

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

June 2007

1937/1037/MS/R/07

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**Mark Scheme 1037/01
June 2007**

**Modern World History (Short Course)
Paper 1**

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 judgement 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.
- 2.5 Before the standardisation meeting you must mark, in pencil a selection of at least ten scripts. The scripts should be drawn from several Centres. The marked scripts should be brought to the standardisation meeting.
- 2.6 The standardisation meeting will include discussion of the range of acceptable responses. 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.

- 2.7 The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of the questions in Section B and the (c) part of questions 8 and 9 in Section C.

Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

Section A

Question 1**1(a) Study Source A.**

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

e.g. 'The Allied leaders have been meeting at the Peace Conference.'
'A little boy is upset.'

Level 2 Interpretation only**2-3**

e.g. 'There will be another war in the future.'
'Peace will not last.'
'What has been decided at the Conference will not work.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge**4-5**

e.g. 'The message of this cartoon is that the peace just decided at the conference will not last. The cartoon shows the 'Big Four' leaving the peace conference. Clemenceau says he can hear a child weeping. The child is behind a pillar and over whose head are the words '1940 class'. The cartoon is saying that the child is one who will be of military age in 1940. The caption adds the child is 'future cannon fodder' implying the peace will not last beyond 1940.'

OR

e.g. 'The cartoon is saying many at the time thought that the terms decided at the peace conference were too severe on Germany and that they were storing up trouble for the future. It was a 'diktat', making Germany responsible for the war and for which they had to pay reparations. This approach would make them want to take revenge on the allies in the near future.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge**6**

1(b) **Study Source B.**
Are you surprised by the comments made in this source? Use the source and your knowledge to explain your answer.

Target: AO1, AO2 and AO3

- Level 1 Unsupported assertions OR paraphrases / copies source** **1**
 e.g. 'I am not surprised as they were deciding what to do with Germany.'
- Level 2 Not surprised – general claims about the role of Germany** **2**
 e.g. 'I am not surprised. The war has just ended and feelings towards Germany were very strong.'
- Level 3 Uses content of source to explain surprise OR not surprised** **3-4**
 e.g. 'I am surprised as the source expresses a stronger view that some of the Allies held and you would expect a joint statement to take account the all views.'
OR
 'I am not surprised as the Allies had to make their point to Germany about the problems they had caused to emphasise that the Treaty will reflect punishment for these problems.'
- Level 4 Uses content of source to explain surprise AND not surprised** **5-6**
 Both sides of Level 3.
- Level 5 Not surprised – uses contextual knowledge to explain**
OR
Surprised – uses contextual knowledge to explain **6-7**
 e.g. 'I am not surprised. The French had been severely hit by the ravages of war and also by Germany in the past. The French leader at Versailles, Clemenceau, was determined to punish Germany far more severely than others such as Lloyd George and Wilson. Clemenceau had a strong voice in the terms of the Treaty and this is reflected in the emotive language of the statement.'
 e.g. 'I am surprised as this was a statement from the Allies. Whilst all recognised the damage caused by Germany, two of the Big Three, Wilson and Lloyd George, wanted to be less severe and might have worded the statement differently. They were fearful of what might happen in the future if Germany was punished to harshly. Also Britain wanted a stronger Germany to ensure France did not get too powerful.'
- Level 6 Uses contextual knowledge to explain surprise AND not surprised** **7-8**
 Both sides of Level 5

- 1(c) **Study Sources C and D.**
Does Source D prove that Lloyd George failed to achieve his aims as stated in Source C? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Unsupported assertions **1**

e.g. 'Source D is from a newspaper/ is only one source and therefore cannot prove anything.'

Level 2 Evaluates D on basis of language / tone – no context
OR
Uses Source C to identify Lloyd George's aims – no context **2-3**

e.g. 'Source D contains emotive language against which you cannot compare Lloyd George's aims.'

'According to Source C Lloyd George wanted a stern peace but one that was for justice and not one which would encourage another war because revenge was being taken.'

Level 3 Uses context to evaluate D, e.g. purpose **4**

e.g. 'Source D was written from a German perspective to encourage the German people to oppose the Treaty and seek revenge and would therefore only write about what were perceived as the wrongs of the Treaty.'

Level 4 Compares sources to prove Lloyd George failed to achieve his aims **5-6**

e.g. 'In Source C Lloyd George said he did not want a repetition of war and he wanted a peace which was for justice and one which would avoid revenge being taken. Source D says that it is a 'disgraceful Treaty' as the Germans have lost status and should therefore seek revenge for the Treaty. If this view of harshness and revenge exists Lloyd George failed in his aims.'

Level 5 Uses Source D and contextual knowledge to prove that Lloyd George was successful / not successful **7-8**

e.g. 'In Source C Lloyd George said he did not want a repetition of war and he wanted a peace which was for justice and one which would avoid revenge being taken. Source D says that it is a 'disgraceful Treaty' as the Germans have lost status and should therefore seek revenge for the Treaty. In the years after the war the view existed in Germany that the Treaty had been extremely harsh on the German people and had not punished those who were guilty. When the Nazi party and Hitler came to power one of the aims was the reversal of the Treaty with the Treaty being one of the causes of war in 1939. As this view of harshness and revenge existed Lloyd George had failed in his aims to achieve a just peace.'

1(d) Study Source E.

Why was this cartoon published in Germany in 1919? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTION [1]

e.g. 'This cartoon was published because mothers could not give their children anything to eat because they had to pay billions of marks.'
'It was published to show that the child is hungry.'

LEVEL 2: IDENTIFIES REASON(S) WHY IT WAS PUBLISHED THERE OR THEN BUT NOT GETTING TO PURPOSE [2-3]

Answers might mention: reparations, Treaty of Versailles, German economic problems - starvation, shortages of food, disease, inflation.

LEVEL 3: IDENTIFIES VALID PURPOSE OF PUBLISHING CARTOON [4]

e.g. 'This cartoon was published to make the German people feel that reparations were very unfair.'

Purpose could include: to make people hate the Treaty, to make people hate the Weimar Republic/Constitution.

LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY IT WAS PUBLISHED THERE OR THEN (BUT NOT GETTING TO PURPOSE) [5-6]

These answers will be developments of Level 2 answers.

e.g. 'This source was published in Germany in 1919 because of the reparations. The Germans knew that the victorious countries wanted to punish Germany for starting the war. Part of this punishment would be to make Germany pay countries like France for all the damage that was done. The Germans felt this was very unfair because they did not accept that they were guilty of starting the war.'

LEVEL 5: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN A VALID PURPOSE [7-8]

These answers will be developments of Level 3 answers.

e.g. 'This cartoon was published to make people hate the Treaty of Versailles. Many German people felt they had been treated very unfairly in the Treaty of Versailles. They had been blamed for the war and were going to be punished by having to pay huge reparations - this is the 100 hundred billion marks mentioned. Many Germans felt that they would not be able to afford to eat properly if they had to pay reparations. This cartoon was published by a German who wants the Germans to rise up and oppose the peace treaty.'

- 1(e) **Study all the sources.**
'Germany was treated too harshly at Versailles.'
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: AO1, AO2 and AO3

Level 1 Answers about Treaty of Versailles – no valid source use **1-3**

e.g. 'Yes the Treaty of Versailles was harsh on Germany as it treated the people harshly.'

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Supports the view that Germany was treated too harshly.

Source A gives the message that there will be another war because it says 'future cannon fodder and this will affect people in 1940' as the terms were very harsh on Germany causing revenge.'

Source D gives the German view of the 'disgraceful Treaty' and the loss of status and that Germany should seek revenge.'

Source E shows the impact of the reparations clause on people in Germany. Its harshness is causing hunger and starvation.'

Disagrees with the view that Germany was treaty too harshly.

Source B identifies the damage caused by Germany and so it is necessary to be harsh to bring justice and behalf of all who have suffered.

Source C suggests it cannot be harsh but must be for justice and protection for the future.

Notes:

- One mark is available for contextual knowledge to be shown as +1K.
- Up to two bonus marks to be used for any evaluation of sources and to be shown as +1E, +1E
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **S** in the margin for each source used to support the interpretation and **D** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

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

Source A is about a meeting that took place before the Cuban Missile Crisis. Does this mean it is of no use to historians studying the crisis? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Agrees – explains why it is no use**1-2**

e.g. 'It is no use because the Crisis was in 1962 and Kennedy was speaking in 1961.'
'It is about the Bay of Pigs, not the Missile Crisis, and how Kennedy and Khrushchev acted over this incident.'

Level 2 Disagrees – shows relations between two men, US/USSR rivalry**3-4**

e.g. 'It is helpful because Kennedy is saying that he and Khrushchev are not getting on as there is some hostility being shown to him.'
'The US and the USSR were rivals as it was the time of the Cold War.'

Level 3 Shows possible motives for Khrushchev OR Kennedy in Crisis**5-6**

e.g. 'Khrushchev is taking advantage of Kennedy's inexperience and is obviously going to push him as much as possible to see if Kennedy opposes any actions he might commit in the future. He will test Kennedy to try to get the upper hand in the arms race.'

OR

'Kennedy feels that he was humiliated by the Bay of Pigs incident and that this has given Khrushchev a particular impression of him that in the Crisis Khrushchev is trying to exploit over weapons on Cuba.'

Level 4 Shows possible motives for Khrushchev AND Kennedy in Crisis**7-8**

Both sides of Level 3.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

e.g. 'It shows two men arm wrestling.'
'The cartoon shows Kennedy and Khrushchev sat on bombs.'

Level 2 Interpretation only **2-3**

e.g. 'There is a trial of strength between two people.'
'Nuclear war is only the press of a button away.'
'Who is going to press the button first?'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge
4-5

e.g. 'The cartoon shows Khrushchev and Kennedy arm wrestling. This is to represent the trial of strength or testing of each other's resolve. Both are shown sitting on bombs with Kennedy clearly shown as ready to press the button to fire the bomb that is under Khrushchev. In the background Khrushchev also is ready to press his button. Kennedy is in the stronger position and Khrushchev is shown as sweating more heavily which represents concern and worry about Kennedy's actions.'

OR

'The cartoon shows the USSR (Khrushchev) and the USA (Kennedy) testing each others willpower. The USA had missiles trained on the USSR whilst the USSR was putting missiles on Cuba which threatened America. Khrushchev by doing this was testing Kennedy to see if he would be the first to press the button of destruction.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge
6

- 2(c) **Study Sources C and D.**
Why do you think these two sources disagree about why the Soviets sent missiles to Cuba? Use the sources and your knowledge to explain your answer.

Target: AO1, AO2 and AO3

Level 1 General assertion without support **1**

e.g. 'They disagree because they are written by people who hold different views.'

Level 2 Answers based on source type / surface detail / provenance **2-3**

e.g. 'They are different because Source C was written at the time whilst Source D was written after the event and is a recollection.'

Level 3 Answers based on audience / message **4-5**

e.g. 'Khrushchev is putting forward his point of view to the readers of his autobiography of why he did what he did.'
 'Kennedy is informing the US people of the immediate danger.'

Level 4 Answers based on purpose of ONE source supported by contextual knowledge
6-7

e.g. 'In Source C Kennedy is telling the people of the USA how serious the issue of the Crisis appears to be as the weapons being placed on Cuba are a 'threat to peace and security'. He is preparing the people for the worst as they are weapons of mass destruction capable of reaching many parts of the USA and that he has to make a decision which might cause destruction.'

OR

'Khrushchev has a different tone. He has promised to protect Castro in Cuba and to do this he has secretly put missiles on Cuba. However, he does not intend war but to persuade Kennedy to promise not to attack Cuba. He feels he has been successful.'
 'This was not the view of many and Khrushchev is writing to try to improve his tarnished image – that it was Kennedy not he who backed down.'

Level 5 Answers based on purpose of BOTH sources supported by contextual knowledge
7-8

- 2(d) **Study Source E.**
Are you surprised by the offer Khrushchev is making in this source? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Unsupported assertions OR paraphrases / copies source **1**

e.g. 'I am not surprised as it is about what might been done to help the situation.'

Level 2 Not surprised – general claims about role of Khrushchev **2**

e.g. 'No because it is part of Khrushchev's correspondence with Kennedy at the height of the crisis.'

'I am surprised that Khrushchev appears to be backing down.'

Level 3 Uses content of source to explain surprise OR not surprised **3-4**

e.g. 'I am surprised that Khrushchev is saying that the missiles are purely defensive when he links their need to missiles pointing at the USSR.'

OR

'It is surprising that given the situation of the US missiles in Britain, Italy and Turkey which threaten the USSR, the USSR is prepared to remove the threat to the USA of the missiles in Cuba.'

