

# **History B (Modern World)**

General Certificate of Secondary Education **GCSE 1937**

General Certificate of Secondary Education (Short Course) **GCSE 1037**

## **Combined Mark Schemes And Report on the Components**

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**June 2005**

**1937/1037/MS/R/05**

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

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

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**Mark Scheme 1037/01  
June 2005**

**1037/01 PAPER 1****WRITTEN COMMUNICATION**

Guidance is given within the mark scheme.

**GENERAL POINTS**

1. This marking scheme has been designed to assess candidates' understanding of the key concepts in this course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach those targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds.
4. Marks are **NOT CUMULATIVE** for any question. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
6. It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

**SPECIFIC POINTS**

1. Always mark in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only.  
They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the **level description**. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
6. Where a band of marks is allocated to a level specific instructions may be given about discrimination within the level. When such instructions are not given the following instruction should **always** be followed:  

in a 2 mark band award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;

in a 3 mark band award the middle mark unless the answer is particularly strong or weak.
7. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks, and the necessity to adjust examiners' marking standards before the Award.
8. Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3, and the mark in the right hand margin).  
This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help.  
We do have to check scripts throughout the whole of an examiner's allocation. It is important, therefore, once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.

## Section A

## 1 (a) Study Source A.

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

Target: A01.

- LEVEL 1: USE OF SURFACE FEATURES OF THE CARTOON ONLY.** [1-2]  
e.g. 'A man is sitting by the bridge.'
- LEVEL 2: INTERPRETATION ONLY.** [2-3]  
e.g. 'The League of Nations will not work without the USA.'
- LEVEL 3: INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.** [4-5]  
e.g. 'It is clear from the cartoon that the League of Nations will not work without the USA as it provides the Keystone missing in the bridge. The bridge will collapse without it.'  
e.g. 'The cartoon is saying that the League will not stand a chance without the USA. The USA was the most powerful country in the world and was crucial to the League being a success. The problem was that the American Congress voted that America should not join the League.'
- LEVEL 4: INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]



- (b) **Study Sources B and C.**  
**How far do these two sources agree about the League of Nations? Use the sources and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: REPEATS THE SOURCES - NO EXPLICIT COMPARISON.**  
**OR**  
**UNSUPPORTED ASSERTIONS.** [1]
- LEVEL 2: ONE SOURCE SAYS SOMETHING WHICH THE OTHER SOURCE MAKES NO MENTION OF.** [2-3]  
e.g. 'These sources do not agree. Source C says that Britain and France will dominate the League but Source B says nothing about this.'
- LEVEL 3: VALID AGREEMENT OR DISAGREEMENT.** [4-6]  
e.g. 'They both think the League will fail. B is against the League, C is sorry the League will fail. They disagree about why the League will fail.'
- LEVEL 4: VALID AGREEMENT AND DISAGREEMENT.** [7-8]  
e.g. 'Both sources agree that the League will fail. Source B says that no country will give up its rights to the League and so the League will not be able to do its job. Nobody will listen to it. Source C agrees that the League will fail but gives a different reason for the failure. It says this will be because the USA has not joined. This will leave Britain and France in charge and they will disagree about everything.'

- (c) **Study Source D.**  
**Why was this cartoon published at the end of 1933? Use the sources and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: UNSUPPORTED ASSERTIONS.** [1]  
e.g. 'It was published then because of what was happening at that time.'
- LEVEL 2: USES THE SOURCE FOR INFORMATION - CLAIMS IT WAS PUBLISHED TO GIVE PEOPLE THE INFORMATION THAT THE LEAGUE WAS DEAD.** [2-3]  
AWARD HIGHER MARK IF SUPPORTED FROM SOURCE.
- LEVEL 3: INTERPRETS THE MESSAGE OF THE CARTOON.** [4-6]  
e.g. 'This cartoon was published to persuade people that the League was finished. Germany had always been against the League and it thinks that it is a good thing the League is finished. This is why the cartoon says 'It stinks already!'.'
- LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY IT WAS PUBLISHED AT THE END OF 1933.** [7-8]  
Answers will/might mention the Manchurian crisis, the failure of the Disarmament Conference, Germany's withdrawal from the Conference and then from the League.

- (d) **Study Source E.**  
**Why did Haile Selassie make this speech in June 1936? Use the source and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: USES SURFACE INFORMATION IN THE SOURCE.** [1-2]  
These answers will show no awareness of the context.  
e.g. 'He made this speech because he was defending small countries. He does not want them to bow before force.'
- LEVEL 2: UNSUPPORTED VALID INFERENCE ABOUT HIS PURPOSE.** [3]  
e.g. 'He is making this speech to ask for help from the League.'
- LEVEL 3: VALID INFERENCES SUPPORTED BY THE SOURCE BUT LACKING CONTEXT** [4]
- LEVEL 4: ANSWERS THAT EXPLAIN THE FACT THAT ABYSSINIA HAD BEEN INVADED BY ITALY.** [5-6]
- LEVEL 5: AS LEVEL 3, BUT ALSO EXPLAINS LEAGUE'S RESPONSE TO THE INVASION OR THE SITUATION BY JUNE 1936.** [7-8]  
e.g. 'He was making this speech because his country had been invaded by Italy. The League was set up to help countries that were invaded like this but the League had failed to stand up to Italy because Italy was a powerful country and because Britain and France wanted to keep on good relations with Italy as an ally against Hitler. For months the League did nothing. They even offered Mussolini parts of Abyssinia if he would call off the invasion. They failed to agree on oil sanctions against Italy. Italy was able to invade and take over Abyssinia. This was why Haile Selassie was making this speech. He was disgusted with the League.'

- (e) **Study all the sources.**  
**'The League of Nations failed because the USA did not join.'** How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer.  
Target: A01 and A02.

**LEVEL 1: ANSWERS ON THE LEAGUE OF NATIONS WITH NO USE OF SOURCES. [1-2]**

**LEVEL 2: USES SOURCES TO SUPPORT THIS INTERPRETATION OR TO SHOW HOW SOURCES CAN BE USED TO SUPPORT OTHER INTERPRETATIONS. [3-6]**

**LEVEL 3: USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS SUPPORTED AND HOW OTHER INTERPRETATIONS CAN BE SUPPORTED. [6-8]**

N.B. THE SOURCES MUST BE SPECIFICALLY REFERRED TO.  
ALLOW UP TO 2 ADDITIONAL MARKS FOR EVALUATION OF SOURCES.

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

**Does this source prove that the Tet offensive of 1968 was a success for the Viet Cong? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: UNSUPPORTED ASSERTIONS. [1]**
- LEVEL 2: ANSWERS THAT CLAIM THE SOURCE IS BIASED BECAUSE IT IS NORTH VIETNAMESE - NOT EXPLAINED. [2]**
- LEVEL 3: USES INFORMATION IN THE SOURCE TO EXPLAIN HOW IT WAS A SUCCESS. [3-4]**  
e.g. 'Yes, the source does show it was a success. It says that parts of the American army was destroyed and that the Americans had to retreat to defend the cities.'
- LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN HOW IT WAS/WAS NOT A SUCCESS. [5-6]**  
e.g. 'Yes, this source does prove it. It was a success because although the communists lost lots of men and the Americans won back the towns and cities, it showed America that the communists were not going to give up. Many Americans had been led to believe that America was on the verge of victory. The Tet Offensive showed this was not true. This made many Americans disillusioned with the war and the anti-war movement grew.'  
**OR**  
**EXPLAINS BIASED NATURE OF THE SOURCE.**
- LEVEL 5: BOTH ELEMENTS OF LEVEL 4 OR EXPLAINS HOW TET OFFENSIVE CAN BE SEEN AS A SUCCESS AND AS A FAILURE. [7-8]**

- (b) **Study Source B.**  
**Why was this poster published in 1968? Use the source and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: LITERAL READINGS OF THE POSTER.** [1]  
e.g. 'It was published to advertise a film.'
- LEVEL 2: USES THE POSTER FOR INFORMATION - NO INTERPRETATION.** [2-3]  
e.g. 'It was published to tell people that there were lots of atrocities in Vietnam. It told people about American foreign policy.'
- LEVEL 3: INTERPRETS THE MESSAGE OF THE POSTER.** [4-6]  
e.g. 'This poster was published as an anti-war poster. It was telling people how horrible the war was and that America should get out. It does this by pretending to advertise a film about Vietnam. But it is really showing what terrible things America was doing there.'
- LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY IT WAS PUBLISHED IN 1968.** [7-8]

- (c) **Study Source C.**  
**What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: USE OF SURFACE FEATURES OF THE CARTOON.** [1-2]  
e.g. 'It shows President Nixon trying to ride two horses at the same time.'
- LEVEL 2: INTERPRETATION ONLY.** [2-3]  
e.g. 'Nixon was following two policies that contradicted each other.'
- LEVEL 3: INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.** [4-5]  
e.g. 'This cartoon is saying that President Nixon is trying to follow two policies that do not go together. He was being torn between a policy of no surrender and a policy of letting the South Vietnamese look after themselves. The cartoon is showing that Nixon was being pulled apart by these two policies. He could have one of them, but not both.'
- LEVEL 4: INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]

- (d) **Study Sources D and E.**  
**How useful are these sources in explaining how the war in Vietnam was fought?**  
**Use the sources and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: PROVENANCE/SOURCE TYPE.** [1-2]  
No use of source content.  
e.g. 'Source E is more useful because it is a photograph.'
- LEVEL 2: TYPICALITY.** [1-2]  
e.g. 'Not typical, so we cannot generalise from them.' - not explained.
- LEVEL 3: USEFUL FOR WHAT THEY SHOW.** [3-4]  
e.g. 'They are very useful because they show how terrible the war was.  
They show that the Americans used napalm and that children suffered in the war.'
- LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN SIGNIFICANCE OF WHAT IT SHOWN IN THE SOURCE(S).** [5-7]  
e.g. 'Source D is very useful for showing how the war was fought. It shows that the Viet Cong did not use high-tech methods like the Americans. Instead, they moved their supplies around using basic methods as shown in the photograph. This was very effective because it could not be detected by the Americans. It is a type of guerrilla warfare where the soldiers do not look like soldiers but ordinary peasants. They moved around in small groups as in the photograph. The Americans could not defeat them in a big battle which is what they wanted, so this photograph is useful because it shows how the Viet Cong won the war.' NB.  
**MAXIMUM OF 6 MARKS IF ONLY ONE SOURCE IS USED.**  
**OR USES CONTEXTUAL KNOWLEDGE TO DISCUSS HOW TYPICAL THESE PHOTOGRAPHS ARE.**
- LEVEL 5: BOTH ELEMENTS OF LEVEL 4.** [8]



- (e) **Study all the sources.**  
**'The USA lost the war in Vietnam because of the way the Viet Cong fought.'** How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer.  
Target: A01 and A02.

- LEVEL 1: ANSWERS ON THE VIETNAM WAR WITH NO USE OF SOURCES. [1-2]**
- LEVEL 2: USES SOURCES TO SUPPORT THIS INTERPRETATION OR TO SHOW HOW SOURCES CAN BE USED TO SUPPORT OTHER INTERPRETATIONS. [3-6]**
- LEVEL 3: USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS SUPPORTED AND HOW OTHER INTERPRETATIONS CAN BE SUPPORTED. [6-8]**

N.B. THE SOURCES MUST BE SPECIFICALLY REFERRED TO.  
ALLOW UP TO 2 ADDITIONAL MARKS FOR EVALUATION OF SOURCES.

## Section B

**3 (a) What did Lloyd George hope to achieve from the Treaty of Versailles?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE LLOYD GEORGE'S HOPES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Lloyd George felt that Germany should be punished (1); Germany should admit war guilt (1); Germany should lose territories (1); Germany should lose colonies (1); Lloyd George felt that Germany should be punished by paying reparations (2).'

[4]

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why Germany was made to pay reparations.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'The victorious powers wanted money from Germany.'

[1]

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'to weaken Germany; to pay for the war; revenge.'

[2-3]

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

e.g. 'The Germans were forced to pay reparations after World War 1 to cover the cost of the damage to the victorious powers caused during the war. France had been devastated by the war and its industry destroyed. It was agreed that as Germany was responsible for starting the war it should pay for France's recovery.'

[3-6]

(c) The following were all equally important reasons why Germany hated the Treaty of Versailles:

- (i) limitations on its armed forces;
- (ii) the loss of raw materials and industries;
- (iii) the loss of land.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'All these reasons were responsible for the German hatred of the Treaty of Versailles.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS LED TO GERMAN HATRED OF THE TREATY OF VERSAILLES.** [2-4]  
e.g. 'Germany felt that the loss of land would make it a weak country.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e.g. 'Germany hated the Treaty of Versailles because of the land it lost. It felt that the loss of this land meant it was no longer a great nation and was open to attack from other countries. The loss of land on the border with France meant that Germany could not defend itself from French attack. The loss of all this land meant that many Germans were no longer living in Germany and this was very unpopular.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'limitations on its armed forces; the loss of raw materials and industries; the loss of land.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT GERMAN HATRED OF THE TREATY OF VERSAILLES.** [9-10]  
e.g. 'Germany hated having land taken away. This was a blow to German pride and it meant that Germany was weaker as a country and many Germans were now living under governments of other countries. The loss of land was made worse by the fact that some of the land lost included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industries made it much harder for Germany to recover after the war.'

**4 (a) What was agreed at the Munich Conference in 1938?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT WHAT WAS AGREED. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

**[4]**

e.g. 'Czechoslovakia was to lose the Sudetenland (1); Germany had no interest in the rest of Czechoslovakia (1); Czechoslovakia was to lose the Sudetenland and the Czechs were not consulted over this (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why Germany and the Soviet Union signed the Nazi-Soviet Pact in 1939.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

**[1]**

e.g. 'They signed it because they thought it would help them.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

**[2-3]**

e.g. 'Stalin was annoyed by the Munich Agreement; Hitler wanted to make sure Russia did not attack him when he invaded Poland; they would be able to divide Poland between them.'

**LEVEL 3: EXPLAINS REASON(S). ONE EXPLANATION (3-4 MARKS) TWO OR MORE EXPLANATIONS (4-6 MARKS).**

**[3-6]**

e.g. 'Stalin signed it because he felt let down by Britain and France. They had gone ahead without Russia and signed the Munich Agreement. Stalin thought this meant that Britain and France could not stop Hitler. If he invaded Russia, they would not help. So Stalin decided he had better sign the Pact to make sure Germany did not go to war with Russia.'

(c) The following were all equally important reasons why there was a world war in 1939:

- (i) Hitler's aggressive foreign policy;
- (ii) the failure of the League of Nations;
- (iii) the policy of appeasement.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'All these reasons contributed to an outbreak of war in 1939.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS CONTRIBUTED TO THE SUCCESS OF HITLER'S FOREIGN POLICY IN THE 1939.** [2-4]  
e.g. 'Appeasement made Hitler think that he could get away with anything and no one would stand up to him; the failure of the League of Nations showed Hitler would stand up to powerful countries.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e.g. 'The policy of appeasement contributed to the outbreak of the Second World War because it convinced Hitler that Britain and France would not stand in his way. When Hitler took over Austria in 1938 Britain and France did nothing. This encouraged Hitler to think that he could get away with taking the Sudetenland. When Hitler demanded the Sudetenland Britain and France gave way again. This is what encouraged Hitler to invade the rest of Czechoslovakia. This took Europe closer to war but Hitler might not have gone this far were it not for appeasement.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'Hitler's aggressive foreign policy; the failure of the League of Nations; the policy of appeasement.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT A WORLD WAR IN 1939.** [9-10]  
e.g. 'Hitler was determined to make Germany great again and he made promises to reverse the Treaty of Versailles and to create living space for the German people. This would involve an aggressive foreign policy. He saw that the League was weak in that it failed to deal with Japan and Italy. This gave Hitler the freedom of action and he marched his troops into the Rhineland. This also tested the power of G.B. and France - they did nothing. The policy of appeasement highlighted their weakness and encouraged Hitler to make more territorial gains until he pushed the British too far over Poland. At this point war was declared on Germany (fully explained).'

**5 (a) What was agreed at the Potsdam Conference in 1945?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE YALTA CONFERENCE. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

**[4]**

e.g. 'Agreed the Polish-German frontier (1); confirmed some of the Yalta decisions (1); USSR to enter war against Japan (1); Germany to be divided into four zones (1).'

e.g. 'Agreed that the Polish-German frontier should be on the Oder-Neisse line (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why the Soviet Union's blockade of Berlin failed in 1949.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

**[1]**

e.g. 'It failed because the Allies managed to get around it.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON ( 2 MARKS), TWO OR MORE REASONS (3 MARKS).**

**[2-3]**

e.g. 'It failed because the Allies flew supplies in.'

e.g. 'It failed because the Allies were determined not to give in over Berlin.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

**[3-6]**

e.g. 'The blockade failed because the Allies used the only way of getting supplies into Berlin without causing a conflict - by air. All kinds of supplies were flown in day and night and Stalin realised that his plan of cutting Berlin off was not working.'

(c) The following were all equally important factors why the Soviet Union gained control of Eastern Europe by 1948:

- (i) the Red Army;
- (ii) the secret police;
- (iii) the weakness of Eastern European countries.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'The three factors did account for the Soviets gaining control over Eastern Europe by 1948.'
- LEVEL 2: IDENTIFIES WHY THESE FACTORS LED TO THE SOVIETS GAINING CONTROL.** [2-4]  
e.g. 'The secret police imprisoned anyone who opposed communist rule.'  
'The Red Army had control of East Germany.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS)
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE FACTOR.** [3-5]  
e.g. 'At the end of the Second World War the Red Army drove the Germans westwards. This meant that the Red Army took control of countries like Romania and Bulgaria. The Red Army made sure that communist governments that would do what the Soviet Union wanted were set up in these countries.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE FACTOR.** [6-8]  
Explains 'the Red Army; the Secret police; the weakness of the Eastern Europe countries.'
- LEVEL 5: EXPLANATION OF HOW THESE FACTORS ACTED TOGETHER TO ENABLE THE SOVIETS TO GAIN CONTROL.** [9-10]  
e.g. 'The USSR was able to gain control over all aspects of life in Eastern Europe because they initially used the Red Army to 'liberate' these countries and then crush any opposition to the Communist regime. Once the major opposition was crushed any internal political threats were ably dealt with by the Soviet Secret police. These threats tended to come from poorly organised governments and therefore were easily crushed by the combined might of the Red Army and guile of the secret police (fully explained).'

**6(a) What was the 'Prague Spring' of 1968?**

Target: A01.

**AWARD ONE MARK FOR EACH ACCURATE DESCRIPTIVE POINT MADE ABOUT THE 'PRAGUE SPRING'. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

**[4]**

e.g. 'Took place in Czechoslovakia (1); led by Dubcek (1); crushed by Soviet tanks (1); Dubcek tried to make Communist control less restrictive by giving more freedom of speech (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why 'Solidarity' was set up in Poland.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

**[1]**

e.g. 'Solidarity was a reform movement.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

**[2-3]**

e.g. 'Response to ineffective trade unions; response to Poland's economic problems.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

**[3-6]**

e.g. 'For most of the 1970s Polish industry was doing well and most Poles became better off. But at the end of the 1970s the Polish economy was in crisis and the government had no idea how to improve things. Prices went up quickly. This led to Solidarity being set up in a shipyard it organised workers to go on strike to protest against the economic situation.'



(c) The following were all equally important reasons why Soviet control of Eastern Europe collapsed in 1989:

- (i) the effects of 'Solidarity' in Poland;
- (ii) the policies of Gorbachev;
- (iii) the weakness of the Communist governments in Eastern European countries.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'The three reasons did account for the collapse of Soviet control in Eastern Europe.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS LED TO SOVIET CONTROL OVER EASTERN EUROPE COLLAPSING.** [2-4]  
e.g. 'The communist government in Poland could not get rid of Solidarity. When Wales was imprisoned it just made him a hero.' 'Gorbachev allowed more free speech but this allowed all the criticisms of the Soviet system to come out into the open.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS)
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e.g. 'Gorbachev introduced reforms into Russia and Eastern Europe. He encouraged free debate. This made people question the fact that they had communist governments. He also told the Communist leaders in eastern Europe that they would no longer be supported by the Red Army. Another factor was the weakness of the Communist governments in Eastern Europe. In East Germany, for example, when the government ordered troops to fire on the demonstrators they refused.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'the effects of Solidarity in Poland; the policies of Gorbachev; the weakness of Communist governments in Eastern European countries.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT THE COLLAPSE OF SOVIET CONTROL OF EASTERN EUROPE.** [9-10]  
e.g. 'The effects of 'Solidarity in Poland' first highlighted the weakening grip of the Soviet Union over its satellite states. These satellite states were also proving to be a drain on Soviet resources at a time when the Soviet Union had its own political and economic problems. To counter these problems Gorbachev introduced new policies and said that the Communist governments in these countries could no longer rely on the support of the Red Army. This was the only thing keeping these governments in power. They did not have the support of the people and so they collapsed. In Berlin mass marches led to the Wall being dismantled by the people. The government had no power to do anything about it.'



