



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme

June 2003

GCE

History

Alternative H

Units 1, 4 and 6

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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 undiscriminating 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 undiscriminating 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 AO1.1, 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 (AO1.2), 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 (AO2, 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 characteristics: 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 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.

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 European and World History, 1900 to the Present Day

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

Question 1

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

Explain briefly the importance of Berlin, in 1948, for the Soviet Union. (3 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates basic understanding of the issue using the source, e.g. Stalin wanted to solve a political and propaganda problem caused by the Western occupation of Berlin. **1**

- L2: Demonstrates developed understanding of the issue in relation to both the source and context, e.g. shows understanding of the significance of Berlin within the context of the developing Cold War. Controlling the whole of Berlin would offer a political, strategic and economic victory for the USSR and it would undermine the credibility of containment. **2-3**

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

Explain how **Source B** challenges the view of Stalin's motives for expanding the Soviet Union's influence into Eastern Europe put forward in **Source A**. (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 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.

- L1: Extracts relevant information about the issue from both sources, with limited reference to context, e.g. Source A refers to 'loyal' governments in Eastern Europe while Source B refers to 'absolute obedience'. There is likely to be no reference to own knowledge and no attempt to explain the reasons for the differing views. **1-2**

- L2: Extracts and compares information from both sources with reference to own knowledge. There will be some attempt to explain the differences, e.g. Churchill was strongly anti-Communist and he wanted to promote the notion of the USSR being expansionist and the control centre for an anti-West conspiracy. Stalin wished to present the USSR's presence in Eastern Europe as a benign act of security and that loyalty to the USSR did not necessarily mean a Communist regime in place. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge of the issue and draws conclusions, e.g. answers may examine the nature of Stalinism after 1945 and the motives underlying Western thinking towards the USSR. Reference may be made to the Orthodox and Revisionist interpretations of the development of the Cold War. **6-7**

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

Explain the importance, in relation to other factors, of how the Soviet Union's desire for security led to the development of the Cold War by 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 on *either* own knowledge *or* 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 description 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 will contain assertion. **5-8**

L3: Is able to demonstrate by relevant selection of material *both* from the source *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* own knowledge, explicit understanding of the demands 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

From the sources: Source A illustrates the underlying paranoia of the Soviet Union, i.e. the obsession with security and the threat from the West. Source B illustrates the Western interpretation of Soviet expansionism in Eastern Europe. Source C refers to the political and propaganda 'hot spot' of Berlin and the apparently aggressive stance taken by the USSR towards the West.

From own knowledge: candidates may refer to a wide range of factors which influenced the development of the Cold War, e.g. the atomic bomb and nuclear diplomacy, the USA's need to have strategic and economic power in Western Europe and the significance of this, the ideological gap and its significance.

Answers at Level 1 are likely to be limited in range and offer only descriptive content from the sources. Those at Level 2 are likely to use the sources more effectively but make little or no reference to own knowledge. Level 3 answers are likely to have all of Level 2 but also some reference to own knowledge. Level 4 answers are likely to offer range and depth and consider the key words of the question in an integrated and analytical fashion. Level 5 responses will produce a fully developed and analytical commentary based on both the sources and the candidate's own knowledge.

Question 2

- (a) Explain briefly what is meant by “self-determination” in relation to the break up of the Austrian Empire in 1919. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, people in the empire became free and self-governing. There may be no direct reference to the Austrian Empire or the impact of self-determination upon it. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. reference to the economic impact of the policy. Candidates may refer briefly to the complex nature of implementing the policy in the multi-ethnic Austrian Empire or the problems and limitations of such a policy in the Austrian Empire. **2-3**

- (b) Explain why, by 1918, the economic strength of the European Great Powers had been severely weakened. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. the war had put the Great Powers on the point of bankruptcy. They had lost income from the disruption in trade. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. the USA had continued to trade and had captured much European dominated international trade. The USA had also become the world's leading carrying trade nation and had displaced Britain in these economic areas. European manufacturing had been forced into war production. Reference to only one country will result in an L2 mark as a maximum. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links or draws conclusions about their relative significance, e.g. links the pre-1914 economic decline of the Great Powers

with the rise of the USA as an economic power. The economic cost of the war was heightened by an economic decline that had already begun. **6-7**

