



General Certificate of Education

History 5041/6041

Alternative H Aspects of Twentieth Century European and World History, 1900 to the Present Day

Mark Scheme

2005 examination – June series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING GCE HISTORY:

AS and A2 EXAMINATION PAPERS

General Guidance for Examiners

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS

Level 1:

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:

Either

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO 1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO 1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO 2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:

Either

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristic: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of the language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
 - analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
 - there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
 - there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations
 - effective use of language, appropriate historical terminology and coherence of style.
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Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative H: Aspects of Twentieth Century Europe and World History

AS Unit 1: The Emergence of the Super-Powers and the New World Order, 1900-1962

- (a) Use **Source C** and your own knowledge.

Explain briefly the importance of “Berlin” in the context of United States’ foreign policy in 1948. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. Berlin was an important part of US planning for the future of West Germany. Also, Berlin was a propaganda issue i.e. the Russians could use it to win a propaganda victory over the Americans by forcing them out of Berlin. Neither of these examples need be explained in detail in order to attain this level. Only one relevant example is necessary to reach this level. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and the context, e.g. some explanation of what the US’s plans for West Germany were and how Berlin fitted into these would be directly relevant. Candidates may suggest that a capitalist democracy had to be protected in the west and Berlin was a symbol of this. Reference may be made to the propaganda issues. This document was produced in July 1948, more than a year after the Truman Doctrine and containment had been declared. The loss of Berlin would represent a major blow to this policy. It is not necessary to develop both of these examples to attain 3 marks. The degree of detail and depth of explanation will determine whether 2 or 3 marks will be awarded. 2-3

- (b) Use **Sources A** and **B** and your own knowledge.

Explain how **Source B** challenges the views in **Source A** about the motives of the United States for the introduction of the Truman Doctrine. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility, will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

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- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B suggests that the US plan is to bring Europe under its control while Source A suggests that the US is acting in a completely altruistic way and there is no ulterior motive behind US aid. There is likely to be very little direct own knowledge and references to the sources are likely to be paraphrased rather than explained. **1-2**
- L2: Extracts and compares information about the issue from both sources, with reference to own knowledge, e.g. there may be reference to the nature and significance of the ideological split between East and West. Candidates may refer to the notion of dollar imperialism and Soviet perception of the strategic aims of the US in post-war Europe. Answers may suggest that the Soviet position in Source B was illustrative of a propaganda stance in order to justify growing Soviet control in Eastern Europe. The Soviet Union could present the US as the aggressor in order to justify its own expansionism in Eastern Europe. **3-5**
- L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. an examination of the motives underlying containment in addition to the stated ones of protecting democracy and freedom may be developed. There may be reference to the idea that the US wanted to establish Russia and communism as threats to the security of the fragile post-war democracies of Western Europe in order to enhance its own status as a defender of freedom. This could increase levels of dependency upon the USA from Europe and so make the USA stronger. Equally, the Soviet Union was in no position to offer the same financial incentives to Eastern Europe and had to justify its actions there in terms of protecting the East from American imperialism. **6-7**

- (c) Use **Sources A, B and C** and your own knowledge.

Explain the importance of the policy of containment, in relation to other factors, in the development of the Cold War in the years 1947 to 1949. *(15 marks)*

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations, which could apply to almost any time and/or place, based *either* on own knowledge *or* the sources. **1-4**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.
- Or***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Answers could establish a balance of the contributory factors. These could include reference to the ideological split, the strategic and economic aims of the USSR in Eastern Europe, the strategic and economic aims of the USA in Europe, the role of the atomic bomb in shaping Soviet perceptions and the provocative nature of containment. Reference may also be made to the significance of the collapse of European power bases and the development of a bi-polar power structure.

From the sources: Source A illustrates the open-ended nature of containment. This suggests the idea that any level of force may be used to preserve democracy. There is a clear implicit suggestion of the collapse of European power bases and the development of a bi-polar power structure. Source B also implies a veiled threat that could have military consequences and reveals a determination by the Soviets to stand up to the USA. Source C suggests that the prospect of war was limited but the reality of strained relations which could degenerate into a Cold War was a real possibility. Propaganda success was now the order of political and international relations.

