

# **History B (Modern World)**

General Certificate of Secondary Education **GCSE 1937**

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

## **Mark Schemes for the Components**

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**June 2006**

**1937/1037/MS/R/06**

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History B (Modern World) (1937)**

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History B (Modern World) (1037)**

### MARK SCHEMES FOR THE COMPONENTS

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**Mark Scheme 1037/01  
June 2006**

## APPLICATION OF THE MARK SCHEME

### 1 Use of the Mark Scheme

- 1.1 It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgment at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- 1.2 Marking must be positive. Marks must not be deducted for inaccurate or irrelevant answers. Half- marks must not be used.
- 1.3 The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable responses.
- 1.4 Be consistent from script to script and from batch to batch.
- 1.5 Indicate that all answers have been seen.
- 1.6 Do not transfer marks from one part of a question to another.
- 1.7 If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- 1.8 The mark scheme primarily aims to reward conceptual understanding and the demonstration of evidence handling skills. Contextual knowledge, is of course important in so far as it enables candidates to demonstrate their understanding of concepts and their source evaluation skills. **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.**
- 1.9 Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level.

### 2 Marking

- 2.1 All marking should be in red.
- 2.2 The level, and mark awarded for each part question, **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/5.
- 2.3 At the end of each question the total mark achieved by the candidate for that question **MUST** be indicated in a circle.
- 2.4 The total mark for each question should be transferred to the front page of the script. The marks for all the questions should be totalled and indicated.

**3 Before the standardisation meeting**

- 3.1 You must mark, in pencil a selection of at least ten scripts.
- 3.2 The scripts should be drawn from several Centres.
- 3.3 The marked scripts should be brought to the standardisation meeting.

**4 Annotation of scripts**

- 4.1 Annotation should normally comprise of a Level and a mark.
- 4.2 Where necessary for clarification written comments should be used. These should relate to the Mark Scheme. When writing comments it is important to remember that scripts may be returned to a Centre.

**5 Handling unexpected answers**

- 5.1 The standardisation meeting will include discussion of the range of acceptable responses.
- 5.2 Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

## SECTION A

- 1 (a) **Study Source A.**  
**How far does this source help you to understand the increasing fear of war in Europe from 1935 to 1939? Use the source and your knowledge to explain your answer.**

**Target: A01 and A02.**

**LEVEL 1**

**ANSWERS BASED ON WHAT WAS HAPPENING IN GERMANY.**

These answers rely on the information in the source and no contextual knowledge is demonstrated.

e.g. 'Germany was spending more on armaments.' [1-2]

**LEVEL 2**

**USING CONTEXTUAL KNOWLEDGE IDENTIFY WHAT WAS HAPPENING IN EUROPE (NOT IN THE SOURCE).**

e.g. 'increased armaments spending; breakdown of League of Nations; Hitler's aggressive foreign policy.' [2-3]

**LEVEL 3**

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN WHAT WAS HAPPENING IN GERMANY.**

**OR**

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN WHAT WAS HAPPENING IN EUROPE (NOT IN THE SOURCE).**

e.g. Uses LEVEL 1 examples. [4-5]

**LEVEL 4:**

**ANSWERS THAT COMBINE BOTH ASPECTS OF LEVEL 3.**

e.g. Uses BOTH elements of LEVEL 3 and LEVEL 4. [6-7]

**LEVEL 5**

**ANSWERS THAT BUILD ON L4 AND EVALUATE 'HOW FAR' [8]**

- (b) **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.

**USE OF SURFACE FEATURES OF THE CARTOON ONLY.**

e.g. 'A man rolling a globe over a ravine.' [1-2]

**LEVEL 2  
INTERPRETATION ONLY.**

e.g. 'Great Britain is heading towards war'.  
'Great Britain working towards peace'.  
'Great Britain struggling between war and peace'. [2-3]

**LEVEL 3  
INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR  
CONTEXTUAL KNOWLEDGE.**

e.g. 'It is clear from the cartoon that Great Britain is heading towards war because the plank is breaking and war is underneath.'

**OR**

'Chamberlain had been following a policy of appeasement. At Munich, Britain and Germany promised not to go to war with each other. Soon after German troops occupied the Sudetenland. This left Czechoslovakia in crisis and Europe heading towards war despite the efforts of Chamberlain trying to maintain peace.'

[4-5]

**LEVEL 4  
INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL  
KNOWLEDGE.**

[6]



- (c) **Study Sources C and D.**  
**How similar are these two sources as evidence about Hitler's foreign policy?**  
**Use the sources and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**

**ANSWERS ON PROVENANCE ALONE.**

e.g. I think they are similar because they come from around the same time, but different because one is British and the other is German. [1-2]

**LEVEL 2:**

**SIMILAR AND/OR DIFFERENT BECAUSE ONE SOURCE SAYS SOMETHING WHICH THE OTHER DOES NOT.**

Must identify what this is. [2-3]

**LEVEL 3:**

**DETAILED COMPARISON OF CONTENT FOR SIMILARITY OR DIFFERENCE.**

Answers based on an understanding that e.g. both sources are about Hitler's expansionism/both anticipate war.

e.g. I think the two sources are very similar as evidence. Both show that Hitler's policies were likely to lead to war. Source C talks about foreboding for the future and Source D says there will be war. [4-6]

**LEVEL 5:**

**BOTH SIDES OF LEVEL 3.**

i.e. addresses issue of 'How similar?'

e.g. I think the two sources are very similar as evidence. Both show that Hitler's policies were likely to lead to war. Source C talks about foreboding for the future and Source D says there will be war. However, they are not entirely similar. Source C is about Czechoslovakia and says war has been avoided, but Source D says that there cannot be a repetition of the Czech affair. Hitler means that this time there will be war, not a negotiated settlement. [7-8]

- (d) **Study Source E.**  
**Why did the Soviet Union publish this cartoon in 1939? Use details of the cartoon and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**SOURCE USED FOR INFORMATION OR CONTEXTUAL KNOWLEDGE.**

These answers get no further than the surface content of the source and do not get as far as the intended message. [1]

e.g. 'The cartoon was published to show men pointing the way.'

**LEVEL 2:**  
**ANSWERS THAT INFER THE PURPOSE OF THE CARTOON.**

These answers assert that the purpose of the cartoon was to show the French and British as anti-Soviet.' [2-3]

**LEVEL 3:**  
**ANSWERS THAT EXPLAIN THE PURPOSE OF THE CARTOON USING SOURCE AND/OR CONTEXTUAL KNOWLEDGE.**

e.g. 'This cartoon was used as anti-French and British propaganda by showing them pointing the way to the Germans to attack the Soviet Union.' [4-6]

**LEVEL 4:**  
**AS FOR LEVEL 3, BUT IN ADDITION EXPLAINS WHY THE CARTOON WAS PUBLISHED IN 1939.**

e.g. 'This cartoon was used as anti-French and British propaganda by showing them pointing the way to the Germans to attack the Soviet Union to take pressure off themselves when there was a deteriorating world situation in 1939.' [7-8]

- (e) **Study all of the sources.**  
**'War in Europe was inevitable'. How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS ON EUROPE IN THE LATE 1930S WITH NO USE OF SOURCES.**

Description of foreign policy in the 1930s only. [1-2]

**LEVEL 2:**  
**USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS REACHED OR HOW OTHER INTERPRETATION CAN BE REACHED.**

e.g. 'In Source B the plank was breaking, therefore war was inevitable.' [3-6]

**LEVEL 3:  
USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS REACHED AND  
HOW OTHER INTERPRETATIONS CAN BE REACHED.**

e.g. 'In Source B the plank was breaking, therefore war was inevitable. However, in Source A all it tells you about is Germany's increased arms spending, therefore war was not inevitable.' **[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.  
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.**

e.g. 'Lions in the arena; man and woman dressed as Romans.' **[1-2]**

**LEVEL 2:  
INTERPRETATION ONLY.**

e.g. 'Gorbachev's policies were generating problems in the Soviet Union.' **[2-3]**

**LEVEL 3:  
INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR  
CONTEXTUAL KNOWLEDGE.**

e.g. 'Gorbachev's policies were generating problems in the Soviet Union as can be seen by the lions hungrily circling the two Soviet citizens.'

**OR**

'Hard line communists were horrified at Gorbachev's policies of glasnost and perestroika and he was accused of betraying communism and threatening the security of the Soviet Union. The cartoon shows this fierce reaction to Gorbachev's policies through the lions.' **[4-5]**

**LEVEL 4:  
INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL  
KNOWLEDGE.**

**[6]**

- (b) **Study Sources B and C.**  
**How far do these sources agree about the need to reform Soviet foreign policy? Use the sources and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS ON PROVENANCE ALONE.**

**LEVEL 2:**  
**AGREE AND/OR DISAGREE BECAUSE ONE SOURCE SAYS SOMETHING WHICH THE OTHER DOES NOT.**

Must identify what this is. [2-3]

**LEVEL 3:**  
**DETAILED COMPARISON OF CONTENT FOR AGREEMENT/DISAGREEMENT.[4-6]**

**LEVEL 5:**  
**BOTH SIDES OF LEVEL 3.**

i.e. addresses issue of 'HOW FAR'. [7-8]

- (c) **Study Source D.**  
**How far does this source help you to understand the downfall of many Eastern European governments in 1989? Use details of the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS BASED ON SOURCE ONLY.**

These rely on information in the source and no contextual knowledge is demonstrated.

e.g. 'Solidarity showed that if people stood together they would be difficult to deal with.' [1-2]

**LEVEL 2:**  
**ANSWERS IDENTIFYING WHAT WAS HAPPENING IN EASTERN EUROPE (NOT IN SOURCE).**

e.g. 'cuts in Soviet arms spending; cuts in Red Army; overturning the Brezhnev Doctrine.' [2-3]

**LEVEL 3:**  
**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN WHAT WAS HAPPENING IN POLAND.**

e.g. Uses LEVEL 1 examples. [3-5]

**LEVEL 4:  
ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN WHAT WAS  
HAPPENING IN EASTERN EUROPE (NOT IN SOURCE).**

e.g. Uses LEVEL 2 examples. [5-6]

**LEVEL 5:  
ANSWERS THAT COMBINE BOTH LEVEL 3 AND LEVEL 4.**

e.g. Uses BOTH elements of LEVEL 3 and LEVEL 4. [7-8]

- (d) **Study Source E.  
How useful is this source to historians studying Gorbachev's career? Use the  
source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:  
ALL SOURCES ARE USEFUL, UNEXPLAINED.**

OR

**PROVENANCE, UNEXPLAINED.**

OR

**USEFUL/NOT USEFUL, UNEXPLAINED.**

No use of source.