- (c) “It was the impact of the First World War that was primarily responsible for Britain’s decline in importance in international affairs by c1950.”
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, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by 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 or 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 need to assess the impact of the First World War on Britain, e.g. economic, military, imperial and in terms of international influence. They need to consider the other factors which contributed to Britain’s decline by the end of World War Two. This may include a similar assessment of Britain’s position in 1950 compared to that in 1918. Reference to the rise of the USA is important in this question but the main emphasis needs to be on those factors which indicate decline and a direct consideration of whether that decline was irreversible from as early as 1918.

Level 1 answers are likely to offer narratives with little or no reference to the specific demands of the question. Level 2 responses will show some understanding and consider some of the relevant issues. Level 3 answers are likely to broaden the range and enter into greater depth than Level 2 responses. There will be clear indications of explanation emerging. Level 4 responses will offer more detail and comment while Level 5 will develop a balanced and sustained commentary.

Question 3

- (a) Explain briefly what is meant by “national liberation” in relation to the African colonies of European states. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term or concept, largely based on the extract, e.g. a colony becomes independent and able to govern itself. **1**
- L2: Developed explanation of the term or concept, linked to the context, e.g. one which not only identifies all of Level 1 but may also consider the broader context and implications of liberation such as the freedom to determine foreign policy independently of the colonial power; to control its own economic policy, etc. **2-3**

- (b) Explain why the decolonisation of France’s sub-Saharan territories was achieved peacefully by 1960. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates implicit understanding of the issue or event through general and unsupported statements, e.g. the nationalist movement of sub-Saharan states were not aggressive in their approach towards the achievement of independence. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the issue or event through relevant and appropriately selected material, e.g. the number of French colonies was small and this led to less resistance by the colonising power, which in turn led to less aggression by those colonised. Answers may also suggest that the sub-Saharan territories were not exposed to Cold War confrontation and this inevitably lessened the likelihood of violence. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue or event and prioritises, makes links or draws conclusions about their relative significance, e.g. reference could be made to the impact of Algeria and the reluctance of the French to engage in further colonial conflict. The economic priorities of the French as a colonial power may also be considered. **6-7**

- (c) “Economic factors were the primary reason for rapid 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, implicit understanding of a wider range of issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by 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 or 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 consider the economic condition of Britain in the period 1956 to 1962 in terms of Britain's ability to retain a large and diverse empire in Africa. Reference may be made to Macmillan and his cost-benefit approach to Britain's African empire. Candidates may also refer to the other European imperial powers – France and Belgium. Reference may be made to the impact of aggressive nationalism and its contribution to the achievement of independence. Candidates may consider Britain's special relationship with the USA and the significance of this both politically and in economic terms as a factor in the decolonisation process. The relationship with the USA may suggest that the crisis was only a temporary problem and that Anglo-US relations continued largely unchanged.

Level 1 answers are likely to offer narratives with little reference to the specifics of the question. Level 2 responses will show some understanding and consider some of the greater relevant issues. Level 3 answers are likely to broaden the range and enter into greater depth than Level 2 responses. There will be clear indications of explanation emerging at this level. Level 4 responses will offer more detail and comment while Level 5 will develop a balanced and sustained commentary.

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 **Source B** and your own knowledge.

Explain what is meant by “Sovietization” in the context of the creation of a network of communist states in Eastern Europe after 1945. (5 marks)

Target: AO1.2, AO1.2

- L1: Basic definition with limited exemplification, e.g. linking Eastern Europe with the Soviet Union. **1**
- L2: Demonstrates developed understanding of the concept with supporting detail drawn either from the source and/or from own knowledge. For example demonstrates understanding of the idea that the relationship between the USSR and the Eastern European States was one of political and economic control. The USSR was planning the economic and political development of these states for its own advantage, e.g. the strategic and economic needs in terms of the emerging Cold War relationship with the West. **2-3**
- L3: As L2 with developed references to both the source and own knowledge, e.g. reference may be made to Stalinisation. The states became satellite states and functioned as mini-USSRs. Sovietization meant the complete subordination of these states to the soviet system – politically and economically. **4-5**