**Mark Scheme 1937/11-14**  
**June 2005**

**1937/11-14: Paper 1****WRITTEN COMMUNICATION**

Guidance is given within the mark scheme.

**GENERAL POINTS**

1. This marking scheme has been designed to assess candidates' understanding of the key concepts in this course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach those targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds.
4. Marks are **NOT CUMULATIVE** for any question. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
6. It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

**SPECIFIC POINTS**

1. Always mark in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the **level description**. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
6. Where a band of marks is allocated to a level specific instructions may be given about discrimination within the level. When such instructions are not given the following instruction should **always** be followed:

**in a 2 mark band award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;**

**in a 3 mark band award the middle mark unless the answer is particularly strong or weak.**

7. **Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks, and the necessity to adjust examiners' marking standards before the Award.**
8. **Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3, and the mark in the right hand margin).** This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of an examiner's allocation. It is important, therefore, once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.

**1 (a) Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: USE OF SURFACE FEATURES OF THE CARTOON ONLY.** [1-2]  
e.g. 'A man is sitting by the bridge. '
- LEVEL 2: INTERPRETATION ONLY.** [2-3]  
e.g. 'shows the League of Nations to be unstable' [2] 'shows the USA did not join' [2] 'The League of Nations will not work without the USA' [3]
- LEVEL 3: INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.** [4-5]  
e.g. 'It is clear from the cartoon that the League of Nations will not work without the USA as it provides the keystone missing in the bridge. The bridge will collapse without it. '  
e.g. 'The cartoon is saying that the League will not stand a chance without the USA The USA was the most powerful country in the world and was crucial to the League being a success. The problem was that the American Congress voted that America should not join the League.'
- LEVEL 4: INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]

**(b) Explain why the League of Nations was established.**

Target: A01.

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'It was established because people thought it would help the world.'
- LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (3 MARKS), TWO OR MORE REASONS (4-5 MARKS).** [3-5]  
e.g. 'A peaceful world after World War 1; to discuss disagreements; to deal with refugees; to help with health problems; to help with living and working conditions, etc.' NB. DESCRIPTION ONLY – MAXIMUM 3 MARKS.
- LEVEL 3: EXPLAINS REASON(S). ONE REASON (5-6 MARKS), TWO OR MORE REASONS (6-9 MARKS).** [5-9]  
e.g. 'They wanted to create a peaceful world after World War 1. This war had been so terrible and so many people had been slaughtered that everybody wanted to make sure it never happened again. They hoped the First World War would be the war to end all wars. The League would avoid another war by making sure that countries discussed their differences rather than going to war over them.'

**2 (a) Study Source B. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: USE OF SURFACE DETAILS OF THE CARTOON ONLY.** [1-2]  
e.g. 'Nixon is trying to control two horses.'
- LEVEL 2: INTERPRETATION ONLY.** [2-3]  
e.g. 'Nixon is being torn between two policies.'
- LEVEL 3: INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.** [4-5]  
e.g. 'The cartoon clearly shows Nixon being torn between two policies as the horses representing the polices are shown pulling in different directions.'  
e.g. 'The cartoon shows that Nixon was caught between two policies. He did not want to surrender but he was also under pressure to get the Vietnamese to do the fighting so American troops could be pulled out. The trouble was that the Vietnamese could not win the war by themselves and this would lead to defeat.'
- LEVEL 4: INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]

**(b) Explain why the American forces were pulled out of Vietnam in 1973.**

Target: A01.

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'They wanted to go home.'
- LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (3 MARKS), TWO OR MORE REASONS (4-5 MARKS).** [3-5]  
e.g. 'They were losing the war; lack of public support at home and abroad; lack of support from the South Vietnamese government.' NB. DESCRIPTION ONLY – MAXIMUM 3 MARKS
- LEVEL 3: EXPLAINS REASON(S). ONE REASON (5-6 marks), TWO OR MORE REASONS (6-9 MARKS).** [5-9]  
e.g. 'The anti-war movement in the USA had gained momentum and put great pressure on the government to pull out their forces. They were helped by the number of Americans being killed and by the TV reporting of the war. In 1973 the US government was forced to give in to this pressure.'

## Section B

3 (a) What did Lloyd George hope to achieve from the Treaty of Versailles?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE LLOYD GEORGE'S HOPES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

[4]

e.g. 'Lloyd George felt that Germany should be punished (1); Germany should admit war guilt (1); Germany should lose territories (1); Germany should lose colonies (1); Lloyd George felt that Germany should be punished by paying reparations (2). N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

(b) Explain why Germany was made to pay reparations.

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

[1]

e.g. 'The victorious powers wanted money from Germany.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

[2-3]

e.g. 'to weaken Germany; to pay for the war; revenge.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

[3-6]

e.g. 'The Germans were forced to pay reparations after World War 1 to cover the cost of the damage to the victorious powers caused during the war. France had been devastated by the war and its industry destroyed. It was agreed that as Germany was responsible for starting the war it should pay for France's recovery.'



(c) The following were all equally important reasons why Germany hated the Treaty of Versailles:

- (iv) limitations on its armed forces;
- (v) the loss of raw materials and industries;
- (vi) the loss of land.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'All these reasons were responsible for the German hatred of the Treaty of Versailles.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS LED TO GERMAN HATRED OF THE TREATY OF VERSAILLES.** [2-4]  
e.g. 'Germany felt that the loss of land would make it a weak country.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e.g. 'Germany hated the Treaty of Versailles because of the land it lost. It felt that the loss of this land meant it was no longer a great nation and was open to attack from other countries. The loss of land on the border with France meant that Germany could not defend itself from French attack. The loss of all this land meant that many Germans were no longer living in Germany and this was very unpopular.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'limitations on its armed forces; the loss of raw materials and industries; the loss of land.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT GERMAN HATRED OF THE TREATY OF VERSAILLES OR COMPARATIVE IMPORTANCE.** [9-10]  
e.g. 'Germany hated having land taken away. This was a blow to German pride and it meant that Germany was weaker as a country and many Germans were now living under governments of other countries. The loss of land was made worse by the fact that some of the land lost included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industries made it much harder for Germany to recover after the war.'

**4 (a) What was agreed at the Munich Conference in 1938?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT WHAT WAS AGREED.**

e.g. 'Czechoslovakia was to lose the Sudetenland (1); Germany had no interest in the rest of Czechoslovakia (1); Czechoslovakia was to lose the Sudetenland and the Czechs were not consulted over this (2).'

[4]

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why Germany and the Soviet Union signed the Nazi-Soviet Pact in 1939.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'They signed it because they thought it would help them.'

[1]

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Stalin was annoyed by the Munich Agreement; Hitler wanted to make sure Russia did not attack him when he invaded Poland; they would be able to divide Poland between them.'

[2-3]

**LEVEL 3: EXPLAINS REASON(S). ONE EXPLANATION (3-4 MARKS) TWO OR MORE EXPLANATIONS (4-6 MARKS).**

e.g. 'Stalin signed it because he felt let down by Britain and France. They had gone ahead without Russia and signed the Munich Agreement. Stalin thought this meant that Britain and France could not stop Hitler. If he invaded Russia, they would not help. So Stalin decided he had better sign the Pact to make sure Germany did not go to war with Russia.'

[3-6]

(c) The following were all equally important reasons why there was a world war in 1939:

- (iv) Hitler's aggressive foreign policy;
- (v) the failure of the League of Nations;
- (vi) the policy of appeasement.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'All these reasons contributed to an outbreak of war in 1939.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS CONTRIBUTED TO THE SUCCESS OF HITLER'S FOREIGN POLICY IN THE 1939.** [2-4]  
e.g. 'Appeasement made Hitler think that he could get away with anything and no one would stand up to him; the failure of the League of Nations showed Hitler would stand up to powerful countries.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e. g. 'The policy of appeasement contributed to the outbreak of the Second World War because it convinced Hitler that Britain and France would not stand in his way. When Hitler took over Austria in 1938 Britain and France did nothing. This encouraged Hitler to think that he could get away with taking the Sudetenland. When Hitler demanded the Sudetenland Britain and France gave way again. This is what encouraged Hitler to invade the rest of Czechoslovakia. This took Europe closer to war but Hitler might not have gone this far were it not for appeasement.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'Hitler's aggressive foreign policy; the failure of the League of Nations; the policy of appeasement.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT A WORLD WAR IN 1939 OR COMPARATIVE IMPORTANCE.** [9-10]  
e.g. 'Hitler was determined to make Germany great again and he made promises to reverse the Treaty of Versailles and to create living space for the German people. This would involve an aggressive foreign policy. He saw that the League was weak in that it failed to deal with Japan and Italy. This gave Hitler the freedom of action and he marched his troops into the Rhineland. This also tested the power of G.B. and France - they did nothing. The policy of appeasement highlighted their weakness and encouraged Hitler to make more territorial gains until he pushed the British too far over Poland. At this point war was declared on Germany (fully explained).'

**5 (a) What was agreed at the Potsdam Conference in 1945?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE POTSDAM CONFERENCE. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

**[4]**

e.g. 'Agreed the Polish-German frontier (1); confirmed some of the Yalta decisions (1); USSR to enter war against Japan (1); Germany to be divided (1).'

e.g. 'Agreed that the Polish-German frontier should be on the Oder-Neisse line (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why the Soviet Union's blockade of Berlin failed in 1949.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

**[1]**

e.g. 'It failed because the Allies managed to get around it.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON ( 2 MARKS), TWO OR MORE REASONS (3 MARKS).**

**[2-3]**

e.g. 'It failed because the Allies flew supplies in.'

e.g. 'It failed because the Allies were determined not to give in over Berlin.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

**[3-6]**

e.g. 'The blockade failed because the Allies used the only way of getting supplies into Berlin without causing a conflict - by air. All kinds of supplies were flown in day and night and Stalin realised that his plan of cutting Berlin off was not working.'

(c) The following were all equally important factors why the Soviet Union gained control of Eastern Europe by 1948:

(iv) the Red Army;

(v) the secret police;

(vi) the weakness of Eastern European countries.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'The three factors did account for the Soviets gaining control over Eastern Europe by 1948.'
- LEVEL 2: IDENTIFIES WHY THESE FACTORS LED TO THE SOVIETS GAINING CONTROL.** [2-4]  
e.g. 'The secret police imprisoned anyone who opposed communist rule.'  
'The Red Army had control of East Germany.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS)
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE FACTOR.** [3-5]  
e.g. 'At the end of the Second World War the Red Army drove the Germans westwards. This meant that the Red Army took control of countries like Romania and Bulgaria. The Red Army made sure that communist governments that would do what the Soviet Union wanted were set up in these countries.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE FACTOR.** [6-8]  
Explains 'the Red Army; the Secret police; the weakness of the Eastern Europe countries.'
- LEVEL 5: EXPLANATION OF HOW THESE FACTORS ACTED TOGETHER TO ENABLE THE SOVIETS TO GAIN CONTROL OR COMPARITIVE IMPORTANCE.** [9-10]  
e.g. 'The USSR was able to gain control over all aspects of life in Eastern Europe because they initially used the Red Army to 'liberate' these countries and then crush any opposition to the Communist regime. Once the major opposition was crushed any internal political threats were ably dealt with by the Soviet Secret police. These threats tended to come from poorly organised governments and therefore were easily crushed by the combined might of the Red Army and guile of the secret police (fully explained).'

**6(a) What was the 'Prague Spring' of 1968?**

Target: A0I.

**AWARD ONE MARK FOR EACH ACCURATE DESCRIPTIVE POINT MADE ABOUT THE 'PRAGUE SPRING'. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

**[4]**

e.g. 'Took place in Czechoslovakia (1); led by Dubcek (1); crushed by Soviet tanks (1); Dubcek tried to make Communist control less restrictive by giving more freedom of speech (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why 'Solidarity' was set up in Poland.**

Target: A0I.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

**[1]**

e.g. 'Solidarity was a reform movement.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

**[2-3]**

e.g. 'Response to ineffective trade unions; response to Poland's economic problems.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

**[3-6]**

e.g. 'For most of the 1970s Polish industry was doing well and most Poles became better off. But at the end of the 1970s the Polish economy was in crisis and the government had no idea how to improve things. Prices went up quickly. This led to Solidarity being set up in a shipyard it organised workers to go on strike to protest against the economic situation.'

(c) The following were all equally important reasons why Soviet control of Eastern Europe collapsed in 1989:

- (iii) the effects of 'Solidarity' in Poland;
- (iv) the policies of Gorbachev;
- (iii) the weakness of the Communist governments in Eastern European countries.

Do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1-2]  
e.g. 'The three reasons did account for the collapse of Soviet control in Eastern Europe.'
- LEVEL 2: IDENTIFIES WHY THESE REASONS LED TO SOVIET CONTROL OVER EASTERN EUROPE COLLAPSING.** [2-4]  
e.g. 'The communist government in Poland could not get rid of Solidarity. When Wales was imprisoned it just made him a hero.' 'Gorbachev allowed more free speech but this allowed all the criticisms of the Soviet system to come out into the open.'
- N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS)
- LEVEL 3: EXPLANATION OF THE CONTRIBUTION OF ONE REASON.** [3-5]  
e.g. 'Gorbachev introduced reforms into Russia and Eastern Europe. He encouraged free debate. This made people question the fact that they had communist governments. He also told the Communist leaders in eastern Europe that they would no longer be supported by the Red Army. Another factor was the weakness of the Communist governments in Eastern Europe. In East Germany, for example, when the government ordered troops to fire on the demonstrators they refused.'
- LEVEL 4: EXPLANATION OF THE CONTRIBUTION OF MORE THAN ONE REASON.** [6-8]  
Explains 'the effects of Solidarity in Poland; the policies of Gorbachev; the weakness of Communist governments in Eastern European countries.'
- LEVEL 5: EXPLANATION OF HOW THESE REASONS ACTED TOGETHER TO BRING ABOUT THE COLLAPSE OF SOVIET CONTROL OF EASTERN EUROPE OR COMPARATIVE IMPORTANCE.** [9-10]  
e.g. 'The effects of 'Solidarity in Poland' first highlighted the weakening grip of the Soviet Union over its satellite states. These satellite states were also proving to be a drain on Soviet resources at a time when the Soviet Union had its own political and economic problems. To counter these problems Gorbachev introduced new policies and said that the Communist governments in these countries could no longer rely on the support of the Red Army. This was the only thing keeping these governments in power. They did not have the support of the people and so they collapsed. In Berlin mass marches led to the Wall being dismantled by the people. The government had no power to do anything about it.'

**Section C****Germany, 1918-1945****7 (a) Study Source C.**

**Why do you think this poster was published in 1931? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1: SOURCE USED FOR INFORMATION.****[1]**

These answers get no further than the surface content of the source and do not get as far as the intended message.

e.g. 'This poster was published to show women that they should tie up men's shoe laces.'

**LEVEL 2: ANSWERS THAT INFER PURPOSE OF POSTER.****[2]**

These answers assert that the purpose of the poster is to get people to vote for the Social Democrats, or to oppose the Nazis, or to put people off the Nazis. The answer will not be supported by reference to details in the source and will not be informed by contextual knowledge.

e.g. 'This poster was published to persuade people to vote for the Social Democrats.'

**LEVEL 3: ANSWERS THAT USE THE POSTER TO SUPPORT INFERENCES ABOUT PURPOSE.****[3-4]**

These answers will not display contextual knowledge.

e.g. 'This poster was published to get women to vote for the Social Democrats. I know this because it is showing that their lives under the Nazis would be dreadful. This is shown by the women tying up the boots of the Nazi. Women will be slaves under the Nazis.'

**LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN PURPOSE OF POSTER (MUST REFER TO THE POSTER).****[5-6]**

These answers will use contextual knowledge to explain the purpose of the poster. Reference will be made to e.g. 'the elections in the early 1930s or to the fact that the Social Democrats were the Nazis main rivals in the elections', advances made by women in the 20s e.g. 'This poster was published by the Social Democrats because they were fighting the Nazis in elections. They wanted people to vote for them and not for the Nazis because they stood for opposite things to the Nazis. The Nazis believed that a women's place was in the home looking after her husband and children. The Social Democrats are showing how bad the lives of women will be under Nazis.'



- (b) **Study Source D.**  
**How far does this source prove that the Nazis had won the support of young Germans? Use the source and your knowledge to explain your answer.**  
 Target: A01 and A02.

- LEVEL 1: ANSWERS BASED ON THE SOURCE OR GENERAL ASSERTIONS ABOUT PROVENANCE** [1-2]  
 These answers rely on the information in the source, no contextual knowledge is demonstrated.  
 e.g. 'This source does explain how the Nazis got the support of young Germans. They made them say 'Heil Hitler' and give the Nazi salute.'  
**OR ANSWERS THAT ASSERT THAT ALL YOUNG PEOPLE WERE NOT WON OVER.**
- LEVEL 2: ANSWERS THAT USE CONTEXTUAL KNOWLEDGE TO IDENTIFY THE METHODS IN THE SOURCE OR TO IDENTIFY THAT THESE METHODS DID WORK OR IDENTIFIES EXAMPLES OF NAZIS FAILING TO WIN SUPPORT OF YOUNG PEOPLE.** [3-4]  
 Answers will identify how schools and education were used to indoctrinate pupils.  
**OR**  
**ANSWERS WILL IDENTIFY THE GROWING LACK OF POPULARITY OF THE HITLER YOUTH OR IDENTIFY GROUPS LIKE SWING AND EDELWEISS PIRATES.**
- LEVEL 3: ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN THAT SOME YOUNG PEOPLE WERE NOT WON OVER OR WON OVER** [5-6]  
 e.g. 'This source does tell how the Nazis got young people to support them. The source shows how they were indoctrinated at school. All the lessons were used to get Nazi ideas across and to show how bad the Jews were. A lot of time was spent making sure the boys were strong and fit. This was to turn them into good soldiers. In history lessons they were taught how wrong the Treaty of Versailles was.'  
**OR**  
**EVALUATES SOURCE D AS EVIDENCE.**  
 Answers will explain examples of lack of popularity among young people.  
 e.g. falling popularity of Hitler Youth, Swing, Edelweiss Pirates.
- LEVEL 4: ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN HOW METHODS IN THE SOURCE WERE EFFECTIVE BUT ALSO EXPLAINS EXAMPLE OF YOUNG PEOPLE NOT BEING WON OVER.** [6-7]

- (c) **Study Source E.**  
**Why would the Nazi government want to publish photographs like this? Use the source and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: ANSWERS BASED ON SURFACE INFORMATION OF THE CARTOON.** [1-2]  
e.g. 'This family looks nice and educated and the Nazis would want people to think that this is what Germans were like.'
- LEVEL 2: ASSERTS THAT THE NAZIS THOUGHT THAT THE FAMILY WAS IMPORTANT.** [3]
- LEVEL 3: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN ROLE OF THE FAMILY IN NAZI PLANS** [4]  
e.g. 'The Nazis would want to publish this photograph because they thought that families were very important in making Germany great again and encourage women to have many children.'
- LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN THE PURPOSE OF PUBLISHING THE PHOTOGRAPH.** [5-7]  
e.g. 'The Nazis would want to publish this photograph because it shows a large family who look really happy. The Nazis wanted Germans to have lots of children because this would help make Germany great again. They would produce lots of boys who could become soldiers in the army and help Germany conquer more land. So this photograph was published to encourage people to have lots of children.'

**8 (a) What were the main features of the Weimar Constitution?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE WEIMAR CONSTITUTION. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

[4]

e.g. 'All Germans could vote (1); set up a system of proportional representation (1).'

e.g. 'Set up a system of proportional representation - if a party gained 20 percent of the votes, they gained 20 percent of the seats (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why 1923 was a difficult year for the Weimar Republic.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

[1]

e.g. 'There were lots of problems in that year.'

**LEVEL 2: IDENTIFIES PROBLEM(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

[2-3]

Allow: Hyperinflation, Munich Putsch, French occupation of the Ruhr.

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

[3-6]

e.g. '1923 was a difficult year for Germany because this was the year of the Munich Putsch. This was an attempt by Hitler to overthrow the Weimar government. He tried to take over the government of Bavaria and Nazis took over official buildings in Munich. However, he and his storm troopers were defeated. The people did not rise up and support him. But for a few moments there was a real threat to the Weimar Republic.'