[1]

**LEVEL 2:  
USEFUL/NOT USEFUL, IDENTIFIED.**

AND/OR

**NOT USEFUL, AS THERE ARE THINGS IT DOES NOT TELL YOU.**

Must give example.

[2-4]

**LEVEL 3:  
USEFUL FOR WHAT IT TELLS YOU, SUPPORT FROM SOURCE.**

Must say what this is.

OR

**USEFUL/NOT USEFUL RELATED TO RELIABILITY WITH LIMITED SUPPORT.**

[5-6]

**LEVEL 4:  
USEFUL BECAUSE IT EXPLAINS THE BRITISH PERSPECTIVE.**

Must identify what this is, or Level 2.

OR

**NOT USEFUL BECAUSE THIS IS BIASED TOWARD GORBACHEV.**

Must illustrate and make point that this is an over-favourable judgement that would not be universally accepted.

OR

**EXPLAINS WHAT SOURCE IS USEFUL FOR (AS LEVEL 3) AND NOT USEFUL  
FOR (AS LEVEL 2).**

[7-8]

- (e) **Study all the sources.**  
**‘Gorbachev’s foreign policy reforms were responsible for the collapse of communism in Eastern Europe.’ How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

Target: A01 and A02.

**LEVEL 1:  
ANSWERS ON GORBACHEV’S FOREIGN POLICY REFORMS WITH NO USE OF SOURCES.**

Description of Gorbachev’s policy in the Soviet Union. **[1-2]**

**LEVEL 2:  
USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS REACHED OR  
HOW OTHER INTERPRETATIONS CAN BE REACHED.**

e.g. ‘In Source B it says that Gorbachev’s foreign policy reforms would allow the countries of Eastern Europe to do what they liked and this would lead to the weakening and eventual collapse of communism in these countries.’ **[3-6]**

**LEVEL 3:  
USES SOURCES TO SHOW HOW THIS INTERPRETATION WAS REACHED AND  
HOW OTHER INTERPRETATIONS CAN BE REACHED.**

e.g. ‘In Source B it says that Gorbachev’s foreign policy reforms would allow the countries of Eastern Europe to do what they liked and this would lead to the weakening and eventual collapse of communism in these countries. However, in Source D it says that it was the Polish people standing together that caused the collapse of communism in that country.’ **[6-8]**

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

- 3 (a) What land did Germany lose in the Treaty of Versailles?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE GERMAN LAND LOSS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Alsace-Lorraine' (1); 'Saarland' (1); 'West Prussia' (1); 'Posen' (1); 'North Schleswig' (1); 'German East Africa' (1). 'Alsace-Lorraine was taken from Germany and given to France' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. [4]

- (b) **Explain why the Allies punished Germany in the Treaty of Versailles.**

Target: A01.

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

e.g. 'Germany had caused problems.'

[1]

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Blamed Germany for the war; wanted to weaken Germany; wanted Germany to pay for the cost of the war; [2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'The public expected their politicians to punish Germany severely for all the deaths and destruction they had caused.'  
'The Allies wanted to punish Germany in order to weaken her so that she would not be capable of starting another war. They wanted to establish a lasting peace.'

[3-6]

- (c) How satisfied were the Allied leaders with the Treaty of Versailles? Explain your answer.

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

**LEVEL 1:  
IDENTIFIES SATISFACTION OR DISSATISFACTION OR GENERAL  
ASSERTIONS.**

**ONE IDENTIFICATION OF SATISFACTION OR DISSATISFACTION (1 MARK),  
TWO OR MORE (2 MARKS).**

e.g. 'The French got Alsace-Lorraine back.'

OR 'The reparations settlement was not harsh enough.'

[1-2]

**LEVEL 2:  
IDENTIFIES SATISFACTION AND DISSATISFACTION**

**ONE IDENTIFICATION OF SATISFACTION AND ONE DISSATISFACTION (3  
MARKS). ONE OR MORE IDENTIFICATION OF SATISFACTION OR  
DISSATISFACTION (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.

N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

[3-4]

**LEVEL 3:  
EXPLAINS SATISFACTION OR DISSATISFACTION.**

**ONE EXPLANATION OF SATISFACTION OR ONE DISSATISFACTION (4-5  
MARKS), TWO OR MORE (6 MARKS).**

e.g. 'The French always regarded Alsace-Lorraine as their territory and so Clemenceau was very satisfied to reclaim it from the Germans.'

OR 'The French wanted the Germans to be permanently economically crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP  
OF LEVEL 3.

[4-6]

**LEVEL 4:  
EXPLAINS SATISFACTION AND DISSATISFACTION.**

**ONE EXPLANATION OF SATISFACTION AND DISSATISFACTION (7 MARKS) ,  
PLUS ONE OR MORE EXPLANATION OF SATISFACTION OR  
DISSATISFACTION (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples.

NB: MAXIMUM MARK FOR ONE -7

[7-9]



**LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF RELATIVE  
SATISFACTION/DISSATISFACTION WITH THE VERSAILLES TREATY  
(GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'Clemenceau saw Germany, though defeated, as always posing a future threat to French security if she was not totally crippled as a nation. So whilst he was satisfied with some of the land and military settlements, he was much less satisfied with a reparations settlement (much lower than one the French suggested) which he felt might give the Germans the chance to recover economically and therefore pose a future threat to France' (fully explained).

[9-10]

**4 (a) What was the structure of the League of Nations?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE  
STRUCTURE OF THE LEAGUE OF NATIONS. AWARD ONE ADDITIONAL MARK  
TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'the Assembly' (1); 'the Council' (1); 'the International Labour Organisation' (1);  
'the Special Commissions' (1).

'The League of Nations set up a Special Commission to look into the problem of  
slavery' (2).

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

[4]

**(b) Explain how the League of Nations tried to solve social problems during the  
1920s and 1930s.**

Target: A01.

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

e.g. 'The League of Nations tried to solve social problems by providing money.'

[1]

**LEVEL 2:  
IDENTIFIES METHOD(S) OR DESCRIBES.**

**ONE METHOD (2 MARKS), TWO OR MORE METHODS (3 MARKS).**

e.g. 'Setting up ILO; Refugees Committee; Slavery Commission; Health Committee.'

[2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'The League of Nations tried to solve social problems by setting up the Refugees Committee to help return refugees to their original homes after the First World War.'

**[3-6]**

- (c) How successful was the League of Nations at keeping peace in the 1920s and 1930s? Explain your answer.**

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

**LEVEL 1:  
IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'The Aaland Islands conflict was successfully resolved by the League.'  
OR 'The Abyssinian incident was not resolved by the League.'

**[1-2]**

**LEVEL 2  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

**[3-4]**

**LEVEL 3  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6 MARKS).**

e.g. 'When the two relatively weak nations of Sweden and Finland threatened to fight over the Aaland Islands the League successfully intervened and decided that the islands should go to Finland. Sweden accepted the League's judgement and war was avoided.'

OR e.g. 'In 1923 there was an incident over Corfu that resulted in the Italians bombarding and occupying the Greek Island of Corfu. The Greeks appealed to the League, but the League's decision was overturned by the Conference of Ambassadors after lobbying by Mussolini.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

**[4-6]**

**LEVEL 4:  
EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples. [7-9]

**(d) LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF THE LEAGUE OF NATIONS IN THE 1920s AND 1930s.  
(GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'To some extent the League was successful as a peace-keeping body as witnessed by the resolution of the Aaland Islands problem during the 1920s. However, even during that decade the League failed miserably where powerful nations or aggressive nations were concerned as witnessed by the Vilna episode and the Corfu Incident. This did not bode well for the League's future. During the 1930s the League came under increasing pressure from aggressor nations such as Japan, Italy and Germany. It failed to act strongly to resolve two major crises in Manchuria and Abyssinia, and eventually collapsed' (fully explained). [9-10]

**5 (a) What was agreed at the Yalta Conference, 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.**

e.g. 'Division of Germany' (1); 'reparations' (1); 'treatment of war criminals' (1); 'to set up the UN' (1).

'They agreed that Germany would be divided into four zones' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. [4]

**(b) Explain why the USA introduced the Marshall Plan.**

Target: A01.

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

e.g. 'The USA set up the Marshall Plan to help make things better.' [1]

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'To help European recovery.'

'To stop the spread of communism.' [2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'After the war the USA took on the responsibility attached to being a superpower and thus championed democracy. Therefore, the US government provided financial aid to some countries to stop the spread of communism in Europe.' [3-6]

- (c) **How successful was the Soviet government at spreading communism in Europe between 1945 and 1949? Explain your answer.**

Target: A01 [written communication to be assessed in this question – see examiners instructions].

**LEVEL 1:  
IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'The U.S. failed to stop Czechoslovakia falling under Moscow's control.'  
OR 'Greece was stopped from turning communist.' [1-2]

**LEVEL 2:  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS). [3-4]

**LEVEL 3:  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6 MARKS).**

e.g. 'Stalin was suspicious of Marshall Aid and therefore rejected it and thus Czechoslovakia (and other Eastern European states) fell further under Moscow's control.'  
OR 'The U.S. government financed British troops and used Marshall Aid to prop up the Greek monarchist government and stop the communists gaining control.'  
N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3. [4-6]

**LEVEL 4:**  
**EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS) , PLUS  
ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples.

**[7-9]**

**(d) LEVEL 5:**  
**CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF  
THE SOVIET GOVERNMENT SPREADING COMMUNISM IN EUROPE  
(GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'The Soviet government was very successful in spreading communism in Europe immediately after the war and countries such as Poland, East Germany, Romania, Bulgaria and Hungary fell under their control. Soon an 'Iron Curtain' across Europe was established between the communist and democratic countries. This greatly worried the USA and through the Truman Doctrine and the Marshall Plan the spread of communism was halted in countries such as Greece and Italy, so to an extent Stalin's ambitions were thwarted' (fully explained).