Question 2

(a) Explain briefly what was meant by “Europe’s dominance” in the context of international power before 1914. **(3 marks)**

Target: AO1.1

L1: Basic or partial definition of the term, largely based on the extract, e.g. the idea that the countries with global power were those in Europe. The important powers were European before 1914. May suggest that these countries were beginning to lose their power even before the outbreak of the First World War. **1**

L2: Developed explanation of the term, linked to the context, e.g. answers may refer to European dominance in international affairs but also consider the decline in this dominance, as in Level 1. They may then develop this by examining the factors which contributed to this decline e.g. economic limitations such as those faced by Britain. Some may challenge this and suggest, for example, that Germany's economy was growing. Similarly, there may be reference to the political weaknesses of European powers e.g. nationalism in Austria-Hungary. An indication of these trends is sufficient for this level. Answers may focus on the strengths of the Great Powers and how these enabled the Powers to be dominant. **2-3**

(b) Explain why the First World War undermined the international power of the European Great Powers by 1918. **(7 marks)**

Target: AO1.1, AO1.2

L1: Demonstrates understanding of the issue through general and unsupported statements e.g. the war was economically costly and this cost damaged the international strength of the European Great Powers. Some countries lost their imperial strength. Such responses may lack any clear linkage to conclusions and explanations drawn from the detail in the answer. **1-2**

L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. loss of imperial status undermined Germany's global power. Austria was reduced to a fraction of its pre-war size. Economically the war damaged both these states and also the victors, particularly Britain and France. International trade was a key factor in national wealth for Britain. Without this wealth Britain's status declined. Both Britain and France became debtor nations. **3-5**

L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the rise of the USA acted as a further factor in the relative decline of European powers. The USA established itself as a global creditor nation. The relative value of imperial possessions as a factor in international status may also be considered. Was empire building a burden rather than an asset as it appeared to be before the war? Militarily the European powers were weakened by the war. This was a further consequence of the economic impact of the war. **6-7**

- (c) “The emergence of the United States of America as an economic power was the main reason for the decline of Britain as a Great Power by c. 1950.”
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates may illustrate the fact that the USA became, after 1918, a creditor nation and the former European powers became debtor nations. Answers may go on to examine the significance of this new economic relationship in terms of its impact on Britain’s global power status. The First World War led not only to the rise of the USA as an economic power, it also signalled increased nationalism within the Empire. British foreign policy in the 1930s was influenced by a realisation that Britain’s economic position weakened its international status. An analysis of appeasement might suggest that Britain’s economic weaknesses were the primary reason for its limited influence in world affairs rather than the rise of the USA’s economic power. The impact of the Second World War on both the USA and Britain is important. By 1945 the USA had nuclear capability. The war had had a devastating economic impact on Britain. The world had become bi-polar by 1945. Candidates may argue that the two world wars had a profound impact on Britain’s economic strength and this was the primary cause of Britain’s decline. The rise of US economic power was a secondary issue.

Question 3

- (a) Explain briefly what was meant by “the invasion” in the context of the Suez Crisis of 1956. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. basic detail about the invasion – Britain and France sent troops to Egypt. May suggest that the invasion was a planned agreement between three countries, Britain, France and Israel. Answers may reach this level even if they do not specify the names of the three states. **1**

- L2: Developed explanation of the term, linked to the context, e.g. consideration may be given to the motives which underlay the invasion. Each power had its own agenda, Britain and France sought to preserve their imperial status in the Middle East, whilst Israel wanted to remove the continued danger of growing Arab nationalism. **2-3**

- (b) Explain why Nasser nationalised the Suez Canal. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. the Suez Canal was controlled by foreign powers and Nasser wanted it to be under Egyptian control. He thought that he could get away with it. Taking the canal would make Egypt’s position in the Middle East stronger. **1-2**

- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. Nasser wanted to establish himself and Egypt as the focal point of Arab nationalism in the Middle East and defeating the European imperialist powers of Britain and France would strengthen his position in this aim. He also knew that both the USA and the USSR were interested in courting his support in the Middle East and would therefore be less inclined to back either Britain or France. **3-5**

- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. answers may consider the wider Middle Eastern context. The control of the European imperial powers was declining in the Middle East. Nasser sought to exploit this decline and capitalise on the dependency of the West on Middle Eastern oil supplies. If Nasser could establish himself as the dominant force in Middle Eastern Arab nationalism he could have significant influence, particularly over the USA. Control of the Canal was primarily an exercise in power politics for all those involved. **6-7**

- (c) “It was the impact of nationalism that was the main reason for decolonisation in Africa in the period 1956 to 1962.”
Explain why you agree or disagree with this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

This is a fairly open ended question and it is not necessary for candidates to consider every state in Africa and its process of decolonisation. Stronger answers will consider at least two European states and the impact of nationalist movements on their policies although there need not be equal coverage of each state. There is an opportunity for candidates to consider British, or French, or Belgian decolonisation. Reference may be made to the notion of the Suez Crisis being a turning point in British and French interests in Africa. Equally, there may be some reference to the changed nature of how British interests could be fulfilled particularly with the emergence of Macmillan. The national interests of France were not necessarily served by maintaining control of Algeria. The role of de Gaulle is pivotal here. In effect candidates are looking for evidence to suggest that nationalism was a factor but not necessarily the primary issue in the decision to decolonise. Britain’s economic priorities had changed by 1960. Candidates may argue that this shift in policy was more significant than the impact of nationalism. A similar approach may be adopted for France.

Alternative H: Aspects of Twentieth Century Europe and World History

A2 Unit 4: Aspects of European and World History, 1900 to the Present Day

Question 1

- (a) Use **Sources B** and **C** and your own knowledge.

How fully do these sources explain the extent of the threat to Communist control of Czechoslovakia in 1968? (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

Source B is unequivocal on the scale of the threat. The focus is on counter-revolution and candidates may explore that concept. The source implies that democracy is a form of counter-revolution and that is what is what happening in Czechoslovakia. The source also emphasises the lack of control the Czech regime appears to have over its people. Source C offers a counter-proposal and candidates may develop an explanation of ‘socialism with a human face’. The source rejects the motive of counter-revolution. Candidates may consider the intent underlying the Action Programme and the aims of Dubcek. The issue of utility is central to an answer here. Candidates may question the motives underlying Source B and examine the reasons why the DDR would support the interpretations of events offered in Source B. Equally candidates may consider Source C to be limited and rather simplistic in its presentation of Czech motives.

- (b) Use **Sources A, B, C and D** and your own knowledge.

“Weak political leadership and a lack of popular opposition within the states of Eastern Europe led to their domination by external powers for much of the twentieth century.”

To what extent do you agree with this view? (20 marks)

Target: AO1.1, AO1.2, AO2

L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A offers an example of the political system in the Austro-Hungarian Empire. Even the apparent semi-independence of Hungary was compromised by royal control. Political leadership was self-interested and the population was ethnically divided. Source B illustrates the nature of political and economic control through the one party system of communism, imposed by the USSR and modelled on its political and economic systems. It suggests that there was popular opposition and that it was effective. The political weaknesses of the leadership are illustrated towards the end of the source. Source C suggests an attempt to

introduce a measure of democracy within the framework of a socialist system. The source illustrates the limited aims of both the political leadership and the population it represented. Source D suggests the compliance of communist leaders in eastern Europe. Their survival was dependent upon Soviet support. It also indicates the growth of popular opposition.

Candidates need to explore both the pre-1945 and the post-1945 periods. Candidates may examine the 1919-1939 period and suggest, for example, that Czechoslovakia had fairly strong leadership in 1938-1939, but a very divided population. The Slovaks were willing to co-operate with Nazi occupation in the belief that they would benefit. Reference may also be made to the post-Second World War co-operation with the Soviet Union and the motives which prompted it. There are numerous examples of political opposition which appears to lack popular support. Czechoslovakia in 1948. There are examples of popular opposition backed by political will as in Hungary in 1956. An analysis of the Prague Spring would be useful. The Solidarity movement is a good example of popular will being undermined by compliant political leadership.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources)

Target: AO1.1, AO1.2, AO2

L1: ***Either***

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-6**

L2: ***Either***

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

- L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Option A: Vietnam, 1954-1980

Question 2

“The USA’s policy of containment in Vietnam was as valid in 1969 as it had been in 1954.”