Level 4 Uses source content to explain surprise AND not surprised **5-6**

Both parts of Level 3

Level 5 Uses contextual knowledge to explain surprise OR not surprised **6-7**

e.g. 'I am not surprised that Khrushchev was offering a way out. The two super powers were on the brink of a nuclear war. This followed Cuba becoming Communist and being given protection by the USSR. The missiles were within 90 miles of the USA and Kennedy was determined not to back down as shown by his blockade.'

'I am surprised as Khrushchev had instigated the problem by putting missiles on Cuba perhaps to show his power or to get the US to remove their missiles in Turkey. If this is so, why back down?'

Level 6 Uses contextual knowledge to explain surprise AND not surprised **7-8**

Both sides of Level 5.

- 2(e) **Study all the sources.**
'The Cuban Missile Crisis was simply a trial of strength between Kennedy and Khrushchev.'
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: AO1, AO2 and AO3

Level 1 Answers about Cuban Missile Crisis – no valid source use **1-3**

e.g. 'Yes the missile crisis was a test of strength as it was never a threat to peace.'

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Supports the view that it was a trial of strength

Source A suggests that Khrushchev was testing the resolve of Kennedy after his failure over the Bay of Pigs. Kennedy thinks that Khrushchev views him as 'inexperienced and no guts'. He is trying to get the upper hand in the Cold War.

Source B shows the two men in a trial of strength.

Source D There was no threat as Khrushchev says 'We had no desire to start a war'.

Source E There is no threat as Khrushchev wants to remove any possibility and do a deal. It also states that they were put there for 'defensive capabilities'

Disagrees with the view that it was a trial of strength

Source B Whilst showing the two men in a trial of strength it is much more serious as it is actually related to who pushes the button and causes war.

Source C Kennedy sees more in the basing of weapons on Cuba 'as they are weapons of mass destruction andthreat to peace and security of America'.

Source D You might wonder why the missiles we put there secretly if there was no threat of war.

Source E Whilst it is the time of the Cold War is it more than a trial if strength if the US has missiles around the world and the USSR are trying to match this?

Notes:

- One mark is available for contextual knowledge to be shown as +1K.
- Up to two bonus marks to be used for any evaluation of sources and to be shown as +1E, +1E
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **S** in the margin for each source used to support the interpretation and **D** for each source used to reject the interpretation.
- Candidates must explain how the sources support or reject the interpretation.

Section B

QUESTION 3**3(a) What were the main aims of the League of Nations?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'It aimed to uphold the Treaty of Versailles.'

'It encouraged international co-operation, especially through trade.'

'The League's aim was to encourage nations to disarm.'

'it aimed to improve living and working conditions in all parts of the world.'

'it aimed to settle disputes peacefully.'

'It aimed to maintain international peace through collective security.' (2)

(Allow one mark to candidate who offers a general point only.)**3(b) Explain how the League of Nations achieved some successes in the 1920s.**

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'It settled disputes.'

Level 2 Identifies AND/OR describes how success achieved 2-3**(One mark for each)**

e.g. 'Countries were willing to accept its decisions.'

'Disputes were between small nations.'

'War was feared.'

'The League developed a humanitarian programme.'

'The League set up various Commissions.'

Level 3 Explains how success achieved 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments.'

'Many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement.'

'The League had some early successes in settling disputes such as the dispute over the Aaland Islands (1920) where the League listened, judged and had its decision accepted. This established confidence in the League's ability.'

3(c) How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'It can because it affected the economy.'

'No, it was because it failed because it did not deal with disputes.'

Level 2 Identifies AND / OR describes reason(s) for failure of the League 2-4

e.g. 'It failed because countries were dealing with unemployment.'

'It failed because of the rise in nationalism and extremist parties.'

'Because of the rise in militarism it was a failure.'

'It failed because of the impact of Manchuria and Abyssinia.'

'It failed because the USA was not a member.'

Level 3 Explains agreement OR disagreement 4-6

(Developed explanation to be given two marks.)

e.g. 'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'
'Britain was suffering high unemployment. It was not willing to get involved in sorting out international disputes while its economy was suffering.'

'In Italy economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing the Italian government.'

'In Japan the country's economy was in collapse and this led to the take over of Manchuria. The problem was not dealt with as Britain and France were dealing with their own economic problems.'

OR

'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 after a year and condemned Japan's actions. Japan left the League.'

'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'

'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'

'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'

'The structure of the League was weak. America was not a member and the League had no army.'

Level 4 Explains agreement AND disagreement 6-9

Level 5 Explains with evaluation of 'how far' 9-10

QUESTION 4**4(a) Describe the events in the Rhineland in 1936.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail 4

e.g. 'Hitler marched his troops into the Rhineland.'
 'Britain saw it as 'Hitler marching into his own backyard'.
 'France failed to act.'
 'Hitler was not ready for war and had instructed his generals to withdraw if there was any resistance.'
 'Hitler marched his troops into the Rhineland which was a demilitarised zone.' (2)

(Allow one mark to candidate who offers a general point only)

4(b) Explain why Britain followed a policy of appeasement.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'They followed appeasement because they were weak.'

Level 2 Identifies AND / OR describes why appeasement followed 2-3

(One mark for each)
 e.g. 'The Treaty of Versailles had been too harsh.'
 'They wanted to avoid war.'
 'They wanted to settle disputes by negotiation.'
 'The aim was to keep Germany on their side.'
 'To allow both countries time to prepare for war.'

Level 3 Explains why appeasement followed 3-6

(One explained reason 3-4 marks: two or more explained reasons 4-6 marks)
 e.g. 'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They thought Hitler was only getting back what rightfully belonged to Germany.'
 'It was right to avoid war. Memories of the First World War were still fresh and politicians were horrified at the thought of more bloodshed.'
 'At the time many thought Stalin to be a greater threat and many politicians saw a strong Germany as useful protection against the USSR.'
 'Britain was not ready to fight Germany. Rearmament only got underway in 1936. Appeasement gave Britain the chance to re-arm.'

'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They thought Hitler was only getting back what rightfully belonged to Germany. If Britain gave way to Hitler's demands he would eventually be satisfied. An example of this was the re-militarisation of the Rhineland.'

4(c) **How far was the Nazi-Soviet Pact of 1939 responsible for causing war in Europe?**
Explain your answer.

Target; AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'Yes as it created a threat.'

Level 2 Identifies AND / OR describes reasons for war **2-4**

e.g. 'The Nazi-Soviet Pact gave Hitler a link to the USSR.'

'Germany's developing military strength caused the war.'

'Germany's Invasion of Poland was the cause of war.'

'Appeasement had failed.'

'The League of Nations had failed.'

'It was because of the isolationist policy of USA.'

Level 3 Explains Pact OR other reasons **4-6**

(Developed explanation to be given two marks.)

e.g. Nazi-Soviet Pact

'Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.'

'Stalin could also have chosen Britain and France but thought he would get part of Poland.'

'The pact left Britain and France to fight Germany alone. Hitler did not believe they would go to war over Poland.'

Other Reasons

'The Great Depression affected the League. Britain did not want to get involved sorting out international disputes while its economy was suffering. The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and aided the actions of Hitler.'

'Germany was resentful and determined to reverse the terms and this led to the growth of power of the Nazi party which made no secret of the desire to overthrow the Treaty of Versailles.'

'Hitler's rise to power was assisted by his promise to destroy the Versailles Treaty. He left the League and immediately began to re-arm and in 1936 he re-militarised the Rhineland against the terms of the Treaty.'

'There then followed the agreement to Hitler's demand for the Sudetenland and despite the promise of no war Hitler took over the rest of Czechoslovakia and then invaded Poland. This could not be justified.'

'The Anglo-German Naval Treaty of 1935 allowed Germany to increase its navy thus failing to uphold the terms of the Treaty.'

'Britain and France followed a policy of appeasement but this failed as it allowed Hitler to take what he wanted. It did however gain time.'

'They had encouraged Hitler as they saw him as a barrier to USSR.'

Level 4 Explains Pact AND other reasons **6-9**

Level 5 Explains with evaluation of 'how far' **9-10**

QUESTION 5**5(a) What was the 'Iron Curtain'?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'The border between Soviet controlled countries and the West.'
 'The boundary of USSR dominated countries after Potsdam.'
 'It was the division of Europe between democracy and communism.'
 'A term introduced by Churchill relating to the boundary between democracy and communism.' (2)
 'It was a political and economic division between the communist states of the East and the capitalist democracies of the West.' (2)

(Allow one mark to candidate who offers a general point only.)**5(b) Explain why the Soviet Union blockaded Berlin in 1948.**

Target; AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'The blockade was Stalin's response to change.'
 'Stalin wanted to avoid any threat to the USSR.'

Level 2 Identifies AND / OR describes why Berlin was blockaded 2-3

e.g. 'He wanted to keep Berlin weak.'
 'He wanted to stop the supply of goods and food.'
 'Stalin wanted to test the resolve of the Allies.'
 'Stalin was concerned about the impact of Marshall Aid.'

Level 3 Explains why Berlin was blockaded 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Stalin wanted to keep Germany weak so that it would not be a threat to the USSR.'
 'Stalin wanted to force Western Allies to pull out by starving them into surrender and thus making Berlin dependent on the USSR.'
 'The West was showing off a capitalist way of life and Stalin saw this as a threat to his control.'

'Stalin opposed the introduction of a new currency. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet eastern Germany and which would attract people from the poorer east.'

5(c) 'The Soviet Union was to blame for the Cold War.' How far do you agree with this statement? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'It depends on the point of view you accept.'

Level 2 Identifies AND / OR describes reasons for Cold War 2-4

e.g. 'There was a lack of trust and willingness to accept the other's point of view.'
 'Stalin wanted to protect the USSR.'
 'The USA introduced the Marshall Plan.'
 'The USSR and USA held different beliefs.'

Level 3 Explains why Soviet Union to blame OR other reasons 4-6

(Developed explanation to be given two marks.)

e.g. 'At the end of the war the main aim of the USSR was to make itself safe from future attack. This meant they were determined to dominate Eastern Europe. It had been expected that there would be free elections in Eastern Europe but the Red Army made sure the new governments were communist controlled.'
 'Stalin increased hostility by refusing to allow poor Soviet bloc countries to accept Marshall Aid as he thought the real purpose was to enable the USA to build friendships with eastern European countries.'
 'Stalin feared the growth of Germany and wanted it to remain weak and so he blockaded Berlin.'

OR

'To the USA the takeover of Eastern Europe was seen as the start of the spread of communism around the world. The US response was the Truman doctrine that offered support to free peoples struggling to avoid communism.'
 'When the war ended the USA and USSR drifted apart as there was now no common enemy. They both held different ideologies of capitalism and communism and their actions led to suspicion and hostility.'
 'Churchill increased hostility with his views expressed in a speech where he referred to the 'Iron Curtain'.'

Level 4 Explains why Soviet Union to blame AND other reasons 6-9

Level 5 Explains with evaluation of 'how far' 9-10

QUESTION 6**6(a) Describe the events in Hungary in 1956.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'The hard line communist, Rakosi, was forced to resign and his replacement, Gero, was soon replaced by Nagy.'

'The Soviet tanks withdrew but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.' (2)

'The troops and tanks returned but the Hungarians fought back but were ignored by the West.'

'In two weeks of fighting, 25,000 Hungarians were killed.'

'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged.' (2)

(Allow one mark to candidate who offers a general point only.)**6(b) Explain why there was opposition to Soviet control in Czechoslovakia in 1968.**

Target; AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'There was opposition to the harsh control.'

Level 2 Identifies AND / OR describes why there was opposition 2-3

e.g. 'They did not like the total control of the Soviets.'

The Czechs wanted a choice of political parties.'

'They wanted to improve the standard of living.'

'The Czech leadership was out of touch.'

Level 3 Explains why there was opposition to Soviet control 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'All candidates in elections were members of the Communist Party. Many Czechs wanted the right to form their own parties and there was talk of the setting up of the Social Democratic Party as a rival to the Communist Party.'

'Like other communist countries, Czechoslovakia had no freedom of speech with radio, television and newspapers censored.'

'The standard of living was low with Czech industry being run for the benefit of the Soviet Union with few consumer goods being produced for the Czechs. They wanted more say in how industry was run.'

6(c) **'Gorbachev was to blame for the collapse of Communism in Eastern Europe.' How far do you agree with this statement? Explain your answer.**

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'Yes he was to blame as he was in control.'

Level 2 Identifies AND / OR describes reasons for collapse 2-4

'His reforms of 'perestroika' and 'glasnost' failed.'

'The USSR was in financial difficulties.'

'Solidarity challenged the Soviet Union.'

Level 3 Explains why Gorbachev to blame OR other reasons 4-6

(Developed explanation to be given two marks.)

e.g. 'Gorbachev proposed many changes but his economic reforms were introduced too quickly and did not work as expected.'