**(c) How far was the Weimar Republic a failure? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ASSERTION OF FAILURE OR SUCCESS. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1]  
e.g. 'The Weimar Republic was a complete failure because it did not last.'
- LEVEL 2: IDENTIFIES FAILURE(S) OR/AND SUCCESS(ES).** [2-4]  
e.g. 'After 1929 it failed to solve the problem of unemployment.'  
e.g. 'In the later 1920s it sorted out Germany's economic problems.'
- LEVEL 3: EXPLAINS FAILURE(S) OR SUCCESS(ES).** [4-6]  
e.g. 'The Wall Street Crash of 1929 put the German economy back into recession. The government could not deal with this and unemployment grew rapidly.'  
**OR**  
'With the help of the Dawes Plan reparations were spread over a longer period and loans from the U.S.A poured into German industry. By 1927 German industry was recovering and exports were increasing.'
- N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.
- LEVEL 4: EXPLAINS FAILURE(S) AND SUCCESS(ES).** [7-9]  
e.g. Uses both of the LEVEL 3 examples.
- LEVEL 5: REACHES JUDGEMENT ON 'HOW FAR' BASED ON FAILURES AND SUCCESSES (BOTH EXPLAINED).** [9-10]  
e.g. 'The Weimar Republic was tainted with failure from the very start as it signed the Treaty of Versailles. However, it was successful overcoming early political threats. In early 1920s the government failed to deal with German economic problems caused by the Treaty of Versailles and world depression. These economic problems were eventually overcome and by 1927 industry was recovering and exports increasing. Finally the government failed to deal with aftermath of the Wall Street Crash and unemployment grew rapidly. The government fell as the German people turned to the Nazi Party to solve their problems (fully explained).'

**9 (a) Briefly describe the work of Goebbels.**

Target: A01.

**AWARD ONLY 1 MARK FOR EACH RELEVANT POINT ABOUT THE WORK OF GOEBBELS. AWARD ONE ADDITIONAL MARK TO EACH FEATURE FOR SUPPORTING DETAIL.**

[4]

e.g. 'Propaganda expert (1); Minister of Enlightenment and Propaganda (1); devoted follower of Hitler (1); organised political rallies (1); controlled the media (1); Goebbels took charge of propaganda for the Nazis in 1929 (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain how the events of 1930-1933 resulted in Hitler becoming Chancellor.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

[1]

e.g. 'Hitler became Chancellor in January 1933 because he was powerful.'

**LEVEL 2: IDENTIFIES REASONS OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

[2-3]

e.g. 'Effects of the Depression on Germany; election results; mistakes made by political opponents.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

[3-6]

e.g. 'Hindenburg needed a Chancellor who had support in the Reichstag. After meetings with other politicians and industrialists he offered the post of Chancellor to Hitler, thinking that he could control Hitler by packing the cabinet with his conservative allies. He was wrong.'

- (c) **The most important reason why Hitler was able to strengthen his control over Germany during 1933 and 1934 was the 'Night of the Long Knives'. Do you agree with this statement? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL AGREEMENT/DISAGREEMENT.** [1]  
e.g. 'No, other reasons were more important.'
- LEVEL 2: IDENTIFIES/DESCRIBES OTHER FACTORS.** [2-3]  
e.g. Identifies the Reichstag Fire; the Enabling Act.
- LEVEL 3: EXPLAINS ONE FACTOR.** [3-5]  
e.g. 'Hitler regarded the SA and its leader Rohm as a threat. The SA was powerful and Rohm could use it against Hitler. Hitler also needed the support of the German army which was suspicious of the SA. The SA wanted a social revolution which frightened powerful classes in Germany. These were all good reasons for Hitler getting rid of Rohm which he did in the Night of the Long Knives. Rohm and other leaders of the SA were murdered. This got rid of a threat to Hitler and it also won Hitler the support of the army. So this made Hitler much stronger.'
- LEVEL 4: EXPLAINS MORE THAN ONE FACTOR.** [6-8]  
e.g. Explains the importance of the Reichstag Fire; the Enabling Act; the Night of the Long Knives.
- LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIP BETWEEN A RANGE OF FACTORS OR COMPARATIVE IMPORTANCE.** [9-10]  
e.g. 'A complex chain of factors helped Hitler to strengthen his control over Germany. The Reichstag Fire helped the Nazis to gain control over the Reichstag. Control of the Reichstag was necessary to get approval for the legal revolution of the Enabling Act, and this gave Hitler the power to crush his opponents outside The Nazi Party. This was necessary before he could deal with his opponents inside the Party. Hitler's control was complete when he purged his opponents inside the Party with the Night of the Long Knives (fully explained).'

**Section C****Russia, 1905-1941****7 (a) Study Source C.**

**Why do you think this cartoon was published in 1905? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: SOURCE USED FOR INFORMATION.** [1]  
e.g. 'It was published to let people know what was happening. It shows people and a skeleton.'
- LEVEL 2: ANSWERS THAT INFER PURPOSE OF CARTOON.** [2]  
These answers assert that the purpose of the cartoon is to e.g. make people hate the Tsar, to put the Tsar in a bad light, or to support the demonstrations. The answer will not be supported by reference to details in the source and will not be informed by contextual knowledge.
- LEVEL 3: ANSWERS THAT USE THE CARTOON TO SUPPORT INFERENCES ABOUT PURPOSE.** [3-4]  
These answers will not display contextual knowledge.  
e.g. 'The cartoon was published in 1905 to show people how terrible the Tsar was. This is why in the cartoon the skeleton represents the Tsar's army. Skeletons represent death and so it is saying that the Tsar is responsible for death and destruction.'
- LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN PURPOSE OF CARTOON.** [5-6]  
These answers will use contextual knowledge to explain the purpose of the cartoon. Reference will be made to e.g. what happened on Bloody Sunday. 'This cartoon was published to show how badly the Tsar has behaved when there were demonstrations in St Petersburg in 1905. Father Gapon led demonstrations to the Winter Palace. The Tsar's soldiers attacked the demonstrators and opened fire on them. This cartoon is showing what happened and it putting all the blame on the Tsar. It is trying to make people hate the Tsar.'

- (b) **Study Source D.**  
**How is this source useful evidence for historians studying early twentieth century Russia? Use the source and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: USES SOURCE FOR SURFACE INFORMATION. [1-2]**  
These answers will not contain inferences about the Tsar e.g. 'The source is useful because it tells you that people were killed on Bloody Sunday. They were killed by the troops and the Tsar thought this was sad.'
- N.B. INCLUDE IN THIS LEVEL GENERAL ASSERTIONS ABOUT THE RELIABILITY OF THE SOURCE.
- LEVEL 2: USES SOURCE TO MAKE INFERENCES ABOUT THE STATE OF RUSSIA AT THIS TIME. [3-4]**  
These answers will use the information in the source as evidence that Russia was in a terrible/dangerous state at that time.
- LEVEL 3: MAKES INFERENCE THAT THE TSAR DOES NOT CARE. [4-6]**  
Award 4 marks for unsupported inferences and 5-6 if supported from the source e.g. 'This source is useful because it shows you that the Tsar does not care about all those people dying. I know this because he writes about the deaths and then straight away moves on to other things like going for a walk. The deaths are just an ordinary event for him like going for a walk.'
- LEVEL 4: USES SOURCE AND CONTEXTUAL KNOWLEDGE TO SHOW THAT THE TSAR DOES NOT CARE [6-7]**  
These answers will link the Tsar's attitude with the general state of Russia at the time e.g. 'This source shows that the Tsar could not care less about the Russian people. In his diary he notes in a couple of words that people were killed on Bloody Sunday but then goes on to talk about family affairs. The deaths do not mean much to him. This is useful to know because it tells us that the Tsar did not care about the problems facing Russians at that time like poverty, hunger and terrible living conditions. He was completely out of touch with ordinary people and this is why the problems of Russia got worse and there was eventually a revolution in 1917.'



- (c) **Study Source E.**  
**Was this cartoon published by supporters or opponents of the Tsar? Use the source and your knowledge to explain your answer.**  
 Target: A01 and A02.

- LEVEL 1: ANSWERS BASED ON SURFACE FEATURES.** [1-2]  
 e.g. 'I think this poster was published by people who supported the Tsar because it shows him as a nice kind person.'
- LEVEL 2: ANSWERS THAT ARGUE THAT THE CARTOON IS IN SUPPORT OF THE TSAR BECAUSE IT IS TRYING TO BLAME RASPUTIN FOR RUSSIA'S PROBLEMS.** [3-4]  
**OR**  
**USES DETAILS OF CARTOON TO SUPPORT CLAIM THAT IT WAS PUBLISHED BY OPPONENTS OF THE TSAR.** [4-5]  
 e.g. 'This cartoon was published by opponents of the Tsar because it shows the Tsar under the control of Rasputin. Rasputin has him in his grasp. The title of the cartoon is 'The Russian Tsars at home' - this suggests the cartoonist is saying that Rasputin is one of the Tsars and is in control of the government. All this would be said by an opponent of the Tsar.'
- LEVEL 3: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN HOW IT MUST HAVE BEEN PUBLISHED BY AN OPPONENT.** [6-7]  
 e.g. 'This cartoon was published by an opponent of the Tsar. It shows the Tsar and Tsarina under the control of Rasputin. He was a monk who had a lot of influence over the Tsarina. He was very unpopular in the country and was seen as an evil influence. He was left in charge of St Petersburg when the Tsar went off to run the army. This poster is showing how the Tsar is under the control of this evil man.'

**8 (a) Who supported the White Army in the Civil War?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT ABOUT WHO SUPPORTED THE WHITES IN THE RUSSIAN CIVIL WAR. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

[4]

e.g. 'Monarchists (1); anti-Bolsheviks (1); rich people (1); Britain (1); France (1); Rich people who feared the socialist nature of the November Revolution (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why Lenin introduced War Communism.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

[1]

e.g. 'Lenin introduced War Communism because Russia was in a terrible state.'

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

[2-3]

e.g. 'To win the civil war.' 'To keep the towns and cities supplied.' 'To keep the Red Army supplied.' 'To put communist theories into practice.'

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

[3-6]

e.g. 'Lenin introduced War Communism to put communist theories into practice by sharing out wealth among the Russian people. The Bolsheviks had come out on top after the October Revolution and Lenin was determined to start introducing communist ideas - this was what the Revolution had been about. Thus factories were taken over by the government and production was organised by the government. Peasants had to hand over surplus food to the government.'

- (c) **The most important reason why the Bolsheviks won the Civil War was Trotsky. Do you agree with this statement? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL AGREEMENT/DISAGREEMENT.** [1]  
e.g. 'No, other reasons were more important.'
- LEVEL 2: IDENTIFIES OTHER FACTORS OR DESCRIBES TROTSKY.** [2-3]  
e.g. Identifies the Red Army; the use of terror; War Communism; use of propaganda; Whites were divided, widely spread, had little support from Russian people.'
- LEVEL 3: EXPLAINS ONE FACTOR.** [3-5]  
e.g. 'The Bolsheviks won the Civil War because the Whites were completely divided. They were made up of different groups who had different aims and did not cooperate with each other. This meant that the Bolsheviks could defeat them one by one.'
- LEVEL 4: EXPLAINS MORE THAN ONE FACTOR.** [6-8]  
Explains the importance of Trotsky; the Red Army; the use of terror.
- LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIPS BETWEEN A RANGE OF FACTORS OR COMPARATIVE IMPORTANCE.** [9-10]  
e.g. 'A combination of factors enabled Bolsheviks to win the Russian Civil War. Essentially the Bolsheviks exploited the weaknesses of the Whites, who were divided in terms of leadership and purpose. They were also unpopular with the Russian people. The Bolsheviks used propaganda to tell people about the atrocities committed by the Whites. The Red Army created by Trotsky was unified. He created a fighting force that was well organised and disciplined. Furthermore, the Bolshevik war effort was supported by the introduction of War Communism and the use of terror. This culminated in the Bolsheviks crushing the dispersed forces of the Whites (fully explained).'

**9 (a) What were Stalin's purges?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT ABOUT THE 'PURGES.' AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'To get rid of opponents (1); opponents murdered (1); army officers were removed (1); Stalin was paranoid (1).'

e.g. 'During the purges 25,000 army officers were removed (2).'

[4]

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why Stalin used labour camps in the 1930s.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'Stalin introduced labour camps to imprison people.'

[1]

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'To get rid of political opponents; to imprison those accused of crimes against the State; to show Stalin's complete authority.'

[2-3]

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

e.g. 'Stalin introduced labour camps in order to show his complete authority over the USSR. By 1937 an estimated eighteen million were transported to the camps and of these ten million died.'

[3-6]

(c) **How far did the Soviet people benefit from Stalin's dictatorship? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ASSERTION OF SUCCESS OR FAILURE. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.** [1]  
e.g. 'People had a terrible time under Stalin's dictatorship.'
- LEVEL 2: IDENTIFIES BENEFIT OR/AND DID NOT BENEFIT** [2-4]  
e.g. 'The Five Year Plans turned USSR into a modern state.'  
OR  
'Stalin's purges wasted millions of human lives.'
- LEVEL 3: EXPLAINS BENEFIT OR DID NOT BENEFIT.** [4-6]  
e.g. 'Stalin's dictatorship can be viewed as a success as it modernised the USSR's industry and agriculture, leading to huge increases in production.'  
OR  
'Stalin's dictatorship can be viewed as a failure because it had a huge human cost, involving harsh discipline, persecution and millions of deaths.'
- N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED  
ALLOW TOP OF LEVEL 3.
- LEVEL 4: EXPLAINS BENEFIT AND DID NOT BENEFIT.** [7-9]  
e.g. Uses both of the LEVEL 3 examples.
- LEVEL 5: REACHES A JUDGEMENT ON 'HOW FAR' BASED ON BENEFIT AND DID NOT BENEFIT (BOTH EXPLAINED).** [9-10]  
e.g. 'In general, Stalin's dictatorship benefited people in that it modernised the USSR's industry and agriculture, each ran on strict Communist lines. However, there was a great human cost attached to this success, involving harsh discipline, persecution and millions of deaths. There was also much waste and inefficiency during the dictatorship caused by Stalin's purges and ill conceived economic policies, but in later years there were real signs of improvement. Stalin's dictatorship survived the German onslaught during the Second World War and allowed the USSR to emerge in 1945 as a super power (fully explained).'

**Section C****USA, 1919-1941****7 (a) Study Source C.**

**Why was this cartoon published? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1: SOURCE USED FOR INFORMATION.****[1]**

These answers get no further than the surface content of the source and do not get as far as the intended message.

e.g. 'This cartoon was published to show people that there was a downward path.'

**LEVEL 2: ANSWERS THAT INFER PURPOSE OF CARTOON.****[2]**

These answers assert that the purpose of the cartoon was to stop people drinking, to point out the dangers of drink. Answers will not be supported by reference to details in the source and will not be informed by contextual knowledge.

e.g. 'This cartoon was published to show people the dangers of drinking.'

**LEVEL 3: ANSWERS THAT USE THE CARTOON TO SUPPORT INFERENCES ABOUT PURPOSE.****[3-4]**

These answers will not display contextual knowledge.

e.g. 'This cartoon was published to show people the dangers of drinking. I know this because the cartoon is about how people can go downhill if they start drinking. The cartoon shows them starting with a glass of wine and drinking a little at a social club. The cartoon says that these people will think they can stop when they want but before they know what is happening they will be in the saloon drinking much more and this will lead them to disaster shown by drunken people falling over at the bottom of the cartoon.'

**LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN PURPOSE OF CARTOON.****[5-6]**

These answers will use contextual knowledge to explain the purpose of the cartoon. Reference might be made to e.g. reasons for temperance movements, knowledge of the Anti-Saloon League, growth of temperance movements in early twentieth century, anti-German feeling, introduction of prohibition in 1919.

- (b) **Study Source D.**  
**How far does this source show that prohibition was successfully enforced? Use the source and your knowledge to explain your answer.**  
 Target: A01 and A02.

- LEVEL 1: ANSWERS BASED ON THE SOURCE. [1-2]**  
 These answers rely on the information in the source, no contextual knowledge is demonstrated.  
 e.g. 'This source shows prohibition was successfully enforced because they are removing illegal stills.'  
OR  
 'This source does not show that prohibition was successfully enforced. If it was there would not be any illegal stills.'
- N.B. INCLUDE IN THIS LEVEL GENERAL ASSERTIONS ABOUT THE RELIABILITY OF THE SOURCE.  
 e.g. 'Only one place at one time.'
- LEVEL 2: ANSWERS THAT USE CONTEXTUAL KNOWLEDGE TO EXPLAIN THE MEASURES THAT WERE TAKEN TO SUPPORT PROHIBITION SO PROHIBITION WAS SUCCESSFULLY ENFORCED. [3-4]**  
OR  
**IDENTIFIES EXAMPLES OF FAILURE OF PROHIBITION.**  
OR  
**IDENTIFIES EXAMPLES OF THE SUCCESS OF PROHIBITION**
- LEVEL 3: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN THAT PROHIBITION FAILED. [5-6]**  
 e.g. 'This source does not prove that prohibition was successfully enforced. It does show a few illegal stills being seized but there were many others that were never seized. Prohibition actually turned people into law-breakers because so many people set up their own stills to make whisky. Illegal bars called speakeasies appeared everywhere. This was happening so much that the police found it impossible to enforce prohibition and in 1933 it was abolished.'  
OR  
 EVALUATES SOURCE D AS EVIDENCE.
- LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN ATTEMPTS AT ENFORCEMENT BUT EXPLAINS HOW PROHIBITION WAS IN THE END A FAILURE. [6-7]**

- (c) **Study Source E.**  
**How useful is this cartoon as evidence about why prohibition failed? Use the source and your knowledge to explain your answer.**  
Target: A01 and A02.

- LEVEL 1: USES SOURCE FOR SURFACE INFORMATION OR REJECTS CARTOON AS NOT RELEVANT.** [1]  
e.g. 'This cartoon is not useful because it does not tell you why prohibition failed. It just shows a line of men.'
- LEVEL 2: INFERS CARTOON'S MESSAGE ABOUT CORRUPTION. AWARD 3 MARKS IF ANSWERS ARE SUPPORTED BY REFERENCE TO DETAILS IN THE CARTOON.** [2-3]  
**OR**  
**IDENTIFIES OTHER REASONS FOR FAILURE**  
e.g. 'This cartoon is useful evidence about why prohibition failed because it shows that all the people that were meant to be enforcing prohibition were taking bribes to turn a blind eye. You can see this by the fact that they are all secretly holding their hands out for a backhander.'
- LEVEL 3: AS FOR LEVEL 2 BUT IN ADDITION USES CONTEXTUAL KNOWLEDGE TO EXPLAIN EXTENT AND EFFECTS OF CORRUPTION.** [4-5]  
**OR**  
**REJECTS CARTOON AS AN EXPLANATION AS EXPLAINS OTHER REASONS FOR FAILURE OF PROHIBITION.**  
e.g. 'I do not think the cartoon is useful evidence about why prohibition failed because it does not tell you anything about the gangsters who produced the illegal alcohol and supplied places like speakeasies with it. Gangs like Al Capone's were so powerful and well organised that there was nothing the authorities could do to stop them. This was the reason why prohibition failed.'
- LEVEL 4: EXPLAINS WAYS IN WHICH CARTOON IS USEFUL BUT EXPLAINS ITS LIMITATIONS BY EXPLAINING OTHER REASONS FOR FAILURE OF PROHIBITION.** [6-7]



- 8 (a) Describe the Republican government's economic policies in the 1920s.**  
Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT ABOUT THE REPUBLICAN GOVERNMENT'S POLICIES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Low taxes (1); tariffs (1); laissez-faire (1); allowed the development of trusts (1); The Republican government used tariffs to protect businesses against foreign competition (2).'

NB. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY

[4]

- (b) Explain why some Americans did not benefit from the government's economic policy in the 1920s.**  
Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'Some Americans did not benefit because they had a terrible time.'

[1]

**LEVEL 2: IDENTIFIES REASONS OR GROUPS OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

Reasons might include: farmers - loss of European markets, overproduction, competition from Canada, Black Americans - lost their jobs on farms because of the problems in farming, discrimination and poverty in northern cities, low wages in older industries such as coal, unemployment.

[2-3]

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

e.g. 'Many farmers did not benefit from the government's policies. The farms were producing too much. This was because of the development of new machinery like combine harvesters. This allowed farmers to produce enormous amounts of wheat that nobody wanted. This sent prices down and meant that some farmers could not sell their wheat at all. Some had to sell their farms and leave the land.'

[3-6]

- (c) **'The most important factor enabling American industry to boom during the 1920s was the development of mass production.'** Do you agree with this statement?  
**Explain your answer.**

Target: A0I. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL AGREEMENT/DISAGREEMENT.** [1]  
 e.g. 'No, other reasons were more important.'
- LEVEL 2: IDENTIFIES/DESCRIBES FACTORS.** [2-3]  
 e.g. Identifies the effects of First World War, Republican policies, credit and hire purchase arrangements.
- LEVEL 3: EXPLAINS ONE FACTOR.** [3-5]  
 e.g. 'Mass production was the most important reason for the boom in America. Mass production meant that things like washing machines and vacuum cleaners and cars could be produced in enormous numbers and very cheaply. This meant that many more people could afford to buy them which increased demand and so even more had to be produced. This led to people spending more which helped the economy even more. It also meant that the standard of living of many people was improved.'
- LEVEL 4: EXPLAINS MORE THAN ONE FACTOR.** [6-8]  
 Explains the importance of the development of mass production; the effects of the First World War; Republican policies.
- LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIPS BETWEEN A RANGE OF FACTORS OR COMPARATIVE IMPORTANCE** [9-10]  
 e.g. 'The effects of the First World War provided the foundation for the boom in that overseas trade increased and her industries were untouched by the war. She was left in a very strong position at the end of the war compared with the European countries. Greater demand for goods gave rise to new methods of production, like Ford's production line assembled cars. Directly and indirectly the motorcar industry gave employment to millions of workers. Americans were encouraged to spend. Even if they did not have the money they could borrow it or use one of the new hire purchase schemes. This served to increase sales even more (fully explained).'

