



## **General Certificate in Education**

# **A2 History 6041**

## **Alternative H Unit 4**

# **Mark Scheme**

*2007 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.

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## **CRITERIA FOR MARKING GCE HISTORY:**

### **A2 EXAMINATION PAPERS**

#### **General Guidance for Examiners**

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#### **A: INTRODUCTION**

The AQA's 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 specification. These cover the normal range of skills, knowledge and understanding which have been addressed by A2 level candidates for a number of years.

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

The 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 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 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.

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) and in deciding on a mark within a particular level of response (Section C).

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**B: 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).

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**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.

**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.

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**C: 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.

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**June 2007**

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

**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 why the Berlin Wall was erected? (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**

Candidates may suggest that both sources have significant limitations because they are the outcome of two diametrically opposed Cold War origins. Source C is emotive in terms of its language and is largely an attack on Communism. It simply suggests that the Wall shows that Communism has failed. Source B suggests that the Wall was purely a temporary defence strategy to protect East Germany from external subversion. Although Source C makes an implicit reference to the Wall preventing East Germans from leaving, neither source considers the Wall as a means of increasing the GDR's seclusion from the outside world or to control the economic damage caused by the loss of professional and skilled manpower. The Wall could be seen as an attempt by the GDR to establish some legitimacy and to suggest that the many benefits of Communism should be protected from the external contamination of decadent capitalism.

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

'Throughout the twentieth century the growth of democracy within the states of Central and Eastern Europe was undermined more by nationalism than by communism.'  
Assess the validity of 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**



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- 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 illustrates the apparent suppression of nationalist identity prior to 1918. Candidates might suggest that it was this control and stifling of national identity that undermined the growth of democracy rather than did the existence of nationalism. Magyar weakening of national culture ensured the prevention of real democracy being established. Source C emphasizes the value of national identity as a focus for democracy. A West German, and particularly a Berliner, lives in a free and democratic state. A united Germany would reinforce that freedom even further. Source B suggests that the security of a socialist state, and the benefits such a state brings to its people, must be protected from external threat. Nationalism is the enemy of freedom because it is the enemy of socialist internationalism. Source D may be linked as a late twentieth century version of Source A. A failure to develop nationalism has enabled anti-democratic regimes to flourish. This source implies the importance of nationalism as a means of establishing democracy and therefore, the importance of a lack of nationalism.

Candidates may suggest that nationalism has both promoted and undermined democracy. The collapse of the Austro-Hungarian Empire may be directly linked to nationalist activity. The failure to establish lasting democracies may be linked to the impact of ethnic divisions within the successor states although some may examine Czechoslovakia in the inter-war years and make effective comparisons with Poland and Yugoslavia. Particular emphasis may be made of the uprisings in Hungary (1956), Czechoslovakia (1968) and Poland (1980) and the links these had with nationalism and the quest for greater democracy.

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**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 almost to 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**

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**Question 2**

'Eisenhower and Kennedy were committed to protecting freedom but Johnson was only interested in achieving military success.'

How valid is this view of the US objectives during its involvement in Vietnam in the years 1954 to 1968? (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**

Many candidates may suggest that there was a high degree of continuity in US policy towards Vietnam and that this spanned the whole period in this question. The focal point of this continuity was a commitment to containment and a preservation of America's vital interests, not only in South East Asia but also on a global level. Some may suggest that it was Kennedy who 'militarised' America's role in Vietnam and he was also interested in using military methods to achieve a victory over the north Vietnamese communists. Candidates are likely to consider the escalation of the war and the motives Johnson had in following this policy. Many may suggest that the 'purity' of US intentions in Vietnam was compromised as the war became increasingly one of attrition. References to domestic pressure on Johnson to end the war and the political implications of this pressure for himself and his Party could also be made relevant here.

**Question 3**

'The Americans were imperialists in South Vietnam; the Vietcong were nationalists.'

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**

This question seeks to establish the true nature and motives of the protagonists in the conflict in Vietnam. The chronological starting point could be 1954 and the end point could be the final outcomes in 1975. It would not be particularly relevant to look at Vietnam in the post-war period up to 1980. Candidates may decide to examine US policy in terms of containment and suggest that the nature of containment necessitated a direct and proactive role in countries that were especially vulnerable to the spread of communism. Reference may also be made to the strategic and economic interests of the USA in South East Asia and how these necessitated more than America simply promoting democracy and freedom in Vietnam. The Cold War notion of 'dollar imperialism' may be considered. From 1965 the USA may be viewed as an invading force in Vietnam. The Vietcong could be examined in terms of its development from the Vietminh. The connection with Ho Chi Minh is important and candidates may explore the nationalist and communist elements of this. Most of the Vietcong were from the south and

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candidates may suggest that nationalism was the primary objective, particularly after the failure to hold democratic elections in 1956. Others may argue that the events of 1975 and the establishment of a purely communist regime in Vietnam clearly illustrate the ideological base of the Vietcong.