How far do you agree with this view?

Your answer should include reference to political and strategic factors. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may attempt to offer a critical analysis of the motives underlying containment. This may suggest that the USA was focused on protecting its own vital national interests and containment of the spread of communism was the primary route in the achievement of this. Containment may also be seen as an essential element of the USA’s attempt to ensure that the Cold War ‘balance of power’ remains intact and that the Western democracies see the USA as their ‘protector’. Containment had political, economic and strategic implications for the USA’s vital interests. It brought the USA important influence on a global scale in each case. The focus is on Vietnam. Candidates may suggest that in 1954 containment had always worked up to that time. It was the basis of US foreign policy thinking. 1954 was at the height of the nuclear arms race. By 1969 containment was no longer relevant. It was not working militarily therefore the strategic, economic and political focus of containment was not being achieved. The world was also entering a new phase of international relations based on détente. The US could not afford to remain at war against the communists in Vietnam and face becoming marginalised from détente.

Question 3

“It was their rejection of American imperialism rather than a commitment to communism that led to the popularity of the Vietcong among the South Vietnamese.”
To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There was a strong element of nationalism present in Vietcong membership, certainly before the escalation of US militarism in Vietnam. Many South Vietnamese rejected Diem’s government because it was perceived as being too similar to the former French colonial system. Candidates may develop the evidence of corruption, lack of financial investment and lack of reform to illustrate this view. The USA was closely aligned and associated with this regime. There was a determination to establish their own national geographic identity and the US had prevented that from happening in 1956 when they supported Diem’s regime in preventing elections. US military tactics during the war are important factors in the creation of the perception of imperialism. The destruction and lack of regard for the Vietnamese peasantry were very significant in the creation of this view. Equally there was an increasing commitment to communism. The failure to establish any meaningful social and economic reforms in the South accelerated this process.

Candidates may argue that an acceptance of communism inevitably led to a rejection of American imperialism. The two propositions are synonymous. Reference may be made to the ideological infiltration into the South by North Vietnamese agents.

Question 4

“Nixon’s withdrawal from Vietnam was more the result of his determination to prevent further loss of life than to gain political advantage.”
How far do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider the domestic political priorities of Nixon. He wanted to be re-elected as President and he knew that the war was politically damaging unless he could bring it to an end, honourably. There is little solid evidence of Nixon acting altruistically. The loss

of life had created a popular anti-war mood and this would be reflected through voting preferences. Candidates may suggest he used détente as a device to get the USA out of Vietnam without facing the humiliation of military defeat. It was also clear that the war could not be won militarily and the strategies of Johnson had failed. Nixon had to find a political solution irrespective of any decisions he may make based on his own political agenda. He saw the opportunity to enhance the USA's international status and get out of Vietnam. The role of Henry Kissinger may be explored here. Equally Nixon did not immediately end the war. Candidates may explore the reasons why it took so long to end the war even though Nixon freely admitted in 1969 that it was not possible to win the war militarily. Consideration may be given to Nixon's decision to escalate the air war while reducing ground forces. Candidates will probably argue that most of Nixon's actions were driven by political objectives rather than anything else.

Option B: Co-operation in Europe, 1945-1991

Question 5

“In the years 1945 to 1957 the countries of western Europe wanted greater unity mainly for economic rather than for political reasons.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

After the Second World War there was a political determination to prevent a further conflict by establishing real European co-operation. This was both a political and an economic objective. The development of a proto-political organisation – NATO – could be considered. This is the beginning of European co-operation. The Schuman Plan (1950) is a major step forward in economic integration and it leads to the creation of the European Coal and Steel Community. Schuman saw this as the first step towards the fulfilment of political integration and not merely as an economic organisation. Britain's first role in the process could be considered in terms of developing an analysis which may suggest that western Europe did not have consensus as far as Britain was concerned. The ECSC may be seen as a pivotal organisation which paved the way for greater economic and political union. Candidates may examine the Treaty of Rome but not in terms of the post-1957 situation.