'He proposed that the Soviet economy should be restructured (perestroika) by including successful capitalist practices. Hard line communists found this difficult to accept.'

'That there should be more openness (glasnost) restoring faith in government and ending corruption. Those who criticised should not be persecuted.'

'He removed control over communist government in Eastern Europe by stating they could no longer rely on support from the Red Army.'

'All this made Gorbachev extremely unpopular and hated by true communists and was blamed for the fall of communism.'

OR

'The people of the USSR had lost faith in their government where there was massive corruption. Many Soviet goods were of poor quality and there was a lack of consumer goods that were obtainable in the West. Millions were being spent on weapons whilst many lived in poverty. The war in Afghanistan was costing billions.'

'Solidarity, which had begun as a trade union, quickly became a mouth piece for opposition to oppressive communism in Poland. It had become so powerful the Soviet Union were unable to stamp it out. It showed that if people in communist countries stood together against oppression it was difficult for the authorities to deal with them.'

Level 4 Explains why Gorbachev to blame AND other reasons 6-9

Level 5 Explains with evaluation of 'how far' 9-10

Mark Scheme 1937/11-14
June 2007

**Modern World History
Paper 1**

GENERAL POINTS

1. This mark scheme has been designed to assess candidates' understanding of the key concepts of the 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 these 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. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. 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.

MARKING

1. All marking must be in red.
2. Half marks must 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 or 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 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.
7. Please note that on the script the level as well as the mark awarded for each part of each question **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
8. 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.
9. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of the questions in Section B and the (c) part of questions 8 and 9 in Section C.

Written communication will be assessed as follows.

Candidates are expected to:

- present relevant information in a form that suits its purpose;
- ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

Section A

Question 1**(a) Study Source A.**

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

e.g. 'The Allied leaders have been meeting at the Peace Conference.'
'A little boy is upset.'

Level 2 Interpretation only**2-3**

e.g. 'There will be another war in the future.'
'Peace will not last.'
'What has been decided at the Conference will not work.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge**4-5**

e.g. 'The cartoon shows the 'Big Four' leaving the peace conference. Clemenceau says he can hear a child weeping. The child is behind a pillar and over whose head are the words '1940 class'. The cartoon is saying that the child is one who will be of military age in 1940. The caption adds the child is 'future cannon fodder' implying the peace will not last beyond 1940.'

OR

e.g. 'The cartoon is saying many at the time thought that the terms decided at the peace conference were too severe on Germany and that they were storing up trouble for the future. It was a 'diktat', making Germany responsible for the war and for which they had to pay reparations. This approach would make them want to take revenge on the allies in the near future.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge**6**

1(b) Explain why the 'Big Three' at Versailles had different aims.

Target: AO1

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They all wanted different outcomes.'

Level 2 Identifies AND/OR describes difference(s) **3-5****(One mark for each)**

e.g. 'Clemenceau wanted to prevent future attacks.'

'Clemenceau wanted revenge for his people.'

'Lloyd George wanted to protect British interests.'

'Wilson wanted his 'Fourteen Points' to be the basis for peace.'

Level 3 Explains reason(s) why they had different aims **6-9**e.g. Clemenceau

'Clemenceau wanted to make sure France was secure from future German attacks. This meant weakening Germany by reducing its military strength.'

'Ever since 1870, France had felt threatened by an increasingly powerful Germany. The war increased this feeling. France had suffered enormous damage to its land, industry and people. During the war many young French men had been killed or wounded and much of north-eastern France had been devastated. The French wanted to weaken Germany militarily to prevent this happening again.'

Lloyd George

'Lloyd George wanted to make sure that the British navy remained strong to protect the Empire, which he did not want to suffer.'

'Lloyd George was aware of the demands of the British public to have a harsh treaty to punish Germany. He wanted Germany to lose its navy and its colonies as they threatened the British Empire but he personally was anxious not to punish Germany too severely as this would store up trouble for the future.'

Wilson

'The USA had not suffered economically and so Wilson was looking for a peace that was fair and would guarantee future peace and for this he suggested his 'Fourteen Points'.'

'The USA had not suffered economically and so Wilson was looking for a peace that was fair and would guarantee future peace and for this he suggested his 'Fourteen Points'. He believed nations should co-operate and his most important point was the setting up of a League of Nations.'

QUESTION 2**2(a) Study Source B.**

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only**1-2**

e.g. 'It shows two men arm wrestling.'
'The cartoon shows Kennedy and Khrushchev sat on bombs.'

Level 2 Interpretation only**2-3**

e.g. 'There is a trial of strength between two people.'
'Nuclear war is only the press of a button away.'
'Who is going to press the button first?'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge**4-5**

e.g. 'The cartoon shows Khrushchev and Kennedy arm wrestling. This is to represent the trial of strength or testing of each other's resolve. Both are shown sitting on bombs with Kennedy clearly shown as ready to press the button to fire the bomb that is under Khrushchev. In the background Khrushchev also is ready to press his button. Kennedy is in the stronger position and Khrushchev is shown as sweating more heavily which represents concern and worry about Kennedy's actions.'

OR

'The cartoon shows the USSR (Khrushchev) and the USA (Kennedy) testing each others willpower. The USA had missiles trained on the USSR whilst the USSR was putting missiles on Cuba which threatened America. Khrushchev by doing this was testing Kennedy to see if he would be the first to press the button of destruction.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge**6**

2(b) Explain why Khrushchev sent missiles to Cuba in 1962.

Target: AO1

Level 1 General answer**1-2**

e.g. 'It was the right thing to do.'

Level 2 Identifies AND/OR describes reason(s) why**3-5****(One mark for each)**

e.g. 'So he was able to bargain with the USA.'

'So he could trap the USA (Kennedy) into starting a war.'

'So he could test the resolve of the USA / Kennedy.'

'So he could gain the upper hand in the arms race.'

'Military support was requested by Castro.'

Level 3 Explains reason(s) why Khrushchev sent missiles**6-9****(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)**

e.g. 'Khrushchev wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey.'

'The missiles were a trap. Khrushchev wanted the Americans to find them and be drawn into a nuclear war. This is evident from the fact that he did not try and hide the weapons.'

'In the strained atmosphere of Cold War politics the missiles were designed to see how strong the Americans really were – whether they would back off or face up.'

'Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it. With missiles on Cuba it was less likely that the USA would ever launch a 'first strike' against the USSR.'

'He had been requested by Castro with help to defend Cuba. Castro feared a US attack after the Bay of Pigs incident.'

'In the strained atmosphere of Cold War politics the missiles were designed to see how strong the Americans really were – whether they would back off or face up. They wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs.'

Section B

QUESTION 3**3(a) What were the main aims of the League of Nations?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'It aimed to uphold the Treaty of Versailles.'

'It encouraged international co-operation, especially through trade.'

'The League's aim was to encourage nations to disarm.'

'it aimed to improve living and working conditions in all parts of the world.'

'it aimed to settle disputes peacefully.'

'It aimed to maintain international peace through collective security.' (2)

N.B. Allow one mark to candidate who offers a general point only**3(b) Explain how the League of Nations achieved some successes in the 1920s.**

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'It settled disputes.'

Level 2 Identifies AND/OR describes how success achieved 2-3**(One mark for each)**

e.g. 'Countries were willing to accept its decisions.'

'Disputes were between small nations.'

'War was feared.'

'The League developed a humanitarian programme.'

'The League set up various Commissions.'

Level 3 Explains how success achieved 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments.'

'Many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement.'

'The League had some early successes in settling disputes such as the dispute over the Aaland Islands (1920) where the League listened, judged and had its decision accepted. This established confidence in the League's ability.'

3(c) How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'It can because it affected the economy.'
'No, it was because it failed because it did not deal with disputes.'

Level 2 Identifies AND / OR describes reason(s) for failure of the League 2-4

e.g. 'It failed because countries were dealing with unemployment.'
'It failed because of the rise in nationalism and extremist parties.'
'Because of the rise in militarism it was a failure.'
'It failed because of the impact of Manchuria and Abyssinia.'
'It failed because the USA was not a member.'

Level 3 Explains agreement OR disagreement 4-6

(Developed explanation to be given two marks.)

If one element explained and the other identified allow top of level 3)

e.g. 'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'
'Britain was suffering high unemployment. It was not willing to get involved in sorting out international disputes while its economy was suffering.'
'In Italy economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing the Italian government.'
'In Japan the country's economy was in collapse and this led to the take over of Manchuria. The problem was not dealt with as Britain and France were dealing with their own economic problems.'

OR

'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 after a year and condemned Japan's actions. Japan left the League.'
'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'
'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'
'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'
'The structure of the League was weak. America was not a member and the League had no army.'

Level 4 Explains agreement AND disagreement 6-9

Level 5 Explains with evaluation of 'how far' 9-10

QUESTION 4**4(a) Describe the events in the Rhineland in 1936.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail **4**

e.g. 'Hitler marched his troops into the Rhineland.'
 'Britain saw it as 'Hitler marching into his own backyard'.
 'France failed to act.'
 'Hitler was not ready for war and had instructed his generals to withdraw if there was any resistance.'
 'Hitler marched his troops into the Rhineland which was a demilitarised zone.' (2)

N.B. Allow one mark to candidate who offers a general point only

4(b) Explain why Britain followed a policy of appeasement.

Target: AO1

Level 1 General answer lacking specific contextual knowledge **1**

e.g. 'They followed appeasement because they were weak.'

Level 2 Identifies AND / OR describes why appeasement followed **2-3**

(One mark for each)
 e.g. 'The Treaty of Versailles had been too harsh.'
 'They wanted to avoid war.'
 'They wanted to settle disputes by negotiation.'
 'The aim was to keep Germany on their side.'

Level 3 Explains why appeasement followed **3-6**

(One explained reason 3-4 marks: two or more explained reasons 4-6 marks)
 e.g. 'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They thought Hitler was only getting back what rightfully belonged to Germany.'
 'It was right to avoid war. Memories of the First World War were still fresh and politicians were horrified at the thought of more bloodshed.'
 'At the time many thought Stalin to be a greater threat and many politicians saw a strong Germany as useful protection against the USSR.'
 'Britain was not ready to fight Germany. Rearmament only got underway in 1936. Appeasement gave Britain the chance to re-arm.'

'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They thought Hitler was only getting back what rightfully belonged to Germany. If Britain gave way to Hitler's demands he would eventually be satisfied. An example of this was the re-militarisation of the Rhineland.'

4(c) **How far was the Nazi-Soviet Pact of 1939 responsible for causing war in Europe?**
Explain your answer.

Target; AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'Yes as it created a threat.'

Level 2 Identifies AND / OR describes reasons for war **2-4**

e.g. 'The Nazi-Soviet Pact gave Hitler a link to the USSR.'

'Germany's developing military strength caused the war.'

'Germany's Invasion of Poland was the cause of war.'

'Appeasement had failed.'

'The League of Nations had failed.'

'It was because of the isolationist policy of USA.'

Level 3 Explains Pact OR other reasons **4-6**

(Developed explanation to be given two marks.)

If one element explained and the other identified allow top of level 3.)

e.g. Nazi-Soviet Pact

'Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.'

'Stalin could also have chosen Britain and France but thought he would get part of Poland.'

'The pact left Britain and France to fight Germany alone. Hitler did not believe they would go to war over Poland.'

Other Reasons

'The Great Depression affected the League. Britain did not want to get involved sorting out international disputes while its economy was suffering. The League's main weapon was sanctions. They were unwilling to impose meaningful ones against powerful countries such as Italy. The failure of the League to act against Japan and Italy led to its demise and aided the actions of Hitler.'

'Germany was resentful and determined to reverse the terms and this led to the growth of power of the Nazi party which made no secret of the desire to overthrow the Treaty of Versailles.'

'Hitler's rise to power was assisted by his promise to destroy the Versailles Treaty. He left the League and immediately began to re-arm and in 1936 he re-militarised the Rhineland against the terms of the Treaty.'

'There then followed the agreement to Hitler's demand for the Sudetenland and despite the promise of no war Hitler took over the rest of Czechoslovakia and then invaded Poland. This could not be justified.'

'The Anglo-German Naval Treaty of 1935 allowed Germany to increase its navy thus failing to uphold the terms of the Treaty.'

'Britain and France followed a policy of appeasement but this failed as it allowed Hitler to take what he wanted. It did however gain time.'

'They had encouraged Hitler as they saw him as a barrier to USSR.'