**9 (a) Describe the main features of Roosevelt's 'Hundred Days.'**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE 'HUNDRED DAYS'. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

[4]

e.g. 'A period of frantic political activity (1); restoring confidence in the banks (1); new rules to prevent speculation in shares (1); period of many government reforms (1).'

e.g. 'In the 'Hundred Days' Roosevelt sent fifteen reforms to Congress and all fifteen were adopted (2).'

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why there was opposition to the New Deal.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

[1]

e.g. 'The New Deal was opposed because it made changes.'

**LEVEL 2: IDENTIFIES REASON(S) OR GROUP(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

[2-3]

e.g. 'The New Deal was costly; some opposed government interference; it increased taxes; it was not radical enough.'

**LEVEL 3: EXPLAINS REASON(S). ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).**

[3-6]

e.g. 'The USA has a federal government and some states opposed the Federal Government interfering in their affairs as it ran against recent government trends.'

(c) **How far did the New Deal make the lives of the American people better? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL AGREEMENT/DISAGREEMENT THAT IT DID.** [1]  
e.g. 'The New Deal did make the lives of all American people better because they were happy.'
- LEVEL 2: IDENTIFIES EXAMPLES OF IMPROVEMENT AND/OR LACK OF IMPROVEMENT.** [2-4]  
e.g. 'The WPA eased the unemployment problem.'  
OR  
'The AAA pushed up food prices.'
- LEVEL 3: EXPLAINS IMPROVEMENT OR LACK OF IMPROVEMENT.** [4-6]  
e.g. 'Public works projects such as the TVA solved the problems of some American people by creating much needed jobs.'  
OR  
'The AAA pushed up food prices, which did not help the millions who were out of work and hungry.'  
N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.
- LEVEL 4: EXPLAINS IMPROVEMENT AND LACK OF IMPROVEMENT.** [7-9]  
e.g. Uses both of the LEVEL 3 examples.
- LEVEL 5: REACHES A JUDGEMENT ON 'HOW FAR' BASED ON IMPROVEMENT AND LACK OF IMPROVEMENT (BOTH EXPLAINED).** [9-10]  
e.g. 'Whether the New Deal solved the problems faced by Americans or not it is not easy to judge. Individual programmes did help, such as the TVA, but these tended to be regional rather than national. Others, such as AAA succeeded in getting food prices to rise, which was good for farmers, but did not help the millions who were out of work and hungry. The New Deal did not solve the problems faced by American people, but merely made them not as bad as they might have been (fully explained).'

**Section C****China, 1945-1976****7 (a) Study Source C.**

**How is this source useful evidence for historians studying the Great Leap Forward? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: USES SOURCE FOR SURFACE INFORMATION.** [1-2]  
e.g. 'This source is useful because it shows you how successful the communes were. They have built lots of fields for growing crops. This shows that the Great Leap Forward was a great success.'
- LEVEL 2: EXPLAINS REASONS FOR DOUBTING THE USEFULNESS OF THIS SOURCE.** [2-3]  
e.g. 'I do not think this source is useful evidence because it is propaganda by the Chinese government to make the Great Leap Forward look good.'
- LEVEL 3: ASSERTS THAT IT IS USEFUL AS EVIDENCE OF GOVERNMENT MANIPULATION OF EVENTS.** [4-5]  
e.g. 'This source is useful evidence because it shows you that the Chinese government helped the villagers do the work. This shows that the government was interfering and used this village as proof that the Great Leap Forward was a success.'
- LEVEL 4: INFERS FROM THE FACT THAT THE GOVERNMENT WAS HELPING THAT THE GREAT LEAP FORWARD WAS A FAILURE.** [6-7]  
e.g. 'I think this source is useful because it shows how desperate the government was to make people believe that the Great Leap Forward was a success. They had to send troops in to do the work to create a successful commune that they could show the rest of the world. This means that the Great Leap Forward was a failure and they needed a success story like this one to show everyone.'

**(b) Study Source D.**

**How far do you agree with these comments about the Great Leap Forward? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: UNSUPPORTED ASSERTIONS.** [1]  
e.g. 'I agree with these comments. They show what the Great Leap Forward was really like.'
- LEVEL 2: AGREES BECAUSE IT IS FROM A MEMBER OF THE GOVERNMENT OR BY AN EYE WITNESS. OR DISAGREES AND EXPLAINS SUCCESSES OF GREAT LEAP FORWARD.** [2]
- LEVEL 3: AGREES - EXPLAINS WHAT CRITICISMS THE SOURCE IS MAKING.** [3-4]  
e.g. 'I agree with this source because it is showing that the Great Leap Forward was a mistake. It says that the peasants were being forced by the government to produce steel which was a complete waste of time because they needed food.'
- LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO AGREE WITH THE COMMENTS.** [5-7]  
e.g. 'I agree with these comments. They are really saying the Great Leap Forward was a disaster because not enough food was being produced. I know this is true because there was a famine when millions of people died. Also the attempt to make people produce steel in their backyards failed because it was of poor quality and useless.'

N.B. AWARD 7 MARKS IF ADDITIONALLY GIVES EXAMPLES OF SOME SUCCESSES OF THE GREAT LEAP FORWARD.

**(c) Study Source E.**

**Why do you think this poster was published? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

- LEVEL 1: SOURCE USED FOR INFORMATION. [1]**  
e.g. 'It was published to show Chinese people planting rice.'
- LEVEL 2: ANSWERS THAT INFER PURPOSE OF POSTER. [2]**  
e.g. 'This poster was published to show everyone what advances Chinese agriculture was making.'
- LEVEL 3: ANSWERS THAT USE THE POSTER TO SUPPORT INFERENCES ABOUT PURPOSE. [3-4]**
- LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN PURPOSE OF POSTER. [5-6]**  
These answers will be placed in the context of Mao's death, the Four Modernisations, Deng's policies to modernise China.  
e.g. 'This poster was published to show what progress China was making in modernising. After Mao's death the government realised that China was lagging behind the rest of the world and needed to modernise its farming and industry. This poster shows that this was being done and things were improving.'

**8 (a) Describe the problems facing the Nationalist government in 1945.**

Target: A0I.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE COMMUNISTS TREATMENT OF THE PEASANTS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'The Communists controlled large parts of China (1); the Communists had a strong army (1); China was in a terrible state after years of war (2).'

[4]

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why the Communists were strengthened by the Second World War.**

Target: A0I.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'They were strengthened by the war because it helped them become more powerful.'

[1]

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'The Guomindang scorched earth policy lost peasant support; Chiang treated the peasants harshly; the communists led the fight against the Japanese; the communists treated the peasants well.'

[2-3]

**LEVEL 3: EXPLAIN REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

e.g. 'The communists were strengthened by the war because they won the support of the peasants. They did this by treating them well. Mao made sure that his troops paid for their supplies from the peasants. The communists took land away from landlords and reduced the rents peasants had to pay. They opened schools and clinics. All this meant that when the war was over many of the peasants were ready to support the communists.'

[3-6]



(c) **'The most important reason why the communists won the civil war was the Red Army.' Do you agree with this statement? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL AGREEMENT/DISAGREEMENT.** [1]  
e.g. 'No, other reasons were more important.'
- LEVEL 2: IDENTIFIES/DESCRIBES OTHER FACTORS.** [2-4]  
e.g. Identifies the Red Army; peasant support; the leadership of Mao.  
  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
- LEVEL 3: EXPLAINS ONE FACTOR.** [3-5]  
e.g. Explains the leadership of Mao Zedong.
- LEVEL 4: EXPLAINS A RANGE OF FACTORS.** [6-8]  
e.g. Explains the contribution of the Red Army; peasant support; the leadership of Mao; corruption among Chiang's advisers; poor leadership of the Nationalists.
- LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIP BETWEEN A RANGE OF FACTORS OR COMPARATIVE IMPORTANCE** [9-10]  
e.g. 'The Communists won the civil war because of their strength, but also due to the increasing weakness of the Nationalists. Mao had secured the support of the peasants and in turn they controlled the countryside. Thus, the Nationalists found it difficult to acquire food, and move men and supplies from place to place. The Communists continued to use guerrilla tactics during the war and this further demoralised the Nationalists. The Nationalist troops were no longer prepared to put up with the misery and corruption of Chiang's rule, and thus defeated the Communists taking their equipment with them. By 1949 the Nationalists had lost the Civil War and fled to Taiwan. Then the Communists used their experience of provincial government to set up the People's Republic in October 1949 (fully explained).'

**9 (a) What were the Red Guards?**

Target: A01

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE RED GUARDS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Mainly young people (1); supporters of Mao (1); formed at the time of the Cultural Revolution (1); used to attack opponents of Mao (1).'

e.g. 'In 1966 Mao told young students to form themselves into Red Guards (2).'

[4]

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.

**(b) Explain why teachers and intellectuals were persecuted during the Cultural Revolution.**

Target: A01.

**LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'Intellectuals were persecuted because Mao did not like them.'

[1]

**LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Intellectuals were potential opponents of Mao; thought for themselves; did not blindly obey Mao's commands.'

[2-3]

**LEVEL 3: EXPLAINS REASON(S). ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).**

e.g. 'Mao wanted to establish his absolute personal rule over China, thus intellectuals were in particular danger because having ideas was a sign of disloyalty to him. This was why many of them were persecuted.'

[3-6]

(c) **Mao claimed that the Cultural Revolution was a success. How far do you agree with this claim? Explain your answer.**

Target: A01. [Written communication to be assessed in this question - see examiner instructions]

- LEVEL 1: GENERAL ASSERTION OF FAILURE OR SUCCESS.** [1]  
e.g. 'The Cultural Revolution was a complete failure because people were worse off.'
- LEVEL 2: IDENTIFIES FAILURE(S) OR/AND SUCCESS(ES).** [2-4]  
e.g. 'Production in industry and agriculture fell.'  
OR  
'Mao established his personal control over China.'
- LEVEL 3: EXPLAINS FAILURE(S) OR SUCCESS(ES).** [4-6]  
e.g. 'The Cultural Revolution can be viewed as a failure because agricultural production fell sharply during this period and people starved to death.'  
OR  
'Mao viewed the Cultural Revolution as a success as he managed to get rid of the moderates from the government and establish his personal control over China.'
- LEVEL 4: EXPLAINS FAILURE(S) AND SUCCESS(ES).** [7-9]  
e.g. Uses both of the LEVEL 3 examples.
- LEVEL 5: REACHES A JUDGEMENT ON 'HOW FAR' BASED ON FAILURES AND SUCCESSES (BOTH EXPLAINED).** [9-10]  
e.g. 'The purpose of the Cultural Revolution was for Mao to establish his absolute rule over China and to get rid of the moderates from the government. This power struggle caused chaos and death, but eventually Mao succeeded in his aims. However, some would argue that the Cultural Revolution failed because it ruined Chinese economy and the education of over 100 million young people, and caused death and destruction. It was a political success for Mao at a huge cost to China (fully explained).'



**Mark Scheme 1937/02**  
**June 2005**

### PREFACE

- 1 Assistant examiners should mark all scripts in red ink.
- 2 Marking must be positive. Do not deduct marks for inaccurate or irrelevant answers.
- 3 Half-marks must not be used
- 4 Use the full range of marks available.
- 5 Examples of responses given in the mark scheme are intended to guide you. The examples are **NOT** prescriptive.
- 6 Where a band of marks is allocated to a level such marks should be used according to the development of the answer within the level.

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

- 7 A very simple statement (e.g. Yes, I agree) should not be rewarded with a mark.
- 8 Each answer to a question and each page of an answer must bear evidence of having been marked.
- 9 In answers to questions requiring evaluation write the letter E in the left-hand margin to indicate evaluation by a candidate.
- 10 The level and mark awarded for each question **MUST** be shown clearly at the end of an answer. The final level must be written in the left-hand margin and the mark must be written clearly in the right-hand margin and circled. e.g.  

**L2**
- 11 Transfer the mark for each question to the grid on the front of the script. The final total for the script should then be circled. e.g.

4

QUESTION	1	2	3	4	5	6				TOTAL
MARK	5	5	5	6	7	9				37

**HOW EFFECTIVE WERE THE LIBERAL GOVERNMENT WELFARE REFORMS?**

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

**Q1 Source A**

*What is the message of this cartoon?*

*Use details of the cartoon and your knowledge to explain your answer.*

**6 marks**

Level 1	Simple comprehension only/general assertion. Description of surface detail, but no valid inference made. e.g. A little boy is bringing a gift to an old couple.	1-2
Level 2	Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon. e.g. Old people would be looked after in the future.	2-3
Level 3	Valid inference/s from the cartoon about its message, supported by detail from the cartoon OR from contextual knowledge OR uses detail from Source F. e.g. Old people would be looked after in the future. This is shown by a little boy (representing the New Year 1909) bringing a gift of money in a bag labelled 'Old Age Pensions'.	4-5
Level 4	Valid inference/s from the cartoon about its message, supported by detail from the cartoon AND put into context (accept valid detail from Source F). e.g. The L3 example, plus: This is a reference to the Old Age Pensions Act of 1908, effective 1909, which gave a free pension to people aged 70.	6

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**Q2 Source B and Source C**

*Do you trust Source B more than Source C as evidence about the condition of people in Britain in 1909?*

*Use details of the sources and your knowledge to explain your answer.*

**9 marks**

- |         |   |     |
|---------|---|-----|
| Level 1 | Comprehension only/accepts at face value supported by detail from a source.<br>e.g. Both can be trusted because they tell us how bad living conditions were, source B says 'living conditions are a disgrace'.  | 1-2 |
| Level 2 | Valid inference/s unsupported by detail from a source.<br>e.g. Source B is more reliable because it deals with a much larger group of people, across the whole country and not just those in one part of a city.  | 2-3 |
|         | <b>OR</b> Details of the sources are matched, but no/invalid inference is made.<br>e.g. One says there is a class of people whose living conditions are a disgrace, the other says there are poor diseased people   | 2-3 |
|         | <b>OR</b> Stock Evaluation.<br>e.g. Official reports must be reliable.  | 2-3 |
| Level 3 | Valid inference supported by detail from a source/s.<br>e.g. Source B is more reliable because it tells us about a danger to Britain and it does this by mentioning the disgraceful conditions people lived in. Source C does not mention the danger but is still useful as it tells of the problems facing the country - poverty and disease of people in London.<br><br>If refers to only one source do not award the highest mark.   | 4-6 |
| Level 4 | Evaluates the content of <b>one</b> source, using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the source.<br>e.g. Source B makes it clear that there is a danger facing Britain – the disgraceful living conditions of people. I trust this source because it fits my knowledge of the problems facing the government, causing Liberals to introduce school medical inspections in 1907.<br>Can also cross-reference with Source E.<br>Merely asserts Source C more reliable as it gives more detail of life in London. | 6-8 |
| Level 5 | Evaluates the content of <b>both</b> sources, using relevant contextual knowledge or cross-reference, or tone/language/purpose supported by detail from both sources.<br>e.g. Develops the Level 4 example, evaluating the reliability of Source C by referring to the filth and pinching poverty which caused the Liberals to introduce National Insurance for sickness in 1911.<br>A comparative assessment should be rewarded at the top of the level.   | 8-9 |



**Q3 Source D**

*How true is this picture of how British children lived 1906-1914?*

*Use details of the advertisement and your knowledge to explain your answer. 7 marks*

Level 1	Comprehension only/accepts at face value unsupported by detail from the advertisement. e.g. Source D is a true picture because it shows what a child looked like in 1910.	1-2
Level 2	Valid inference unsupported by detail from the advertisement. e.g. Source D is a true picture because it shows what a rich child looked like in 1910.	2-3
<b>OR</b>	Evaluates the advertisement through contextual knowledge unsupported by detail from the advertisement. If generalised knowledge about poverty mark at bottom of the level. e.g. Source D is not true because the information it gives does not match the facts of great poverty among children, which caused the Liberals to introduce school meals in 1906.	2-3
Level 3	Valid inference supported by detail from the advertisement. e.g. Source D is a true picture because it shows what a rich child looked like in 1910 – healthy young girl, wearing a hat and carrying a tray of gifts.	3-4
Level 4	Evaluates the advertisement by commenting on its purpose, supported by detail from the source. Or by cross-reference, for example with G. e.g. Source D is not true because it is designed to sell a painting book to rich parents of young children. Consequently, the healthy, well-dressed girl in the advert, with a tray of gifts, is not typical of children of that time.	4-5
Level 5	Evaluates the content of the advertisement, using contextual knowledge supported by detail from the advertisement. If generalised knowledge about poverty mark at bottom of the level.  e.g. It is not true because the image of a healthy, well-dressed girl, with a tray of gifts, does not match the facts of great poverty among children, which caused the Liberals to introduce school meals in 1906.	5-

7

**Q4 Source E**

*How useful is this source to historians studying this period?*

*Use details of the speech and your knowledge to explain your answer.*

**7 marks**

Level 1	Comprehension only/accepts at face value, supported by detail from the speech. e.g. It is very useful because the speech tells me about what the Liberals had done since 1906 and that wages did not keep up with prices.	1-2
Level 2	Valid inference/s from the speech, unsupported by detail from the speech. e.g. It is useful as it tells me that the Liberal reforms were no good, they were not effective.	2-3
<b>OR</b>	Stock Evaluation. e.g. It is not useful as politicians always lie.	2-3
Level 3	Valid inference from the speech supported by detail from the speech. e.g. It is useful as it tells me that the Liberal reforms were no good, they were not effective – every social evil has got worse.	3-4
Level 4	Evaluates the speech by cross-reference or by commenting on its tone/language/purpose, supported by detail from the speech. e.g. Keir Hardie uses emotive language to condemn the Liberal reforms 'every social evil...has got worse. National Insurance is a confidence trick'. Can cross-reference with C or G.	4-5
<b>OR</b>	Evaluates the speech through contextual knowledge unsupported by detail from the speech. e.g. The speech is useful as it shows the Labour party was unhappy with the government for not helping ordinary people. The Lloyd George plan for protecting sick workers hid the real cost by claiming they would get '9d for 4d'.	4-5
Level 5	Evaluates the content of the speech, using contextual knowledge supported by detail from the speech. e.g. The L3 example, plus – usefulness is limited because it is totally critical and make no mention of positive actions such as labour exchanges in 1909 and National Insurance against unemployment in 1912.	6-7

**Q5 Sources F and G**

*Why do these two sources give different views of how far the Liberals helped the poor?  
Use details of the sources and your knowledge to explain your answer.* **9 marks**

Level 1	Describes differences rather than explaining reasons for them. e.g. Lloyd George made life easier for the poor and raised money to help them. Mrs. Green said babies and young children are neglected.	1-2
Level 2	Valid inference/s unsupported by detail from a source. e.g. They give different views because Source F was a political speech, while Source G was written for a different purpose.	2-3
<b>OR</b>	Details of the sources are matched, but no/invalid inference is made. e.g. One says the old suffered and the other says children suffered.	2-3
<b>OR</b>	Stock Evaluation. e.g. They give different views because they bare by different people.	2-3
Level 3	Valid inference supported by detail from the sources. e.g. They give different views because Source F is a political speech, about how shameful it was that the old suffered poverty and so the Liberals gave help. Source G was written for a different purpose – Highlighting child neglect in the East End, not judging Liberal attempts to help the poor.	4-6
Level 4	Evaluates the content of <b>one</b> source, using relevant contextual knowledge, or cross-reference or tone/language/purpose, supported by detail from the source. e.g. They give different views because Source F is a political speech, about how shameful it was that the old suffered poverty and so the Liberals gave help. This refers to the Old Age Pensions Act of 1908, which came into effect in 1909 – proof of help given, a new way, an easier way.	6-8
Level 5	Evaluates the content of <b>both</b> sources, supported by detail from both sources. e.g. In addition to the L4 example, Source G was written for a different purpose - highlighting child neglect in the East End, not judging Liberal attempts to help the poor.	8-9

NB: Evaluation of one/both sources through contextual knowledge  
UNSUPPORTED by detail from a source/s mark within L3.