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

Comment on the usefulness of these sources in explaining the contribution of the Solidarity movement towards the collapse of communism in Eastern Europe. (10 marks)

Target AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue, e.g. the final sentence in Source D. **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 the source and own knowledge **6-8**
- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency etc in relation to the issue. **9-10**

Indicative content

May develop the reference to Solidarity being the first independent trade union in a communist state and the effect this implies on the long term future of communism as a monolithic power base. Reference to Source D may develop the new significance of the working class as a political force and the redundant nature of communism as the guardian of class security. Source C was written after the agreement by a Solidarity leader. The extent of bias may be referred to. Source D may be considered in terms of the primary reason it appears to offer for the fall of communism in Eastern Europe, i.e. its failure to protect the interests of the working class. This may be regarded as an oversimplification of the reasons and too narrow.

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

“The states of Eastern Europe have been occupied for most of the twentieth century because they have lacked the political will and the economic strength needed to resist successfully.”

To what extent do you agree with this view? (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **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. 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. **5-8**
- 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. **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 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. **12-13**
- L5: As L4, but also shows appropriate conceptual awareness which, together with a selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **14-15**

Indicative content

This is a synoptic question and candidates' responses should be rewarded by the references to aspects of change and continuity over the period of about 100 years as described in the Specification for this Alternative. Answers which lack any reference to either pre-1945 or post-1945 will not progress beyond Level 3. Equal coverage is not necessary in order to reach Level 4.

Source A suggests the immediate post-war political and economic consequences for Eastern Europe. They were divided and weak and this legacy significantly determined their attitudes in the inter-war years. Source B suggests a similar pattern of economic and political submission brought on through division. There is also a useful reference to pre-war authoritarian regimes. Sources C and D suggest a different picture, i.e. there was resistance despite the economic and political weaknesses. There was a growing level of awareness for some, that democracy was at last needed as the political might of the communist system began to fail. From their own knowledge candidates may develop some important themes relevant to this issue, e.g. there are numerous examples of political will being translated into actual resistance and the failure did not lie in economic weakness or political apathy – Poland and Hungary in the 1950s, Czechoslovakia 1968. Candidates may refer to the 1930s and suggest that economic weakness was irrelevant in the Czech response to the Nazis but there was a lack of political will and regional unity.

SECTION B: REGIONAL STUDIES

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

Standard Mark Scheme for Essays at A2 (*without* reference to sources)**L1: *Either***

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

Or

Answers 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**

Option A: Vietnam, 1954-1980

Question 2

How far do you agree with the view that the motives for the United States' involvement in Vietnam remained unchanged in the years 1954 to 1970?

Your answer should include references to ideological, economic and strategic factors.

(20 marks)

Target: AO1.1, AO1.2, AO2

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 establish the motives of each of the Presidents during the period 1954 to 1970. There may be some emphasis upon the continuity of the influence of containment throughout the period. This may suggest that the ideological and economic motives did remain unchanged and that the basis of the USA's interpretation of its vital interests in SE Asia was containment. A thorough analysis of containment would re-inforce this approach. Candidates may also consider the shift in emphasis in the USA's motives in Vietnam. Some may suggest that strategic and economic factors became much more significant under Kennedy, e.g. Kennedy's commitment to preventing the spread of Communism into newly independent Third World states. Also Kennedy's perception of the USA as a global superpower influenced his commitment to Vietnam, as did Johnson's. By the emergence of Nixon, candidates may argue that ideology became a minor issue. The focus needs to be on the existence of continuity but with shifting levels of importance.

Level 1 answers are likely to offer merely plain narratives of the period while Level 2 answers will be limited in range and depth but consider some or all the elements of the question, largely in an unbalanced way. Level 3 responses are likely to consider a wider

range of issues and touch on all three aspects of the question and possibly deal with two in some detail. Level 4 responses will offer a more thorough degree of detail and focused commentary on all aspects of the question while Level 5 will develop a balanced and considered judgement based on well selected substantive evidence.