#### Question 4

‘A period of military defeat and political failure.’

How valid is this view of Nixon’s record in Vietnam in the years 1969 to 1974? (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

Some candidates may challenge both these views. As the leader who oversaw the USA’s withdrawal from Vietnam during a period of détente, Nixon may well be regarded as a political success. Equally it may be argued that military defeat was reduced. As the scale of the USA’s military commitment in Vietnam was reduced so did the potential for unfavourable military outcomes, particularly in terms of casualties. Alternatively some may argue that Nixon was only interested in political success and this inevitably meant that military defeat was unthinkable. To ensure political success he minimised the chances of military defeat. Some may argue in favour of one or other of the views.

#### Question 5

‘The US offer of Marshall Aid was motivated by political rather than economic considerations.’

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 argue that there were powerful economic motives. The USA did not want to face long-term economic aid dependency from western Europe. There was an incentive to offer sufficient economic aid to generate an economic union that would enable post-war Europe to recover. The political element may consider the orthodox view that the Plan was designed to prevent the spread of communism. An alternative view is that this economic aid was a means of ensuring US influence, both economic and political, in post-war Europe. Candidates may consider the impact of Marshall Aid on individual European states and suggest that the Plan was crucial in the recovery process and ensured both economic and political stability and

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thereby formed the foundations for the beginnings of the process of economic integration in Europe.

### Question 6

'In the years 1957 to 1973 Britain's relations with the EEC were dominated by economic hopes and political fears.'

Assess the validity of 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 follow a chronological approach and examine each membership application individually. They may develop detail around the motives and consider the political and economic factors underlying each application. Some comparative detail needs to be developed during this process. The 1961 application had a strong economic motive. Britain's economic growth was slowing and European markets were seen as a way through this. Macmillan also had a clear political objective in preserving the special relationship with the USA. Candidates may suggest that there was continuity with this application and the 1967 application. The economic motives may be regarded as more urgent than in 1961. Heath's application was less the product of a desire to retain the special relationship with the USA. Heath was a committed pro-European. In this role he wanted to be part of a developed and integrated Europe both politically and economically. In this respect there is some shift in the motives.

### Question 7

'In the years 1985 to 1991 the European Community succeeded in resolving the political and economic problems it faced.'

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 consider the role of Britain in this process and the motives and levels of co-operation of Mrs Thatcher. Useful references to the Single European Act and the Social Charter could be explored. The on-going struggle to move towards greater political and economic union can be examined. Candidates may question the degree of success in establishing monetary union. The culmination of the process lies in the Maastricht negotiations and the agreement that followed. Candidates may assess the degree to which political and economic issues relevant in 1985 had been resolved by 1991.

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**Question 8**

'President Sadat of Egypt, rather than US diplomacy, brought stability to the Middle East in the years 1970 to 1981.'

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**

Sadat may be considered in terms of his motives for entering the 1973 Arab-Israeli war. He had a clear agenda of bringing in the superpowers in order to resolve the Arab-Israeli crisis. His timing was perfect in terms of the existence of a period of *détente*. Sadat was the initiator but much of the significant work in contributing to stability was brokered by the Americans, particularly Kissinger and President Carter. The successive Israeli leaders must also be attributed to key players in the process. Alternatively candidates may examine the response to Sadat's overtures to the Israelis and the anti-Egyptian response to this. Essentially the issue is about who else contributed to stability and whether real political stability was created. There is a relatively strong case to argue in terms of military stability but even this was short-term and lacking in any semblance of permanency.

**Question 9**

'In the years 1987 to 1991 the intifada had more to do with religion than with Arab nationalism.'

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 origins of the intifada in late 1987 may be considered as may the spontaneous nature of the uprisings amongst poor urban working class Palestinians in Gaza and elsewhere. The close links with the PLO and Arafat may be explored to consider the nationalist dimensions of the intifada. A crucial part of the intifada was its links with Islamic Jihad. This organisation called for Palestinians not only to use arms against the Israelis but to make that fight part of the Islamic revival with its return to religious values. Candidates may go on to consider the formation of the United National Leadership of the Uprising (UNLU) which included representatives from both the PLO and Islamic Jihad. Members of the Arab League funded the uprising. The place of HAMAS in the intifada could also be considered. Candidates may consider the integrated nature of both nationalism and Islamic fundamentalism through the intifada.

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**Question 10**

'The USA did little to promote political stability or peace between the Arabs and the Israelis in the period 1948 to 1979.'