Level 4 Explains Pact AND other reasons **6-9**

Level 5 Explains with evaluation of 'how far' **9-10**

QUESTION 5**5(a) What was the 'Iron Curtain'?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'The border between Soviet controlled countries and the West.'
 'The boundary of USSR dominated countries after Potsdam.'
 'It was the division of Europe between democracy and communism.'
 'A term introduced by Churchill relating to the boundary between democracy and communism.' (2)
 'It was a political and economic division between the communist states of the East and the capitalist democracies of the West.' (2)

N.B. Allow one mark to candidate who offers a general point only.**5(b) Explain why the Soviet Union blockaded Berlin in 1948.**

Target; AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'The blockade was Stalin's response to change.'
 'Stalin wanted to avoid any threat to the USSR.'

Level 2 Identifies AND / OR describes why Berlin was blockaded 2-3

e.g. 'He wanted to keep Berlin weak.'
 'He wanted to stop the supply of goods and food.'
 'Stalin wanted to test the resolve of the Allies.'
 'Stalin was concerned about the impact of Marshall Aid.'

Level 3 Explains why Berlin was blockaded 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Stalin wanted to keep Germany weak so that it would not be a threat to the USSR.'
 'Stalin wanted to force Western Allies to pull out by starving them into surrender and thus making Berlin dependent on the USSR.'
 'The West was showing off a capitalist way of life and Stalin saw this as a threat to his control.'

'Stalin opposed the introduction of a new currency. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet eastern Germany and which would attract people from the poorer east.'

5(c) 'The Soviet Union was to blame for the Cold War.' How far do you agree with this statement? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'It depends on the point of view you accept.'

Level 2 Identifies AND / OR describes reasons for Cold War 2-4

e.g. 'There was a lack of trust and willingness to accept the other's point of view.'
 'Stalin wanted to protect the USSR.'
 'The USA introduced the Marshall Plan.'
 'The USSR and USA held different beliefs.'

Level 3 Explains why Soviet Union to blame OR other reasons 4-6

(Developed explanation to be given two marks.)
 If one element explained and the other identified allow top of level 3.)

e.g. 'At the end of the war the main aim of the USSR was to make itself safe from future attack. This meant they were determined to dominate Eastern Europe. It had been expected that there would be free elections in Eastern Europe but the Red Army made sure the new governments were communist controlled.'
 'Stalin increased hostility by refusing to allow poor Soviet bloc countries to accept Marshall Aid as he thought the real purpose was to enable the USA to build friendships with eastern European countries.'
 'Stalin feared the growth of Germany and wanted it to remain weak and so he blockaded Berlin.'

OR

'To the USA the takeover of Eastern Europe was seen as the start of the spread of communism around the world. The US response was the Truman doctrine that offered support to free peoples struggling to avoid communism.'
 'When the war ended the USA and USSR drifted apart as there was now no common enemy. They both held different ideologies of capitalism and communism and their actions led to suspicion and hostility.'
 'Churchill increased hostility with his views expressed in a speech where he referred to the 'Iron Curtain'.'

Level 4 Explains why Soviet Union to blame AND other reasons 6-9

Level 5 Explains with evaluation of 'how far' 9-10

QUESTION 6**6(a) Describe the events in Hungary in 1956.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'The hard line communist, Rakosi, was forced to resign and his replacement, Gero, was soon replaced by Nagy.'

'The Soviet tanks withdrew but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.' (2)

'The troops and tanks returned but the Hungarians fought back but were ignored by the West.'

'In two weeks of fighting, 25,000 Hungarians were killed.'

'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged.' (2)

N.B. Allow one mark to candidate who offers a general point only**6(b) Explain why there was opposition to Soviet control in Czechoslovakia in 1968.**

Target; AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'There was opposition to the harsh control.'

Level 2 Identifies AND / OR describes why there was opposition 2-3

e.g. 'They did not like the total control of the Soviets.'

The Czechs wanted a choice of political parties.'

'They wanted to improve the standard of living.'

'The Czech leadership was out of touch.'

Level 3 Explains why there was opposition to Soviet control 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'All candidates in elections were members of the Communist Party. Many Czechs wanted the right to form their own parties and there was talk of the setting up of the Social Democratic Party as a rival to the Communist Party.'

'Like other communist countries, Czechoslovakia had no freedom of speech with radio, television and newspapers censored.'

'The standard of living was low with Czech industry being run for the benefit of the Soviet Union with few consumer goods being produced for the Czechs. They wanted more say in how industry was run.'

6(c) 'Gorbachev was to blame for the collapse of Communism in Eastern Europe.' How far do you agree with this statement? Explain your answer.

Target: AO1 Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. 'Yes he was to blame as he was in control.'

Level 2 Identifies AND / OR describes reasons for collapse 2-4

'His reforms of 'perestroika' and 'glasnost' failed.'

'The USSR was in financial difficulties.'

'Solidarity challenged the Soviet Union.'

Level 3 Explains why Gorbachev to blame OR other reasons 4-6

(Developed explanation to be given two marks.)

If one element explained and the other identified allow top of level 3.)

e.g. 'Gorbachev proposed many changes but his economic reforms were introduced too quickly and did not work as expected.'

'He proposed that the Soviet economy should be restructured (perestroika) by including successful capitalist practices. Hard line communists found this difficult to accept.'

'That there should be more openness (glasnost) restoring faith in government and ending corruption. Those who criticised should not be persecuted.'

'He removed control over communist government in Eastern Europe by stating they could no longer rely on support from the Red Army.'

'All this made Gorbachev extremely unpopular and hated by true communists and was blamed for the fall of communism.'

OR

'The people of the USSR had lost faith in their government where there was massive corruption. Many Soviet goods were of poor quality and there was a lack of consumer goods that were obtainable in the West. Millions were being spent on weapons whilst many lived in poverty. The war in Afghanistan was costing billions.'

'Solidarity, which had begun as a trade union, quickly became a mouth piece for opposition to oppressive communism in Poland. It had become so powerful the Soviet Union were unable to stamp it out. It showed that if people in communist countries stood together against oppression it was difficult for the authorities to deal with them.'

Level 4 Explains why Gorbachev to blame AND other reasons 6-9

Level 5 Explains with evaluation of 'how far' 9-10

**SECTION C: DEPTH STUDY
GERMANY, 1919–1945**

QUESTION 7

7(a) Study Source C. Why do you think this cartoon was published in Germany in 1919? Use the cartoon and your knowledge to explain your answer.

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTION [1]

e.g. 'This cartoon was published because mothers could not give their children anything to eat because they had to pay billions of marks.'
'It was published to show that the child is hungry.'

LEVEL 2: REASON(S) WHY IT WAS PUBLISHED BUT NOT GETTING TO PURPOSE [2-3]

Answers might mention: reparations, Treaty of Versailles, German economic problems - starvation, shortages of food, disease, inflation.

LEVEL 3: IDENTIFIES VALID PURPOSE OF PUBLISHING CARTOON [4]

e.g. 'This cartoon was published to make the German people feel that reparations were very unfair.'

Purpose could include: to make people hate the Treaty, to make people hate the Weimar Republic/Constitution.

LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY IT WAS PUBLISHED THERE OR THEN (BUT NOT GETTING TO PURPOSE)

[5-6]

These answers will be developments of Level 2 answers.

e.g. 'This source was published in Germany in 1919 because of the reparations. The Germans knew that the victorious countries wanted to punish Germany for starting the war. Part of this punishment would be to make Germany pay countries like France for all the damage that was done. The Germans felt this was very unfair because they did not accept that they were guilty of starting the war.'

LEVEL 5: AS LEVEL 4 WITH PURPOSE OF WHY THEN (1919) [7]

e.g. 'This cartoon was published to make people hate the Treaty of Versailles. Many German people felt they had been treated very unfairly in the Treaty of Versailles. They had been blamed for the war and were going to be punished by having to pay huge reparations - this is the 100 hundred billion marks mentioned. Many Germans felt that they would not be able to afford to eat properly if they had to pay reparations. This cartoon was published by a German who wants the Germans to rise up and oppose the peace treaty.'

7(b) **Study Source D. Are you surprised by this poster? Use the poster and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: ANSWERS THAT DESCRIBE THE POSTER OR EXPRESS SURPRISE BECAUSE OF ITS SURFACE FEATURES [1]

e.g. 'I am surprised by the source. It's very odd with a woman sticking her hand onto some spikes and getting hurt.'

LEVEL 2: NOT SURPRISED - GENERAL CLAIMS THAT THE FRENCH AND GERMANS DISLIKED EACH OTHER [2]

e.g. 'I am not surprised by this poster because at this time the French and Germans hated each other and so Germany would publish a cartoon like this making the French look evil.'

LEVEL 3: NOT SURPRISED BECAUSE OF THE OCCUPATION OF THE RUHR BY FRANCE [3-4]

e.g. 'I am not surprised because it is about the Ruhr and the fact that France and Belgium invaded it because Germany was falling behind with reparation payments.'

LEVEL 4: NOT SURPRISED BECAUSE OF THE GERMAN RESPONSE TO THE FRENCH INVASION [5-6]

e.g. 'I am not surprised by this poster because the French invaded the Ruhr when Germany did not keep up with reparation payments. This action by France was very unpopular in Germany because the Ruhr was Germany's most important industrial area. The Germans started a policy of passive resistance and this poster is part of that policy.'

- 7(c) **Study Source E. How far does this source prove that the Weimar Republic failed because of the Treaty of Versailles? Use the source and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: UNSUPPORTED ASSERTIONS/ PARAPHRASES /COPIES THE SOURCE [1]

**LEVEL 2: USES THE INFORMATION IN SOURCE AS PROOF/NOT PROOF
OR
SIMPLISTIC EVALUATION [2]**

e.g. 'Yes this source does prove that the Weimar Republic failed because of the Treaty of Versailles. It says that the treaty was a blow to hopes of recovery.'

OR

'The writer would say this as he was responsible for writing the Weimar Constitution.'

LEVEL 3: IDENTIFIES OTHER REASONS (NOT IN SOURCE) WHY WEIMAR FAILED [2-3]

These might include: the rise of Hitler and the Nazis, the Wall Street Crash, the depression, recalling of American loans.

LEVEL 4: EVALUATES SOURCE USING ITS PROVENANCE [3-4]

e.g. 'I do not think this source proves that the Weimar Republic failed because of the Treaty of Versailles. This source is written by the man who wrote the constitution and he is going to want to find another reason for its failure. So he says that Versailles put a curse on it. This means that if it failed it wouldn't be the fault of the constitution which he wrote.'

LEVEL 5: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN EITHER HOW THE TREATY CAUSED ITS FAILURE OR OTHER REASONS [4-5]

e.g. 'I do not think this source proves that the Treaty of Versailles was responsible for the failure of the Republic. There were other reasons for this. In 1930 Germany went into a depression and this caused massive unemployment and a lot of suffering. The Weimar government could do little about this and it became very unpopular. This gave extremist parties like the Nazis a chance to win support.'

LEVEL 6: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN BOTH THE ROLE OF THE TREATY OF VERSAILLES AND AT LEAST ONE OTHER EXPLAINED REASON [6]

Others reasons will be a development of Level 3

LEVEL 7: AS FOR LEVEL 6 BUT ALSO SUPPORTS CONCLUSION ABOUT 'HOW FAR' [7]

QUESTION 8**8(a) Describe what happened during, and immediately after, the Reichstag Fire in 1933.**

Target: AO1

AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]

Points might include: Van der Lubbe arrested, put on trial, Hitler blamed a communist conspiracy, possibility it was a Nazi plot, opponents arrested, only Nazis allowed to campaign in the election, Nazis win elections, pass Enabling Act.

e.g.. The Nazis claimed that Van der Lubbe set fire to the Reichstag. They wanted to blame it on the communists. But some people thought the Nazis were behind it to give them an excuse to ban the communists.'(4)

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

8(b) Explain why Hitler carried out the Night of the Long Knives (1934).

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'He did this because he had fallen out with Rohm and no longer wanted him in the Nazi Party.'

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

e.g. 'Rohm wanted radical policies.'
 'The SA was becoming too powerful.'
 'Hitler needed to appease the army.'
 'Hitler needed to win support of capitalists/conservatives.'
 'Rohm becoming too popular and Hitler suspected Rohm of plotting.' (3)

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

e.g. Hitler did this because he was afraid that the SA was becoming too powerful. Hitler wanted the support of the army and the SA and the army were rivals. If he let the SA become more powerful Rohm would be a rival but he would be able to control the army more easily. So he got rid of the SA.' [4]

- 8(c) **'Popular support for Hitler was the most important reason why he became Chancellor in 1933.' How far do you agree with this view? Explain your answer.**

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE
[1-2]

e.g. 'I think this is right. Hitler was very popular. Lots of Germans thought he was great and this was why he came to power.'