Question 3

“It was the political and economic failures of the South Vietnamese government between 1956 and 1963 that enabled the Vietcong to win popular support in the south.”

To what extent do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 record of the Diem government by illustrating its limited achievements both politically and economically, e.g. its authoritarian nature, failure of land reform, the excessive dependency upon the USA both politically and economically. Other factors relevant to the answer may include reference to the role of propaganda and indoctrination by the North Vietnamese – Vietminh; the increasing success, by 1959, of guerrilla tactics; the growth of the NLF and the widening movement for reunification. Reference may also be made to the wide political and ideological base for the North Vietnamese appeal to the south. Candidates may also refer to the changing attitudes of many rural South Vietnamese towards the role of the USA.

Level 1 answers are likely to offer basic narratives while Level 2 are likely to consider a limited range of factors but only superficially, much of the detail being descriptive. Level 3 responses are likely to offer more range and depth and begin to show some attempt to analyse the relative significance of some of the issues. Level 4 will offer a more developed and thorough version of Level 3 while Level 5 will offer a balanced judgement based upon well selected and substantive evidence.

Question 4

“Politically and economically damaging.”

How valid is this view of the consequences of the National Liberation Front’s success for both the USA and Vietnam up to 1980?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 is designed to enable candidates to examine the relative levels of negative outcomes for both Vietnam and the USA. Few candidates are likely to argue a case agreeing with the view stated in the question, although credit should be given if valid evidence is offered. Most candidates will refer to the economic costs of the war for both countries and give clear examples of these, e.g. the US embargo on Vietnam and its impact. The immediate impact on traditional US foreign policy is also significant, i.e. containment and the end to Cold War consensus on foreign policy. The relations between China and Vietnam may be considered, e.g. the 1979 war. The increased dependency of Vietnam on the USSR and the economic factors underlying this. The implications post-1975 of the USA's role as a global power and the impact of the war on international relations in the wider context are significant areas to explore.

Level 1 answers are likely to offer a descriptive account with no attempt to consider the key words in the question. Level 2 responses are likely to offer some reference to the question in terms of some detail and limited comment on one of the elements while Level 3 will consider both elements and suggest some analytical comment. Level 4 will offer all of Level 3 but in more detail and range. Level 5 will develop a considered evaluation based on well-selected evidence.

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

Question 5

“Between 1949 and 1955, strategic rather than political issues motivated European states to join NATO.”

To what extent do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 are likely to place NATO in a Cold War context and explore its role as an alliance system designed to provide strategic security against the threat of Soviet expansionism. NATO may be seen as a Western reaction to the military power and ideological hostility of the USSR. Answers may consider NATO in terms of the East/West balance of power. Answers need to examine the political motives underpinning membership, e.g. NATO could

undermine subversive elements within European states and prevent them threatening democratic political systems and the power bases which these sustained. Membership meant reinforcing the alliance with the USA and candidates may suggest that this was seen less as a means for balancing Soviet military power than for restoring a sense of political security. The militarisation of NATO may be considered as a further element of NATO's strategic importance to its members, e.g. from 1949 the USSR had nuclear technology. In 1955 Germany joined. Her membership would strengthen her political ties with the West and help to ensure the establishment of democratic institutions, and this in turn would reinforce her revived status within Europe.

Level 1 responses are likely to offer generalised narratives. Level 2 answers may consider some factors but will probably offer a narrow commentary based on NATO simply as a strategic alliance. Level 3 responses are likely to consider both parts in a limited analytical form while Level 4 answers will offer a greater range and depth. Level 5 responses will develop a balanced analysis and offer a coherent judgement.

Question 6

“In the years 1957 to 1973 Britain's attitude towards membership of the EEC changed for political rather than economic reasons.”