Question 6

“Throughout the period 1961 to 1973 Britain’s desire to join the EEC was motivated primarily by economic rather than by political factors.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Macmillan was convinced that Britain’s days as a Great Power were over. He knew that with the development of the EC in 1957 it would be difficult for Britain not to participate. Failure to do so would result in Britain being marginalised from the regional development of Western Europe. Clearly there was an important political agenda here for Macmillan. Equally Britain could not afford to become isolated from the economic union that was formed in 1957. Britain’s membership of the EFTA was seen by Macmillan as very much a second best alternative to the EC. There were a number of basic economic reasons for joining the EC. Britain’s economic growth was slow compared to Europe’s and the hopes of colonial economic development benefiting Britain had proved fruitless. There had been a significant shift in Britain’s trade patterns and links to Europe became increasingly economically important. The political motives may be considered even more important. Macmillan was keen to ensure good relations with the USA and he feared that the USA might look to a stronger united Europe as a more significant ally than Britain. This was an important political priority for Britain. Britain’s international status was closely linked to EC membership. In 1967 Wilson attempted to join. Economic weakness was a primary motivating factor. Some consideration of Britain’s economic condition in 1967 may be usefully developed here. The final attempt came during the Heath government. There was a continuity in Britain’s political and economic motivation that was maintained during this period.

Question 7

To what extent did the EC overcome British opposition to further political and economic union in the years 1973 to 1991? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may refer to left wing attitudes towards the EC within the Labour Party during the 1970s. The fear of the loss of national sovereignty was shared with many Conservatives. They also feared the loss of Britain's ability to plan for its own economic development. The impact of Britain's position needs to be considered. Candidates may also examine the 'Thatcher years'. Reference may be made to the problems over the community budget during 1979-1984. Despite Britain's attitude France and Germany continued with plans for supranational economic integration and further political integration. The Single European Act may be referred to in terms of Britain's positive attitude towards Europe. The Social Charter is an example of the EC resisting obstructionism from Britain. Candidates may suggest that Britain's approach, particularly during the 1980s, undermined the EC but this was successfully resisted.

Option C: The Middle East from 1945 to c.1991

Question 8

“It was Israeli militarism rather than Arab nationalism that caused Arab-Israeli conflict in the years 1956 to 1973.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may decide to consider each of the three major conflicts during this period i.e. 1956, 1967 and 1973. The theme of Arab nationalism certainly relates to 1956 and 1967 and this could be developed through a causal analysis. Nasser's intent was to establish Egypt as a key player in Middle Eastern affairs and nationalism was a perfect means. Egypt could present itself as the defender of Palestinian interests against the Israelis. Candidates may suggest that nationalism brought Israel into conflict in 1956 and 1967. The position in 1973 may be viewed differently. Although the Arabs began the war, the primary motive was not directly linked to nationalism. Israel's position has tended to be based on the use of extreme force to protect itself. In 1956 the Israelis took advantage of an opportunity opened to them by Britain and France. In 1967 they delivered a military and territorial blow against Egypt and its allies. There was a degree of uncompromising determination to gather as much strategically important territory as possible, particularly the Golan Heights. Although Israel may not have provoked military conflict it did have the potential to do so and this undermined regional peace.

Question 9

“Iran’s economic problems in the years 1980 to 1988 were caused by religious extremism rather than by militarism.”

How far do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The war had a significant impact on the Iranian economy. Clearly candidates will need to examine this impact. The contribution of Islamic fundamentalism was varied. Khomeini offered some stability in 1982. Candidates may consider the post-1979 political crisis of competing groups. There were major divisions within the Islamic groups concerning the nature of the Islamic Revolution and its economic impact e.g. a conservative economic policy or a radical policy of land reform and nationalisation. There was no clear definition of what Islamic economics actually aimed at. The extremists introduced the Foundation for the Disabled. Candidates may well consider the differences between the economic prosperity of the late 1970s and the economic deprivation of the 1980s. A primary economic factor was oil production and the wealth this created.

Question 10

“In the years 1956 to 1980 the policies of the USA and the USSR did nothing to create political stability in the Middle East but did a great deal to promote conflict.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The Suez crisis may be taken as an example of superpower interventionism in order to restore a degree of stability in the Middle East. Equally it may be argued that both the superpowers were interested in developing client states and Egypt was a particularly attractive proposition given the growth of Arab nationalism. Candidates may consider the Eisenhower Doctrine (1957) and its contribution to stability. The 1967 war may be taken as an example of superpower interference which damaged stability. Both the USA and the USSR gave military aid to their respective client states. The superpowers brought some stability during the 1970s.