**Q6 All the sources, A to G**

*'The Liberal welfare reforms were successful in improving the lives of the poor.'*

*How far do the sources in this paper support this statement?*

*Use details of the sources and your knowledge to explain your answer.*

**12 marks**

*Remember to identify the sources you use.*

Level 1	<p><i>General answers unsupported by detail from the sources.</i> e.g. There were many poor people in Britain and the Liberals tried to help them by passing laws.</p>	1-2
Level 2	<p>Uses relevant contextual knowledge unsupported by detail from the sources. These answers make valid points about the issue in response to the question, but ignore the sources. Include here answers which make specific reference to the letter of a source, but give no sense of its contents. e.g. Takes the line that there were many Liberal reforms (old age pensions, school meals, national insurance) and they were introduced because of an accumulation of evidence and fear of the Labour Party of 1906.</p>	2-4
	<p><b>OR</b> Uses the sources without addressing the question/addresses the question without any source detail. e.g. Source A shows an old couple getting a pension in 1909. Source B tells us of an investigation by the Poor Law Commission. Source C describes poverty and disease in the East End of London.</p>	2-4
Level 3	<p>One-sided answer, with specified detailed support from a source/s. e.g. The statement is true - supported by detail from sources A and F.</p> <p>Within this level candidates can be rewarded for high quality analysis of a source which exemplifies the point made.</p>	5-7
Level 4	<p>Balanced answer, with specified detailed support from the sources. e.g. Moves on from the Level 3 example to argue a more complicated view. Labour party of 1906 campaigned for working people and Keir Hardie had pointed out how Liberal policies were not working – detail Source E. Also, Poor Law Commission report referred to “danger to stability”.</p> <p>If a candidate reaches a judgement/conclusion about what the sources they have used point to, mark towards the top of L4.</p> <p>Within this level candidates can be rewarded for high quality analysis of sources which exemplify the point made.</p>	8-

11

**NB: In answering Q6 up to 2 additional marks are available for source evaluation.  
Maximum mark for Q6 is 12.**

**Report on the Components  
June 2005**

## 1037: Paper 1 (Short Course)

### General Comments

The third examination of this specification again produced a wide range of responses from candidates. Candidates from some Centres entering large numbers tended to produce stronger answers to both sections of this paper. However, many candidates responded poorly to the source-based questions in Section A and coped little better with the structured essay questions in Section B.

### Comments on Individual Questions

#### Section A

1 (a) This question was generally well answered with most candidates able to produce a valid interpretation of the cartoon supported by details of the cartoon, thus accessing Level 3/ 4-5 marks. Candidates found it difficult to convert this to Level 4 because they lacked contextual knowledge to support their interpretation of the cartoon. An answer which was awarded full marks in Level 4 is given below.

*The League struggled to cope without the huge resources of America and the cartoon shows this by putting flimsy wooden supports where the American Keystone should be. This shows the message of the cartoon is that without the support of America the League was weak.*

1 (b) There were a wide range of responses to this question. Weaker candidates made no real effective comparison of the sources and were therefore consigned to Level 1. Many better candidates identified that both sources agreed that the League of Nations would fail and supported this with details from the two sources, thus accessing Level 3 / 4-6 marks. A minority of candidates were able to demonstrate both agreement and disagreement, therefore moving to Level 4/ 7-8 marks. An answer which was awarded full marks in Level 4 is given below.

*Source B was produced two years before source C & was produced by the Australian Prime Minister for his country people in Australia to give his view on the League of Nations whereas source C was produced in France for the French people to give a French view on the League of Nations.*

*The two sources agree that the League of Nations was not going to be successful – B by saying that ‘it will not bear examination for ten minutes’ & source C saying that by ‘the USA’s place will remain empty at Geneva’. Source B recognises that the League will not work but believes that it won’t work because ‘no country will allow for a moment it’s vital interests to be decided by anyone but itself’. However, this was not the case when it came to the dispute over the Aaland Islands. The decision the league passed about the Aaland Islands was recognised & taken into consideration by Sweden & Finland because they believed that the League had power & authority.*

*Source C agrees with Source B’s believes on the League’s imminent failure but believes that it is as a result of the ‘USA not joining due to its believe in Isolationism. The French politician was correct to say that the USA’s place will remain empty at Geneva’, however the USA did join the International Labour Organisation to work together with the other countries to create better working conditions i.e. minimum working conditions & the right of all employees to belong to the trade union.*

*The two sources disagree in the reason for the league’s imminent failure. Source C believes it is as a result of the USA’s believe in isolationism whereas source B believes it is because countries don’t like to be told what to do.*

*In conclusion, these two sources agree that the League of Nations isn’t going to be successful, however they don’t agree on why the League of Nations will be a failure – one believes its due to the members having to all abide by the same rules & give up the right, as a nationally self-determined country, to make their own decisions, whilst the other one believes that it is as a direct result of the USA not being a complete member.”*

1 (c) Most candidates attained Level 2 on this question by claiming that the cartoon was published to give people the information that the League was dead. Better candidates interpreted the message of the cartoon, therefore accessing Level 3/ 4-6 marks. Only a minority of candidates had any contextual knowledge, therefore top level responses tended to be rare.

1 (d) This question was generally well answered with some candidates offering detailed contextual knowledge linked to clear and relevant use of the source, therefore accessing Levels 4 and 5. Even weaker candidates produced a valid inference about the purpose of Hailie Selassie making this speech in June 1936 (Level 2 / 3 marks). However, it was worrying to note that many candidates thought that Hailie Selassie was a female. An answer which was awarded full marks in Level 5 is given below.

*Hailie Selassie, emperor of Abyssinia, made this speech to the League of Nations in June 1936, in Geneva, the headquarters of the League of Nations, to make the League aware of how their insufficient help had caused them to face the prospect of losing their country to Italian control in the speech, Hailie Selassie shows to the League that by its constant refusal to supply them arms, Abyssinia is unable to retaliate against Italy & keep their country. The League refused to give both Abyssinia & Italy arms, which greatly affected Abyssinia, as unlike Italy, they did not have their own arms industry.*

*The speech also points out an often mishap of the League. By Hailie Selassie saying 'are you going to set up a terrible example of bowing before force?' Abyssinia is pointing out that the League isn't being fair because they are giving into Mussolini's demands of having Abyssinia, which neighbours the already owned territory of Eritrea just because Italy is a victorious power & dominant member of the League.*

*Hailie Selassie's speech is pointing out that it isn't just because Italy is a strong country & powerful force, or that it is being helped by Britain & France by keeping the Suez Canal open so Italian armament can reach the Abyssinian border quickly to keep Italy 'sweet' if ever there is a major confrontation against Germany, it's the fact that when the League is trying to be fair by not giving either side armament, it is bowing before 'force' & allowing the Italians to win.*

1 (e) Again this question was generally well answered. Many candidates assessed each of the sources individually in terms of whether or not they supported the given interpretation and were therefore successful in accessing either Level 2 or Level 3. Very few candidates produced an evaluation of any of the sources and thus failed to gain the two additional marks.

2 (a) This question produced a range of responses. Most candidates managed to access Level 3 / 3-4 marks by using the information in the source to explain that the Tet offensive in 1968 was a success for the Viet Cong. Stronger candidates used their contextual knowledge to explain that it was / was not a success, thus accessing Levels 4 and 5.

2 (b) Many candidates failed to understand this source, even at a basic level, and therefore consigned themselves to Level 1. Some candidates were able to use the poster for information only (it was about atrocities in Vietnam, American foreign policy, etc), thus attaining Level 2 / 2-3 marks. Better candidates were able to interpret the message of the poster (anti-Vietnam war), and some went on to use contextual knowledge to explain why it was published in 1968 (Level 4 / 7-8 marks). An answer which was awarded full marks in Level 4 is given below.

*Source B shows a poster that appears to be questioning and mocking American involvement in Vietnam. It was published in 1968 as it was at this time that opinion against the war was growing by the day. Because the Vietnam war was the first 'televised' war, people saw all the atrocities carried out by both sides and consequently public opinion of the war was negative.*

*By 1968 the American public could see that no side could ever win the war and that the atrocities taking place were therefore unnecessary.*

*People were losing family and their money, in taxes due to the war and they wanted it to stop. 1968 was also the time when the Tet Offensive took place, a crushing defeat for the Americans and this was the final straw for many Americans regarding the Vietnam war. The poster shows the cost of the war to both Americans and Vietnamese and that there was a sense that the leaders of the USA, such as President Johnson didn't care about the fate of the soldiers and Johnson's likened to Hitler. It was published as another part of the American peoples protest against the war.*

2 (c) This question produced a wide range of responses. Some candidates failed to move beyond either using the surface details of the British cartoon commenting on President Nixon's Vietnam policy or attempting vague interpretations. In many cases relevant historical knowledge was sadly lacking, thus Level 4 responses were scarce. An answer which was awarded full marks in Level 4 is given below.

*The message of the cartoon in source C is that President Nixon's Vietnam policy was seen by many to be unclear and confused, especially by the British, where the cartoon was published.*

*He was torn between continuing with the war and stepping up American efforts and beginning the process of Vietnamisation. The two horses pulling him each way both signify that there were strong reasons to continue both as to surrender to the Viet Cong would make the USA appear weak but to choose Vietnamisation would spare a lot of lives and money. Nixon's head in the cartoon is in fact facing towards Vietnamisation which was the method that he actually chose in the end. The fact that the Vietnamisation is horse is floored and looks weaker puts the message across that Vietnamisation would be the easier option for Nixon but not for the South Vietnamese as they would be easily defeated by the Northern communist forces, which they were a few months after the Americans left. It shows Nixon condemned Vietnam to communism.*

2 (d) This question produced many sound responses. Most candidates were able to understand the sources and make a basic assessment of their usefulness, thus accessing Level 3 / 3-4 marks. Better candidates made good use of the sources in conjunction with their knowledge and understanding of how the war was fought in Vietnam to move to the top levels. An answer which was awarded full marks in Level 4 is given below.

*First of all, both Sources D and E are very useful because they are both photographs and are therefore primary sources, they are useful because they couldn't have been edited to show favouritism to either side. The content of source D shows the lengths to which the Viet Cong went to enable them to continue fighting in the South and shows great difference between the two sides and their methods of fighting the war. Source D shows the Viet Cong gaining their supplies via bicycle convoys whereas source E shows the high technology such as napalm which the Americans used to fight the Vietnamese.*

*Source E is a very useful example of the atrocities of the war in Vietnam and how it was basically a war of terror. The photo's however only shows atrocities committed by Americans and not those inflicted by the Vietcong and their devastating guerrilla tactics. This makes the sources slightly less useful as it gives an unbalanced view of how the war in Vietnam was fought.*

*The sources are also useful in showing how civilians were used and affected by the war, those civilians putting themselves at risk supplying the Vietcong and those devastated by the American attacks.*

2 (e) This question was generally well answered. Most candidates looked at the sources individually and gave an assessment of each in terms of whether or not they supported the given interpretation (accessing either Level 2 or Level 3). As in 1 (e), very few candidates produced an evaluation of any of the sources, and thus failed to gain the two additional marks.

## **Section B**

A comprehensive survey of candidates' strengths and weaknesses in answering the structured essay questions (numbers 3-6) is given in the 1937 Papers 11-14 Report. This will provide guidance for Centres which have entered candidates for the Short Course in 2005.



**1937 : Papers 11-14 Paper 1**

**General Comments**

In the third examination of this specification it was very encouraging to see many candidates using their historical knowledge and conceptual understanding in order to effectively answer the questions set. Once again there was much evidence of candidates who have been very well prepared for the examination. Candidates were also willing to think carefully about the individual questions posed and respond accordingly. Less able candidates were able to gain marks for accurate historical description. The paper proved to be accessible to candidates of all abilities and after marking the scripts the examiners concluded that it was a fair test.

In Section A, the source-based questions were generally well answered, highlighting the candidates' skills in using details from the source and contextual knowledge to inform their interpretation. Q1 was by far the more popular option and in the main better answered than Q2. Some weaknesses still remain – firstly, many candidates' responses remain **too lengthy** (often containing masses of irrelevant information and secondly, some candidates still struggle to **link a valid interpretation to both relevant details of the source and contextual knowledge** (in order to maximise marks). Candidates should be encouraged to answer this question **concisely**, giving a valid interpretation clearly linked to relevant source support and contextual knowledge.

The (b) questions in Section A were well answered by most candidates although, again Q1 (b) was by far the more popular and in the main better answered than Q 2 (b). Less able candidates were able to accurately identify reasons rather than explain them. Again candidates should be encouraged to answer this question **concisely – two sound explanations gained maximum marks**.

In Section B the (a) and (b) questions were well answered, highlighting the use of accurate historical knowledge and the relevant explanation. It was encouraging that many Centres are acting on the advice of previous reports to encourage candidates to be **precise and concise** in their responses to these questions. Responses to the (c) questions show that greater numbers of candidates have the confidence to move on from detailed historical explanations to analyse the inter-relationship between reasons /factors or make reasoned judgements in order to access the top level.

Candidates are now well used to the 'new' Q7 in Section C and many scored highly on these three source-based questions, making good use of both the sources and their contextual knowledge. The structured essay questions were generally well answered with the trend being broadly similar to that of Section B.

There was little evidence this year of candidates failing to finish the paper. However, time management is still poor in the case of some candidates – too much time being spent on shorter questions, which left them short of both thinking and writing time for the questions which required a lengthier and more considered response.

Again great care was taken to ensure that instructions to candidates were clear, however there were still a significant number of rubric infringements this year (candidates answering over or under the prescribed number of questions).

Finally, it would greatly aid the work of those examining this particular paper if centres observed the following administrative guidelines:

- (i) **Candidates should put the number of each question answered, in the order that they are answered, on the front of the script (there is usually a grid provided).**
- (ii) Candidates should ensure that single pages of their scripts are attached in the correct sequence.

## Comments on Individual Questions

### Section A

1 (a) This question was answered very well, with the majority of candidates able to access at least Level 3. The most common interpretations of the cartoon were that 'the USA was not a member', 'the League was incomplete' and 'the League was weak'. Some candidates found contextual support, harder to find, but reference was made to 'US isolationism', 'the attitude of the US state' or 'the US as a major power'. These candidates accessed Level 4 and full marks. A summary of the mark scheme is given below and it is followed by an answer that was awarded full marks in Level 4.

Level 1	Use of surface features of the cartoon	[1]
Level 2	Interpretation only	[2-3]
Level 3	Interpretation supported by the source or contextual knowledge	[4-5]
Level 4	Interpretation supported by the source and contextual knowledge	[6]

*The cartoon published in 1920, represents relations between the League of Nations. It is produced by a British cartoonist. I think that it is trying to show the divide between member states.*

*England and Italy are positioned on the same side of the bridge as USA supposedly seen as the 'keystone', the most powerful, this could also be why America is represented as a person. They had the most control and influence, yet they did not join causing the League of Nations to be weak.*

1 (b) This question differentiated well. Even weaker candidates were able to identify reasons for the establishment of the League of Nations (Level 2), whilst stronger candidates were able to explain a range of reasons (**two soundly explained reasons gained the maximum Level 3 / 9 marks**). Some candidates wrote irrelevantly about the weaknesses of the League structure or even the Treaty of Versailles. A summary of the mark scheme is given below and is followed by an answer which was awarded full marks in Level 3.

Level 1	General answer	[1-2]
Level 2	Identifies reason(s) or describes	[3-5]
Level 3	Explain reason(s)	[5-9]

*The League of Nations was one of Woodrow Wilson's '14 Points', his aims for the Paris Peace Conference. He wanted to create a body that could settle international disputes through discussion, rather than military action. He was also aware of the way WW1 had started – a small action in a minor nation (the assassination of Franz Ferdinand) had started a series of events which created a huge war. Wilson wanted to prevent this happening again.*

*Another of Wilson's aims was to create a just and fair peace, partly through disarmament for all. He planned that the League of Nations would encourage and enforce this. Finally, there were a number of social issues that the League aimed to address, including the improvement of workers right worldwide, and the fight against slavery. The league was more successful in this area than in international relations, though it did create a place where countries could meet up.*

2 (a) This question produced a wide range of responses from the smaller number of candidates who attempted it. Most candidates used the interpretation of Nixon being torn between two policies and, based on the strength of the horses 'no surrender' was winning. However, for a number of candidates contextual detail was either vague or inaccurate – many struggling with the term 'Vietnamisation'. However, some

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candidates did manage a valid interpretation of the cartoon and supported it with relevant details of the cartoon and relevant contextual knowledge (Level 4/6 marks). An answer which was awarded full marks in Level 4 is given below.

*This source shows President Nixon balancing on two horses; one saying no surrender and the other say vietnamisation. This cartoon was published in 1969 a time when USA was trying hard not to let South Vietnam be taken over by communism, as part of the Domino Effect. The North Vietnamese Army and Vietcong want all Vietnam to be joined under Communism but USA would not let this happen and so sent military troops to the South of Vietnam to prevent it. This was under the rule of President Johnson so when Nixon became President in 1969 he had to deal with it.*

*American public opinion was turning against the war because of the tactics American soldiers used and so Nixon had to option; carry on fighting or vietnamisation, this is show in the source.*

2 (b) This question was very well answered. Most candidates explained a number of valid reasons why the American forces were, pulled out of Vietnam in 1973 – including ‘losing the war’, ‘losing support in the South’ and ‘losing support at home, thus accessing Level 3 and full marks. An answer which was awarded full marks in Level 3 is given below.

*There were several reasons why American forces were pulled out of Vietnam in 1973. Firstly in 1968 Nixon became President and decided that the war was not going anywhere and had to be ended as soon as possible.*

*Although in the beggining public opinion was for the war it was turning against at this point. It was the first televised war and so horrific images were being broadcasted for people to see. Many Americans saw the true devastation it was causing. American soldiers used horrific tatics such as Agent Orange a defoliant that resulted in death and genetic mutations. Also napalm was exploded over villages burning innocent civilians. This was all witness by people of America.*

*There was no way american troops could beat the guerilla forces of North Vietnam but likewise they could not beat Americans.*

*Nixon needed a way out as people were dying and lots of money being spent.*

## Section B

3 (a) This was a very popular question and in the main well answered. The majority of candidates clearly focused on what Lloyd George hoped to achieve from the Treaty of Versailles in a **precise and concise** manner. However, some candidates included far too much irrelevant background information about the Treaty of Versailles and its signatories and thus wasted valuable time.

3 (b) Generally candidates responded well to this question and clearly explained several reasons why Germany was made to pay reparations – including ‘the war guilt clause’, ‘damage compensation’ and ‘to cripple Germany economically’. However, some candidates failed to maximise their marks because they **simply listed reasons and then failed to explain each one individually**. In many cases a little more thought would have produced a better answer. An answer which was awarded full marks in Level 3 is given below.

*The first and most pressing reason for Germany to pay reparations was due to the damage caused by the First World War (particularly in France). This was estimated at several billion pounds (the figure £6.6 billion being agreed later).*

*However, along with the war guilt Clause 281, reparations stood in some way to humiliate the German Nation. However, it was in many ways a safeguard against German rearmament, which could not occur with the huge instalments of money (and raw materials) being taken in reparations.*

3 (c) Again this question was well answered. Many candidates exhibited thorough knowledge and understanding of the three given reasons for German hatred of the Treaty of Versailles and thus easily accessed Level 4 and gained the maximum 8 marks for this particular level. More able candidates were then able to access Level 5/ 9-10 marks by explaining the inter-relationship of the reasons. Even less able candidates made valid attempts at explaining one or more of the given reasons for German hatred of the Treaty of Versailles. An answer which was awarded full marks in Level 5 is given below.

*There were many reasons that Germany hated the Treaty of Versailles and the limitations on its armed forces, loss of raw materials, and industries and loss of land were a very big part of this.*

*Germany, since its existence, had always been a very militaristic nation and so for a country to be told it could have very limited armed forces when this was so much a part of the nations identity was a big blow to its pride. Many people later think that only 100,000 soldiers in its army was probably not enough to defend it from attack and this made the Germans feel very vulnerable, hating the Treaty of Versailles even more.*

*In the Treaty, Germany also lost much land including Upper Silesia to Poland and Alsace-Lorraine, which it had previously conquered, back to France. This was a blow to Germany as it contained much important raw materials and industry, but also seemed hypocritical on the part of the Big Three as everywhere else they were enforcing self-determination for racial groups. The only people who did not get this were Germans, for example who ended up in the Sudetenland of Czechoslovakia.*

*As previously said, with this land Germany lost many raw materials and industries. It seemed the land that was given away was usually particularly high in these including the Saarland and Upper Silesia. This further damaged an already weak German economy and led to further German resentment of how it had been treated by the Treaty of Versailles.*

*These three factors are all roughly equal on why Germany hated the Treaty of Versailles, but one is probably more likely to cause more resentment than the others and that is the loss of land. This is because the loss of raw materials and industry were a direct effect of it, effectively two punishments in one.*

4 (a) This question produced a range of responses with many candidates falling short of the maximum marks. However, a significant number of candidates deployed their knowledge of what was agreed at the Munich Conference in 1938 in sufficient detail to be given 4 marks.