**[9-10]**

- 6 (a) What events between 1959 and January 1961 led the USA to break off diplomatic relations with Cuba?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT EVENTS IN CUBA BETWEEN 1959 AND JANUARY 1961. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Batista overthrown' (1); 'Castro new leader' (1); 'Communist regime' (1); 'nationalisation of U.S. companies' (1).

'The American-backed dictator Bastista was overthrown' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. [4]

- (b) Explain why the Bay of Pigs invasion failed.

Target: A01.

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

e.g. 'The Bay of Pigs invasion failed because the invaders were too weak.' [1]

**LEVEL 2:  
IDENTIFIES REASONS OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Badly planned; Cubans prepared; weak support from the USA.' [2-3]

**LEVEL 3:  
EXPLAINS REASONS.**

**ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).**

e.g. 'The Bay of Pigs invasion failed because Castro's communist Cuban troops were well prepared and crushed the invaders with tanks and modern weapons.' [3-6]

- (c) How successful was Kennedy in dealing with the problem of Soviet missiles in Cuba?

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

**LEVEL 1:  
IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'Success as missiles were removed.' 'Failure as Cuba remained a communist threat.' [1-2]

**LEVEL 2:  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS). [3-4]

**LEVEL 3:  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6-7 MARKS).**

e.g. 'Kennedy saw how the conflict over Cuba had nearly led to nuclear war and was later more willing to communicate in order to avoid conflict.'

OR 'Kennedy failed in that Cuba remained as a communist regime and therefore hostile to the USA.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3. [4-7]

**LEVEL 4:  
EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS) , PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples. [7-9]

- (d) **LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF THE RELATIVE LIKELINESS  
SUCCESS/FAILURE OF KENNEDY DEALING WITH THE PROBLEM OF SOVIET  
MISSILES IN CUBA (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A  
JUDGEMENT).**

e.g. 'Kennedy was successful in pressuring the Soviet Union into removing their nuclear weapons from Cuba, thus alleviating the threat to the USA. In the longer term he resolved to communicate more openly with the Soviet Union about global problems in order to prevent conflict, thus bringing about a thaw in the Cold War and a period of better relations between the two superpowers. However, Cuba remained a threat as it was still a communist regime and therefore hostile to the USA and Kennedy failed to remove this threat'. (fully explained). **[9-10]**



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**Mark Scheme 1937/11-14**  
**June 2006**

**WRITTEN COMMUNICATION**

Guidance is given within the mark scheme.

**GENERAL POINTS**

- 1 This mark 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 mark 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 mark scheme is constructed to assess the level of understanding or skill needed to approach those targets.
- 3 This type of mark 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 mark scheme that you maintain the same standard of marking throughout all batches of your scripts.

**SECTION A**

- 1 (a) **Look at 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.**

e.g. 'A man rolling a globe over a ravine.' [1-2]

**LEVEL 2:**  
**INTERPRETATION ONLY.**

e.g. 'Great Britain is heading towards war'.  
 'Great Britain working towards peace'.  
 'Great Britain struggling between war and peace'. [2-3]

**LEVEL 3:**  
**INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.**

e.g. 'It is clear from the cartoon that Great Britain is heading towards war because the plank is breaking and war is underneath.'

**OR**

'Chamberlain had been following a policy of appeasement. At Munich, Britain and Germany promised not to go to war with each other. Soon after German troops occupied the Sudetenland. This left Czechoslovakia in crisis and Europe heading towards war despite the efforts of Chamberlain trying to maintain peace.'

[4-5]

**LEVEL 4:**  
**INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.**  
**[6]**

- (b) **Explain why Hitler wanted to take over Czechoslovakia.**

**Target: A01.**

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

e.g. 'Hitler took over Czechoslovakia to make Germany stronger.' [1-2]

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (3 MARKS), TWO OR MORE REASONS (4-5 MARKS)**

e.g. 'Included large numbers of Germans.'  
 'Hitler claimed mistreatment of Germans.'  
 'To test the strength of Britain and France.'  
 'To gain the Sudetenland.'  
 'To reverse the Treaty of Versailles.'

**[3-5]**

**LEVEL 3:  
EXPLAINS REASON(S).**

**ONE REASON (5-6 MARKS), TWO OR MORE REASONS (6-9 MARKS).**

e.g. 'He hated Communism and he was fearful of the USSR invading Germany through Czechoslovakia.'  
 'Hitler planned to dominate Europe, but in order to do this he had to increase the power of the German Reich. The take-over of Czechoslovakia strengthened the Reich militarily and industrially.'

**[5-9]**

1 explained  
 5 marks  
 2 explained OR 1 developed explanation  
 6 marks  
 1 explained PLUS 1 developed explanation  
 7 marks  
 3 explained  
 8 marks  
 4 explained  
 9 marks  
 2 explained PLUS 1 developed explanation  
 9 marks  
 2 developed explanation  
 9 marks

- (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 FEATURES OF THE CARTOON ONLY.**

e.g. 'Lions in the arena; man and woman dressed as Romans.' [1-2]

**LEVEL 2:**  
**INTERPRETATION ONLY.**

e.g. 'Gorbachev's policies were generating problems in the Soviet Union.' [2-3]

**LEVEL 3:**  
**INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.**

e.g. 'Gorbachev's policies were generating problems in the Soviet Union as can be seen by the lions hungrily circling the two Soviet citizens.'

**OR**

'Hard line communists were horrified at Gorbachev's policies of glasnost and perestroika and he was accused of betraying communism and threatening the security of the Soviet Union.'

[4-5]

**LEVEL 4:**  
**INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.**  
**[6]**

- 2(b)**  
**Explain why communism collapsed in Eastern Europe during the 1980s.**  
**Target: A01**

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

e.g. 'Communism got weaker.' [1-2]

**LEVEL 2:**  
**IDENTIFIES REASON(S) OR DESCRIBES. ONE REASON (3 MARKS), TWO OR MORE REASONS (4-5 MARKS).**

e.g. 'Solidarity in Poland.'

'Gorbachev's actions.'

'Actions of people in Eastern Europe.'

'Actions of governments in Eastern Europe.'

[3-5]

**LEVEL 3:  
EXPLAINS REASON(S).**

**ONE REASON (5-6 MARKS), TWO OR MORE REASONS (6-9 MARKS).**

e.g. 'The USSR decided that it would no longer send troops in to prop up unpopular regimes.'

'Solidarity posed a serious threat to Soviet control over Eastern Europe because the government officially recognised the trade union and the ideas of rights for workers were spread throughout the communist countries.'

**[5-9]**

|                         |      |                         |
|-------------------------|------|-------------------------|
| 1 explained             |      | 5 marks                 |
| 2 explained             | OR   | 1 developed explanation |
| 6 marks                 |      |                         |
| 1 explained             | PLUS | 1 developed explanation |
| 7 marks                 |      |                         |
| 3 explained             |      |                         |
| 8 marks                 |      |                         |
| 4 explained             |      |                         |
| 9 marks                 |      |                         |
| 2 explained             | PLUS | 1 developed explanation |
| 9 marks                 |      |                         |
| 2 developed explanation |      |                         |
| 9 marks                 |      |                         |



**SECTION B****3 (a) What land did Germany lose in the Treaty of Versailles?**

Target: A01

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE GERMAN LAND LOSS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Alsace-Lorraine' (1); 'Saarland' (1); 'West Prussia' (1); 'Posen' (1); 'North Schleswig' (1); 'German East Africa' (1). 'Alsace-Lorraine was taken from Germany and given to France' (2).

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

**[4]****(b) Explain why the Allies punished Germany in the Treaty of Versailles.**

Target: A01

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

e.g. 'Germany had caused problems.'

**[1]**

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Blamed Germany for the war; wanted to weaken Germany; wanted Germany to pay for the cost of the war;

**[2-3]**

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'The public expected their politicians to punish Germany severely for all the deaths and destruction they had caused.'

'The Allies wanted to punish Germany in order to weaken her so that she would not be capable of starting another war. They wanted to establish a lasting peace.'

**[3-6]****(c) How satisfied were the Allied leaders with the Treaty of Versailles? Explain your answer.**

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

**LEVEL 1:  
IDENTIFIES SATISFACTION OR DISSATISFACTION OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SATISFACTION OR DISSATISFACTION (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'The French got Alsace-Lorraine back.'  
OR 'The reparations settlement was not harsh enough.'

**[1-2]**

**LEVEL 2:  
IDENTIFIES SATISFACTION AND DISSATISFACTION**

**ONE IDENTIFICATION OF SATISFACTION AND ONE DISSATISFACTION (3 MARKS).  
ONE OR MORE IDENTIFICATION OF SATISFACTION OR DISSATISFACTION (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

**[3-4]**

**LEVEL 3:  
EXPLAINS SATISFACTION OR DISSATISFACTION.**

**ONE EXPLANATION OF SATISFACTION OR ONE DISSATISFACTION (4-5 MARKS),  
TWO OR MORE (6 MARKS).**

e.g. 'The French always regarded Alsace-Lorraine as their territory and so Clemenceau was very satisfied to reclaim it from the Germans.'  
OR 'The French wanted the Germans to be permanently economically crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3. **[4-6]**

**LEVEL 4:  
EXPLAINS SATISFACTION AND DISSATISFACTION.**

**ONE EXPLANATION OF SATISFACTION AND DISSATISFACTION (7 MARKS) , PLUS  
ONE OR MORE EXPLANATION OF SATISFACTION OR DISSATISFACTION (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples.

N.B. Max for one leader 7.

**[7-9]**

**LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF LEADER'S RELATIVE  
SATISFACTION/DISSATISFACTION WITH THE VERSAILLES TREATY (GOES  
FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'Clemenceau saw Germany, though defeated, as always posing a future threat to French security if she was not totally crippled as a nation. So whilst he was satisfied with some of the land and military settlements, he was much less satisfied with a reparations settlement (much lower than one the French suggested) which he felt might give the Germans the chance to recover economically and therefore pose a future threat to France' (fully explained). **[9-10]**

4 (a) What was the structure of the League of Nations?

