimed to guarantee desegregation in public places, to help black people to use their votes and to help black workers. Kennedy was assassinated in November 1963 but his bill became law in 1964.’</p> <p>OR</p> <p>‘Malcolm X inspired many young African Americans and helped them to believe in themselves. His ideas were very important in the development of the Black Power Movement, the Black Arts Movement and the idea of being proud to be black and thus deserving of equal civil rights.’</p>	4–6	
	<p>Level 4</p> <p>Explains importance of President Kennedy AND importance of Malcolm X</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of 8 marks for answer lacking balance.</p>	7–9	
	<p>Level 5</p> <p>As Level 4 plus evaluation of ‘how far’</p> <p>Level 4 plus eg ‘Each made a contribution but in different ways and so it is difficult to make a judgement. Probably Malcolm X was more important as he was prepared to raise the issues about black people’s rights and gain public support although many thought his methods were unacceptable. Kennedy was about introducing a Bill that he did not see through because of his assassination and so his contribution was less significant.’</p>	10	

Question		Answer	Marks	Guidance
6	(a)	<p>Describe how abortion laws were challenged in the USA in the 1960s and 1970s.</p> <p>Target: AO1</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Estelle Griswold's lawyers argued that the anti-abortion laws in Connecticut were an illegal restriction on the privacy of ordinary Americans.'</p> <p>'In 1965 the Supreme Court ruled in favour of Griswold.'</p> <p>'The Roe v. Wade case challenged the laws. Jane Roe (the legal name given to Norma McCorvey) had three children, all of whom had been taken away because she couldn't care for them. She was pregnant again and wanted an abortion. Sarah Weddington, a feminist lawyer, took the case through the courts and won McCorvey the right to have an abortion.'</p> <p>'The Roe v. Wade case victory eventually led to abortion becoming freely available.'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why American women campaigned for equality in the 1960s and 1970s.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were bored with their lives.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'The contraceptive pill gave women greater choice about their lives.'</p> <p>'Eleanor Roosevelt set up a commission to investigate the status of women at work.'</p> <p>'Betty Friedan wrote 'The Feminine Mystique' in 1963.'</p> <p>'They were encouraged by the Equal Pay Act in 1963.'</p> <p>'The campaign for black civil rights encouraged women's protest movements.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
(c)	<p>How successful had women been in their campaign to improve their rights by the mid 1970s? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication assessed in this question.</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘They had some success in making life better for women.’</p> <p>Level 2</p> <p>Identifies AND/OR describes success/failure</p> <p>(One mark for each point)</p> <p>eg ‘The Roe v. Wade case challenged abortion laws.’ ‘In 1963 the Equal Pay Act was passed.’ ‘The 1964 Civil Rights Act prohibited sex discrimination.’ ‘There was a successful campaign to prevent the ERA becoming law.’ ‘New organisations such as Happiness of Womanhood (HOW) opposed women’s rights movements.’ ‘There was little change in the number of women in professional and managerial positions.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 5</p> <p>Level 4 plus evaluation of 'how successful.'</p> <p>Level 4 plus eg 'They were successful in the sense that rights were being challenged and laws changed. However, progress was slow and difficult as some groups were totally opposed and raised strong objections.'</p>	10	

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