4 (b) This question was encouragingly well answered by many candidates who were able to explain why Germany and the Soviet Union signed the Nazi-Soviet Pact in 1939. The foreign policy aims of both Hitler and Stalin had been well covered by most Centres and thus even weaker candidates were able to identify reasons for the pact.

4 (c) This question was well answered by more able candidates, but weaker candidates tended to offer nothing more than vague generalisations and lost the focus of the question. Many candidates found all three reasons accessible and thus reached the top of Level 4 comfortably by explaining each of them in turn. Some candidates were able to go further than simply explaining each reason in isolation and thus moved through to the top level (Level 5 / 9-10 marks). An answer which was awarded full marks in Level 5 is given below.

*World War was inevitable in 1939. Many factors had already collided giving many nations no choice but to fight a war.*

*The first of these factors was Hitler's Foreign policy. He intended to unite all German speakers which meant regaining land lost in World War I. This policy was started with his remilitarisation of the Rhineland and ended with the invasion of Poland which was the trigger for war.*

*However it is often seen as the case that Hitler would not have attempted to regain the land he did if the British policy of appeasement had not been followed. From 1936 when Hitler remilitarised the Rhineland the British government followed this policy by allowing Hitler to remain there with the hope that he would not continue. This policy continued when Hitler was granted the Sudetenland at Munich in 1938. He later invaded Czechoslovakia showing that appeasement had failed and this just gave Hitler the confidence to continue. There is evidence that without appeasement Hitler would not have had the confidence to continue. For example when Mussolini stopped Anschluss in 1934 Hitler made no more aggressive moves until the Rome-Berlin Axis was signed in 1936, showing he was scared.*

*Also boosting his confidence were the failures of the League of Nations. When Hitler took power in 1933 it had been eight years since the league had successfully resolved a crisis giving Hitler nothing to fear in the way of an international authority. Also the league's failures in Abyssinia gave Hitler the distractions he needed to invade Abyssinia.*

*It is clear that although Hitler's foreign policy caused the majority of events leading to the outbreak of World War Two the failures and weaknesses of the international community also played a huge role. Without the policy of appeasement then Hitler would not have had the confidence to continue and a strong league would have stopped him if he did. It is therefore clear that the statement is true.*

5. A very small number of candidates attempted this question and responses varied widely in quality. Most candidates deployed their knowledge of the Potsdam Conference of 1945 well enough to pick up maximum marks for (a), but then struggled badly to explain why the Soviet Union's blockade of Berlin failed in 1949 (offering no more than vague generalisations) for (b).

Part (c) elicited some good responses from candidates who were able to explain the three given reasons why the Soviet Union gained control of Eastern Europe by 1948, thus accessing Level 4.

6. Again a very small number of candidates attempted this question, but responses tended to be better. A number of Centres covered this key question in some detail and this manifested itself in answers that showed a depth of understanding and good deployment of relevant knowledge of the collapse of Soviet control of Eastern Europe in 1989. Responses to (a) and (b) both highlighted a sound understanding of Soviet involvement in Poland and the growth of Polish independence. Part (c) produced a number of well crafted answers with candidates able to explain the reasons for the collapse of Soviet control of Eastern Europe in some detail. A few candidates then went on to analyse the inter-relationship of the three given reasons and thus accessed Level 5 / 9-10 marks. A full answer which was awarded maximum marks is given below.

*The Prague Spring in 1968 was a period in Czechoslovakia when the leader, Peter Dubcek, pushed for reforms to the way that Czechoslovakia was run. He wanted to move away from the Stalinist policies that they were following. He wanted there to be greater freedom of speech and choices for the people of the countries. He was even going as far as to want to set up a rival party to the Communists, the social democratic party. This period was referred to as the Prague Spring because so many new ideas were coming to the limelight, the country wanted change.*

*Solidarity was set up in Poland for several reasons. The most important of these being due to the conditions that the workers of Poland were in. The early 1970's was a brilliant period of economic growth for Poland. It was the best period in their history since the introduction of communism. The late 1970's however was a different storey.*

*The country was in an economic crises. The workers had to work extremely long hours for very little money, and they could not object to this because any trade unions that already existed were totally ineffective. This sparked the creation of Solidarity. Once an effective trade union had been setup the workers could push for changes. Solidarity was just this and its setup in 1980 by Lech Walesa was coupled with him asking the government for 21 reforms. The government gave Solidarity all of the reforms that they wanted, improving the workers way of life greatly. Solidarity had fulfilled its main aim of getting changes for the workers through protests and putting reform to the government.*

*The other main yet less important reason, for the setup of Solidarity was the economic and industrial state of Poland at the time. The country was making less money than others within Eastern Europe and wages were increasing by less than inflation. The workers knew that they could never fully improve their way of life with the country being in the state that it was in. If Solidarity was setup it would help to improve the morale of the workers and consequently improve the economic and industrial state of the country. It did just this as from 1980, the country encountered economical growth. The general purpose of Solidarity being setup was to improve the state of Poland at the time. The workers knew that they needed to improve their way of life and consequently the state of the country and through Solidarity they did this.*

*I generally agree with this statement. It was the effect that Communism had on people, and the effect that they had on Communism which spelt its end.*

*The weakness of the Communist governments through Eastern Europe gave people the 'ammunition' that they needed to break free from Communism. People within many countries in Eastern Europe opposed Communism, and made this known to the government. The events in Hungary in 1956 was an example of this. The government could not cope with the rebellion on their own so the support of the USSR had to be called upon. The people therefore knew that they could push the boundaries, they did so even further in Czechoslovakia in 1968. It again took the intervention of the USSR to hold the weak government together. People got reforms out of the government so they knew that they could get things if they wanted them.*

*This attitude and realisation that people could push for reforms from the government and get them sparked the events of Solidarity being setup in Poland. People knew that they could push for change from the government and get it which is why they were no longer willing to sit back and take the conditions that they were in. Solidarity pushed the boundaries further however and they pushed to setup a new government to*

rival the Communist presence. These ideas totally undermined Communism and were loosening the stronghold that the USSR had over Eastern Europe further and further.

It was the Communist policies that caused the end of the Soviet Union, sparked by Gorbachev's policies. People were not motivated to work as they did not reap the benefits of hard work. The USSR was in a state of alcoholism and organised crime ran riot. Gorbachev's Policies of Glasnost and Perestroika put the final nail in the coffin for Communism as he was promoting exactly what the USSR had tried to crush in Czechoslovakia. His policies totally undermined the policy of Communism and this is what sealed its end. If Communism was gone then the USSR no longer had a stranglehold of Eastern Europe. Gorbachev's policies were the reason for the collapse of the Soviet control of Eastern Europe.

## Section C

### Paper II: Germany, 1918-1945

7 (a) This question was well answered and most candidates focused on the purpose of the poster in order to access Level 3 or Level 4 – for the latter using both the source and contextual knowledge to explain the purpose of the poster. An answer which was awarded full marks in Level 4 is given below.

*This poster was published by Social Democrats (left wing Nazi opposition) as a response to a rise in Nazi support.*

*The Nazi party had been gradually growing since the wall street crash in 1929 as unemployment raised and Hitler promised solutions such as the 'removal' of Jews, but also women from the workplace. Hitler's intent in his superhuman 'third-reich' was for women to remain concentrated on 'Kinder, Kirche, Küche', or children, church and cooking. They were to be subservient to their men at all times, and their only real value was to produce racially pure German children. This poster highlights the increasing involvement of Nazis in people's lives, attempting to prevent Hitler's rise to power which happened in 1933.*

7 (b) This question produced a wide range of responses. Weaker candidates just used the source with general assertions about reliability. Many candidates used contextual knowledge (the Hitler Youth or schooling under the Nazis) to reach Level 3 / 6 marks. Fewer candidates accessed Level 4 because they identified opposition groups, but did not explain why they opposed the Nazis. An answer which was awarded maximum marks in Level 4 is given below.

*Whilst this source may be understood as Hitler 'winning' the support of young Germans this may not be the case. Outwardly they may appear to as they give the 'Heil Hitler' greeting, yet this is given as an order. Given as the SS and previously the SA had caused much fear among the people who outwardly disobeyed the Nazis, such as Hitler's removal of the 'White Race Group' and also the SA on the 'Night of the Long Knives', I believe that the young Germans did so because they were afraid of the consequences of disobedience. Also as trusting young children they would all be ready to accept this order if given by an adult in responsibility. Whilst Hitler was not 'winning' their support as suggested, but he was certainly gaining it. When combined with his Hitler youth movement, this exposure to political issues at such an early age (such as anti-semitism) caused the indoctrination of Germany's youth, almost like brainwashing the public into accepting Nazi ideals and policies. In this way he did gain their support, which is hinted at in the article, but this article certainly does not prove that he won their support, as is my own knowledge his methods prevent free choice. The young would either obey, or be 'convinced' by his brutal and often horrendous methods.*

7 (c) This question was very well done by the majority of candidates who immediately accessed Level 4 by using contextual knowledge to explain the purpose of publishing the photograph of the Nazi family. However, weaker candidates never got beyond the source whilst others attached the wrong purpose to the photograph – 'to get Germans to vote for the Nazis', 'to get the young to join the Hitler youth', etc.

8 (a) This question was well answered and large numbers of candidates gained maximum marks **quickly and efficiently** by outlining the main features of the Weimar Constitution.

8 (b) Many candidates accessed the top level (Level 3) on this question by explaining several reasons why 1923 was a difficult year for the Weimar Republic (including the invasion of the Ruhr, hyperinflation and the Munich Putsch). Even weaker candidates were able to gain Level 2/3 marks by identifying three reasons.

8 (c) There were many sound to excellent answers to this question. Many candidates were able to access Levels 3/4 by explaining that 'hyperinflation was successfully dealt with', 'Germany's improving economy and blossoming culture', and 'acceptance via entry into the League of Nations'. Failures were often explained via 'early unpopularity', 'hyperinflation' and 'the coming to power of Hitler and the ending of the Republic' (Level 4 for both explanation of successes and failures). An encouraging number of candidates went on to provide an overall judgement of the Weimer Republic and therefore progressed to Level 5 / 9-10 marks. An answer which was awarded full marks in Level 5 is given below.

*In many ways, the weimar republic was a failure. Politically, the new democratic system allowed small extremist parties into parliament but prevented large parties from obtaining a majority, so the decisions took a long time to reach and political co-alitions were often very weak.*

*Economically, the boom had left small shop owners in financial difficulties as department stores became popular. Farmers also lost out because they were overproducing so the prices they received fell. Also, the whole economy was based on US loans.*

*The foreign policy achievements had several bad sides. For example, the Locarno treaty seemed to be encouraging further German expansion towards Russia, whereas joining the league of nations in 1926 seemed to be an acceptance of the treaty of versailles.*

*The cultural boom was seen as many to be leading to moral decline and groups such as the Wondervogels wanted a return to old ways. Artists such as Dix + Grosz criticised the weimar politicians.*

*The main problem was that the entire recovery was based on US loans of 800 million marks which could be instantly withdrawn.*

*However, in many aspects, the republic was a success. Its new political + electoral system was modern and one of the fairest in the world. Also in 1928, only 3% of votes went to extremist parties.*

*economically, imports, exports + national income returned to pre-war levels and the Dawes Plan loans led to an economic boom.*

*Foreign policy agreements such as the Locarno treaty, and the Kelley-Briand pact proved that Germany was becoming a peaceful nation once again. It was also accepted in to the league of nations in 1926.*

*There was a cultural boom in weimar Germany over 100 films were produced a year, and new forms of Architecture, painting and music were also developed.*

*So, we can see that in some ways, the republic was a success: the political system was fair, the economy grew, there was a cultural boom, and eventually Germany was accepted as a peaceful community, culminating in the joining of the League of nations in 1926.*

*However to a certain extent, the republic was a failure. The political system was unstable, the economic recovery was built entirely on US loans and the cultural boom was seen as a moral decline.*

*In conclusion, although the republic was a success in many ways, it ultimately failed but voting itself out of existence in 1933 – The Enabling act. Post-war Germany wasn't ready for democratic capitilism, and the republic ultimately was a failure, although the successes sweetend its down fall, and had it been given more time maybe it would have succeeded and flourished.*

9 (a) This question was generally very well answered by the majority of candidates who rapidly gained 4 marks by describing the work of Goebbels. **However, there were a worrying minority of candidates who simply did not recognise Goebbels as a major Nazi leader.**

9 (b) This question produced a wide range of responses – many being totally descriptive and other **chronologically confused**. The best answers were those that focused on the period 1930-1933 and explained events that resulted in Hitler becoming Chancellor, rather than random events that took place in the 1920s and early 1930s. **The period 1930-1933 was the key to good answers.** An answer which was awarded full marks in Level 3 is given below.

*The long term events of 1930 -1933 resulting in Hitler becoming chancellor were that because Germany was dependent on U.S wealth via the Dawes plan, they sank into economic depression when in 1929, there was the wall streets crash. Hitler and the Nazis were thought to be able to help the People like chancellor Bronig was not doing.*

*The communists had started to gain more votes and believed Hitler could help them.*

*The short term effects were that there was Political instability. Von papens and schleichers hatred of each other caused them to want someone who was stable. Hitler formed a coalition with von papen which made*

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*Hitler chancellor. This meant that von papen could get back into power by being vice president and schleicher would be out of the way. Hitler was smart enough to take this opportunity because in November 1932 election he lost some votes.*

9 (c) Again this question produced a wide range of responses. Better candidates were able to explain in great detail the role of the 'Night of the Long Knives', the 'Reichstag Fire' and the 'Enabling Act' in strengthening Hitler's control over Germany during 1933 and 1934, thus achieving Level 4 / 8 marks. Again, weaker candidates struggled with the chronology on this question and therefore failed to get beyond Level 2/ 3 marks. However, significant numbers of candidates moved to Level 5 by analysing comparative importance or showing the inter-relationship of the reasons. An answer which was awarded full marks in Level 5 is given below.

*There were many reasons why Hitler was able to strengthen his control over Germany during 1933 and 1934.*

*The night of the Long Knives in 1934 was when Hitler sent the SS to kill the SA and Khöme (the leader of the SA) who Hitler saw as a threat. This factor helped Hitler strengthen his control over Germany because it meant that he had the support of the army, as the army did not support him with the SA.*

*Hitler's support from the army meant that he had increased his power and control by adding to his ways of controlling and influencing people with violence and terror.*

*However, another important factor helping Hitler strengthen his control over Germany was his introducing the Enabling Law. This Law meant that he could ban Trade Unions and force workers to join the National Labour Front (thus reducing opposition). It also meant that he could make other parties in the Reichstag illegal.*

*But most importantly, it meant that he could rule for 4 years without having to consult anything with the government which therefore made him a dictator.*

*However, it could be said that in order for Hitler to be able to pass the Enabling Law, the Reichstag Fire in 1933 had to have happened first to allow him to get rid of Communist opposition and have enough of a majority to pass the law. The fire was blamed on Communists and the Nazis were quick to support the idea that the Communists were responsible, which therefore meant that the Communist party was rejected from the Reichstag and so Hitler could pass the Enabling Law.*

*It is difficult to say whether one of the reasons above was more important than the others. This is because perhaps without the Reichstag fire, Hitler would not have been able to pass the Enabling Law, however once in power if Hitler had not gained the support of the army he may not have been able to hold on to his dictatorship and may have been overthrown. However, it could be said that Hitler's coming into power was more important due to it giving him control, but then again without the army, there is very limited control one can have,*

*Therefore I think that the reasons I have stated are all as important as each other and I disagree with the statement that the Night of the Long Knives was the most important reason.*

## **Paper 12: Russia, 1905-1941**

7 (a) There was a wide range of responses to this question. Some candidates struggled to identify the purpose of the cartoon, thus gaining no more than Level 1 / 1 mark. However, many candidates moved easily through to Level 3 by successfully using the cartoon to support inferences about purpose (how terrible the Tsar was). Better candidates used their contextual knowledge in conjunction with the source to explain clearly why the cartoon was published in 1905, thus accessing Level 4/ 6 marks. An answer which was awarded full marks in Level 4 is given below.

*The cartoon was published to coincide with a public mood change in 1905. A peaceful protest to deliver a petition led by a priest was brutally put down by the Tsar's Cossack guards. This was known as Bloody Sunday. In the cartoon, a murderous skeleton gleefully slaughters the protesters outside the Winter Palace, representing the violence and mercilessness of the Tsar's rule. You can see the public's attitude from it in the way that the skull seems to be laughing carelessly at the death, with blood all over his hands, showing that trust had been lost. The magazine it's taken from is a political one, possibly in favour of some kind of regime change, in which case, as well as reflecting public opinion, the cartoon intends to stir it up further. It is true that for the rest of 1905, there were massive protests against the Tsar.*



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7 (b) This question was generally well answered with candidates making full use of the source in conjunction with their contextual knowledge to link the Tsar's attitude with the general state of Russia at that time. In many cases very sophisticated responses were produced enabling candidates to access the top level (Level 4 / 6-7 marks).

7 (c) Again this question was generally well answered. Many candidates were able to access Level 2 by using details of the cartoon to ascertain that it was published by opponents of the Tsar. Better candidates progressed to Level 3 / 6-7 marks by using the source in conjunction with their contextual knowledge to explain why it must have been published by opponents of the Tsar. An answer which was awarded full marks in Level 3 is given below.

*The source is certainly published by opponents of the Tsar. It both mocks him and stirs up fear about his leadership. Rasputin is the large figure – he was a holy man who became connected with the Russian Royal family after he appeared to help the son of the Tsar, Alexis, from his disease of haemophilia. The Tsarina became very attached to him, thinking he was sent by God to them and letting him take part in political decisions when she took over in Russia as Tsar Nicholas went to the front line in the war. Thus in the cartoon she can be seen looking fondly at him, possibly too fondly as there were widespread rumours of an affair. Rasputin was distrusted by the Russian people as you can see from his depiction with shifty eyes, big hands and greasy hair, especially they distrusted his relationship – they felt he had too much power – seen by his size in relation to the Tsars. If the cartoon is illustrating 'The Russian Tsars at Home' on it says, it is opposing the Tsars role as being in the control of a deeply suspicious man. It also mocks the Tsar, showing him on a tiny naive pawn in Rasputin's hands, sitting on his knee like a child, especially with his wife looking at another man. Basically he's an incompetent, unfit leader.*

8 (a) Candidates deployed their knowledge of Russian history well in order to rapidly make four valid points about the support for the White Army in the Civil War and thus attain maximum marks.

8 (b) Most candidates were able to explain one reason why Lenin introduced War Communism and thus accessed Level 3 / 3-4 marks. Better candidates moved on to produce a second, or in some cases a third explained reason, therefore gaining maximum marks (Level 3 / 6 marks). Unfortunately, some candidates produced confused answers, writing in the main about Lenin's New Economic Policy.

8 (c) This question was generally well answered. Many candidates were able to explain a number of reasons why the Bolsheviks won the Civil War (Trotsky, the Red Army, the use of terror, the problems of the Whites, etc), and thus accessed Level 4 / 6-8 marks. Better candidates went on to analyse comparative importance or to analyse the inter-relationship of reasons (Level 5 / 9-10 marks). An answer which was awarded full marks in Level 5 is given below.

*Leon Trotsky was definitely a key man when it came to the civil war but there were other reasons too. Trotsky was leader and organizer of the Red Army during the civil war. The Red Army were the Bolsheviks army. They recorded many successes on the battlefield and this can be attributed to Trotsky for he was a great tactician. The civil war could never have been won if it was not for Trotsky because if you do not win battles then wars can not be won.*

*But Lenin also played his part in the civil war. If it was not for Lenin there would not have been any organisation and this would have been very bad for the Bolsheviks. He also came up with War Communism which helped a lot in the civil war. It ensured supplies to both the army and the factories.*

*Communications were also a huge part of the civil war. The Bolsheviks were all together. This meant that communication was easy and different military attacks could be carried out successfully. They also controlled the Trans-Siberian railway which again helped communications. It also helped getting men and supplies to and from the front.*

*This is greatly contrasted with the Whites. They were very separated and had little way of contacting each other. This created much confusion and attacks were often chaotic and undecisive. They also had no way of getting men to and from the fighting. This further made it easier for the Bolshevik to win the civil war.*

*Another reason was that the Whites were separated in what they wanted and their aims. They were made up of Social Revolutionaries, Menchevich and Tsarists who wanted to see Russia ruled in different ways. This meant there was no unity and decisions were made slowly.*

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*Another reason was the fact that the Tsar and his family were killed early on. This gave the Tsarists no reason to fight.*

*The last reason was to do with the Allies. When they left the civil war the Whites were a lot weaker and this made it easier for the Red Guard.*

*But a lot of these points are connected.*

*Trotsky and his victories are connected with Lenin because War Communism helped feed his army and to be strong. It is linked with communication because it made the Whites weak therefore easier to defeat. It is connected with disunity because again it made the opposition weaker. It is connected with the Tsarists because they had no reason to fight, therefore they pulled out of the war and that made the Whites. The Allies pulling out also made it easier for the Bolsheviks.*

*I think that Trotsky and the Red Army were the most important reason why the Bolsheviks won but it was really down to other factors that improved the army and that made the opposition weaker therefore making them easier to defeat.*

*I think the second most important reason was the disunity of the Whites, followed by the pulling out of the Allies, then Lenin, the communication followed by the tsarists leaving.*

*But they are all very close in importance for they all contributed heavily in the Bolsheviks winning the civil war.*

9 (a) This question was well answered by many candidates who gained maximum marks by using precise knowledge about Stalin's purges.