Target: A01

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE STRUCTURE OF THE LEAGUE OF NATIONS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'the Assembly' (1); 'the Council' (1); 'the International Labour Organisation' (1); 'the Special Commissions' (1).

'The League of Nations set up a Special Commission to look into the problem of slavery' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.  
[4]

(b) Explain how the League of Nations tried to solve social problems during the 1920s and 1930s.

Target: A01

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

e.g. 'The League of Nations tried to solve social problems by providing money.' [1]

**LEVEL 2:  
IDENTIFIES METHOD(S) OR DESCRIBES.**

**ONE METHOD (2 MARKS), TWO OR MORE METHODS (3 MARKS).**

e.g. 'Setting up ILO; Refugees Committee; Slavery Commission; Health Committee.'  
[2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'The League of Nations tried to solve social problems by setting up the Refugees Committee to help return refugees to their original homes after the First World War.'  
[3-6]

(c) How successful was the League of Nations at keeping peace in the 1920s and 1930s? Explain your answer.

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

**LEVEL 1:  
IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'The Aaland Islands conflict was successfully resolved by the League.'  
OR 'The Abyssinian incident was not resolved by the League.'  
[1-2]

**LEVEL 2:  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS)

**[3-4]**

**LEVEL 3:  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6 MARKS).**

e.g. 'When the two relatively weak nations of Sweden and Finland threatened to fight over the Aaland Islands the League successfully intervened and decided that the islands should go to Finland. Sweden accepted the League's judgement and war was avoided.'  
OR e.g. 'In 1923 there was an incident over Corfu that resulted in the Italians bombarding and occupying the Greek Island of Corfu. The Greeks appealed to the League, but the League's decision was overturned by the Conference of Ambassadors after lobbying by Mussolini.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

**[4-6]**

**LEVEL 4:  
EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples.

**[7-9]**

**LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF THE LEAGUE OF NATIONS IN THE 1920s AND 1930s.  
(GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'To some extent the League was successful as a peace-keeping body as witnessed by the resolution of the Aaland Islands problem during the 1920s. However, even during that decade the League failed miserably where powerful nations or aggressive nations were concerned as witnessed by the Vilna episode and the Corfu Incident. This did not bode well for the League's future. During the 1930s the League came under increasing pressure from aggressor nations such as Japan, Italy and Germany. It failed to act strongly to resolve two major crises in Manchuria and Abyssinia, and eventually collapsed' (fully explained).

**[9-10]**

**5 (a) What was agreed at the Yalta Conference, 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.**

e.g. 'Division of Germany' (1); 'reparations' (1); 'treatment of war criminals' (1); 'to set up the UN' (1).

'They agreed that Germany would be divided into four zones' (2).

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

**[4]**

**(b) Explain why the USA introduced the Marshall Plan.**

Target: A01.

**LEVEL 1:**

**GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'The USA set up the Marshall Plan to make things better.'

**[1]**

**LEVEL 2:**

**IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'To help European recovery.'

'To stop the spread of communism.'

**[2-3]**

**LEVEL 3:**

**EXPLAINS REASON(S).**

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

e.g. 'After the war the USA took on the responsibility attached to being a superpower and thus championed democracy. Therefore, the US government provided financial aid to some countries to stop the spread of communism in Europe.'

**[3-6]**

**(c) How successful was the Soviet government at spreading communism in Europe between 1945 and 1949? Explain your answer.**

Target: A01 [written communication to be assessed in this question – see examiners instructions].

**LEVEL 1:**

**IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'The U.S. failed to stop Czechoslovakia falling under Moscow's control.'

OR 'Greece was stopped from turning communist.'

**[1-2]**

**LEVEL 2:  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.

N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

**[3-4]**

**LEVEL 3:  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6-7 MARKS).**

e.g. 'Stalin was suspicious of Marshall Aid and therefore rejected it and thus Czechoslovakia (and other Eastern European states) fell further under Moscow's control.'  
OR 'The U.S. government financed British troops and used Marshall Aid to prop up the Greek monarchist government and stop the communists gaining control.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

**[4-6]**

**LEVEL 4:  
EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS) , PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples.

**[7-9]**

**LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF THE SOVIET GOVERNMENT SPREADING COMMUNISM IN EUROPE (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'The Soviet government was very successful in spreading communism in Europe immediately after the war and countries such as Poland, East Germany, Romania, Bulgaria and Hungary fell under their control. Soon an 'Iron Curtain' across Europe was established between the communist and democratic countries. This greatly worried the USA and through the Truman Doctrine and the Marshall Plan the spread of communism was halted in countries such as Greece and Italy, so to an extent Stalin's ambitions were thwarted' (fully explained).

**[9-10]**

- 6 (a) What events between 1959 and January 1961 led the USA to break off diplomatic relations with Cuba?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT EVENTS IN CUBA BETWEEN 1959 AND JANUARY 1961. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Batista overthrown' (1); 'Castro new leader' (1); 'Communist regime' (1); 'nationalisation of U.S. companies' (1).

'The American-backed dictator Bastista was overthrown' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. **[4]**

- (b) Explain why the Bay of Pigs invasion failed.

Target: A01.

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

e.g. 'The Bay of Pigs invasion failed because the invaders were too weak.' **[1]**

**LEVEL 2:  
IDENTIFIES REASONS OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Badly planned; Cubans prepared; weak support from the USA.' **[2-3]**

**LEVEL 3:  
EXPLAINS REASONS.**

**ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).**

e.g. 'The Bay of Pigs invasion failed because Castro's communist Cuban troops were well prepared and crushed the invaders with tanks and modern weapons.' **[3-6]**



**(c) How successful was Kennedy in dealing with the problem of Soviet missiles in Cuba?**

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

**LEVEL 1:  
IDENTIFIES SUCCESS OR FAILURE OR GENERAL ASSERTIONS.**

**ONE IDENTIFICATION OF SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).**

e.g. 'Success as missiles were removed.' 'Failure as Cuba remained a communist threat.'  
[1-2]

**LEVEL 2:  
IDENTIFIES SUCCESS AND FAILURE.**

**ONE IDENTIFICATION OF SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SUCCESS OR FAILURE (4 MARKS).**

e.g. Uses BOTH of the LEVEL 1 examples.  
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS). [3-4]

**LEVEL 3:  
EXPLAINS SUCCESS OR FAILURE.**

**ONE EXPLANATION OF SUCCESS OR ONE FAILURE (4-5 MARKS), TWO OR MORE (6 MARKS).**

e.g. 'Kennedy saw how the conflict over Cuba had nearly led to nuclear war and was later more willing to communicate in order to avoid conflict.'  
OR 'Kennedy failed in that Cuba remained as a communist regime and therefore hostile to the USA.'  
N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3. [4-6]

**LEVEL 4:  
EXPLAINS SUCCESS AND FAILURE.**

**ONE EXPLANATION OF SUCCESS AND ONE FAILURE (7 MARKS) , PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).**

e.g. Uses BOTH of the LEVEL 3 examples. [7-9]

**LEVEL 5:  
CONSTRUCTS AN EXPLANATION OF THE RELATIVE LIKELINESS SUCCESS/FAILURE OF KENNEDY DEALING WITH THE PROBLEM OF SOVIET MISSILES IN CUBA (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT).**

e.g. 'Kennedy was successful in pressuring the Soviet Union into removing their nuclear weapons from Cuba, thus alleviating the threat to the USA. In the longer term he resolved to communicate more openly with the Soviet Union about global problems in order to prevent conflict, thus bringing about a thaw in the Cold War and a period of better relations between the two superpowers. However, Cuba remained a threat as it was still a communist regime and therefore hostile to the USA and Kennedy failed to remove this threat'. (fully explained). [9-10]

**Section C**  
**Germany, 1918-1945**

- 7 (a) Study Source C.  
**How far does this source explain why Hitler hated Jews? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**

**ANSWERS BASED ON THE SOURCE.**

**These answers rely on information in the source and no contextual knowledge is demonstrated.**

e.g. 'Jews are carriers of germs.'

[1]

**LEVEL 2:**

**ANSWERS IDENTIFYING REASONS NOT IN THE SOURCE.**

Reasons such as links with socialism; blame for the First World War; religious and personal reasons.

[2-3]

**LEVEL 3:**

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN THE REASONS IN THE SOURCE.**

**These answers will use contextual knowledge to explain references to the Jews as 'carriers of germs of the worst kind.'**

OR

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN REASONS NOT IN THE SOURCE.**

See Level 2 for examples of reasons.

[4-5]

**LEVEL 4:**

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN THE REASONS IN THE SOURCE AND THE REASONS NOT IN THE SOURCE.**

e.g. Uses BOTH elements of LEVEL 3.

[6]

**LEVEL 5:**

**AS LEVEL 4 WITH EVALUATION OF 'HOW FAR'**

[7]

- (b) **Study Source D.**  
**Why did the Nazis publish cartoons like this? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

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

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 children in a German school.' [1]

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

These answers assert that the purpose of the cartoon is to get people against the Jews. The answer 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 persuade people to reject the Jews.' [2]

**LEVEL 3:**  
**ANSWERS THAT USE THE CARTOON TO SUPPORT INFERENCES ABOUT PURPOSE.**

These answers will not display contextual knowledge.

e.g. ' This cartoon was published to get Germans to reject the Jews. I know this because it is showing a Jewish teacher looking nasty. This is shown by the Jewish teacher being stereotyped and looking stern.' [3-4]

**LEVEL 4:**  
**CONTEXTUAL KNOWLEDGE USED TO EXPLAIN PURPOSE OF CARTOON.**

These answers will use contextual knowledge to explain the purpose of the cartoon.