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 consider the formation of the Israeli state and the role the USA played in that process. This act was, it may be argued, the foundation stone of the Arab-Israeli conflict. Equally candidates may develop the theme of US support for its client state in the Middle East and the impact this had on stability in the region over a long period. Reference may be made to the Suez crisis in 1956 and the important stabilising contribution of the USA. With the support of the USA the Israeli were able to arm themselves and carry out armed aggression against Arab states and not face too much effective international criticism. Reference may be made to the 1967 war in terms of this point. An important area to consider is the post-1973 Arab-Israeli war and the role of US diplomacy, particularly the work of Kissinger. Candidates could develop a analysis of the period up to the Camp David talks, and the role of Jimmy Carter.

**Question 11**

'He was more interested in consolidating his own power than in helping China to progress.'

How valid is this view of Mao's aims in the years 1949 to 1966? (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 objectives defined by the Communist Party and by Mao himself at the outset of Communist rule in 1949. They may examine the extent to which these objectives were achieved and why not. Was the priority political control rather than economic and social progress? The great political initiatives could be explored. These would include the anti-campaigns and the Hundred Flowers initiative. The nature of the consolidation of the one party state is also central to this. In terms of the reference to national progress candidates may examine the economic initiatives such as the Great Leap Forward and the five year plans. The outcomes of these could be explored to consider where Mao's priorities lay. Further consideration of Mao's objectives could be developed through an analysis of the power struggle between 1961 and 1966. The factions involving the Gang of Four, Lin Biao, Deng Xiaoping and Liu Shaoqui could be examined.

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**Question 12**

'An economic and ideological disaster from start to finish.'  
How valid is this view of Mao's 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 to Mao's motives could be used effectively. The ideological dimension focused on maintaining a form of revolutionary momentum. In this sense the Cultural Revolution may be regarded as not being a disaster. Mao did retain his power and the revolution did continue, at least during Mao's own lifetime. The Red Guards were Mao's 'shock troops' and candidates may make some effective reference to these in terms of the question. However, the negative and damaging effects of the Revolution are numerous. The attempts to reshape Chinese culture largely failed. The drift towards anti-intellectualism was another damaging aspect of the Cultural Revolution. In many ways the process unleashed a form of state controlled anarchy. Inevitably this weakened the economic base of China. Many major contributors to the Chinese economy were damaged and the focus of China's politics became revolutionary fervour rather than economic development.

**Question 13**

To what extent was opposition to the CCP, in the years 1978 to 1989, motivated by economic rather than political concerns?

(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 explore the nature of Deng's Four Fundamentals and go on to consider the objectives of the pro-democracy movement. This would suggest that there were strong political motives underpinning opposition. For Deng and the CCP democracy was simply not an option. These political opponents were not, initially, strongly anti-government. Despite this there was a desire for wider political participation. Candidates need to consider the events of Tiananmen Square, 1989, and the motives of the protestors. Reference to Deng's Four Modernisations programme will allow candidates to consider the economic element of this question. Candidates may consider the opposition to the agricultural and industrial programmes and the issue of who benefited from the programmes and who did not. Deng's policies represented a mix of economic progressivism and political reaction.



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**Question 14**

'The social and economic aims of Apartheid in 1948 were never achieved.'  
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 consider the apparent aims of Apartheid. The basic principle of segregation was successfully applied and strengthened during the apartheid era. To this extent candidates may argue that the social aims were fulfilled. There is a considerable amount of legislation that candidates may refer to to illustrate the social and economic control that apartheid established successfully. Useful references to education policy could underline the social and economic aims of apartheid. The social and economic outcomes of apartheid for the Blacks led to the rise in popular opposition. Candidates may suggest that this threatened the social and economic objectives set by the Whites for apartheid. The economy of South Africa, although flourishing in the 1950s, began to suffer because of apartheid's effects both internally and in terms of foreign embargoes. Candidates may explore this shifting position and suggest that there was variable success in economic terms.

**Question 15**

'Between 1948 and 1978 Black opposition to Apartheid was ineffective because it was divided and disorganised.'  
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 consider the nature of opposition over time, particularly the early decision not to employ force and the move away from that position. The unity that existed was inconsistent. Candidates may argue that opposition became more structured and organised as it developed over time. Important leaders were silenced at key points and this weakened and disunited the opposition. Reference may be made to the role of Mandela here. The disturbances in Soweto could be focused on to illustrate the *ad hoc* nature of opposition even in the 1970s. The development of more extremist action could also be examined in terms of this question.

**Question 16**

‘A struggle for political power rather than an attempt to create a new society.’  
How valid is this view of the negotiations for the establishment of a democratic South Africa in the years 1989 to 1994? (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 background to the negotiations. This might involve the economic condition of South Africa and the failure of apartheid to deliver the economic outcomes the whites had expected from it. The positions taken by Mandela and De Klerk was central to this question as is the role of Buthelezi and the problems in KwaZulu. Candidates may examine the process undertaken to establish a new constitution and the links between political power and the creation of a free democracy. The election campaign of 1994 is also directly relevant to this question.