9 (b) Again this question was well answered by many candidates, most of whom were able to provide a second or third explained reason why Stalin used the labour camps in the 1930s 'to get rid of political opponents', 'to imprison those accused of crimes against the State', 'to show Stalin's complete authority', etc), thus easily attaining maximum marks (Level 3 / 6 marks).

9 (c) Once again this question was well answered by many candidates who accessed the top two levels by specifically identifying groups who benefited / did not benefit from Stalin's dictatorship and linking them to specific reasons. However, whilst candidates found it relatively easy to identify groups who did not benefit (the Kulaks, army officers, political opponents, etc) and provide relevant explanation, others found it difficult to identify groups who did benefit (Stakhanovites, unemployed, women, etc). Only a small minority of candidates wrote in terms of the Russian people in general and **failed to identify specific groups**. An answer which was awarded full marks in Level 5 is given below.

*The Soviet people did not benefit from Stalin's dictatorship. It was because of his 5 year plans for industry and collectivisation scheme for agriculture that the USSR could modernise.*

*In Stalin's five year plans, targets were created by GOSPLAN. Although most of these targets were completely ridiculous, they did make the Russian industry achieve extraordinary results.*

*Between 1928 and 1931, the USSR's industry doubled. Whole industries that had previously existed in the USSR, such as modern chemical production, came into existence due to Stalin. Without this industry, the USSR would have had less to export, and would therefore have been less well off.*

*Stalin's ambitious industrial plans also created industry in previously industrialised areas (eg. The Urals) and so created jobs for people living in these areas.*

*However, Stalin's industrial policies were not all good. There were very poor working conditions and living conditions in many of the industrial projects. At Magnitogorsk, workers had to burn wood that was supposed to be used for scaffolding just to keep warm. The wages of industrial workers were actually lower than they had been before 1914.*

*Stalin also helped to modernise the USSR's agriculture in 1905, 90% of the land in Russia's fertile west was still inefficiently farmed by communes. Stalin merged the millions of small farms into only ¼ million large, state-owned farms. This meant modern machinery and techniques could be cost effectively used on the farms, which brought up production by 1934.*

*However, in creating these large farms, Stalin took away the land that the peasants had been fighting hard to own for a long time. It was, after all, the 'Land' part of Lenin's April Thesis that attracted peasants to the Bolsheviks in the first place. When kulaks did not give up their land easily, they were forced to go to labour camps or exiled. Whole villages were often exiled.*

*Stalin wanted to create a well-educated, highly skilled workforce. Therefore, he improved the education system and made it compulsory (YAY EDUCATION IS FUN). He also allowed women to work by setting up creches and nurseries where they could leave their children.*

*However, Stalin was also responsible for the Purges, the murder of huge numbers of innocent people. His rather extreme propaganda also meant that the Russian history being taught to all Russian children changed as various members of the Bolshevik party fell out of favour.*

*Overall, the dictatorship of Stalin was a good thing. His policies, and his actions left many Russians in poverty, or living in poor conditions, or even caused many innocent people to be sent to labour camps. Despite this, without Stalin's ambitious bid for independence from other nations, the USSR would never have been able to defeat Hitler. With Germany blocking trade, Russia could not have survived long. Stalin's USSR, however could produce its own tanks, weapons and food. If that is what stopped Hitler, it was worth the atrocities that Stalin committed against the Russian people.*

### **Paper 13: The USA, 1919-1941**

7 (a) This question was well answered by many candidates who exhibited a sound knowledge of the introduction of Prohibition in the USA. Many candidates made good use of the source in conjunction with their contextual knowledge to explain the purpose of the Anti-Saloon League poster, thus moving quickly to Level 4 / 5-6 marks. An answer which was awarded full marks in Level 4 is given below.

*This cartoon was published by the Anti-Saloon League to discourage drinking. It was published in 1918 which was before prohibition, trying to stop people drinking of their own free will. At this time they thought people were drinking too much and spending too much money in saloons, so instead of introducing prohibition straight away, they decided to try to make it look bad so people wouldn't do it. It is called 'The Downward Path' implying that once you start drinking you can only go downhill and get worse and become a drunk.*

7 (b) Again this question was well answered by candidates who had no trouble in explaining the minor successes of enforcement using the source and the failures of enforcement using their contextual knowledge, thus accessing Level 3 / 5-6 marks. Fewer candidates, however, were able to access Level 4 because they were unable to use their contextual knowledge to explain attempts at enforcement as well as explaining why Prohibition was in the end a failure.

7 (c) This question produced a wide variety of responses. Many weaker candidates simply misread the message of the cartoon and therefore limited themselves to Level 1 / 1 mark. Better candidates had no difficulty in inferring the cartoon's message about bribery and went on to explain this problem during the Prohibition period (Level 3 / 4-5 marks). Many candidates explained a range of reasons for the failure of Prohibition as well as the problem of bribery and thus accessed Level 4 / 6-7 marks. An answer which was awarded full marks in Level 4 is given below.

*This cartoon is useful as evidence about why prohibition failed as it shows one main reason why it did, bribery. It shows all different types of officials 'turning a blind eye' in exchange for money.*

*The is a key reason prohibition failed as people selling and consuming alcohol often got away with it.*

*They were then free to carry on buying or selling alcohol. There was no easy way of knowing which officials were corrupt so very little could b done about it. There were other reasons why prohibition failed such as 'bootleggers' who smuggled the alcohol and 'speakeasys' where many people drank, because of this the source is useful but limited.*

8 (a) This question was well answered by most candidates who focused their answers on Republican economic policies in the 1920s and quickly picked up the maximum 4 marks. A few candidates produced vague or generalised answers about economic conditions in the 1920s, and thus gained no more than 1 mark.

8 (b) Again this question was well answered. The majority of candidates were at least able to identify why some Americans did not benefit from the government's economic policy in the 1920s (farmers and overproduction, black Americans and loss of jobs, etc), thus accessing Level 2/ 3 marks. Many went on to explain the reasons in detail and were thus able to access Level 3/ 3-6 marks.

8 (c) There were a wider range of responses to this question. Weaker candidates simply did not know the factors underpinning the boom in American industry during the 1920s, and thus either simply described or weakly explained the role of mass production as the only factor (Level 2 / 2-3 marks or Level 3/ 3-5 marks). Better candidates deployed their knowledge and understanding to explain a range of factors, thus moving on to Level 4 / 6-8 marks. An encouraging number of candidates were able to access Level 5 by analysing comparative importance or showing the inter-relationship of the factors. An answer which was awarded full marks in Level 5 is given below.

*Mass production was an important part of the economic boon in the 20's as it enabled a whole new way of life many Americans. Items such as the car and radio became affordable, one example of which was the Model T Ford which dropped dramatically in price between 1909 and 1929, and whose sales escalated until they were ubiquitous along every road in America.*

*This affordability was also exploited along with another new concept of the 1920's: hire purchase. Previously people had to pay for goods in full, now they could pay in installments or on credit so more products were available to more people.*

*This overall feeling of affluence was possibly the cause of the new attitude in America. After the war, many felt more relaxed and saw the country doing well, so began to spend more and more, even when they did not have it. This attitude was extremely important in enabling the boom as it created demand which then resulted in higher employment as businesses had to employ more to produce more.*

*Businesses also benefitted after the war as America had been the principle leader to other countries, and so the US could reap the rewards of minimal damage to itself while receiving money from loans it gave to others.*

*The new technology which allowed mass production to flourish, such as widespread electricity was also responsible for new media to carry advertisements, such as cinema and radio. This advertising added to the feeling that spending was better than saving and therefore contributed to the aforementioned consumerist culture that generated high demand.*

*Mass production was therefore an important factor that could not have enabled the boom without other contributions.*

*It started to make items more affordable, but this was also due to the advent of hire purchase.*

*There also would not have been such a demand to own these new items if they had not been so successfully advertised on film and radio, which were the result of new technology like celluloid and electricity.*

*The attitude that also lead to increased demand was very important too as it meant people were inclined to spend on the new affordable goods.*

*There mass production was a contributing factor but not an isolated one: all were important in creating the boom.*

9 (a) This question was well answered by most candidates who clearly focused on the main features of Roosevelt's 'Hundred Days' and outlined them in a concise and precise manner.

9 (b) There were a wide range of responses to this question, with some candidates getting no further than identifying one or two reasons for opposition to the New Deal (Level 2 / 2-3 marks). Better candidates were able to identify groups and / or individuals who opposed the New Deal (the Republican Party, the wealthy, the Supreme Court, Huey Long, etc) and explain clearly specific reasons for their opposition (Level 3 / 3-6 marks).

9 (c) This question was generally well answered. Many candidates were able to identify specific groups whose lives were improved / not improved by the New Deal and link them to relevant explanations, thus accessing Level 3 or Level 4. A significant number of better candidates went on to provide an overall judgement based on the improvement and lack of improvement of the lives of American people and therefore progressed to Level 5 / 9-10 marks. However, a small minority of candidates produced vague answers to this question and **failed to identify specific groups** whose lives were improved / not improved, thus consigning themselves to a maximum of Level 2 / 4 marks. An answer which was awarded full marks in Level 5 is given below.

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*The New Deal made the lives of many American people better. The unemployed were helped by the New Deal agencies such as PWA and the CWA helped get people back into work doing useful jobs, for example 48% of hospitals were built by the PWA.*

*The AAA helped people out in the countryside, farmers had been in trouble since before the Depression. Farmers had problems with surplus food and the AAA paid them to slaughter all their livestock and plough their crops into the ground. This reduced the surplus and increased the price farmers got for their goods. The environment was improved by the CCC, they planted 200 million trees to help stop soil corrosion. The TVA built dams across the Tennessee Valley, which used to flood every year and then dried to a trickle. This helped farmers and their crops.*

*Not everyone's lives were helped by the New Deal, sharecroppers for example. Sharecroppers worked on other people's land for very little money, the New Deal did nothing to help them and by paying farmers to destroy their crops actually made them unemployed.*

*Some jobs given out by the New Deal were 'boondoggles' and had no purpose or benefit, they just gave someone a job. An example of this was scaring pigeons in the park with a balloon and pin or researching the history of the safety pin. The New Deal did not make the rich whose taxes were raised better as they were paying more taxes to help other people. The New Deal may have helped unemployment but it did not solve it and in 1937 it began to rise again from 7 million to 11 million. 7 Million was still more people unemployed than before the Depression.*

*Although the NRA's codes helped some people at work it did not help others. The codes were voluntary so some employers just ignored them such as Ford who was notorious for his hatred of unions and employed thugs to stop his workers joining.*

*So although the New Deal made the lives of some American people better it did not make all American people's lives better.*

### **Paper 14: China, 1945-1976**

A small number of candidates attempted to answer questions from this Depth Study, but the overall quality of responses ranged from very good to outstanding.

7 This question was very well answered by candidates who had an excellent knowledge and understanding of the Great Leap Forward. The responses to (a) and (b) were almost faultless with candidates making intelligent use of the sources provided in conjunction with their contextual knowledge. Some candidates struggled a little more with (c), because they had difficulties in interpreting the poster correctly. A complete answer which was awarded full marks is given below.

*The source is useful for historians studying the Great Leap forward as it shows how the government had faked a commune by giving it aid in order to ask peasants in other communes to work even harder. It is useful as it is a contemporary photograph, showing the government's policy of communes and helps historians to see how the government hid the truth behind the people and other countries. In reality communes could be said as failures as agricultural output increased slowly and then decreased as peasants didn't work harder. It showed how the government wanted people to believe in its communes.*

*But the source could be argued as not useful evidence. It only showed a commune with terraced fields, but not backyard steel furnaces or industrial projects that are more typical in the Great Leap Forward. Moreover it's a 'faked' or 'staged' commune, not an actual commune where there were less aids and no help from soldiers. Historians couldn't understand the lives in the poorer communes. The limitations in the photograph reduced its usefulness.*

*On the other hand from this source historians knew that the Great Leap Forward was a failure. Without aid, communes like this could never be built, and other communes remained poor and unproductive. Despite its limitations, its untypical evidence of revealing the truth actually helped to increase its usefulness. Therefore the source is quite useful for historians studying the Great Leap Forward and especially the governments' propaganda policy to promote working spirit amongst peasants during this period.*

*I agree quite far about its comment about the Great Leap Forward. However, it was a comment made by a member of the Chinese government, not by a peasant. Therefore the comment might be said in favour of the Great Leap Forward. In fact, the scrap metal and steel production more than doubled due to the backyard steel campaign, and that doesn't agree with the comment of 'You can't eat steel', as the steel generated helped to produce farm machinery that would increase food production.*

*Yet the same is very true too. In reality the agricultural output dropped drastically as peasants were forced to focus on steel production.*

*Even professionals such as doctors, teachers joined the campaign. They know the food produced wasn't sufficient but couldn't complain as the government officials ordered them to, or else they would be treated as 'reactionaries'. The saying 'you can't eat steel' is very true too as the steel campaign subsequently led to famine in 1960-2 together with bad weather.*

*Therefore I agree to a very far extent to this comment, even though it omitted other aspects of the Great Leap Forward, that includes 'good projects' like dam and canal building.*

*I believe it was published to gain peasants' support for the government as the government started to introduce farming machinery, that were rare in older days. The poster was published in the late 1970s, most probably after Mao Zedong's death. The poster therefore could be act as a propaganda to demonstrate the new and better post-Mao government. It hints that hardships under Mao, for example communes and pure men power is diminished and that normal peasants could enjoy the luxury of not working too hard and tiring. By not 'bending our backs', the peasants could be seen as respected by the new government, and not subjects that have to bend their backs. The joyous and smiley faces show that peace and prosperity could be achieved in the late 1970s, after the perils of the Cultural Revolution. And unlike the comment in source D, the government in this source invested in agricultural rather than steel production, which seems to promise no further famines. And also promoting that farming had been modernized, a good example and symbol of a super-power China.*

8 Again this question was very well answered with the majority of candidates gaining full marks for (a) and (b) by using their knowledge and understanding of the events leading up to the Chinese Civil War to full advantage. Most candidates dealt very well with (c) and explained a range of reasons why the communists won the civil war (the Red Army, the leadership of Mao Zedong, the poor organisation of the Nationalists, etc) in order to access Level 4 / 6-8 marks. Some candidates went on to analyse comparative importance or to analyse the inter-relationship of reasons (Level 5 / 9-10 marks). A complete answer which was awarded full marks is given below.

*In 1945 the Nationalist government was losing popularity, as it had lost many supporters in 'liberated areas' to the communists. There was also corruption within the party, as officials would draw out more money for wages than they had men, so money was being lost. The Communists were also growing in strength, having secured weapons, support and land as a result of the war with Japan. Finally the economy was devastated by the war, and 60 million people were homeless, so people were looking for an alternative government to solve their problems.*

*As a result of the second world war, the Communists gained support, weaponry and land, and were strengthened to an extent by the weakening of the Guomindang. As a result of the war with Japan, the PLA gained many weapons, obviously important for an army, so they were well equipped to fight. They also gained land – so called 'liberation areas' – where they eased suffering through the use of Mao's 6 principles (etc) so gaining the peasants support. The communists were shown to be the true nationalists, as they wanted to fight Japan. The war caused economic and political instability in China, so weakening the authority and support of the Guomindang, so that people looked for an alternative government, providing the communists with the chance they needed to fight and defeat the Guomindang.*

*I agree with this statement to a very large extent, for without the means to fight the Communists would certainly have not won the civil war. Not only this, but the Red Army, too had belief and had forged strong bonds as the result of their experiences (long march etc), so would fight more effectively and cooperatively as a unit.*

*However there were of course other reasons for the communist victory, namely the support of the peasants. Without this it is unlikely that the communists would have succeeded, as this was their source of soldiers, intelligence and often food and shelter. The support of the peasants was obtained as a result of other factors as well – their ideology, the leadership of Mao and the communists social reforms. Without these factors, the inspiration of the soldiers and the support of the peasants may not have been achieved. Mao especially was important in gaining aid from Russia, to help with the war effort.*

*It is clear therefore, that without the support of the peasants and even Mao, the ideals for which the PLA was fighting and strength of the communists would not have been achieved.*

*Nevertheless, The Red Army and its effective guerilla tactics were still crucial to the communists success, and while they could still have won without the support of the peasants (remembering that they did not have this at first), they certainly could not have won with the peasants support and no army, no matter how*

*weak the Guomindang were. Therefore I agree with this statement to a very large extent as the Red Army was certainly the first most important reason behind the communists victory in the Chinese civil war 1946 – 1949.*

9 Once again this question was very well answered with the majority of candidates gaining full marks for (a) and (b) by using their knowledge and understanding of the Cultural Revolution to full advantage. Most candidates dealt well with (c) by explaining the negative impact of the Cultural Revolution on the economy, social life, education etc, of China and the Chinese people, and its positive impact on Mao Zedong's political position (Level 4 / 6-8 marks). A significant number of candidates successfully provided an overall judgement of the relative success / failure of the Cultural Revolution, thus attaining Level 5/ 9-10 marks.

*The Red Guards were young people, students and school children organised into gangs, in which they carried out Mao's orders of revolution, smashing objects that were bourgeoisie, western or 'Old' and in many cases killing people suspected of such sympathies.*

*Teachers and intellectuals fell victim to the Cultural Revolution as many were seen as figures at the establishment who had 'Reactionary' sympathies.*

*However, it must be remembered that many of the people had previously taught youths now in the Red Guards; now with Mao's blessing they could exact revenge on former figures of authority, the 'boot was on the other foot as it were'.*

*Furthermore, Mao saw such people as a threat to his leadership, and so particularly targeted independant thinkers, now labeled as reactionaries so he would have no desent within the country (similar in many ways to his 1956 reaction to the Hundred Flowers movement).*

*To a certain extent, the Cultural Revolution may be deemed a success, especially if looked at from the point of view of Communisms survival. There is no doubt that Mao had reinvigorated Communism, particularly in the young (one only has to look at the massive 1966 Tienanmen Square Rally in which the young of China chanted their love for the Chairman). However, from Mao's own personal point of view he had purged the CCP of Conservative threats to his leadership – Peng Xiaoping and Lin Shaquoi being two high level 'reactionaries'. He now ruled supreme, his leadership unchallenged and his image almost deified.*

*However, one cannot forget the huge cost China paid for Mao's 'reindorsement' . Over 20 million people had been killed and families destroyed. It is estimated that 120 million people were illiterate in 1981 due to the closure of schools and colleges. Moreover, religion had been all but wiped out (particularly in Tibet) and the Communist Party had been irrevocably split – Left (Mao), Right (Deng/Shaoquoi).*

*Therefore it can be concluded that for China as a whole, it people and its culture had been irrevocably damaged, all for the sake of one mans lust for power.*

**1937 Paper 2**  
**How effective were the Liberal Government Welfare Reforms?**

**General Comments**

The topic was widely anticipated by centres and although this proved to be a mixed blessing for some candidates there were many high quality scripts. Candidates, at all levels of ability, showed clear evidence of having been prepared for the demands of the paper, in terms of skills and knowledge. They treated the paper seriously and, as in previous years, there were exceptionally few frivolous or nonsensical answers. Candidates were familiar with the broader context of living conditions and had a good understanding of the nature of the Liberal reforms within that context. Unfortunately, the general contextual knowledge of weak/er candidates about living standards was rooted more in the early to mid-nineteenth century than the early twentieth century. For example, 'most children could not read or write', 'young children had to work in coal mines and factories', 'most children wore ragged clothes and lived in slum houses'. The importance of Lloyd George was appreciated, though many candidates referred to him as leader of the Liberals/prime minister. Many candidates cross-referenced their answers with other sources and there was a noticeable increase in the proportion of candidates who evaluated sources by reference to purpose.

A number of candidates, however, were over-prepared in terms of contextual knowledge and this led to:

- a) A tendency for even the most able to ignore the content of the sources in their answers.
- b) An inclination among weak candidates to give contextual knowledge without relating it to the question or the sources involved.
- c) A trend, noticeable though not significant, for some candidates to run out of time on Q6.

Previous reports have reminded Centres that this is a source-based paper and candidates must use information taken directly from the sources. Again, this message is repeated. Failure to root an answer in the source/s in question will compromise its quality by failing to support valid reasoning and inference. It is not enough to assert that a source 'shows' something, candidates need to demonstrate how the source agrees or disagrees with their point.