Reference will be made to e.g. the Nazi anti-Jewish campaigns in the 1930s; the Nazification of the German education system and therefore the need to get Jewish teachers and children out of German school. [5-6]

- (c) **Study Source E.**  
**How far did Hitler restore honour and freedom to the German people by 1936? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS IDENTIFYING SUPPRESSION FROM THE SOURCE.**

e.g. 'Suppression of labour unions; the press; academic freedom.' [1-2]

**LEVEL 2:**  
**ANSWERS USING THE SOURCE TO EXPLAIN SUPPRESSION.**

e.g. 'Hitler suppressed honour and freedom in Germany by banning all trade unions.' [3-4]

**LEVEL 3:**  
**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN RESTORATION OF HONOUR AND FREEDOM.**

e.g. 'Hitler restored honour to the German people by 1936 by getting most of them back to work.' [5-6]

**LEVEL 4:**  
**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN HOW FAR** [6-7]

**8 (a) Describe the problems which Germany faced in 1919.**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE GERMANY'S PROBLEMS IN 1919. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Violence on the streets' (1); 'political instability' (1); 'economic ruin' (1); 'starvation' (1).  
'Ordinary German people found it difficult to accept the instant change from the traditional, autocratic government to a democratic government' (2).

**AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.[4]**

**(b) Explain why revolts against the Weimar Republic failed between 1919 and 1921.**

Target: A01.

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

e.g. 'They were overpowered.' **[1]**

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'They used the Freikorps.'  
'They were too localised to be successful in overthrowing the government.' **[2-3]**

**LEVEL 3:  
EXPLAINS REASON(S).**

**ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).**

e.g. 'Ebert very cleverly used the powerful anti-Communists in the army and the right-wing Freikorps to crush the Communist revolt in Bavaria.' **[3-6]**

**(c) These events threatened the Weimar Republic in 1923:**

- (i) the French invasion of the Ruhr;**
- (ii) hyperinflation;**
- (iii) the Munich (Beer-Hall) Putsch.**

**Which do you think was the greatest threat? 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 ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'The three factors mentioned all threatened the Weimar Republic in 1923.' [1]

**LEVEL 2:**

**DESCRIPTION OF THE THREAT(S) TO THE WEIMAR REPUBLIC IN 1923 WITHOUT EXPLAINING THEIR CONTRIBUTION.**

e.g. Describes 'the threat of the French invasion of the Ruhr.'  
Describes 'the threat of the inflation of the mark.'

[2-4]

**LEVEL 3:**

**EXPLANATION OF THE CONTRIBUTION OF ONE THREAT.**

e.g. Explains why 'hyperinflation threatened the Weimar Republic in 1923.'

[3-5]

**LEVEL 4:**

**EXPLANATION OF THE CONTRIBUTION OF THREATS**

e.g. Explains why 'the French invasion of the Ruhr; hyperinflation; the Munich (Beer-Hall) Putsch threatened the Weimar Republic in 1923.'

[6-8]

**LEVEL 5:**

**EXPLANATION OF WHY THESE THREATS ACTED TOGETHER OR COMPARATIVE OF IMPORTANCE OF THREATS.**

e.g. 'These factors together threatened the whole stability of the Weimar Republic in 1923 as the French invasion of the Ruhr destabilised the German economy and led directly to hyperinflation which caused great hardship amongst the German people. They blamed the government for these problems. Political groups like the Nazis felt that the government was showing signs of weakness and used the invasion as an excuse to launch the Munich Putsch in an attempt to gain political power' (fully explained).

[9-10]

- 9 (a) What were the main features of Nazi education policy between 1933 and 1945?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT NAZI EDUCATION. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Politically controlled curriculum' (1); 'superiority of Aryan race' (1); 'support for military service' (1); 'anti-Semitic education' (1).

'Anti-Semitism was taught in schools by blaming all Germany's post-war economic problems on the Jews'. (2)

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

[4]

- (b) Explain why some young people opposed Nazi policies between 1933 and 1945.

Target: A01.

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

e.g. 'They opposed Nazi policies because they did not like them.' [1]

**LEVEL 2:  
IDENTIFIES REASON(S) OR GROUPS OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'They saw Nazi policies as too strict; they did not like the police state; they were against the war.' [2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'Some young people in Germany opposed Nazi policies because they did not like the Hitler Youth that had been established which did not allow them the freedom to voice their opinions and mix with Jews.' [3-6]

(c) The Nazis used the following to win the support of the German people:

- (i) **propaganda;**
- (ii) **economic policies;**
- (iii) **youth organisations.**

**Which do you think was the most important? 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.**

e.g. 'The three factors did enable the Nazis to win the support of the German people.'

**[1]**

**LEVEL 2:**

**DESCRIPTION OF FACTOR(S) THAT HELPED THE NAZIS INFLUENCE PEOPLE IN GERMANY.**

e.g. Describes 'propaganda'.  
Describes 'youth organisations'.

**[2-4]**

**LEVEL 3:**

**EXPLANATION OF THE CONTRIBUTION OF ONE FACTOR.**

e.g. Explains why 'propaganda' enabled them to win the support of the German people.

**[3-5]**

**LEVEL 4:**

**EXPLANATION OF THE CONTRIBUTION OF FACTORS.**

e.g. Explains why 'propaganda; economic policies; youth organizations helped the Nazis to win the support of the German people.'

**[6-8]**

**LEVEL 5:**

**EXPLANATION OF THESE FACTORS ACTED TOGETHER OR COMPARATIVE IMPORTANCE OF FACTORS.**

e.g. 'The Nazis used different measures to win the support of different groups of people such as youth organisations which completed the political education of young people. Furthermore, just as young people in Germany were hit by wave after wave of propaganda campaigns so too was the adult population. Street posters, Nazi radio and mass rallies were all used to get the message across. The propaganda was made more believable by the apparent prosperity in Germany brought about by Hitler's economic policies. All these methods together helped Hitler to win the support of the majority of the German population' (fully explained).

**[9-10]**



**Section C**  
**Russia, 1905-1941**

- (a) **Study Source C.**  
**Why did the Bolsheviks publish this poster in 1919? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

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

These answers go 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 men with guns in Petrograd.' [1]

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

e.g. 'to fight together; to protect Petrograd; to fight in the Civil War.' [2-3]

**LEVEL 3:**  
**ANSWERS THAT USE CARTOON TO SUPPORT INFERENCES ABOUT PURPOSE.**

e.g. 'The purpose of the cartoon was to get the working classes to fight together, shown in the cartoon by the men standing shoulder to shoulder.' [3-4]

**LEVEL 4:**  
**USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY THE POSTER WAS PUBLISHED.**

e.g. 'The Bolsheviks needed the support of the working classes as their aim was to defeat the Whites and one way they aimed to do this was by being united.' [5-6]

**LEVEL 5:**  
**AS FOR LEVEL 4, BUT IN ADDITION EXPLAINS WHY THE POSTER WAS PUBLISHED IN 1919.**

e.g. 'At the beginning of the Civil War Petrograd was key to winning (supply of equipment and ammunition to the Red Army)'. [7]

- (b) Study Source D.**  
**What is the message of this cartoon? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**USE OF SURFACE FEATURES OF THE CARTOON ONLY.**

e.g. 'A man is holding some dogs.' [1]

**LEVEL 2:**  
**INTERPRETATION ONLY.**

e.g. 'Foreign powers are controlling the White Army generals.' [2-3]

**LEVEL 3:**  
**INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.**

e.g. 'It is clear from the cartoon that foreign powers are controlling the White Army generals because the man in the US top hat has the dogs on a leash as do the men representing France and Britain.'

**OR**

'The three Whites generals, as named in the cartoon, failed to co-ordinate their approach and this allowed the Reds to pick off the white armies one by one. The US, Britain and France were angered by Russia's desertion from the war and the preaching of world communism sent troops and supplies to the White armies thus influencing some control as shown by the linking of the dogs to the people.' [4-5]

**LEVEL 4:**  
**INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]

- (c) Study Source E.**  
**How far does this source explain the success of the Bolsheviks during the Civil War? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS BASED ON THE SOURCE.**

These answers rely on the information in the source and no contextual knowledge is demonstrated.

e.g. 'Trotsky was the main reason for the success of the Bolsheviks during the Civil War.' [1]

**LEVEL 2:**  
**ANSWERS IDENTIFYING SUCCESS NOT IN THE SOURCE.**

e.g. 'the Red Army; the Terror; Lenin's political leadership; the weaknesses of the White Army.' [2-3]

**LEVEL 3:  
ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN SUCCESS IN THE  
SOURCE.**

These answers will use contextual knowledge to explain success in the source, e.g. 'Trotsky.'

**OR**

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN SUCCESS NOT IN THE  
SOURCE [4-5]**

**LEVEL 4:  
ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN SUCCESS NOT IN THE  
SOURCE.**

e.g. 'The Red Army; the Terror; Lenin's political leadership; the weaknesses of the White Army.' [6]

**LEVEL 5:  
BOTH LEVELS 3 AND 4 WITH EVALUATION OF 'HOW FAR' [7]**

N.B SOURCE EVALUATION CAN BE USED TO GAIN ACCESS TO APPROPRIATE LEVELS.

**8 (a) What happened on 'Bloody Sunday', January 1905?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT 'BLOODY SUNDAY'. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Protesters went to the Tsar's Winter Palace' (1); 'signed a petition' (1); 'Tsar had left' (1); 'soldiers opened fire on the protesters' (1).  
'The Tsar left St Petersburg when he saw that there was going to be trouble' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. [4]

**(b) Explain why Nicholas II survived the 1905 Revolution.**

Target: A01.

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

e.g. 'Nicholas II gave the people more freedom.' [1]

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Nicholas II offered the people the right to set up political parties; the right to free speech; a Duma; he used the army to crush the revolt.' [2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'Nicholas II made peace with Japan and was thus able to bring his best troops back to Russia. He used these troops to crush the protesters.' [3-6]

**(c) The following were reasons why Tsarist rule ended in 1917:**

- (i) the influence of Rasputin;**
- (ii) the collapse of the army;**
- (iii) strikes and food shortages.**

**Which do you think was most important? Explain your answer, referring only to (i), (ii) and (iii).**

Target: A01 [written communication assessed in this question – see examiner instructions].