How far do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 Britain's economic and political position in terms of EEC membership in 1957. Britain was quickly marginalised as the USA supported the formation of the OECD and this had very important implications, both economically and politically, for Britain's attitude towards EEC membership. Macmillan's motives for supporting membership may be examined, e.g. the economic weaknesses of EFTA; Britain's role and influence in world politics and especially with the USA and the Commonwealth; concerns about Britain's economic performance and over-manning; the moves towards European political union and Britain's potential isolation from this process. A similar examination of Britain's attitudes in the early 1970s is also relevant here, e.g. France influenced Britain because she was so worried about Brandt's Ostpolitik destabilising the security pattern in Central Europe and damaging the EEC. Also the trading patterns of the Commonwealth states had changed significantly and the economic and political priorities could not be ignored. Candidates might wish to suggest that Britain's attitude changed as much for economic as political reasons.

Level 1 responses may offer a limited narrative which makes little direct reference to the key words of the question. Level 2 responses may offer some comment but focus on one element,

e.g. the economic factors offered the greatest range of reasons for a changed attitude. Level 3 may offer more balance but still be an underdeveloped response while Level 4 will consider both elements in a thorough way and offer some analytical comment. Level 5 is likely to offer a balanced assessment leading to a clear judgement founded on a sound evidence base.

Question 7

To what extent do you accept the view that, since its introduction, the Common Agricultural Policy has been both a political and an economic liability to the EEC? (20 marks)

Target: AO1.1, AO1.2, AO2

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 initial political problems associated with French opposition to a CAP linked to a package of political and supranational conditions. CAP's inception generated a limited political crisis within the Community. Once in place CAP promoted national protectionist policies based upon state subsidies designed to protect agriculture and reduce dependency upon foreign imports. Ironically CAP appeared to be a symbol of European integration and decision making, i.e. a common policy could be formulated. It was also a source of political division amongst the members. Candidates may argue that CAP was dominated by the political and economic interests of individual states. Focus may be given to the negative economic outcomes, particularly those raised by Britain from the 1970s. Britain's criticisms in the 1980s under Thatcher reveal considerable economic and political implications for the Community.

Level 1 responses may offer only a limited narrative with little direct reference to the key words in the question. Level 2 responses are likely to have a greater focus but the range of comment and detail will be limited. Level 3 answers are likely to show some analytical understanding while Level 4 answers will focus on the question and offer a balanced commentary. Level 5 responses will show sound judgement based on well selected evidence

Option C: The Middle East from 1945 to c1991

Question 8

“Militarism and terrorism rather than diplomacy.”

How valid is this view of the contribution of the PLO towards developments in the Middle East in the years 1967 to 1991? (20 marks)

Target: AO1.1, AO1.2, AO2

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

Answers may focus on the military and guerrilla actions of the PLO – there are many examples, e.g. Jordan, the hijacking of Western aircraft etc. The continued armed struggle against Israel adds to the extent and scale of the PLO’s military and terror contribution to instability in the Middle East. The crisis in the Lebanon. Consideration may be given to the diverse nature of the PLO and the contribution of small radical groups. Diplomatic action can be identified, e.g. the commitment at the Algiers Summit and the 1974 recognition of the PLO as the sole representative of the Palestinian people. Recognition by the UNO and the granting of observer status. The struggle within the PLO to modify its objectives and the particular contribution of Yasser Arafat. The acceptance by the PLO of Resolution 242.

Level 1 answers are likely to offer limited narratives. Level 2 responses are likely to develop some detail on one aspect of the question, probably the element of militarism and terrorism. Level 3 responses are likely to offer a more balanced approach than Level 2 and consider some issues in detail with the signs of analytical thinking present. Level 4 responses are likely to develop a clear analytical approach based on a wider range and depth than that seen at Level 3. Level 5 responses will show a balanced judgement base on well selected and focused evidence.

Question 9

“War, rather than Islamic fundamentalism, was the primary cause of Iran’s economic crisis during the period 1980 to 1988.”

To what extent do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 post-1979 political crisis of competing political groups. The role of the Islamic Republican Party and the radical ulema. Khomeini as a stabilising influence in 1982. Divisions within the leadership over the nature of the Islamic revolution and the economic impact of this, e.g. a conservative economic policy or a radical policy of nationalisation and land reform. Uncertainty, and its consequences, as to exactly what Islamic economics actually was. The role of fundamentalism in property seizures and the

Foundation of the Disinherited. A comparison between the relative prosperity of 1978 and the economic poverty of 1988. The impact of war. The effects on oil production and oil revenues. The enormous financial cost of the war. The alienation of Britain and the negative economic effects linked to the war of the Iran-Contra affair.