They successfully intervened in the 1973 war and co-operated during the attempts to establish a workable settlement. The USA helped to create a degree of agreement between Egypt and Israel and this culminated in the Camp David Agreement.

Option D: China from 1949 to the Tiananmen Square Massacre, 1989

Question 11

“Political control was more important than concerns about the social and economic condition of China.”

Assess this view of Mao’s policy aims in the years 1949 to 1962. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider the problems facing the CCP after its victory in 1949, particularly the economic and political problems. An analysis of the nature of the consolidation of power is relevant here. Some may argue that Mao used economic policies, e.g. the Five Year Plans and collectivisation etc. to tighten the Party’s grip on the population. Some may argue that the social changes and the famine that resulted from economic policies were part of a process enabling the government to extend its authority. Economic policy was a way of bringing the peasants under control. Some may suggest that the social and economic policies were genuine attempts to reform China but they failed. There was no ulterior plan behind the policies.

Question 12

“An attempt to preserve political power rather than to promote new ideas.”
How far do you agree with this view of the Cultural Revolution? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Reference may be made to Mao's concept of continuing revolution and a link may be made with this and the Cultural Revolution. Candidates may suggest that Mao recognised that the CCP was becoming conservative and lacking in dynamism. There has been a loss of revolutionary determination and this could have undermined everything that had been achieved since 1949. Mao perceived a widening ideological divide emerging. Equally, candidates may suggest that Mao's primary intention was to reaffirm his own power and the cult of personality. The cult of Maoism. What was destroyed was any opportunity to challenge the CCP in general and Mao in particular. The purges of Party leaders and the denunciations of the Central Committee and the Politburo members may be examined. Why did the Revolution end/were its aims successfully completed?

Question 13

To what extent did Deng Xiaoping achieve his political and economic goals in the years 1978 to 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may refer to the Third Plenum (1978) and the adoption of Deng's "four modernisations" programme. This could be developed to consider the balance between economic aims and the political aims. Did Deng succeed in making an effective break with Maoist policies? An assessment of the economic outcomes during the decade would be useful in addressing this question. There were significant economic achievements. The Tiananmen Square crisis may be used to illustrate Deng's political failures despite the survival of the CCP's regime. An examination of the reasons for the Tiananmen Square demonstration and its outcomes could offer a useful analysis of Deng's achievements.

Option E: South Africa from Apartheid to Democracy: 1948 to the present

Question 14

“From 1948 to 1978 Apartheid brought social and economic stability to South Africa.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may refer to the repressive laws introduced to implement the concept of Apartheid, e.g. the Popular Registration Act, the Prohibition of Marriages Act. This developed into a complete ‘separate development’ programme through the Bantu Homelands Act. In a sense there was stability, both economic and political, because the majority white population was controlled through the repressive laws. The workforce was controlled through the Pass Laws. However, there was a social and economic deprivation and inequality which acted as a latent threat to stability. The Blacks were neither economically nor politically content, albeit inactive for the most part.

Question 15

“In the years 1955 to 1978 it was poverty amongst Black Africans rather than their lack of political will that made their opposition to Apartheid ineffective.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There was a major economic impact from Apartheid on the Black population and it was very difficult for the Blacks to generate mass popular opposition in the face of this. Economic oppression was not only a source of potential opposition it also made such opposition almost impossible to orchestrate. There was a political will for change but this rested in the hands of a minority of committed activists. There were divisions about what form opposition should take – violence or non-violence. The Sharpsville massacre was a turning point in Black consciousness. A new phase of violent protest developed. The role of key individuals could be usefully considered, e.g. Nelson Mandela, Steve Biko and the rise of the Black

Consciousness Movement. Increasingly there was a demand for greater economic equality. Poverty began to have a positive impact rather than a negative one.

Question 16

“Apartheid collapsed more because of South Africa’s internal economic problems than through the impact of external political pressures.”