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

e.g. 'The three reasons stated did bring about the end of Tsarist rule in 1917.' [1]

**LEVEL 2:  
DESCRIBES WHY TSARIST RULE ENDED IN 1917.**

e.g. Describes 'the influence of Rasputin.'  
Describes the 'strikes and food shortages.' [2-4]

**LEVEL 3:  
EXPLANATION OF THE CONTRIBUTION OF ONE REASON.**

e.g. Explains why 'the collapse of the army' brought about the end of Tsarist rule in 1917. [3-5]

**LEVEL 4:  
EXPLANATION OF THE CONTRIBUTION OF REASONS.**

e.g. Explains why 'the influence of Rasputin; the collapse of the army; strikes and food shortages ended Tsarist rule in 1917.' [6-8]

**LEVEL 5:  
EXPLANATION OF HOW THESE REASONS ACTED TOGETHER OR COMPARATIVE  
IMPORTANCE OF REASONS.**

e.g. 'All three reasons are vital in explaining the end of Tsarist rule in 1917. Rasputin had a strong influence over the royal family and made them increasingly unpopular. He controlled the Tsarina and undermined the power of the Tsar. In this climate of unpopularity it was important that the war went well. However, there were huge defeats and massive loss of life. The Tsar was blamed for the collapse of the army and the situation was made worse when he took direct control over it. The war took the Tsar away from Petrograd, where the Tsarina and Rasputin were left in control. They governed the country badly; agricultural and industrial collapse led to food shortages and strikes. In 1917 strikes broke out all over Russia and there was demands for the government to provide bread. The army refused to put down the revolts and the Tsar was forced to abdicate' (fully explained). **[9-10]**

- 9 (a) Describe the main features of the Five-Year Plans.

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN  
FEATURES OF THE FIVE-YEAR PLANS. AWARD ONE ADDITIONAL MARK TO  
EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Plans for industrial improvement' (1); 'started by Stalin' (1); 'first one in 1929' (1); 'set targets for industry' (1); 'three Plans before the Second World War' (1).  
'The first Five-Year Plan set targets for production in vital heavy industries' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. **[4]**

- (b) Explain why Stalin introduced the Five-Year Plans.

Target: A01.

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

e.g. 'Stalin introduced the Five Year Plans to improve the Soviet Union.' **[1]**

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'To modernise Soviet industry; to complete the socialist revolution.' **[2-3]**

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'Stalin introduced the Five Year Plans to transform the U.S.S.R from a backward agricultural country to a modern industrial state by setting targets for selected industries.' **[3-6]**

(c) The following brought misery to the Soviet people during the 1930s:

- (i) the secret police;
- (ii) the purges;
- (iii) collectivisation.

Which of these do you think brought the greatest misery? Explain your answer referring only to (i), (ii) and (iii).

Target: A01 [written communication assessed in this question – see examiner instructions].

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

e.g. 'The three factors mentioned all affected the Soviet people during the 1930s.'

[1]

**LEVEL 2:  
DESCRIPTION OF THE FACTOR(S) THAT BROUGHT THE SOVIET PEOPLE MISERY.**

e.g. Describes 'collectivisation.'  
Describes 'the secret police.'

[2-4]

**LEVEL 3:  
EXPLANATION OF CONTRIBUTION OF ONE FACTOR.**

e.g. Explains why 'collectivisation' brought misery to ordinary people during the 1930s.'

[3-5]

**LEVEL 4:  
EXPLANATION OF THE CONTRIBUTION OF FACTORS.**

e.g. Explains why 'the secret police; the purges; collectivisation brought misery to the Soviet people.'

[6-8]

**LEVEL 5:  
EXPLANATION OF WHY THESE FACTORS ACTED TOGETHER OR COMPARATIVE IMPORTANCE OF FACTORS.**

e.g. 'Stalin was desperate to modernise Russia and thus introduced measures, such as the Five-Year plans, which in the shorter term adversely affected the lives of ordinary people. Consumer goods were not a priority and many Russians remained poorly paid, although there were some improvements towards the end of the decade. The huge new urban workforce needed to be fed and so Stalin aimed to revolutionise farming by introducing collectivisation and this caused chaos and starvation because the peasants were not familiar with the new ideas and methods. In order to enforce these new industrial and agricultural reforms Stalin used his secret police whose reaction to any dissent from the workers or peasants was brutal' (fully explained).

[9-10]

**Section C**  
**The USA, 1919 - 1941**

- 7 (a) **Study Source C.**  
**What is the message of this cartoon? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**USE OF SURFACE FEATURES OF THE CARTOON ONLY.**

e.g. 'FDR is holding a rubbish bin.' [1]

**LEVEL 2:**  
**INTERPRETATION ONLY.**

e.g. 'Roosevelt is throwing out all of Hoover's failed policies.' [2-3]

**LEVEL 3:**  
**INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON OR CONTEXTUAL KNOWLEDGE.**

e.g. 'It is clear from the cartoon that Roosevelt is throwing out all of Hoover's failed policies because he has them all piled in a rubbish bin.'

**OR**

'Hoover's policies had failed to deal with the worst of the effects of the Depression. Unemployment was still high when Roosevelt came to power in March 1933 having being elected to replace Hoover. Roosevelt promised the people a New Deal – new policies to help cope with the effects of the Depression.' [4-5]

**LEVEL 4:**  
**INTERPRETATION SUPPORTED BY CARTOON AND CONTEXTUAL KNOWLEDGE.** [6]

- (b) **Study Source D.**  
**Why was this cartoon published in 1933? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

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

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 happy Americans.' [1]

**LEVEL 2:**  
**ANSWERS THAT INFER THE PURPOSE OF CARTOON.**

These answers assert that the purpose of the cartoon was to get American people to work together. [2-3]

**LEVEL 3:  
ANSWERS THAT USE THE CARTOON TO SUPPORT INFERENCES ABOUT  
PURPOSE.**

e.g. 'This was used as propaganda to help the NRA and New Deal to succeed.'  
[3-4]

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

**LEVEL 5:  
AS FOR LEVEL 4, BUT IN ADDITION EXPLAINS WHY THE CARTOON WAS  
PUBLISHED IN 1933.**

e.g. 'Promotion like this was key to Roosevelt's success with the NRA when it was first passed in 1933.'  
[7]

- (c) **Study Source E.**  
**How far does this source prove that Roosevelt's New Deal was a success? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:  
ANSWERS THAT IDENTIFY SUCCESS FROM SOURCE AND/OR CONTEXTUAL  
KNOWLEDGE.**

e.g. 'agencies set up; priming the pump;' [1-2]

**LEVEL 2:  
ANSWERS USING SOURCE TO EXPLAIN SUCCESS** [3-4]

**LEVEL 3:  
ANSWERS THAT USE CONTEXTUAL KNOWLEDGE TO EXPLAIN FAILURE OR  
SUCCESS.**

e.g. 'Unemployed figures going up; no improvements for the black population.' [5-6]

**LEVEL 4:  
ANSWERS THAT EXPLAIN SUCCESS AND FAILURE USING CONTEXTUAL  
KNOWLEDGE – HOW FAR.** [6-7]

Six marks for both sides. 7 marks for both sides + 'how far'.



**8 (a) What problems did black people face in the USA during the 1920s?**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE PROBLEMS FACED BY BLACK PEOPLE. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Discrimination' (1); 'persecution' (1); 'unemployment' (1); 'poverty' (1).  
 'Many black people were forced to live in poverty because they were only offered the lowest paid jobs' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. **[4]**

**(b) Explain why American farmers faced problems during the 1920s?**

Target: A01.

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

e.g. 'American farmers could not sell their produce.' **[1]**

**LEVEL 2:  
IDENTIFIES PROBLEM(S) OR DESCRIBES.**

**ONE PROBLEM (2 MARKS), TWO OR MORE PROBLEMS (3 MARKS).**

e.g. 'Competition from Canadian wheat; prices were falling; over-production.' **[2-3]**

**LEVEL 3:  
EXPLAINS PROBLEM(S).**

**ONE PROBLEM (3-4 MARKS), TWO OR MORE PROBLEMS (4-6 MARKS).**

e.g. 'More and more land was given over to farming up to 1920 and farming became generally more efficient. Thus during the 1920s surpluses of farm produce were being produced that nobody wanted.' **[3-6]**

**(c) The following were reasons why American industry boomed in the 1920s:**

- (i) the effects of the First World War;**
- (ii) Republican policies;**
- (iii) new methods of production.**

**Which of these reasons do you think was the most important? Explain your answer, referring only to (i), (ii) and (iii).**

Target: A01 [written communication assessed in this question – see examiner instructions].

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

e.g. 'The three reasons stated were the main reasons why American industry boomed in the 1920s.' [1]

**LEVEL 2:  
DESCRIPTION OF THE REASON(S) WHY AMERICAN INDUSTRY BOOMED IN THE 1920S.**

e.g. Describes 'the effects of the First World War'.  
Describes 'new methods of production'. [2-4]

**LEVEL 3:  
EXPLANATION OF CONTRIBUTION OF ONE REASON.**

e.g. Explains why 'the effects of the First World War' enabled American industry to boom during the 1920s. [3-5]

**LEVEL 4:  
EXPLANATION OF THE CONTRIBUTION OF REASONS.**

e.g. Explains why 'the effects of the First World War; Republican policies; new methods of production helped American industry to boom in the 1920s.' [6-8]

**LEVEL 5:  
EXPLANATION OF WHY THESE REASONS ACTED TOGETHER OR  
COMPARATIVE IMPORTANCE OF REASONS.**

e.g. 'All three reasons were vital in explaining why American industry boomed during the 1920s. 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. There was no great drain on her resources and therefore she was left in a very strong economic position at the end of the war compared with the European countries. Republican policies built on this foundation by letting the businessmen get on with the job of making money. Tariffs were used to protect American business and taxes were kept low which gave people more money to spend. Greater demand for goods gave rise to new methods of production, like Ford's production line assembly of cars. Directly and indirectly the motor car industry gave employment to millions of workers' (fully explained). [9-10]

- 9 (a) Describe the main features of stock market speculation in the U.S.A. during the 1920s?

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT STOCK MARKET SPECULATION. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'People bought shares.' 'Large numbers of people bought shares' (2); 'hoping to make a quick profit' (1); 'gambling on the stock market' (1); 'borrowing money to buy shares' (1).

'Some stock market speculators bought on the margin which meant that they did not have to pay the full value of the shares' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. [4]

- (b) Explain the causes of the Wall Street Crash.

Target: A01.