LEVEL 2: IDENTIFIES EXAMPLES OF HIS POPULARITY AND/OR OTHER REASONS WHY HITLER BECAME CHANCELLOR
[2-4]

e.g. 'His appeal - make Germany great again, promise of full employment, promise to get rid of Versailles.'

'Effective propaganda, largest single party.'

'Other factors - the depression, unpopularity of Weimar, weakness of opposition.'

'Hindenberg and von Papen think they can keep Hitler under control as Chancellor.'

LEVEL 3: EXPLAINS THE IMPORTANCE OF HIS POPULARITY OR OF OTHER FACTORS
[4-6]

e.g. 'No I do not agree it was his popularity. The only reason he became Chancellor was because von Papen and von Schleicher both wanted to be Chancellor. They could not agree so they agreed with Hindenberg that they should make Hitler Chancellor as compromise. Hitler was outnumbered in the government and they were sure that they could control him.'

OR

e.g. 'At the time of the great Depression Hitler exploited the government's problems by holding huge rallies and touring Germany promising to restore Germany's economy. He promised work to the people and the destruction of the Treaty. This made him very popular with the people and in the election of July 1932 the Nazis gained 230 seats.'

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

LEVEL 4: EXPLAINS THE IMPORTANCE OF HIS POPULARITY AND OF OTHER FACTORS
[6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ON WHAT WAS THE MOST IMPORTANT REASON
[9-10]

QUESTION 9**9(a) Describe the propaganda methods used by the Nazis.**

Target: AO1

**AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE
ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]**

Points might include: use of the radio, newspapers, rallies, books, films, the Olympics, the work of Goebbels, images of Hitler.

e.g. 'The Nazis made use of enormous rallies like the Nuremberg rally. Tens of thousands of people would gather. The sight would be a spectacular one with thousands of Nazi flags and stirring music to create a really strong atmosphere.' (4)

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY**9(b) Explain why women were important in Hitler's plans for Germany.**

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'Women were important because Hitler wanted them to be loyal and support the Nazis.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS. [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'To stop the decline in the birth rate.'
'To bring their children up as Nazis.'
'To increase the Aryan stock.'
'Later - to work in industry to help rearmament and the war effort.'**LEVEL 3: EXPLAINS REASON(S) [3-6]**

ONE REASON 3-4 MARKS, TWO OR MORE REASONS 4-6 MARKS

e.g. 'The Nazis thought women were important because they had a very clear idea of what women should do. The way women were meant to contribute to the Nazi state was to marry and have lots of children. Hitler needed a large army and he also wanted the children brought up to be loyal Nazis. This was the duty of the mother. It was her job to provide a good home and care for her children as they grew up. All this would make Nazism and Hitler stronger.'

9(c) **How far did the Nazis achieve total control in Germany between 1933 and 1945?**
Explain your answer.

Target: AO1. [Written communication to be assessed in this question – see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE
[1-2]

e.g. 'The Nazis did have total control. They bullied everyone until no one was prepared to stand up to them. This was how they got total control.'

LEVEL 2: IDENTIFIES EXAMPLES OF CONTROL AND/OR EXAMPLES OF A LACK OF TOTAL CONTROL
[2-4]

e.g. 'Total control - no elections, opponents like communists locked up in concentration camps, indoctrination in Hitler Youth, the work of the Gestapo and the SS, censorship.'

'Lack of total control - passive resistance and private grumbling, youth groups like Swing and growing opposition to joining Hitler Youth, opposition from the churches e.g. Niemoller, opposition during the war e.g. the bomb plot.'

LEVEL 3: EXPLAINS EXAMPLES OF CONTROL OR EXAMPLES OF A LACK OF TOTAL CONTROL
[4-6]

e.g. 'No I do not agree that the Nazis were in total control. Later in the 1930s and especially in the war years there was growing opposition to the Nazis. One example of this was from young people. Many did not want to join the Hitler Youth and opposed Nazi policies. The Edelweiss Pirates attacked Hitler Youth patrols and helped people who had escaped from Nazi camps. This shows that the Nazis did not have total control.'

OR

e.g. 'The Hitler Youth provided opportunities for Nazi leaders to put across the Nazi beliefs and members were encouraged to report teachers and parents if they criticised the Nazi regime. It also provided a training ground for the army placing great emphasis on physical activity and military training. Members wore a uniform. In 1936 membership was made compulsory.'

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

LEVEL 4: EXPLAINS EXAMPLES OF CONTROL AND OF LACK OF TOTAL CONTROL
[6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ON HOW NEAR THE NAZIS WERE TO TOTAL CONTROL
[9-10]

**SECTION C: DEPTH STUDY
RUSSIA, 1905–1941**

QUESTION 7

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

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF POSTER OR GENERAL ASSERTIONS [1]

e.g. 'This poster shows Stalin marching with Soviet workers.'

LEVEL 2: FAILS TO SEE THE POSTER AS PROPAGANDA AND SEES THE MESSAGE AS ONE OF FACTUAL INFORMATION [2]

e.g. 'The message of this poster is that Stalin had a Five-Year Plan. The poster is telling people about this Plan.'

LEVEL 3: IDENTIFIES A VALID MESSAGE - MUST SEE THE POSTER AS PROPAGANDA [3]

e.g. Valid messages include:
Stalin was a great/popular leader.
Stalin was one of the people.
People should support the Five-Year Plan.
Russia will be great again.

LEVEL 4: USES DETAILS OF THE SOURCE TO SUPPORT A VALID MESSAGE [3-4]

These answers will be developments of Level 3 answers.

e.g. 'Stalin was one of the people as he can be seen in the poster as a comrade marching side by side with Russian workers who are carrying new tools provided to do their job.'

LEVEL 5: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN A VALID MESSAGE [5-6]

e.g. 'The message of this poster is that Stalin is going to lead Russia into modernising its industry. It shows Stalin leading the workers. Stalin set up the Five-Year Plan to modernise industry. New industrial centres were built with new machinery. Targets for production were set. The whole aim was to make Russia a modern industrial state. The poster is showing that Stalin will be leading all this. The poster is meant to inspire the people to support him.'

7(b) **Study Source D. Why was this poster published in the early 1930s? Use the poster and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF POSTER OR GENERAL ASSERTIONS [1-2]

e.g. 'This poster was published to make people feel good. It shows two people getting other people to join them.'

LEVEL 2: SIMPLE PURPOSE - ASSERTS THAT IT WAS PUBLISHED TO GET PEOPLE TO JOIN COLLECTIVE FARMS [3]

e.g. 'This poster was published to encourage people to go and work on a collective farm.'

LEVEL 3: IDENTIFIES WHY IT WAS PUBLISHED THEN [4]

e.g. 'This poster was published at that time because that was when the Communist regime started to develop collective farms.'

LEVEL 4: BOTH LEVELS 2 AND 3 [5]

NB These answers will not be explained

LEVEL 5: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY THE POSTER WAS PUBLISHED THEN [6-7]

These answers will probably be based on knowledge about the purpose/importance of collective farms or the opposition to them from kulaks.

e.g. ' This poster was published in the early 1930s because it was to encourage people who have not joined, to join the collective farms that were being created at that time. The richer peasants like the kulaks resented having to join a collective farm. They wanted to continue to be in control of their own farms and keep the profits for themselves. They opposed the collectivisation policy. This is why the poster was published then to encourage people to go against the kulaks and join a collective farm.'

7(c) **Study Source E. How far does this source prove that Stalin's economic policies failed? Use the source and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: UNSUPPORTED ASSERTIONS/ PARAPHRASING OF SOURCE [1]

e.g. 'It was a terrible spring.'

**LEVEL 2: USES INFORMATION IN SOURCE E AS PROOF/NOT PROOF
OR
SIMPLISTIC EVALUATION [2]**

e.g. 'Yes, this does prove it because it says that people were dying of hunger so this shows that Stalin's policies were a failure.'

OR

e.g. Rejects the source because it is only about one place/one time, accepts it because it is an eye-witness account.

**LEVEL 3: IDENTIFIES OTHER EXAMPLES (NOT IN SOURCE) OF FAILURE OR IDENTIFIES
EXAMPLES OF SUCCESS [2-3]**

e.g. 'No, because they succeeded as industrial production went up.'

LEVEL 4: EVALUATES SOURCE E USING ITS PROVENANCE [3-4]

e.g. 'Yes, this source does prove Stalin's policies were a failure. This source talks about people starving and it is written by a Communist party activist who followed Stalin. So if he admits there was starving, it must be reliable.'

'No, this source does not prove it because it is written by someone who turned against Stalin and fled from Russia. This means he is biased and will write a critical account of Stalin's policies.'

**LEVEL 5: CONTEXTUAL KNOWLEDGE AND / OR SOURCE USED TO EXPLAIN HOW HIS
POLICES FAILED OR HOW THEY SUCCEEDED [4-5]**

e.g. 'Yes, this source does prove that Stalin's policies were a failure. This source is about the famine when millions of peasants died. Stalin did nothing to help, he did not even admit there was a famine. The famine was caused by Stalin's attempts at collectivisation which disrupted the farms and meant that far less food was produced.'

**LEVEL 6: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN BOTH FAILURES AND
SUCCESSSES [6]**

**LEVEL 7: AS FOR LEVEL 6 BUT ALSO SUPPORTS CONCLUSION ABOUT 'HOW FAR'
[7]**

QUESTION 8

8(a) **Describe the main events of the March 1917 Revolution.**

Target: AO1

**AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE
ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]**

e.g. 'Workers in Petrograd went on strike, joined by thousands of other workers demanding food, fuel and a new government.'

'The Tsar ordered the riots to be put down and ignored warnings from Rodzianko, soldiers refused to fire on the crowds and some joined the demonstrators who march to the Duma demanding it take control.'

'The Tsar tried to return but workers will not let his train back into Petrograd.' 'The Tsar abdicated and members of the Duma formed the Provisional Government.'

'This was when workers in Petrograd went on strike and forced the Tsar to abdicate.'

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

8(b) Explain why the Provisional Government failed.

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'It failed because it could not cope with the situation which was dreadful. It could not solve Russia's problems.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'The power of the Petrograd Soviet.'
'Mistakes of the Provisional Government - not ending the war, not granting peasants land.'
'Leadership of the Bolsheviks by Lenin and Trotsky.'
'Failure of the army to support the PG.'
'Actions of Kornilov turn Bolsheviks into saviours of Petrograd.'
'Failure of PG to deal with any of the problems e.g. lack of food, military defeat.'

LEVEL 3: EXPLAINS REASON(S) [3-6]

ONE REASON 3-4 MARKS, TWO OR MORE REASONS 4-6 MARKS

e.g. 'The Provisional Government was a failure because it made some dreadful mistakes. When the Tsar abdicated the peasants expected to be given land - this is what they wanted more than anything. But the Provisional Government did not give it to them. It was afraid this would end in chaos with soldiers deserting to the countryside to grab some land. So they did nothing and this led to the Provisional Government being unpopular and to the peasants just taking the land for themselves. The country was slipping into chaos.'

'The Provisional Government also failed to take Russia out of the war which was going very badly. The people wanted the war to stop. Soldiers were deserting and people were short of food and fuel because it was all going into the war effort. But the Government kept fighting the war which only made matters worse and made it even more unpopular. This all made it easier for the Bolsheviks to take over because there was no one who wanted to defend the Provisional Government.'

- 8(c) **'Lenin was the most important reason why the Bolsheviks were able to establish themselves in power between 1918 and 1924.' How far do you agree with this view? Explain your answer.**

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'I agree with this view. Lenin was the main reason. He planned everything and without him the Bolsheviks would not have succeeded.'

LEVEL 2: IDENTIFIES AN EXAMPLE OF LENIN'S IMPORTANCE
OR
IDENTIFIES ANOTHER FACTOR [2-4]

e.g. Lenin - war communism, the NEP, the Cheka, land to be given to peasants, shuts down the Constituent Assembly, the war.

Other factors - Trotsky in the Civil War, mistakes of the Whites, support of the peasants, royal family killed, the Red Terror.

LEVEL 3: EXPLAINS THE IMPORTANCE OF EITHER LENIN OR OF OTHER FACTORS [4-6]

e.g. 'I think Lenin was the most important factor in the Bolsheviks keeping themselves in power. The people wanted food more than anything and Lenin managed to bring about an economic recovery through the NEP. He realised the War Communism was not working and that something had to be done to stop the people turning against the Bolsheviks. The NEP allowed the peasants to keep most of the grain they produced instead of it being taken by the government. Traders were allowed to buy and sell goods and some factories were put under private ownership again.'

OR

'Russia was also electrified, which was a big step forward. All this allowed Russia to recover economically and this helped keep the Bolsheviks in power.'