This answer to Q2 exemplifies the point about the need to support an answer with source detail:

*Source B is from an extract from the Majority Report of the Poor Law Commission it was requested by the Liberal government. Whereas source C was written by an American who visited Britain in 1909.*

*In my opinion I trust source B more than source C as evidence about the condition of people in Britain in 1909. This is because source B is from the Majority Report of the Poor Law Commission, and it was also investigated by professional investigators.*

*Whereas source C is from an American who had visited Britain in 1909. We cannot trust source C because it is from a tourist and its also not very reliable because as he is an American he might be hating the British and he didn't like the way they lived. He might have written all that out of hatred.*

*That's why I trust source B more than source C as evidence about the condition of people in Britain in 1909 because source B is more reliable as it was written by experts and not just from a tourist like in source C.*

This answer was marked at Level 2, 2 marks because it contains no source detail at all. Such omission of source detail, or even any sense of what a source is saying, is a fundamental error in a source-based assessment.

A high quality answer will contain, in varying combinations: specific source detail; comment about that detail in relation to the particular question being answered; clear contextual knowledge enabling a judgement to be made about the purpose or validity of the source in question.

**Content** – quote it.

**Comment** – on the content.

**Context** – relate to events.



On points of administration:

Attendance registers must be completed and enclosed with scripts.

Candidates must write on the front of their scripts the numbers of the questions they answer.

Script envelopes must have the paper reference number and quantity of scripts enclosed clearly written.

### Comments on Individual Questions

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

#### Q1 Source A

*What is the message of this cartoon?*

*Use details of the cartoon and your knowledge to explain your answer.*

**6 marks**

Level 1	Simple comprehension only/general assertion. Description of surface detail, but no valid inference made.	1-2
Level 2	Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon.	2-3
Level 3	Valid inference/s from the cartoon about its message, supported by detail from the cartoon.	4-5
Level 4	Valid inference/s from the cartoon about its message, supported by detail from the cartoon AND put into context.	6

The great majority of candidates reached Level 3, supporting their inference about the positive message of old age pensions paid for the first time in 1909. Many candidates presumed, wrongly, that the legislation had been passed in 1909 and most were unclear about the significance of the word "gift" in the sub-title.

This answer was typical in its approach to the question, but in the minority who explained the meaning of "gift".

Level 4 / 6 marks

*Source A is a cartoon from a British magazine from January 1909 and shows two elderly people and a small child holding a bag showing 'Old Age Pension'. The child symbolises the year 1909 and the two elderly people symbolise all the elderly people who had been living in poverty at that time. The caption reads 'The New Year's Gift' and relates to the Old Age Pension Act. The Old Age Pension Act was in 1908 and was one of the Liberal Reforms giving elderly people over 70 5s. a week to live on. This was paid for by increased taxes and the pension scheme was referred to as a 'gift' because it needed no contribution from the people themselves. This source shows the point of view of the people who received this money and is therefore giving the message that the pension scheme was a good idea. It is showing that the scheme is bringing happiness to the elderly and making it so that they are not forced to live in poverty.*

#### Q2 Source B and Source C

*Do you trust Source B more than Source C as evidence about the condition of people in Britain in 1909?*

*Use details of the sources and your knowledge to explain your answer.*

**9 marks**

Report on the Components Taken in June 2005

Level 1	Comprehension only/accepts at face value supported by detail from a source.	1-2
Level 2	Valid inference/s unsupported by detail from a source.	2-3
Level 3	Valid inference supported by detail from a source/s.	4-6
Level 4	Evaluates the content of <b>one</b> source, using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the source.	6-8
Level 5	Evaluates the content of <b>both</b> sources, using relevant contextual knowledge or cross-reference, or tone/language/purpose supported by detail from both sources.	8-9

There was a welcome variety in candidate performance on this question with the majority of answers falling into two groups – those who dealt with the sources in a stereotyped way and those who successfully evaluated at least one of the sources. A significant number successfully evaluated both sources. Candidates found it easier to evaluate Source C through its vivid descriptive language, though the dramatic phrasing in Source B was also pointed up. There was a heartening use of cross-referencing with other sources on the paper to evaluate those in the question.

The following answer illustrates the stereotyped approach, but the candidate did go on to use their contextual knowledge to evaluate both sources successfully, though not strongly. For example, the final sentence is wrong in its reference to Source C.

Level 5 / 8 marks

*I trust source B more than source C as evidence about the condition of people in Britain in 1909.*

*Source B is an extract from the Majority Report of the Poor Law Commission. This body was set up to help the poor. They would be truthful about the position of poor people as although the truth would mean more taxation, the report was requested by the Liberal Government who would want to know the exact situation to try and rectify difficulties.*

*Source C was written by an American who was just visiting Britain. A person not from Britain who has not spent a long time in Britain is likely to be both biased against Britain and also unaware of the real situation. Source C is against Britain when it uses exaggeration by writing about people in London 'only half-grown, with diseased faces'. It seems as if the writer is trying to make their nation seem more powerful.*

*The writer of source B will have spent a long time studying the poor and as a person presumably living in Britain will have spent their life in witness to the poor.*

*I trust source B more than source C as the in depth studies of Charles Booth and Seebohm Rowntree were more similar to source B. The Majority Report said there was 'a class of people whose living conditions are a disgrace' and the study by Rowntree said the same. The early 1900s were a time when people began to realise that people who were poor were not poor by their own making, as is suggested in source C.*

**Q3 Source D**

*How true is this picture of how British children lived 1906-1914?*

*Use details of the advertisement and your knowledge to explain your answer. **7 marks***

Level 1	Comprehension only/accepts at face value unsupported by detail from the advertisement.	1-2
Level 2	Valid inference unsupported by detail from the advertisement.	2-3
Level 3	Valid inference supported by detail from the advertisement.	3-4
Level 4	Evaluates the advertisement by commenting on its purpose, supported by detail from the source.	4-5

Report on the Components Taken in June 2005

Level 5	Evaluates the content of the advertisement, using contextual knowledge supported by detail from the advertisement.	5-7
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The vast majority of candidates were provoked by this source to reject it as a true representation of how children in Britain lived, most reaching Level 3 at least. It was clear that candidates had a strong sense of the context of the period, though too many were rooted in mid-Victorian times in their understanding of living conditions. Even the weakest candidates, however, made the supported inference that the girl in the advertisement was more middle/upper class than typical of most children. There was, also, a welcome variety of approaches to evaluation ranging from those who focused on the purpose of the source, through cross-referencing with other sources, to using accurate contextual knowledge. Weaker candidates tended to ignore the larger message/picture and focus on trivia such as it was 'Printed in Holland'.

This answer is a good example of a concise style which deals with purpose and accurate contextual knowledge to evaluate the advertisement.

Level 5 / 7 marks

*The advert for a painting book shows a pretty young girl, very richly dressed holding a tray with many luxury items such as a letter holder and little lamp shades. In the period 1906-1914 this would not have been a true picture of children in Britain.*

*Studys from Booth and Rowntree showed that between 30-40% of the population lived below the poverty line. Therefore many would not be able to afford luxury clothes and items as the girl in the advert has.*

*The advert was produced in 1910 to sell a painting book and it makes life look good. But life for many children was very bad and so the Liberals had passed many acts for the welfare of children. In 1907 the School Meals Act was passed and in 1908 the School Medical Service Act. Although conditions had improved for children by 1910, the picture of this child only represented a very small minority of upper class children.*

*In conclusion, the advert does not show a true picture of how children lived in 1906-1914.*

**Q4 Source E**

*How useful is this source to historians studying this period?*

*Use details of the speech and your knowledge to explain your answer.*

**7 marks**

Level 1	Comprehension only/accepts at face value, supported by detail from the speech.	1-2
Level 2	Valid inference/s from the speech, unsupported by detail from the speech.	2-3
Level 3	Valid inference/s from the speech, supported by detail from the speech.	2-3
Level 4	Evaluates the speech by cross-reference or by commenting on its tone/language/purpose, supported by detail from the speech.	4-5
Level 5	Evaluates the content of the speech, using contextual knowledge supported by detail from the speech.	6-7

Many candidates showed a healthy scepticism of political speeches and went on to evaluate the source through purpose, showing a good appreciation of the development of the Labour party. Again, many candidates made good use of other sources to cross-reference with the argument advanced in the speech. Disconcertingly, however, a surprising number thought that Keir Hardie was a woman. Perhaps some Centres did not do full justice to the issue of votes for women, otherwise candidates would have known that there could not have been a female in the House of Commons in 1912.

This answer begins by accepting the source at face value and making a valid inference, but then displays a very good combination of contextual knowledge and appreciation of politics.

Level 5 / 7 marks

*To the historian this would be very useful because it has lots of information about living costs. Keir Hardie said 'The cost of living increased 12%' but there was only a tiny increase in pay of 1% for the working class. He also tells of exploitation of coal consumers in London. These facts are very useful to a historian because they show that the Liberal Reforms were ineffective in some areas, the Liberals were not doing a good job.*

*However, although the statistics would be accurate some facts may have been left out which would have shown the Liberals were doing a good job with welfare reforms. Keir Hardie does not mention Old Age Pensions, the Childrens Charter, Labour Exchanges or National Insurance. These reforms show the Liberals were doing much to help people.*

*Hardie is a Labour MP, so he is extremely biased towards socialism and he is determined to show the Liberals were doing a bad job. As the Labour party was in its infancy the MP may be saying outrageous things because they are not going to be in government for a while anyway.*

*In conclusion, the facts in the source would be very useful to a Historian, but the opinion in the source should be treated with caution as the Labour Party at that time were trying to get into power.*

#### Q5 Sources F and G

*Why do these two sources give different views of how far the Liberals helped the poor?*

*Use details of the sources and your knowledge to explain your answer.*

**9 marks**

Level 1	Describes differences rather than explaining reasons for them.	1-2
Level 2	Valid inference/s unsupported by detail from a source.	2-3
Level 3	Valid inference supported by detail from the sources.	4-6
Level 4	Evaluates the content of <b>one</b> source, using relevant contextual knowledge, or cross-reference, or tone/language/purpose supported by detail from the source.	6-8
Level 5	Evaluates the content of <b>both</b> sources, supported by detail from both sources.	8-9

This question also stimulated a pleasing variety of responses and most candidates were able to evaluate Lloyd George's speech by cross-referencing or using contextual knowledge. Many candidates, however, when faced with this type of question deal with the sources in isolation rather than consider the different perspectives of the individuals.

This answer uses a combination of purpose, language and context to evaluate both sources, but found it easier to evaluate Source F rather than G

Level 5 / 9 marks

*Source F is a speech by Chancellor Lloyd George, made in the year of his People's Budget, 1909. It therefore has a motive of increasing support for his reforms and showing them in the best light possible. Meanwhile, Source G is by the Secretary of the National Society of Day Nurseries a year later. At first sight she would appear to have no ulterior motive. However, as she is in such a position of influence, perhaps she was trying to win support, to actually help babies and young children.*

*Source F plays up the direness of the situation before the reforms, with visual and emotive language such as 'the old were bleeding and footsore', 'the thorns and brambles of poverty'. Lloyd George hams up the situation of the poor to show his party as their saviours 'We cut a new way for them, an easier way'. He did*

this to raise votes for his party. He is attempting to show that the Liberals have helped the poor immensely, which is true to some extent. They had brought in measures to protect children, allow them to be provided with at least one meal a day, given them medicals, protected workmen (eg Compensation Act) and helped the old with pensions.

Source G, however, is saying the Government hasn't helped children as it blames the deaths of many babies in industrial areas on the fact 'their mothers go out to work, shutting their children up in a room'. Perhaps Mrs. Green thinks that new mothers need more help and is trying to influence the government. A maternity grant was in the National Insurance Act of 1911.

**Q6 All the sources, A to G**

*'The Liberal welfare reforms were successful in improving the lives of the poor.'*

*How far do the sources in this paper support this statement?*

*Use details of the sources and your knowledge to explain your answer.*

**12 marks**

*Remember to identify the sources you use.*

Level 1	General answers unsupported by detail from the sources.	1-2
Level 2	Uses relevant contextual knowledge unsupported by detail from the sources. These answers make valid points about the issue in response to the question, but ignore the sources. Include here answers which make specific reference to the letter of a source, but give no sense of its contents.	2-4
Level 3	One-sided answer, with specified detailed support from the sources.	5-7
Level 4	Balanced answer, with specified detailed support from the sources.	8-11

NB: Up to 2 additional marks are available for source evaluation. Maximum mark for Q6 is 12

It is pleasing to note the continued improvement in candidate awareness of the need for debate in history and their increasingly skilful use of sources to present two sides to an issue. A considerable majority of candidates reached Level 4 and although there was a great variety in the actual use of sources to support an argument the skill was demonstrated.

This answer grouped the sources into two camps and reached a conclusion, though not strong, with evaluation of Source F en route.

Level 4 / 10+1 = 11 marks

*The social reforms put in place from the start of the Liberals time in government in 1906 were designed to win support away from the growing popularity of Labour, as well as help those who need help most.*

*Sources A and F portray the reforms as brilliant, with the cartoon showing the light of hope being delivered to the old couple in the form of state pensions in 1909 and Lloyd George's enthusiastic speech about how hundreds of thousands of the poor benefit from the new way. But source F is definitely propaganda, with a dynamic visual description of the poor 'bleeding and footsore'.*

*Sources B and C greatly disagree with Lloyd George's boasts, both noting that Britain is weakened by the poor. Though perhaps untrustworthy as to why the poor are poor, B and C agree that 'conditions are a disgrace' and 'the stability of the whole nation' is at stake because diseased people stop Britain competing with other nations.*

*Source E also points out the failings of the Reforms saying 'Since the Liberals came to power in 1906 every social evil in this wealthy country has got worse'. The Labour speaker gives factual detail such as 'The cost of living has increased 12% but wages of working class have increased only 1%'.*

*Source G is a more heart-felt comment on the Reforms failures, showing how children in the East End especially die. Mrs. Green says that 'In the East End of London and the industrial areas of England twice as many babies die before their first birthday compared with the rest of England.'*

*Simply due to cost it would not be possible to help all the poor, but the Liberals did open a doorway which would make the Welfare State. The Reforms did what the Liberals had hoped, keep the Labour party out of*

*power. But those who did not feel the advantages of the Reforms pointed out the faults, such as source G. But those it helped were grateful for the little they got, such as the old couple in source A. So there are two ways of looking at the Reforms and I think they did make a difference.*

### **1937/03 and 1037/02: Coursework**

#### **General Comments**

Much of this year's coursework was a pleasure to read with clear evidence of candidates working extremely hard to produce a lot of excellent work. The overall standard was about the same as last year. The moderation process proceeded as smoothly as in previous years. This was helped by several factors: the efficiency of the majority of Centres, the detailed and careful marking of the work, and the fact that nearly all Centres use the OCR assignments.

The majority of Centres helped the moderation process by sending their marks to moderators well before the final date, and by responding speedily to requests for samples of work, mark schemes and other materials.

A small minority of Centres do need to study to the instructions issued by OCR to ensure they follow correct procedures. It is helpful to the moderator if the sheet showing the breakdown of marks between the two assignments is sent with the MS1. This helps the moderator in the selection of a suitable sample of work. For the same reason it is also essential to indicate which teaching set each candidate belonged to.

After studying these documents the moderator will request a sample of work, a copy of the assignments and mark schemes, the Centre Authentication Form, a copy of the letter from the coursework consultant approving the coursework scheme, and the class-work on the coursework topics from one candidate. It is also important that a cover sheet is completed for each candidate and is attached at the front of the candidate's work.

It helps speed the whole process if Centres have these materials ready even before they are requested by the moderator. As has already been noted, the overwhelming majority of Centres do all of this, but a small number of Centres did cause some moderators a lot of extra work by failing to respond to requests for some or all of this documentation. One common plea from moderators - please do not enclose the work of each candidate in separate plastic wallets!

Many moderators commented on the great care which had obviously gone into much of the marking of the work. Nearly all of the marking was accurate and it was necessary to adjust the marks of only a few Centres. Many Centres also provide useful annotation of candidates' work explaining where, and why, levels have been reached. This is much appreciated by the moderators.

The widespread use of the OCR assignments does help achieve consistency across the specification and makes most the moderation of the work of most Centres a straightforward process. However, perhaps it is time for some Centres to think about devising their own exercises on those areas that particularly interest the candidates. This does not have to be a time consuming process as far as Assignment 1 is concerned. Any Centres that do devise their own assignments must have them approved by their Coursework Consultant. This is to ensure that they are fit for their purpose and that candidates are being tested on the appropriate skills and understandings. Occasionally, inappropriate assignments are used by Centres. In every case this is because they have not been sent to a Coursework Consultant. Every Centre has such a Consultant attached to them. Details can be obtained from OCR.

The amount of guidance that can be given by teachers in relation to coursework has always been difficult to pin down precisely. Most Centres appear to have got this right but there was some limited evidence this year of over-guidance. This was evident where a number of candidates produced identical points in their answers. It is appropriate to briefly discuss the meaning of a question, it is not appropriate to suggest to candidates the points that should go into their answers. It is entirely inappropriate for teachers to correct rough drafts. Once candidates commence their answers they should be on their own.

### **Assignment 1**

Reports for previous years have noted that some of the work for this assignment has been far too long and has contained much description and narrative. This year saw a noticeable improvement in these areas with more work that was concise, to the point and relevant. Some candidates still write down everything they know about the topic and answering the question set appears to be almost incidental. Candidates should be aware that the former approach will attract higher marks. The candidates' ability to select what is relevant, and to know what to leave out, is an important element of Assessment Objective 1. If Centres are finding much description or narrative in their candidates' work, then it is probably time to amend the questions set to encourage a more analytical approach.

### **Assignment 2**

Much of the source analysis and evaluation completed by candidates is excellent. Candidates display a wide range of skills and most can evaluate sources by using both the provenance of the sources and the historical context. There are still some candidates who waste their time by writing detailed descriptions of all pictorial sources and who comment on the reliability of every source whether this is asked for or not. All candidates should be reminded that in coursework, as in examinations, they will be rewarded for answering the question and not for simply showing how much they know.

**General Certificate of Secondary Education  
Modern World History (Short Course) 1037  
June 2005 Assessment Session**

**Component Threshold Marks (raw marks)**

<b>Component</b>	<b>Max Mark</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
01	60	45	38	31	26	21	17	13
02	25	21	18	16	13	10	7	4

**Syllabus Option and Overall (weighted marks)**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	100	88	76	64	53	44	36	28	20
Percentage in Grade		2.6	14. 2	18. 1	18. 8	16. 0	9.6	9.1	6.9
Cumulative Percentage in Grade		2.6	16. 8	34. 9	53. 7	69. 7	79. 3	88. 4	95. 3

The total entry for the examination was 621.



**General Certificate of Secondary Education  
Modern World History 1937  
June 2005 Assessment Session**

**Component Threshold Marks (raw marks)**

Component	Max Mark	A	B	C	D	E	F	G
11	75	55	46	38	33	29	22	17
12	75	58	50	43	37	32	25	19
13	75	55	47	39	34	29	22	17
14	75	55	47	39	34	29	22	17
02	50	36	31	27	23	19	16	13
03	50	41	36	31	24	17	11	5

**Syllabus Options (weighted marks)**

**Option A**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	128	109	91	74	57	40
Percentage in Grade		14. 0	22. 0	21. 7	16. 8	10. 8	6.8	4.0	2.3
Cumulative Percentage in Grade		14. 0	36. 0	57. 7	74. 5	85. 4	92. 1	96. 2	98. 4

The total entry for the examination was 30161.

**Option B**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	169	151	133	115	96	78	60	42
Percentage in Grade		19. 1	27. 2	20. 9	12. 1	8.3	5.4	3.1	2.2
Cumulative Percentage in Grade		19. 1	46. 2	67. 1	79. 2	87. 5	92. 9	96. 1	98. 2

The total entry for the examination was 3198.

**Option C**

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	128	110	92	74	57	40
Percentage in Grade		11. 1	21. 6	21. 7	17. 2	11. 4	7.3	4.6	2.7
Cumulative Percentage in Grade		11. 1	32. 7	54. 4	71. 6	83. 0	90. 3	94. 9	97. 6

The total entry for the examination was 12895.

**Option D**

	<b>Max Mark</b>	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Overall Threshold Marks	200	169	149	129	110	92	74	57	40
Percentage in Grade		20. 5	39. 4	31. 8	5.3	2.3	0.8	0.0	0.0
Cumulative Percentage in Grade		20. 5	59. 9	91. 7	97. 0	99. 2	100	100	100

The total entry for the examination was 132.

**Overall**

	<b>A*</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>
Percentage in Grade	13.5	22.3	21.7	16.6	10.8	6.8	4.1	2.4
Cumulative Percentage in Grade	13.5	35.8	57.5	74.1	84.9	91.7	95.8	98.2

The total entry for the examination was 46389.



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