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

e.g. 'Industrial problems caused the Wall Street Crash.' [1]

**LEVEL 2  
IDENTIFIES CAUSE(S) OR DESCRIBES.**

**ONE CAUSE (2 MARKS), TWO OR MORE CAUSES (3 MARKS).**

e.g. 'Overproduction; decreased demand; industrial decline; stock market speculation.' [2-3]

**LEVEL 3  
EXPLAINS CAUSE(S).**

**ONE CAUSE (3-4 MARKS), TWO OR MORE CAUSES (4-6 MARKS).**

e.g. 'One of the causes of the Wall Street Crash was decreased demand brought about by high prices and workers' wages not rising.' [3-6]

- (c) The following were consequences of the Wall Street Crash in the USA between 1929 and 1932:

- (i) mass unemployment;
- (ii) the collapse of banks;
- (iii) homelessness.

**Which of these consequences do you think was the most important? Explain your answer referring only to (i), (ii) and (iii).**

Target: A01 [written communication assessed in this question – see examiner instructions].

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

e.g. 'The three mentioned were all consequences of the Great Depression in the USA.' [1]

**LEVEL 2:  
DESCRIPTION OF THE CONSEQUENCES OF THE WALL STREET CRASH.**

e.g. Describes 'mass unemployment.'  
Describes 'the collapse of banks.' [2-4]

**LEVEL 3:  
EXPLANATION OF ONE CONSEQUENCE.**

e.g. Explains the collapse of banks was a consequence of the Wall Street Crash.' [3-5]

**LEVEL 4:  
EXPLANATION OF THE CONSEQUENCES.**

e.g. Explains 'mass unemployment; the collapse of banks; homelessness.' [6-8]

**LEVEL 5:  
EXPLANATION WHY THESE CONSEQUENCES ACTED TOGETHER OR  
COMPARATIVE IMPORTANCE OF CONSEQUENCES.**

e.g. 'The consequences of the Wall Street Crash were very much inter-related in that the collapse of the US banking system, brought about by Americans wanting to withdraw their money, meant that US industries found it very difficult to go on. Many major companies went bankrupt and this led to mass unemployment. Poverty stricken workers could no longer afford to live in their homes and therefore even lost the roof over their head. This led to the setting up of shanty towns, which subsequently became known as 'Hoovervilles (fully explained).' [9-10]

**Section C**  
**China, 1945-c1976**

- 7 (a) **Study Source C.**  
**Why did Mao Zedong give these instructions to his soldiers? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**USE OF SOURCE ONLY.**

e.g. 'The Red Army had to replace all damaged articles.' [1]

**LEVEL 2:**  
**INTERPRETATION ONLY.**

e.g. 'Mao Zedong gave these instructions so that his soldiers would treat the peasants fairly and with kindness.' [2-3]

**LEVEL 3:**  
**ANSWERS THAT EXPLAIN BY USING SOURCE OR CONTEXTUAL KNOWLEDGE.**

e.g. 'Mao Zedong wanted peasant support during the Civil War, therefore he wanted them treating fairly. Thus he gave these instructions to his soldiers.' [4-5]

**LEVEL 4:**  
**ANSWERS THAT EXPLAIN BY USING SOURCE AND CONTEXTUAL KNOWLEDGE.** [6]

- (b) **Study Source D.**  
**How far does this source prove that Jiang Jieshi (Chiang Kai-shek) was a failure? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:**  
**ANSWERS BASED ON THE SOURCE.**

e.g. 'The Communists wanted to destroy relations between China and the USA.'

N.B. INCLUDE IN THIS LEVEL GENERAL ASSERTIONS ABOUT THE RELIABILITY OF THE SOURCE. [1]

**LEVEL 2:**  
**ANSWERS THAT IDENTIFY FAILURE OR/AND SUCCESS.**

**AWARD 3 MARKS FOR FAILURES OR SUCCESSES, 4 MARKS FOR FAILURES AND SUCCESSES.**

e.g. 'failed in the Civil War; failed to stay on mainland China; maintained control in Taiwan.' [2-4]

**LEVEL 3:  
ANSWERS THAT EXPLAIN FAILURE OR SUCCESS.**

e.g. See LEVEL 2 for examples. [5-6]

**LEVEL 4:  
ANSWERS THAT EXPLAIN FAILURE AND SUCCESS.**

e.g. Uses BOTH elements of LEVEL 3. [7]

N.B. SOURCE EVALUATION CAN BE USED TO GAIN ACCESS TO APPROPRIATE LEVELS.

- c) Study Source E.  
How far does this source explain why the communists won the civil war? Use the source and your knowledge to explain your answer.**

Target: A01 and A02.

**LEVEL 1:  
ANSWERS BASED ON THE SOURCE.**

These answers rely on the information in the source and no contextual knowledge is demonstrated,.

e.g. 'Guerrilla tactics were the main reason why the communists won the Civil War.' [1]

**LEVEL 2:  
ANSWERS IDENTIFYING REASONS NOT IN THE SOURCE.**

e.g. 'Mao Zedong; the failures of the Nationalists.' [2-3]

**LEVEL 3:  
ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN REASONS IN THE SOURCE.**

These answers will use contextual knowledge to explain why the communists won the Civil War, e.g. 'guerrilla tactics.'

**ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN REASONS NOT IN THE SOURCE.**

e.g. 'Mao Zedong; the failures of the Nationalists.' [4-6]

**LEVEL 4:  
ANSWERS USING CONTEXTUAL KNOWLEDGE TO EXPLAIN REASONS IN THE SOURCE AND REASONS NOT IN THE SOURCE.**

e.g. Uses BOTH elements of LEVEL 3. [7]

- 8 (a)** Describe the main features of the Five-Year Plans.

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE FIVE-YEAR PLANS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Plans for industrial improvement' (1); 'started by Mao' (1); 'set targets for industry' (1); 'first one started in 1953' (1).  
'The first Five-Year Plan set targets for production in vital heavy industries' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY. **[4]**

- (b)** Explain why communes were set up.

Target: A01.

**LEVEL 1  
GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE.**

e.g. 'Communes were set up to solve China's problems.' **[1]**

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'To increase production; to establish state control; to deal with the land problem.' **[2-3]**

**LEVEL 3:  
EXPLAINS REASON(S).**

**ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).**

e.g. 'Mao believed that ordinary Chinese people could create a powerful industrial nation, so he joined the farming co-operatives together as communes and set each commune industrial as well as farming targets.' **[3-6]**

- (c)** The following reforms were part of Mao Zedong's modernisation programme in the 1950s and 1960s:

**(i)** improved education;

**(ii)** land reforms;

**(iii)** the introduction of women's rights.

**Which do you think was most important? 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.**

e.g. 'The three reforms mentioned helped Mao's modernisation programme.'  
[1]

**LEVEL 2  
DESCRIPTION OF REFORMS IN MAO ZEDONG'S MODERNISATION  
PROGRAMME.**

e.g. Describes 'improved education.'  
[2-4]

**LEVEL 3  
EXPLANATION OF THE CONTRIBUTION OF ONE FACTOR.**

e.g. Explains why 'improved education' helped Mao's modernisation programme.  
[3-5]

**LEVEL 4  
EXPLANATION OF THE CONTRIBUTION OF FACTORS.**

e.g. Explains why 'improved education; land reforms; the introduction of women's rights helped Mao's modernisation programme.'  
[6-8]

**LEVEL 5  
EXPLANATION OF WHY THESE FACTORS ACTED TOGETHER TO BRING  
ABOUT MAO ZEDONG'S MODERNISATION PROGRAMME.**

e.g. 'Mao was acutely aware that China was many years behind the capitalist west and it would require new ideas, new organisations and social reforms to modernise China. Land reforms were instituted from 1952 onwards to allow Chinese peasants to work for themselves and thus become more productive. Furthermore, women were encouraged to play a full part in this work and industrial work and this too boosted the Chinese economy. Also, better education for both boys and girls produced a more skilled workforce and thus too helped to modernise China' (fully explained).  
[9-10]

**9 (a) Describe Communist China's relations with Taiwan.**

Target: A01.

**AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT COMMUNIST CHINA'S RELATIONS WITH TAIWAN. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL.**

e.g. 'Bad' (1); 'Taiwan threatened to re-invade China' (1); 'disputes over ownership of Taiwan' (1); 'clashes between China and Taiwan' (1).  
'Jiang fled to Taiwan after the Civil War and later threatened to re-invade mainland China' (2).

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY.  
[4]



**(b) Explain why China helped the Vietcong.**

Target: A01.

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

e.g. 'China helped the Vietcong because they did not like the USA.' [1]

**LEVEL 2:  
IDENTIFIES REASON(S) OR DESCRIBES.**

**ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).**

e.g. 'Support for another communist state; hatred of US capitalism; did not want US troops on her borders.' [2-3]

**LEVEL 3:  
EXPLAINS REASON(S).**

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

e.g. 'North Vietnam was a small independent communist state that was being attacked by the might of the USA. As a fellow communist state China could not allow the USA to invade North Vietnam and therefore remove communism from Vietnam entirely.' [3-6]

**(c) The following were reasons why China had become a world power by 1976:**

- (i) its growing military strength;
- (ii) its increased economic strength;
- (iii) its entry into the United Nations Organisation.