To what extent do you agree with this view? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

There was extensive external political and economic pressure. The UN introduced economic sanctions although these were easily avoided. Internally there was a growing movement of popular protest. The Nationalist Party was itself politically divided and alternatives to full scale Apartheid were being considered. Candidates may suggest that both these elements impacted on the collapse of Apartheid in equal measure. Increasingly the white population was beginning to suffer economically. Many of the internal economic factors were directly linked to external opposition. South Africa’s exclusion from the political life of the world, and its sporting contribution, impacted on the decision to end Apartheid.

Alternative H: Aspects of Twentieth Century Europe and World History

A2 Unit 6: The United Nations, 1945-1989

Question 1

- (a) Use **Source A** and your own knowledge.

Assess the validity of the view in **Source A** about the role of the UN in the Korean War. (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. 1-2
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. 3-5
- L3: As L2, and evaluation of the interpretation is partial. 6-8
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

Candidates may use the source to indicate that the war was essentially a response by the USA to the invasion of South Korea by North Korea. This then expanded into a conflict between the USA and China and the role of the UN was relatively limited. US foreign policy was founded upon the idea of containment. The war in Korea was perfectly consistent with this policy. The Cold War had spread to the Far East and the USA was determined not to allow an international organisation such as the UN to undermine that policy. The USA took the initiative over Korea and candidates may argue that Calvocoressi's interpretation is valid. US troops were quickly moved from Japan and US action was already underway before any formal UN intervention decision was made. The US argued that it was acting quickly in order to anticipate what the UN would inevitably determine anyway. However, the view that the USA was merely an agent of the UN could be seen as misleading.

-
- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of the effectiveness of the UN as a peacekeeper in the years 1956 to 1989? *(10 marks)*

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**
- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

The source presents the idea that the UN peacekeeping role has been very successful across the period in the question. It has successfully prevented superpower competition and “nearly all” peacekeeping operations have succeeded. There are no specific examples of such success other than the reference to the Suez crisis. Despite this lack of detail there is evidence to support the view in the source and therefore to suggest that as an evaluation it is useful. Successful peacekeeping actions have, for example, been undertaken in the Congo and Cyprus. However there is also the reality that no long term solutions to disputes, other than the inter-positional role adopted by UN forces, have been established through the UN. Also, UN forces have been deployed in areas where conflict has continued. The observer role of the UN in the Middle East has had a relatively limited impact on preserving peace. Reference may be made to the Lebanon and Israel in 1980 for example. Even in Cyprus the UN was unable to prevent a partially successful invasion by Turkey in 1974.

- (c) Use **Sources A, B, C and D** and your own knowledge.

“Super-power rivalry had surprisingly little impact on unity within the United Nations.”

Assess the validity of this view of the United Nations in the years 1950 to 1989.

(20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**

- L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **7-11**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Source A may be used to argue that intervention was thinly disguised as an act of collective security. There is no specific reference in the source to super-power rivalry although candidates may refer to the absence of the USSR from the Security Council at the outset of the conflict, and absence brought on by the UN's failure to recognise communist China as the official voice of China. Containment could be referred to. The USA was acting as an independent state determined to stop the spread of communism. The lack of apparent conflict was the result of Soviet non-participation.

Source B implies that there was minimal super-power rivalry. Almost all the peacekeeping missions were successful. Candidates need to examine examples of the UN in action and the super-power motives that were current in those actions. There was conflict amongst the super-powers during the crisis in the Congo.

Reference to Source C could be developed here. The USSR certainly felt that the UN was acting as an agent of US interests. There have been times when the super-powers have co-operated because it was mutually beneficial to do so. During the development of *détente* there was co-operation over the 1973 Arab-Israeli war.

Source D implies that there was co-operation over Cyprus.

There are many examples of super-power rivalry which could be developed beyond the sources. An analysis of the use of the veto in the Security Council by each side would enable candidates to offer some revealing detail on the extent of the rivalry. The failure of the UN to intervene in crises is also relevant here. Some historians argue that the success rate of the UN is remarkable, given the cold war climate. An organisation which relies upon collective co-operation has achieved something if it can function in the cold war. Others suggest that the UN has been profoundly undermined by superpower rivalry.