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

LEVEL 4: EXPLAINS THE IMPORTANCE OF LENIN AND OF OTHER FACTORS [6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ON HOW FAR LENIN WAS THE MOST IMPORTANT REASON [9-10]

QUESTION 9**9(a) Describe the struggle for power that followed Lenin's death.**

Target: AO1

AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]

Trotsky's claims and attributes. / Stalin's claims and attributes.

Lenin's testament.

Trotsky failed to attend Lenin's funeral.

Zinoviev and Kamenev support Stalin.

Trotsky lost his job in charge of the Red Army.

Stalin allied with Bukharin and the right wing.

Stalin's opponents expelled from the Party, then turns on Bukharin.

e.g. 'Stalin was very clever in this struggle for power. He tricked Trotsky into missing Lenin's funeral. This turned a lot of people against Trotsky. Stalin also got control of the Congress which helped a lot. He got Trotsky expelled from the Party.' (4)

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY**9(b) Explain why Stalin introduced the 'Great Purges' in the 1930s.**

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'He did this because he wanted to deal with everyone that didn't like him. It helped him have more power.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'The popularity of Kirov.'

'To deal with possible rivals.'

'To deal with critics of collectivisation.'

'Because Stalin was paranoid about conspiracies.'

'To create an atmosphere of terror - a deterrent.'

'To make sure the army was loyal.'

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

e.g. 'Stalin introduced the purges to get rid of other powerful people in the Communist Party who might be rivals to him. Bukharin was very clever and well respected. He was also critical of some of Stalin's extreme policies like collectivisation. So Stalin accused him of plotting against him and purged him. He was found guilty at a show trial.'

9(c) **Which was more important in helping Stalin stay in power, terror or propaganda? Explain your answer.**

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'I think it was propaganda as this frightened people.'

LEVEL 2: IDENTIFIES REASONS WHY PURGES/LABOUR CAMPS IMPORTANT OR WHY PROPAGANDA/PERSONALITY CULT IMPORTANT [2-4]

e.g. 'Purges/labour camps - the NKVD.'
 'Atmosphere of terror created informers.'
 'Those left in the Party were loyal to Stalin.'
 'Labour camps helped Russification.'
 'Propaganda/ cult of personality - censorship of papers, music, films, books, social realism in art and books, indoctrination in schools, the use of parades, statues, paintings to glorify Stalin.'

LEVEL 3: EXPLAINS REASONS WHY PURGES/LABOUR CAMPS IMPORTANT OR WHY PROPAGANDA/PERSONALITY CULT IMPORTANT [4-6]

e.g. 'I think Stalin's use of propaganda was more important. He used art, music and books to get across his message. Artists and musicians had to produce work that showed heroes and happy endings. The work had to make people think great thoughts and be proud and glad that they were Russian. Music had to be simple so that people could understand it and it had to be uplifting and rejoicing about Russia.'

OR

'The most important propaganda message was that Stalin was the greatest genius of his time. The Soviet people were taught that Stalin was all-powerful and all-knowing and came to look on him as a god. His image was everywhere and as there was no criticism, a cult of personality was created with Stalin being revered by many of the Soviet people.'

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

LEVEL 4: EXPLAINS REASONS WHY BOTH PURGES/LABOUR CAMPS AND PROPAGANDA/PERSONALITY CULT IMPORTANT [6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ABOUT WHICH WAS MORE IMPORTANT [9-10]

**SECTION C: DEPTH STUDY
THE USA, 1919–1941**

QUESTION 7

7(a) **Study Source C. Why was this cartoon published in the USA in the 1920s? Use the cartoon and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTIONS [1]

e.g. 'You can see all the smoke coming from the factory chimneys and a farmer watching it.'

LEVEL 2: USES SOURCE FOR INFORMATION [2]

e.g. 'America had a lot of industry.'

LEVEL 3: IDENTIFIES WHY IT WAS PUBLISHED THEN [3]

e.g. 'To highlight the plight of the farmers.'

LEVEL 4: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY SOURCE WAS PUBLISHED BUT FAILS TO GET TO PURPOSE [4-6]

e.g. 'The American farmers were suffering severely and having to sell their farms. This was caused by overproduction. At the same time American industry was booming. This was brought about by the development of new techniques of production.'

LEVEL 5: USES CONTEXTUAL KNOWLEDGE TO EXPLAIN WHY THE CARTOON WAS PUBLISHED THEN [7]

These answers will be developments of Level 3/4 answers.

e.g. 'American industry was booming and many people were prosperous. They owned things like radios and cars, produced on assembly lines, for the first time. However, it was not the same for farmers because too much grain was being produced, competition was increasing, and the price went down. This meant that farmers' incomes went down and they were evicted from their farms.'

7(b) **Study Source D. How far does this source explain why the American economy boomed in the 1920s? Use the source and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: UNSUPPORTED ASSERTIONS/ PARAPHRASING OF SOURCE [1]

e.g. 'People had cars.'

LEVEL 2: SIMPLISTIC EVALUATION [2]

Rejects the source because Ford would be biased or accepts it because he knew what he was talking about.

LEVEL 3: ACCEPTS SOURCE D AS A FULL EXPLANATION – USES THE INFORMATION IN THE SOURCE AND/OR CONTEXTUAL KNOWLEDGE [2-3]

e.g. 'I think this source does explain why the American economy did well. It is all about the system of mass production that Ford introduced to make his cars cheaply. This meant many people could afford them and this created more jobs in the car industry. This meant there were more people with jobs with money to spend which helped the economy.'

LEVEL 4: IDENTIFIES OTHER FACTORS [3-4]

These might include: protectionism, hire purchase, low taxes on industry, Republican laissez faire attitude towards business, advertising, impact of First World War, technological change e.g. development of electricity.

LEVEL 5: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN OTHER FACTORS [4-5]

e.g. 'This source does not completely explain why the American economy boomed. It was also due to other factors like the growth of credit. It became much easier for people to buy goods they could not afford by paying by hire purchase. This meant that people bought things that otherwise they would not have bought. So this meant that businesses were selling more and this helped the economy by creating more jobs.'

LEVEL 6: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN HOW BOTH SOURCE D AND OTHER FACTORS EXPLAIN THE BOOM [6]

LEVEL 7: AS FOR LEVEL 6 BUT ALSO SUPPORTS CONCLUSION ABOUT 'HOW FAR' [7]

7(c) **Study Source E. What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTIONS [1]

e.g. 'The message of this cartoon is that things went up and then they went down.'

LEVEL 2: INTERPRETATION ONLY [2-3]

e.g. 'People are investing.'

'The stock market has crashed.'

'People will / have come unstuck.'

'The message is that people were stupid to think they could easily make a lot of money from the stock market.'

LEVEL 3: INTERPRETATION SUPPORTED BY DETAILS OF THE CARTOON [3-4]

These answers will be a development of Level 3 answers.

e.g. 'The message is that people were stupid to think they could easily make a lot of money from the stock market. The cartoon shows that stocks do not go up for ever, there was bound to be a crash as shown by Mr. Average falling off the top of the ladder.'

LEVEL 4: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN THE MESSAGE OF CARTOON [5-6]

e.g. 'The message of this cartoon is that people were not wise to invest so much in stocks and shares. The cartoon is saying there was bound to be a fall in prices.

Everybody had gone mad buying more and more shares because prices kept going up but a lot of this was speculation. People were not investing because the companies were strong. This meant the price of shares was much more than their real value and when some people started to sell shares the whole thing was bound to collapse.'

'The message of this source is that ordinary people should not have been investing all their savings on the stock market. They thought that prices would keep going up but the cartoon shows this was not the case. Because the rise in prices was based on speculation, there was bound to be a fall and the ordinary person would lose a lot of money.'

QUESTION 8**8(a) Describe how the authorities tried to enforce prohibition.**

Target: AO1

**AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE
ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]**

Points might include: the law banned the making, sale or transport of liquor, seizing illegal stills, thousands of agents employed.

e.g. 'The authorities tried to enforce it by employing thousands of agents to find illegal stills that made the drink and to find speakeasies - the illegal bars.' (4)

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

8(b) Explain why prohibition failed.

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'It failed because nobody liked it.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'Bootleggers actions.'
'Illegal stills.'
'There was corruption.'
'Gangs supplied the speakeasies.'
'Many people broke the law.'
'Prohibition seen as cause of crime wave.'**LEVEL 3: EXPLAINS REASON(S) [3-6]****ONE REASON 3-4 MARKS, TWO OR MORE REASONS 4-6 MARKS**

e.g. 'Prohibition failed because criminal gangs got involved like that run by Al Capone. They smuggled illegal drink into the cities and often ran illegal speakeasies. They often fought each other for control of a city and some controlled whole cities. These gangs made enormous amounts of money and bribed officials to turn a blind eye. Soon people saw that prohibition had simply led to more crime and so they turned against it.'

8(c) How far was America fair and free during the 'Roaring Twenties'? Explain your answer.

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'I agree that Americans had more freedom. They were allowed to do all kinds of things that were not possible before.'

LEVEL 2: IDENTIFIES EXAMPLE(S) OF FREEDOM/FAIRNESS OR EXAMPLES OF THE LACK OF IT [2-4]

e.g. 'Greater freedom/fairness - women, car owners, purchasing power, hire purchase, advertising, sexual freedom, dancing.'
 'No greater freedom - persecution of Black Americans in the South, the Ku Klux Klan, native Americans, laws in some Southern states against 'city vices', Darwin (the Monkey Trial), intolerance of strikes, communists, immigration (Sacco and Vanzetti).

LEVEL 3: EXPLAINS EXAMPLE(S) OF FREEDOM/FAIRNESS OR OF EXAMPLES OF LACK OF IT [4-6]

e.g. 'Yes American society did become much more free. This was certainly the case with women. Many more started to go out to work especially in offices and some women began smoking and driving cars. They also had more free time because of inventions like vacuum cleaners. Some women were called flappers because they wore short skirts and lots of make-up. So women had much more freedom than they had had before.'

OR

'In the south, the 'Jim Crow' laws ensured that black people were segregated from white people. Many black people were dependent on agriculture and suffered badly during the farming depression. They lived in fear of white lynch mobs. As the police and judges were white they turned a blind eye to the violence against black people.'

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

LEVEL 4: EXPLAINS EXAMPLE(S) OF FREEDOM/FAIRNESS AND EXAMPLES OF THE LACK OF IT [6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ON HOW FAR AMERICAN SOCIETY WAS FAIR AND FREE [9-10]

QUESTION 9

9(a) **Describe the social effects of the Great Depression.**

Target: AO1

**AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE
ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]**

Points might include: unemployment, homelessness, living on the streets, Hooverilles, starvation and undernourishment, public relief programmes, soup kitchens, farmers went bankrupt and lost their farms, migration to California.

e.g. 'The Depression led to people buying less and so businesses had to sack workers. These people couldn't pay their mortgages and so were then made homeless. In many cities people set up shanty-towns with shacks made out of packing cases for homes.' (4)

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

9(b) Explain why some people opposed Roosevelt's New Deal.

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'Some people opposed it because they thought it was wrong. They did not think it would work and did not like the ideas behind it.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'Roosevelt was acting like a dictator.'
'Government was interfering too much in people's lives.'
'It involved interference/regulation of business and unfair competition. (2)
'It would make people lazy.'
'The huge cost involved.'
'People disliked the high taxes.'
'New Deal didn't solve unemployment.'
'Supreme Court said it was unconstitutional.'
'The old, black people and agricultural workers were not helped.'
'Huey Long wanted more radical action.'

LEVEL 3: EXPLAINS REASON(S) [3-6]

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

e.g. 'Business leaders opposed the New Deal because they didn't like the way the New Deal interfered with business. They didn't like all the regulations that the NRA introduced. They thought that business should be left alone in a free market but the NRA increased wages and let workers join Trade Unions. Business leaders that this kind of control was like a communist system.'

9(c) How successful was the New Deal? Explain your answer.

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'I think it was very successful. It helped lots of people and made sure that they had better lives.'

LEVEL 2: IDENTIFIES EXAMPLES OF SUCCESS OR FAILURE [2-4]

e.g. Success - unemployment reduced, building of schools, sewage plants, hospitals, restored confidence and hope, GNP increased.
Failure - millions still unemployed, another depression in 37, Second World War responsible for recovery, agricultural workers and Black Americans not helped much.

LEVEL 3: EXPLAINS EXAMPLES OF SUCCESS OR FAILURE [4-6]

e.g. 'I think the New Deal was a failure. There was still a lot of unemployment and there was another depression in 1937. The real reason for the recovery of the American economy was the Second World War. American industry had to produce lots of military equipment and this created lots of jobs and solved unemployment. The war was more important than the New Deal in achieving this.'