**Which of these reasons do you think was the most important? 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.**

e.g. 'The three reasons stated enabled China to become a world power.' [1]

**LEVEL 2:  
DESCRIPTION OF REASON(S). WHY CHINA BECAME A WORLD POWER  
BY 1976.**

e.g. Describes 'its growing military strength'.  
Describes 'its increased economic strength'. [2-4]

**LEVEL 3:  
EXPLANATION OF THE CONTRIBUTION OF ONE REASON.**

e.g. Explains why 'entry into the United Nations Organisation' enabled China to become a world power. **[3-5]**

**LEVEL 4:  
EXPLANATION OF THE CONTRIBUTION OF REASONS.**

e.g. Explains why 'its growing military strength; its increased economic strength; its entry into the United Nations Organisation helped China to become a world power by 1976.' **[6-8]**

**LEVEL 5:  
EXPLANATION OF WHY THESE REASONS ACTED TOGETHER OR  
COMPARATIVE IMPORTANCE OF REASONS.**

e.g. 'In order to be a modern world power a country needs to be politically recognised, militarily powerful and have a strong economy. With its large army and nuclear weapons, it had joined the group of nations that could destroy the world. In part this led to the US recognition of China and her eventual entry into the UN. This gave China real power on the international stage and led to increasing contact with western nations. This led to investment in China by these nations which helped the Chinese economy to grow. This increase in economic strength has turned China into a real world power' (fully explained). **[9-10]**

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**Mark Scheme 1937/02**  
**June 2006**

**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** 4
- 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.

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

**Did government propaganda fail to convince the British public to support World War One?**

**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 poster?*

*Use details of the poster and your knowledge to explain your answer.*      **6 marks**

**Target: AO1, 2**

|         |  |     |
|---------|--|-----|
| Level 1 | Simple comprehension only/general assertion. Description of surface detail, but no valid inference made.<br>e.g. A girl sitting on her father's knee asks him, 'Daddy, what did YOU do in the Great War?'  | 1-2 |
| Level 2 | Valid inference/s from the poster about its message, unsupported by detail from the poster.<br>e.g. Men who did not join the army will be thought of as cowards.   | 2-3 |
| Level 3 | Valid inference/s from the poster about its message, supported by detail from the poster<br><b>OR</b> from contextual knowledge.<br>e.g. Men who did not join the army will be thought of as cowards. This is implied in the question asked by the girl sitting on her father's knee, 'Daddy, what did YOU do in the Great War?'   | 4-5 |
| Level 4 | Valid inference/s from the poster about its message, supported by detail from the poster <b>and</b> put into context.<br>e.g. Men who did not join the army will be thought of as cowards. This is implied in the question asked by the girl sitting on her father's knee, 'Daddy, what did YOU do in the Great War?' This emotional blackmail was needed because there were fewer volunteers in 1915. | 6   |



**Q3 Sources D and E**

*Which source do you trust more as evidence about British government control of propaganda during the war?*

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

**9 marks****Target: AO1, 2**

- Level 1 Comprehension only/general assertion. 1-2  
e.g. Trusts Source E because it is British, has a better view of events.
- Level 2 Valid inference/s unsupported by detail from a source. 2-3  
e.g. Trusts E more because members of the government would know about what was happening.

**OR** Details of the sources are matched, but no/invalid inference is made. 2-3  
e.g. D says, 'Recently a film about the Battle of the Somme was shown...'  
E says, '...the censors wouldn't pass the truth.'

- Level 3 Valid inference/s supported by detail from a source/s. 4-6  
e.g. Trusts D more – being on the receiving end of the British attack the Germans would be able to make a valid assessment, '...an actual, generally truthful war film.'

If refers to one source only do **not** reward at top of level.

- Level 4 Argues one is more trustworthy by evaluating its content, using relevant contextual knowledge, or cross-reference, or tone/language/purpose supported by detail from the source. 6-8  
e.g. Trusts E more - shows the government did have full control of information,  
Lloyd George as prime minister would know what instructions the censors were working under – '...the censors wouldn't pass the truth.' At the start of the war in 1914 the government took steps to control information - DORA  
Source D, however, is simply from a German viewpoint.

- Level 5 Compares the merits of **both** sources by evaluating their content, using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from both sources. 8-9  
e.g. Trusts E more - shows the government did have full control of information,  
Lloyd George as prime minister would know what instructions the censors were working under – '...the censors wouldn't pass the truth.' At the start of the war in 1914 the government took steps to control information – DORA.  
Also trusts D – valid German reference to the Somme film, 'It has enjoyed enormous success with the English public.' In Britain the film was seen by millions and even soldiers were impressed by the scenes. Of the two, however, E has greater weight because of his direct knowledge.

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



**Q4 Source F**

*Why was this poster issued by the government in 1917?*

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

**7 marks****Target: AO1, 2, 3**

|           |   |     |
|-----------|---|-----|
| Level 1   | Comprehension only/general assertion.<br>e.g. Issued to show what work people could do.   | 1-2 |
| Level 2   | Valid inference/s from the poster unsupported by detail from the poster.<br>e.g. Issued to put pressure on people in Britain to contribute to the war effort / Not enough being done, please support the war effort.  | 2-3 |
| <b>OR</b> | Makes contextual reference without inference unsupported by detail from the poster.<br>e.g. By 1917 greater female input was needed for the war effort because so many men were in the forces after conscription in 1916.   | 2-3 |
| Level 3   | Valid explanation why the government issued the poster, supported by detail from the poster,<br><b>OR</b> from contextual knowledge.  | 4-6 |
|           | e.g. Issued to put pressure on people in Britain to contribute to the war effort. The poster does this by showing men in the army, women making munitions – and inviting more women to ‘Learn to make munitions’.   |     |
| Level 4   | Valid explanation why the government issued the poster, supported by detail from the poster <b>and</b> put into context.<br>e.g.. By 1917 greater female input was needed for the war effort because so many men were in the forces after conscription in 1916. The poster exerts moral pressure by showing men in the army, women making munitions – and inviting more women to ‘Learn to make munitions’. | 6-7 |

**Q5 Source G**

*How useful is this source in understanding how much opposition there was in Britain to the war?*

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

**Target: AO1, 2**

|           |  |     |
|-----------|--|-----|
| Level 1   | Comprehension only/general assertion.<br>e.g. Useful - tells us what happened to civilians.  | 1-2 |
| Level 2   | Valid inference/s from the source unsupported by detail from the source.<br>e.g. Useful, it tells us there was a lot of sympathy for people against the war.   | 2-3 |
| <b>OR</b> | Stock Evaluation.<br>e.g. Not useful, evidence is based only on one town.  | 2-3 |
| Level 3   | Valid inference/s from the source supported by detail from the source.<br>e.g. Useful, it tells us there was a lot of sympathy for people against the war.<br>'There was enough support to make sure that conscientious objectors...were not victimised in the town.'  | 3-4 |
| Level 4   | Evaluates the study by cross-reference or by commenting on its tone/language/<br>purpose, supported by detail from the source.<br>e.g. Useful – it tells us there was a lot of sympathy for people against the war.<br>'There was enough support to make sure that conscientious objectors...were not victimised in the town.' The language, however, is biased – brave, proud, heroic.<br><br>Can cross-reference with Source E – censors not allowing the truth to be published.               | 4-5 |
| <b>OR</b> | Evaluates the study through contextual knowledge unsupported by detail from the study.<br>e.g. Useful - fits in with a national picture, for example the letter of protest by the war poet Siegfried Sassoon, published in newspapers in 1917.   | 4-5 |
| Level 5   | Evaluates the study through contextual knowledge supported by detail from the study.<br>e.g. Useful – it tells us there was a lot of sympathy for people against the war.<br>'There was enough support to make sure that conscientious objectors...were not victimised in the town.' This fits in with a national picture, for example the letter of protest by the war poet Siegfried Sassoon, published in newspapers in 1917.<br>Valid attempt to quantify usefulness – mark at top of level. | 6-7 |



**General Certificate of Secondary Education  
History B 1937  
June 2006**

**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> |
|------------------|-----------------|----------|----------|----------|----------|----------|----------|----------|
| 11               | 75              | 55       | 46       | 37       | 31       | 26       | 21       | 16       |
| 12               | 75              | 55       | 46       | 37       | 31       | 26       | 21       | 16       |
| 13               | 75              | 56       | 47       | 38       | 32       | 26       | 21       | 16       |
| 14               | 75              | 52       | 44       | 37       | 31       | 26       | 21       | 16       |
| 02               | 50              | 35       | 31       | 27       | 24       | 20       | 16       | 13       |
| 03               | 50              | 42       | 37       | 32       | 25       | 18       | 11       | 4        |

**Syllabus Options (weighted marks)**

**Option A (depth study Germany)**

|                                | <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             | 166       | 147      | 128      | 109      | 91       | 73       | 55       | 37       |
| Percentage in Grade            |                 | 12.<br>8  | 22.<br>7 | 21.<br>6 | 17.<br>3 | 11.<br>0 | 7.2      | 4.2      | 2.0      |
| Cumulative Percentage in Grade |                 | 12.<br>8  | 35.<br>5 | 57.<br>1 | 74.<br>4 | 85.<br>4 | 92.<br>6 | 96.<br>8 | 98.<br>7 |

The total entry for the examination was 30496.

**Option B (depth study Russia)**

|                                | <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             | 168       | 148      | 128      | 109      | 91       | 73       | 55       | 37       |
| Percentage in Grade            |                 | 21.<br>2  | 22.<br>7 | 18.<br>1 | 14.<br>3 | 8.8      | 7.6      | 4.3      | 1.9      |
| Cumulative Percentage in Grade |                 | 21.<br>2  | 43.<br>9 | 62.<br>0 | 76.<br>3 | 85.<br>1 | 92.<br>7 | 97.<br>0 | 98.<br>9 |

The total entry for the examination was 3231.

**Option C (depth study The USA)**

|                                | <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             | 167       | 148      | 129      | 110      | 91       | 73       | 55       | 37       |
| Percentage in Grade            |                 | 12.<br>0  | 22.<br>0 | 20.<br>4 | 16.<br>8 | 12.<br>0 | 7.8      | 5.0      | 2.5      |
| Cumulative Percentage in Grade |                 | 12.<br>0  | 34.<br>0 | 54.<br>5 | 71.<br>3 | 83.<br>3 | 91.<br>1 | 96.<br>1 | 98.<br>6 |

The total entry for the examination was 13945.

**Option D (depth study China)**

|                                | <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             | 165       | 146      | 127      | 109      | 91       | 73       | 55       | 39       |
| Percentage in Grade            |                 | 34.6      | 40.8     | 20.0     | 3.9      | 0        | 0.8      | 0        | 0        |
| Cumulative Percentage in Grade |                 | 34.6      | 75.4     | 95.4     | 99.2     | 99.2     | 100      | 100      | 100      |

The total entry for the examination was 130.

**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            | 13.2      | 22.6     | 21.0     | 17.0     | 11.1     | 7.4      | 4.4      | 2.1      |
| Cumulative Percentage in Grade | 13.2      | 35.8     | 56.8     | 73.7     | 84.8     | 92.2     | 96.6     | 98.7     |

The total entry for the examination was 47811.

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