Level 1 answers will offer plain narratives. Level 2 answers may consider one element of the question but in limited detail and only passing reference to the other. Level 3 may develop more detail and show signs of analytical understanding. Level 4 will consider both parts and establish a degree of range and depth while Level 5 will show a balanced and focused commentary based on well selected evidence.

Question 10

“A desire to protect their strategic and economic interests against the threat posed by Arab nationalism.”

To what extent does this view explain the reasons for the intervention of the USA and the USSR in the Middle East between 1956 and 1973? (20 marks)

Target: AO1.1, AO1.2, AO2

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 need to establish the nature of the strategic and economic interests of each power in 1956. Clearly the Middle East became a focal point for regional Cold War confrontation. The Suez Crisis showed the powers co-operating with Arab nationalism in order to establish a rapport with a new key player. The Eisenhower Doctrine may be seen by candidates as anti-Communist rather than anti-Arab nationalism. The US response to the 1958 Iraqi revolution may suggest that radical Arab nationalism was identified with international Communism, equally the USSR continued to forge links with radical Arab states. By 1967 the USA was closely aligned to Israel as a means of limiting the interests of the USSR in the region. Arab nationalism may now be seen as a threat to US interests and apparently an advantage to Soviet interests. Both powers wanted peace by the early 1970s because of the economic implications of continued instability. By 1973 Arab nationalism was no longer a significant factor in superpower involvement. Economic issues became much more significant.

Level 1 answers are likely to offer period narratives and pay little attention to the key words in the question. Level 2 responses are likely to be largely descriptive but with some reference to the question. There will be some comment. Level 3 responses are likely to show some balance and reasonable coverage but the depth of comment will be limited. Level 4 answers will show some sound analytical content and will be focused on the key words. Level 5 responses will show judgement based on balanced and well selected evidence.

Option D: China, from 1949 to the Tiananmen Square Massacre, 1989**Question 11**

“A disaster from start to finish.”

To what extent do you agree with this view of the Chinese Communist Party’s achievements in social and economic policy between 1949 and 1960? (20 marks)

Target: AO1.1, AO1.2, AO2

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 examine the period chronologically and suggest that in the early years there was some progress, e.g. bringing order to a disintegrating nation. Land reform and its positive aspects could be considered. The changing role of women through the Marriage Law and the limitations of the measure. There are many examples of social and economic improvements, e.g. prostitutes “re-educated”, educational reform, the jobless put to work. There followed from the mid 1950s a series of social and economic plans which led to major problems. Critical analysis of the impact of the Great Leap Forward is central. The communes and their social and economic significance and the impact and outcomes of collectivisation. The social and economic condition of China by 1960.

Level 1 responses will offer period narratives. Level 2 responses will show some reference to the question but remain predominantly descriptive. Level 3 responses will show some indication of analytical thinking and develop a wider range of detail and comment than found at Level 2. Level 4 responses will show understanding and offer some balanced commentary while Level 5 will have all of Level 4 but with some clear judgement established.

Question 12

“Primarily an ideological rather than a political campaign.”

To what extent do you agree with this view of the Cultural Revolution during the years 1966 to 1969? (20 marks)

Target: AO1.1, AO1.2, AO2

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 suggest that the Cultural Revolution was merely a struggle for political power orchestrated by Mao and with no ideological dimensions. Some may suggest that Mao saw China sliding into a condition where it was controlled by an increasingly elite and hidebound bureaucracy, a widening gap between its leaders and the led. The Cultural Revolution as a mass movement with Mao at its head. The significance of Mao's tactic of "sitting on the mountain top watching the tigers fight". The cult of Maoism. The role of the Red Guards is significant both ideologically and politically and could profitably be explored. The purges of the Party leaders and the denunciations of the Central Committee and the Politburo members. Reasons for the ending of the Cultural Revolution by 1969.