OR

'The New Deal set up the CCC, with the government providing work for unemployed young men on a whole range of environmental projects in the countryside. Many useful projects were carried out to help prevent soil erosion, with the CCC providing the first taste of work for many young men under the age of twenty five.'

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

LEVEL 4: EXPLAINS EXAMPLES OF SUCCESS AND FAILURE [6-9]**LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ABOUT HOW SUCCESSFUL [9-10]**

**SECTION C: DEPTH STUDY
CHINA, 1945–c.1976**

QUESTION 7

- 7(a) **Study Source C. How far does this source prove that relations between China and the USSR were good from 1949 to 1980? Use the source and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: UNSUPPORTED ASSERTIONS/ PARAPHRASING OF SOURCE [1]

e.g. 'Relations must have been good as the USSR was helping China.'

**LEVEL 2: USES THE INFORMATION IN SOURCE E AS PROOF/NOT PROOF
OR
SIMPLISTIC EVALUATION [2]**

e.g. 'Yes, this does prove it because it says that the USSR helped China to build hundreds of factories and workshops.'

OR

Rejects/accepts source because it is Russian, rejects source because it is only 1964.

**LEVEL 3: IDENTIFIES OTHER EXAMPLES OF GOOD RELATIONS OR IDENTIFIES
EXAMPLES OF POOR RELATIONS (NOT IN SOURCE) [2-3]**

e.g. Good relations - 1950 Treaty of Friendship, in the 50s Russia gives loans and help with developing nuclear power, the First Five-Year Plan helped by Russia, China supported Russia over rising in Hungary in 56.

Poor relations - Krushchev and Mao disagree over Stalin and direction of communism, Russian criticism of communes and the Great Leap Forward, disagree over Albania, disagreements in 60s over atom bomb and nuclear weapons, Russians withdraw aid and experts in 60s, disagree over Cultural Revolution, China's war with India and the Cuban Missile Crisis, border disputes.

LEVEL 4: EVALUATES SOURCE E USING ITS PROVENANCE [3-4]

e.g. 'No, this source does not prove this. It is from the USSR and I think they published this to hide the fact that they were no longer helping China. They wanted to make themselves look good.'

Continued on next page

**LEVEL 5: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN EXAMPLES OF GOOD OR
POOR RELATIONS [4-5]**

e.g. 'Yes, this source does prove that relations were good. When the communists took over in China in 1949 they were isolated. Most of the world were suspicious or afraid of communism. This meant that China had only one country to turn to for help and this was the USSR. In 1950 the two countries signed the Treaty of Friendship. They promised to consult each other over all important international issues. Russia also gave China huge loans. So this shows that the source is right in saying that relations were good.'

OR

'A split began to develop as Mao did not like the Russian leader Khrushchev as he thought he was betraying Marx and Lenin by suggesting Russia and the capitalist West should co-exist. He also gave privileges to Party members so they lost contact with the people.'

**LEVEL 6: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN EXAMPLES OF GOOD AND
POOR RELATIONS [6]****LEVEL 7: AS FOR LEVEL 6 BUT ALSO SUPPORTS CONCLUSION ABOUT 'HOW FAR'
[7]**

This is likely to be done by showing how relations grew worse over time.

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

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTIONS [1]

e.g. 'The message of this cartoon is that Nixon pulled the Chinese leaders around in a rickshaw.'

LEVEL 2: FAILS TO SEE REAL MESSAGE - USES CARTOON AS CONVEYING FACTUAL INFORMATION [2]

e.g. 'The message is that Nixon visited China and that everything went well.'

LEVEL 3: IDENTIFIES REAL MESSAGE [3]

e.g. 'The message is that Nixon was going too far in trying to develop good relations with China.'

LEVEL 4: IDENTIFIES THE REAL MESSAGE - EXPLAINED THROUGH DETAILS IN THE SOURCE [4-5]

e.g. 'The message is that Nixon was going too far in trying to develop good relations with China. This is shown by that fact that Nixon is pulling the Chinese leaders around in a rickshaw. The cartoonist thinks that Nixon shouldn't be going so far in trying to get on with the Chinese.'

LEVEL 5: CONTEXTUAL KNOWLEDGE USED TO EXPLAIN THE REAL MESSAGE OF CARTOON [6-7]

e.g. 'The message is that Nixon is trying too hard to develop good relations with China. The Chinese are doing very little to improve relations and Nixon is having to do all the work. The cartoon was published in America where there was a lot of suspicion of communism. The cartoon is not sure that Nixon should try so hard. This was just after China had been admitted to the UN and Nixon had restored trade with China. So the cartoonist is worried Nixon is going too fast.'

7(c) **Study Source E. Why was this cartoon published in the late 1970s? Use the cartoon and your knowledge to explain your answer.**

Target: AO1, AO2.

LEVEL 1: SURFACE DESCRIPTION OF CARTOON OR GENERAL ASSERTIONS [1]

e.g. 'It was published to show a rickshaw about to be pulled over the edge of a cliff.'

LEVEL 2: EXPLAINS WHY THE CARTOON WAS PUBLISHED THEN – WITHOUT EXPLAINING THE MESSAGE OF THE CARTOON OR EXPLAINS THE MESSAGE OF THE CARTOON - NO EXPLANATION OF WHY PUBLISHED THEN [2-4]

e.g. 'This cartoon was published then because this is when China was opening up to West. For example China allowed Coca-Cola to be sold. China was allowing other countries to invest in China and build things like steel mills and communications systems. China was joining the modern world.'

OR

e.g. 'The message of this cartoon was that China was turning to western ways and that Mao's ideas were beginning to be rejected. This can be seen by the hand which is saying that Mao and his ideas should be thrown over a cliff and destroyed.'

Award 3-4 marks if answer is supported by reference to details in the cartoon.

LEVEL 3: EXPLAINS WHY THAT PARTICULAR MESSAGE WAS PUBLISHED THEN (BOTH LEVEL 2s) [5-6]

e.g. 'The cartoon was published at the end of the 1970s because this is when Deng was modernising China. The cartoon shows Deng's car heading towards the West which means modernisation, while Mao and his ideas are being rejected. It looks like Mao is being sent over a cliff - this shows his ideas being rejected. Deng believed that China had to modernise in industry and technology. He knew that they had to learn from the West and had to attract investment from other parts of the world. Countries like America and France were encouraged to invest and tourism into China was encouraged.' This is why the cartoon was published then because this is when all this was happening.'

QUESTION 8**8(a) Describe the ways in which the lives of Chinese women changed in the 1950s and 1960s.**

Target: AO1

AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]

Points might include: 1950 Marriage Law - could choose who married, women allowed to divorce husbands, a man could have only one wife, equality, women's groups, birth control.

e.g. 'Their lives changed because they were given equality. They were no longer the property of their husbands and they had for the first time the right to divorce their husbands.' (3)

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

8(b) Explain why Mao introduced land reform in 1950.

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'He did this because it was a good thing and it was what everybody wanted.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS. [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. 'Peasants had been promised this during Civil War.'

'To keep the support of the peasants.'

'To deal with the desperate state of the peasants.'

'To destroy the power of the landlords.'

'To allow cooperatives and communes be formed.'

'To increase production.'

'To carry out communist ideas.'

LEVEL 3: EXPLAINS REASON(S) [3-6]

ONE REASON 3-4 MARKS, TWO OR MORE REASONS 4-6 MARKS

e.g. 'Mao introduced land reforms because he wanted to break the power of the landowners. These were the people who had supported the Guomindang. They were reactionaries and were opposed to communism. By taking their land away Mao was able to destroy their power and this helped him control the countryside.'

8(c) How successful were the agricultural and industrial reforms that Mao introduced in the period 1952–1960? Explain your answer.

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'These reforms were a great success. They helped to make China much stronger.'

LEVEL 2: IDENTIFIES EXAMPLE(S) OF SUCCESS OR FAILURE [2-4]

e.g. Success - Five Year Plan increased industrial production, transport system improved, new factories and mines built, advances in education, popularity of mutual-aid teams, cooperatives and communes led to grain production increasing in some places, famine in 60 would have been worse if not for improvements in farming

Failure - mistakes were made in the countryside e.g. changing the water level leading to famine, backyard steel furnaces a disaster - quality of pig iron was poor, in 1960 the Great Leap Forward was abandoned and Mao lost control of economic policy.

LEVEL 3: EXPLAINS EXAMPLE(S) OF SUCCESS OR FAILURE [4-6]

e.g. 'These reforms were a failure. This can be seen by the famine that took place in 1960. This was because of the Great Leap Forward. A lot of land was flooded. This was sometimes because of the widespread irrigation of the land that raised the water level and meant that the land flooded more easily. This made the famine worse than it would have been.'

OR

e.g. 'In 1953 five-year plans were introduced. The First Plan concentrated on heavy industries. Output was set to double but in fact increased by 120% and in some cases even more. For example coal production increased from 63.5 to 124 million tons between 1952 and 1957.'

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

LEVEL 4: EXPLAINS EXAMPLE(S) OF SUCCESS AND FAILURE [6-9]

LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ON HOW SUCCESSFUL [9-10]

QUESTION 9**9(a) Describe how Mao used propaganda to win support.**

Target: AO1

**AWARD ONE MARK FOR EACH ACCURATE POINT. AWARD ONE
ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL [4]**

Points might include: the little Red Book, parades, changing the names of places, wall posters/newspapers, the cult of Mao as a god like figure, falsifying figures e.g. industrial production, Dazhai commune.

e.g. 'Mao wrote the Little Red Book which contained his thoughts. Everybody had to read this. He also created a showpiece commune to show how successful communes were. However, it was a fake and had had huge amounts of money poured into it by the government to make it look good.' (4)

N.B. AWARD ONE MARK TO CANDIDATES WHO OFFER A GENERAL POINT ONLY**9(b) Explain why Mao introduced the Hundred Flowers campaign in 1956.**

Target: AO1.

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1]

e.g. 'Mao did this because he wanted to make himself more powerful and this is how he did it.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES REASONS [2-3]

ONE REASON 2 MARKS, TWO OR MORE REASONS 3 MARKS

e.g. to find out who his enemies were, to keep the Party in touch with the people, to prevent incidents like the rising in Hungary, to strengthen communism/the Party by positive criticism, to encourage criticism of those who didn't accept orthodox communism, a misjudgement on his part.

LEVEL 3: EXPLAINS REASON(S) [3-6]

ONE REASON 3-4 MARKS, TWO OR MORE REASONS 4-6 MARKS

e.g. 'Mao introduced the Hundred Flowers campaign because he thought that if he let people criticise the Communist Party this would bring out into the open its enemies who could then be dealt with. The criticisms were much stronger than he had expected and criticised him and the right of the Party to rule. In the end Mao had the critics sacked. They were given classes to teach right ideas and where they had to confess their mistakes. Some were sent to the countryside to work with peasants. So it did allow Mao to see who his enemies were and he was able to deal with them.'

9(c) Was the Cultural Revolution a total failure? Explain your answer.

Target: AO1. [Written communication to be assessed in this question - see examiner instructions]

LEVEL 1: GENERAL ANSWER. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE [1-2]

e.g. 'Yes it was, it was not good for anybody and was a total disaster.'

LEVEL 2: IDENTIFIES EXAMPLES OF SUCCESS OR FAILURE [2-4]

e.g. Success - rooted out bourgeois influences, rooted out Mao's enemies, reawakened the revolutionary spirit of Chinese communism; officials/teachers indoctrinated into 'pure' communism

Failure - education set back years, scientific and technological expertise lost, learning set back, agriculture and industry disrupted, chaos/break down in law and order, has to be brought to an end.

LEVEL 3: EXPLAINS EXAMPLES OF SUCCESS OR FAILURE [4-6]

e.g. 'The Cultural Revolution was a disaster. Books were destroyed, and because teachers were sent to work in the fields, many schools had to be closed. This set back the education of millions of people - millions of people could not even read. It also meant that subjects like science and technology were set back. This was very serious for China as it meant that the country fell further behind other countries in the world as students were not being educated in these areas.'

OR

'Medical care improved as thousands of 'barefoot doctors' were trained. These were people trained in basic medical techniques and helped in dealing with common diseases in the villages.'

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

LEVEL 4: EXPLAINS EXAMPLES OF SUCCESS AND FAILURE [6-9]**LEVEL 5: LEVEL 4 PLUS REACHES, AND SUPPORTS, JUDGEMENT ABOUT HOW SUCCESSFUL [9-10]**

Mark Scheme 1937/02
June 2007

**MODERN WORLD HISTORY
PAPER 2**

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.
- 7) Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.
- 8) 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.
- 9) A very simple statement (e.g. Yes, I agree) should not be rewarded with a mark.
- 10) Each answer to a question and each page of an answer must bear evidence of having been marked.
- 11) In answers to questions requiring evaluation write the letters Ev in the left-hand margin to indicate evaluation by a candidate.
- 12) 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

- 13) 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 THE SUFFRAGETTES DO MORE HARM THAN GOOD?