Level 1 answers will offer generalised narratives. Level 2 responses are likely to make some attempt to consider the question but the range and depth of comment will be limited and the emphasis will be on narrative and descriptive detail. Level 3 answers will show some analytical understanding and tailor some evidence to suggest a valid commentary. Level 4 responses are likely to become more developed and critical versions of Level 3 while Level 5 answers will develop well selected evidence to produce a balanced and focused judgement.

Question 13

"The desire for political change was more important than concerns about the economic condition of China."

To what extent does this view explain the growth in the opposition towards the Chinese Communist Party's control which developed in the years 1978 to 1989? (20 marks)

Target: AO1.1, AO1.2, AO2

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 Third Plenum agricultural investment was increased as part of a new economic programme. The end of the communes and the use of quota – impact and implications. The rise in food prices and the growing levels of inflation as the 1980s progressed. The rise in affluence in both rural and urban areas and the apparent growth of 'capitalist' economic systems and outcomes. By the late 1980s not only soaring inflation but runaway capital investment and severe energy shortages. The impact on the population and the development of an economic underclass. The demand for democracy already in place by 1978. The Democracy Wall and its significance. Deng Xiaoping's clamp down in 1979 and the emergence of the Four Cardinal principles. Student demonstrations, e.g. Shanghai 1986. The determination of the CCP not to let go of its monopoly of power. The events leading up to the Tiananmen Square crisis.

Level 1 responses are likely to offer narrative and descriptive answers. Level 2 answers will show some reference to the specifics of the question but the range and depth of comment will be limited. Level 3 answers will show some signs of analytical understanding and some focus on the key words of the question. Level 4 answers will offer a more developed and considered version of Level 3 answers while Level 5 answers will offer balanced judgement based on well selected evidence.

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

Question 14

To what extent do you agree with the view that Apartheid failed to achieve its social and economic objectives between 1948 and 1978? (20 marks)

Target: AO1.1, AO1.2, AO2

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 establish what the social and economic objectives of Apartheid were, e.g. social and economic segregation. Responses may suggest that early legislation up to about 1959 made a major contribution to achieving the economic and social objectives, e.g. the Popular Registration Act, the Prohibition of Mixed Marriages Act. A significant development was the Bantu Self-Government Act which shifted the emphasis in Apartheid from one of simple white supremacy to one of “separate development”. This may be taken as an important policy redirection and candidates may explore the post-1959 social and economic implications of this. The economic issues may refer to both the successes and failures of the Apartheid system during this period.

Level 1 answers may offer straight narratives and make little direct reference to the key words of the question. Level 2 responses are likely to show some analytical understanding but there will remain an imbalance in terms of descriptive detail and the commentary that goes with it. Level 3 answers will show a more developed analytical framework but this may lack range and depth. Level 4 responses will have the analytical range and depth which Level 5 will develop a balanced judgement based on well selected evidence.

Question 15

“Black opposition to Apartheid was ineffective in the period 1955 to 1978 because it was politically divided and economically weak.”

To what extent do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 development of politically organised Black opposition to Apartheid during this period, e.g. the splitting of the ANC and the foundation of the pan-African Congress. Answers may reflect the severe economic impact of Apartheid on the mass of the Black population and the inability of the Blacks to react effectively against this level of economic oppression. The random outbreaks of Black resistance and rioting, often leaderless and spontaneous and the reaction of the authorities to this. The Sharpeville Massacre. The development of a new violent phase and the militant wing of the ANC – Umkhonto we Sizwe. The role of Nelson Mandela, Steve Biko and the rise of the Black consciousness movement. The Soweto riots and their impact. The role of Chief Buthelezi.

Level 1 responses are likely to be plain narratives and lack focus on the key words of the question. Level 2 responses will begin to show some analytical understanding while Level 3 will offer a more detailed commentary directed towards the key words of the question. Level 4 answers will develop a clear analytical approach and Level 5 will establish a balanced judgement based on well selected detail.

Question 16

“It was internal opposition rather than external pressure which led to the gradual collapse of Apartheid after 1978.”

To what extent do you agree with this view?

(20 marks)

Target: AO1.1, AO1.2, AO2

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 development of a protest culture within South Africa after the Soweto riots. The general unity between middle class and proletarian Blacks and between Blacks and non-whites. The foundation of the United Democratic Front and its endorsement of the Freedom Charter. A continuous period of boycotts and passive resistance but also direct action. Strikes, school boycotts. Reference to the political and economic pressure from the international community is important here particularly from Britain and the USA. The Thatcher government was opposed to economic sanctions but there was opposition from the Commonwealth

community. Reagan ignored a strong anti-Apartheid lobby in the USA. Despite this there was growing international opposition, e.g. expressed through sport.

Level 1 responses may offer a basic narrative and ignore the key words. Level 2 responses are likely to show some understanding but remain mainly descriptive. Level 3 responses are likely to show some analytical understanding and develop a limited commentary. Level 4 responses will show a clear commentary based on the key words and Level 5 will offer a balanced judgement based on well selected evidence.

Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day**A2 Unit 6: The United Nations, 1945-1989****Question 1**

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

How valid is the interpretation offered by Macqueen about the effectiveness of the role of the UN in the Congo crisis? (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 with reference to own knowledge to reach a sustained and well supported judgement on its validity. 9-10

Indicative content

At Level 1 candidates may restrict their answers largely to descriptive detail extracted from the source. For a higher mark there may be an undeveloped example of the cold war conflict such as Khrushchev's reaction at the UN. At Level 2 candidates may suggest that the UN did fulfil its mandate by maintaining the Congo's territorial integrity and preventing Soviet intervention and superpower conflict. At Level 3 candidates may illustrate the methods used to maintain Congolese territorial integrity such as those relying only upon medium power states to represent the UN, thus excluding the possibility of cold war conflict. There may also be reference to the ideological and diplomatic dimensions of the crisis which impinged directly on cold war conflict. Level 4 responses may consider the Soviet view of a Western dominated UN and the political and ideological impact of this through UN action in the Congo.

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

How useful is **Source B** for an historian studying the influence of the major powers on the work of the United Nations in the Congo? (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

Answers should refer to the attitudes of the major powers towards the United Nations in the Congo. Answers may develop the nature and extent of the opposition to the Secretary-General, particularly in light of his new approach to UN peacekeeping in the Congo and the cost involved. There may be some development of the source's reference to assessing the role of the UN in a cold war context and the relationship between the UN and the major powers during the specific issues of the Congo crisis. The weakness of the source lies in the lack of detail. The better responses will probably consider the UN in the context of the cold war and its impact upon the role of the UN as an international peacekeeping body.

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

“The United Nations has never been united.”

Assess the validity of this verdict on the United Nations during the period 1956 to 1989. *(20 marks)*

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from the 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 a 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

By implication Source A illustrates the lack of unity. It suggests the existence of cold war confrontation developing during the Congo crisis and this inevitably suggests division amongst the major powers, and the division is transferred to the crisis. The reference to 1956 in this source could also be examined. Source B may be used to suggest a degree of unity amongst the major powers in that there was a common desire to limit the role of the UN when it impinged upon the interests of the powers and the wider cold war context. Source C illustrates the practical issues linked to the UN. The financial implications of the work of the UN led to a number of powers being reluctant to fund the work in the Congo. The source does not suggest that all member states were opposed to funding the UN in the Congo. Source D touches on the importance of major power co-operation between each other and within the UN if UN operations are to have a chance of success.

Candidates may refer to their own knowledge and consider the question in terms of a range of UN interventions between 1956 and 1989. Suez may be seen as an example of major power co-operation or division. The main thrust of the detail needs to consider the points at which the cold war had undermined UN unity and where it has had a less significant impact. Cyprus may be used as an example of unity amongst the powers while the Middle East is not. The use of the veto by the powers for their own national and cold war interests is also important, e.g. Afghanistan.

Level 1 answers are likely to be restricted to the documents and the Congo crisis. Level 2 responses may consider a narrow range of examples which are relevant to the question. Level 3 is likely to show some understanding using both the sources and own knowledge but the range and depth will be limited. Level 4 is likely to focus on the key words of the question and use the sources and own knowledge to establish a well balanced and clearly focused answer. Level 5 is likely to offer a wide range of well selected evidence and make effective reference to the sources.