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.

Reference to a source in support of an answer may be implicit.

Q1 Source A

What is the message of this cartoon?

Use details of the cartoon 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.
e.g. A sensible woman is telling another woman that she is her worst enemy. | 1-2 |
| Level 2 | Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon.
e.g. Aggressive behaviour will harm the campaign to get women the vote. | 2-3 |
| Level 3 | Valid inference/s from the cartoon about its message, supported by detail from the cartoon
OR from contextual knowledge.
e.g. Aggressive behaviour will harm the campaign to get women the vote. A well-dressed, sensible woman is telling a fist-shaking "Shrieking sister" that her behaviour is the worst enemy of the female suffrage cause. | 4-5 |
| Level 4 | Valid inference/s from the cartoon about its message, supported by detail from the cartoon and put into context.
e.g. Aggressive behaviour will harm the campaign to get women the vote. A well-dressed, sensible woman is telling a fist-shaking "Shrieking sister" that her behaviour is the worst enemy of the female suffrage cause. This is a reference to the suffragettes who disrupted the House of Commons and political meetings antagonising politicians and public opinion. | 6 |

Q2 Sources B and C

Is one letter more useful than the other to historians studying the attitude of women to the suffragettes?

Use details of the letters and your knowledge to explain your answer.

9 marks

Target: AO1, 2

- Level 1 Describes the letters/identifies attitudes unsupported by detail from a letter. **1-2**
 e.g. Mrs. Bell is writing about women in the home, while Alice Blackwell is writing about what women are doing to get the vote
 If refers to one letter only do **not** reward at top of level.
- Level 2 Identifies attitude/s supported by detail from a letter/s. **2-4**
 e.g. B is against female suffrage, ‘they are ruining their families...’ while Alice Blackwell supports the female suffrage campaign.
- OR** Details of the letters are matched/contrasted, but no/invalid attitude/s identified. **2-4**
 e.g. Mrs. Bell is writing about agitation for votes.
 Alice Blackwell is writing about aggressive action for the vote.
- OR** Stock Evaluation **2-4**
 e.g. B – Is more useful because it is by an English woman, C – is less useful because it is by an American.
 If refers to one letter only do **not** reward at top of level.
- Level 3 Explains/compares attitude/s supported by detail from the letters. **4-6**
OR from contextual knowledge.
 e.g. Both are useful in showing different attitudes:
 B is against women getting the vote, saying a woman’s place is in the home. She says this because she is president of an anti-suffrage group.
 C wants women to get the vote because she is a supporter of Mrs. Fawcett and does not condemn aggressive actions.
 If refers to one letter only do **not** reward at top of level.
- Level 4 Argues **one** is more useful by evaluating its content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the letter. **6-8**
 e.g. B is more useful because it shows a woman is against women getting the vote, saying a woman’s place is in the home. She says this because she is president of an anti-suffrage group. The problem is her biased language – ‘insane...ruining families and home life’.
- Level 5 Compares the merits of **both** by evaluating their content using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from both letters. **8-9**
 e.g. The L4 example plus - C is useful also in showing a different attitude from America about events in England – “aggressive actions are doing good”. The problem is she knows “some things are wrong” and this is supported by the judgement in Source F about Christabel Pankhurst, but she wants to ignore the evidence. Therefore, B is more useful than C.

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

Q3 Source D

Why was this poster published in 1909?

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

7 marks

Target: AO1, 2, 3

- | | | |
|-----------|--|------------|
| Level 1 | Comprehension only/general assertion.
e.g. Published to show how badly people were treated. | 1-2 |
| Level 2 | Valid inference/s from the poster unsupported by detail from the poster.

e.g. Published to protest about the cruel treatment of suffragettes. | 2-3 |
| OR | Makes contextual reference without inference.
e.g. In 1909 many suffragettes were arrested for smashing windows. | 2-3 |
| Level 3 | Valid explanation why the WSPU published the poster, supported by detail from the poster.
OR from contextual knowledge.
e.g. Published to protest about the treatment of suffragettes in prison who went on hunger strike and were force-fed. A suffragette is held down by prison guards while a doctor pours liquid food down a tube into her nose. | 4-6 |
| Level 4 | Valid explanation why the WSPU published the poster, supported by detail from the poster and put into context.
e.g. Published to protest about the treatment of suffragettes in prison who went on hunger strike and were force-fed. A suffragette is held down by prison guards while a doctor pours liquid food down a tube into her nose. At that time hunger strikes were a new tactic by suffragettes. The poster was part of a political campaign against the Liberals, a general election was expected. | 6-7 |

NB Answers must be rooted in 1909.

Q4 Sources E and F

Do you trust Source E more than Source F about the leadership of the WSPU?

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

9 marks

Target: AO1, 2

- | | | |
|-----------|---|------------|
| Level 1 | Comprehension only/general assertion.
e.g. Trusts E because of information about WSPU. | 1-2 |
| Level 2 | Valid inference/s unsupported by detail from a source.
e.g. Trusts E because it is written by someone who knows a lot about the WSPU.
If refers to one source only do not reward at top of level. | 2-3 |
| OR | Details of the sources are matched/contrasted, but no/invalid inference is made.
e.g. E says, 'WSPU had marvellous leadership'.
F says, 'WSPU was violent and had a dictator'. | 2-3 |
| OR | Stock Evaluation
e.g. Trusts E because written at the time, F written many years after.
If refers to one source only do not reward at top of level. | 2-3 |
| Level 3 | Valid inference/s supported by detail from a source/s.
e.g. Trusts E because it is written by someone who knows a lot about the WSPU, and who would know about 'loyal and enthusiastic followers'.
If refers to one source only do not reward at top of level. | 4-6 |
| 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.
e.g. Trusts E more because it is written by a leader of the WSPU, who would know about 'loyal and enthusiastic followers'. The problem is the very biased language used, 'wonderful victory...blessed with marvellous leadership'. Source F only comments on one person. | 6-8 |
| 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.
e.g. Trusts E because it is written by a leader of the WSPU, who would know about 'loyal and enthusiastic followers'. The problem is the very biased language used, 'wonderful victory...blessed with marvellous leadership'. Source F only comments on one person, Christabel Pankhurst, judging her not the WSPU and is very critical of her in biased language – power-mad hypocrite.
Therefore, there are problems in trusting both sources. | 8-9 |

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

Q5 Source G

Do you believe what this cartoon is telling you about the impact of the suffragettes?

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

7 marks

Target: AO1, 2

- Level 1 Comprehension only/general assertion. **1-2**
e.g. Yes, the suffragettes twisted the British lion's tail.
- Level 2 Valid inference/s from the cartoon unsupported by detail from the cartoon. **2-3**
e.g. Yes, the actions of the suffragettes had little impact on the government.
- OR** Stock Evaluation. **2-3**
e.g. No, because it is a foreign cartoon and would not fully understand Britain.
- Level 3 Valid inference/s from the cartoon supported by detail from the cartoon. **3-4**
e.g. Yes, the actions of the suffragettes had little impact on the government.
Suffragettes have twisted the lion's tail, set it on fire and are pulling its head.
- Level 4 Evaluates the cartoon by commenting on its imagery/purpose, or by cross-reference, supported by detail from the cartoon. 4-5
No, because it is biased German propaganda against Britain, making fun by showing the British lion as meek even though it is being attacked by three women. One of them has tied a knot in its tail and set it on fire, but the lion is not reacting.

Can cross-reference with Source C, a contrast - aggressive actions making a difference.
- OR** Evaluates the cartoon through contextual knowledge unsupported by detail from the cartoon. **4-5**
e.g. Yes - fits in with the violent actions of suffragettes such as window smashing, arson and bomb hoaxes.
- Level 5 Evaluates the content of the cartoon, using contextual knowledge supported by detail from the cartoon. **6-7**
e.g. Yes - fits in with the violent actions of suffragettes such as window smashing, arson and bomb hoaxes. This is shown in the cartoon by three women attacking the British lion. One of them has tied a knot in its tail and set it on fire, but the lion is not reacting.

Q6 All the sources, A to G

'The suffragettes did more harm than good to the campaign for votes for women'.

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

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

12 marks

Target: AO1, 2, 3

- Level 1 General answers unsupported by detail from the sources. **1-2**
 e.g. They upset many people by the way they protested against women not having the vote. So, they did not get what they wanted.
- Level 2 Uses relevant contextual knowledge unsupported by detail from the sources. **2-4**
 Answers make valid points but ignore the sources/answers refer to the letter of a source, but give no sense of its contents.
 e.g. Window smashing and destruction of golf courses by suffragettes only antagonised the public and government. Their campaign of violent protest made the government determined it would not be blackmailed.
- OR** Uses the sources without addressing the question. **2-4**
 e.g. Source A shows there were sensible women and shrieking sisters.
 Source B tells us that there were women who did not want the vote.
 Source C tells us that there was interest in the suffragettes from America.
- Level 3 One-sided answer, with specified detailed support from the sources. **5-7**
 e.g. The statement is true – the suffragettes were their own worst enemy :
 Cartoon A shows a sensible woman telling a 'Shrieking Sister' that she was no help to votes for women, she was its worst enemy. This is also the message of source B which says 'The present violent campaign is insane'.
 Within this level candidates can be rewarded for high quality analysis of a source which exemplifies the point made.
- Level 4 Balanced answer, with specified detailed support from the sources. **8-11**
 e.g. The statement is true – the suffragettes were their own worst enemy :
 Cartoon A shows a sensible woman telling a 'Shrieking Sister' that she was no help to votes for women, she was its worst enemy. This is also the message of source B which says 'The present violent campaign is insane'.
 On the other hand the suffragette campaign of violence did change ideas and this is shown by the letter from America, C, which says, 'aggressive actions are doing good, they do appear to be making a difference...'. Also, Source E says 'The WSPU has won the greatest political victory on record.'
- If a candidate reaches a judgement/conclusion about what the sources they have used point to, mark towards the top of L4.
 Within Level 4 candidates who use only one source to argue 'yes' and only one source to argue 'no' in a developed way, should not be restricted to the bottom of the mark range. If candidates use all/most of the sources in weak manner do not automatically reward them at the top of the mark range.

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

General Certificate of Secondary Education
History B Modern World (Short Course) 1037

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
01	60	44	36	28	23	19	15	11
02	25	22	19	17	13	10	7	4

Option and Overall (weighted marks)

	A*	A	B	C	D	E	F	G
Overall Threshold Marks	87	75	63	51	42	34	26	18
Percentage in Grade	2.43	13.90	15.95	18.38	17.30	10.27	8.51	5.54
Cumulative Percentage in Grade	2.43	15.81	31.76	50.14	67.43	77.70	86.22	91.76

The total entry for the examination was 772.

General Certificate of Secondary Education

History B Modern World 1937

June 2007 Assessment Session

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	55	46	37	31	26	20	15
12	75	57	49	41	34	27	20	13
13	75	55	46	37	31	26	21	16
14	75	49	43	36	30	25	20	15
02	50	34	30	26	23	19	16	13
03	50	42	37	32	25	18	11	4

Option Thresholds (weighted marks)

Option A (depth study Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	164	146	127	108	90	72	54	36
Percentage in Grade		12.87	22.47	22.59	16.94	10.53	6.64	4.29	2.23
Cumulative Percentage in Grade		12.87	35.34	57.93	74.87	85.39	92.04	96.33	98.56

The total entry for the examination was 31370.

Option B (depth study Russia)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	168	149	130	112	92	73	54	35
Percentage in Grade		20.99	25.75	19.32	12.66	8.43	5.83	3.80	2.00
Cumulative Percentage in Grade		20.99	46.74	66.06	78.71	87.14	92.97	96.77	98.77

The total entry for the examination was 3005.

Option C (depth study The USA)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	144	126	108	90	72	55	38
Percentage in Grade		12.25	20.68	21.73	16.61	11.57	8.00	4.50	2.63
Cumulative Percentage in Grade		12.25	32.93	54.66	71.27	82.84	90.84	95.34	97.97

The total entry for the examination was 15117.

Option D (depth study China)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	160	142	124	106	88	71	54	37
Percentage in Grade		25.93	32.10	19.75	9.26	7.41	4.94	0.62	0
Cumulative Percentage in Grade		25.93	58.03	77.78	87.04	94.44	99.38	100	100

The total entry for the examination was 162.

Specification Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	13.21	22.15	22.11	16.56	10.71	7.00	4.31	2.33
Cumulative Percentage in Grade	13.21	35.37	57.48	74.04	84.75	91.75	96.06	98.40

The total entry for the examination was 49664.

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