

# **History B (Modern World)**

General Certificate of Secondary Education **A971/11-17**

Modern World History

## **Mark Scheme for June 2010**

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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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## APPLICATION OF THE MARK SCHEME

### GENERAL POINTS

1. This marking 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 marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. 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 should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive 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 descriptor. 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 descriptor.
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 on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
8. It is important once you have mastered the marking 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 questions 2, 3, 5 and 6. 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.

10. 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.

**PART 1: SECTION A – THE INTER-WAR YEARS, 1919-1939****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: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question**  
**[0]**

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

eg 'The cartoon shows a heavily armed goose marching.'

**Level 2 Interpretation only** **[3]**

eg 'The German army is marching into the Rhineland.'

**Level 3 Main message of cartoon identified** **[4]**

eg 'Germany has its own ideas of peace / is prepared to break the rules / is endangering peace.'

'Germany is behaving in a war-like way.'

'Germany is ignoring signed agreements.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge**  
**[5-6]**

eg 'The message the artist of the cartoon wanted to give is that whilst the Germans are being welcomed back into the Rhineland peacefully they are actually behaving in a war-like way as Germany is 'armed to the teeth', and trampling all over the Locarno agreements. The goose relates to the army's method of marching and is shown marching into the Rhineland supposedly offering peace but is in fact heavily armed. The Nazi flags are waving to offer a welcome. The poem suggests wandering into the Rhineland is trying France and Britain out to see their reaction. But the cartoonist is suggesting that being armed means it is not a mistake.'

**OR**

'The message the artist of the cartoon wanted to give is that whilst the Germans are being welcomed back into the Rhineland peacefully they are actually behaving in a war-like way. In 1936 Hitler believed Britain would not prevent him putting troops in the Rhineland as many people in Britain felt he had the right. The French whom he feared the most could not make their minds up as no one wanted the responsibility of plunging France into war.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge**  
**[7]**

Both sides of Level 4.

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

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

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

**Level 2 Identifies AND/OR describes why [3-4]**

(One mark for each point)

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 time to prepare for war.'

**Level 3 Explains ONE reason [5]**

e.g. 'It was right to try and avoid war. Memories of the First World War were still fresh and politicians were horrified at the thought of more bloodshed and so they tried to appease Hitler.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]**

e.g. '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

'Some British politicians thought the Treaty of Versailles was too harsh on Germany.

They appeased Hitler allowing him to take back what they thought was rightfully his. If Britain gave way to Hitler's demands he would eventually be satisfied.'

**Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**QUESTION 2**

2(a) **What restrictions were placed on Germany's armed forces by the Treaty of Versailles?**

Target: AO1

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

e.g. 'The army was limited to 100,000 men. (1) There was to be no conscription. (1)

'Germany was not allowed tanks, submarines or (military) aircraft.' (One mark for 1; two marks for all three)

'The navy could only have six battleships (1) and limited to 15,000 men.' (1)

'They could not put troops in the Rhineland.'

**2(b) Explain why Clemenceau wanted to treat Germany harshly.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'To weaken Germany.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

e.g. 'To pay for all the damage Germany had caused.'  
'To prevent future German attacks on France.'  
'To gain revenge (for all the French suffering).'  
'France lost many soldiers.'

**Level 3 Explains ONE reason [4]**

e.g. 'France had borrowed huge sums of money to fight the war and was faced with enormous debt. Clemenceau wanted Germany to pay this debt.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Ever since 1870 France had felt threatened by its increasingly powerful neighbour, Germany. Clemenceau saw the treaty as an opportunity to cripple Germany by breaking it up into small, weak states so it could not attack France again.'  
'France had suffered enormous damage to its land, industry and people. Clemenceau was under intense pressure from his people to make Germany pay for the suffering they had endured both in 1870 and the Great War.'

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations **or** one developed with one basic explanation.



**2(c) How far were the terms of the Treaty of Versailles justified? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'They were not justified as they were harsh.'

**Level 2 Identifies AND/OR describes terms [2-3]**

e.g. 'Reparations were too harsh on a struggling country.'  
'It was unfair to ban Germany from the discussions of the terms.'  
'Germany was insulted by not being allowed to join the League of Nations.'  
'They thought they would be treated in line with the Fourteen Points.'  
'The Germans were very harsh on Russia.'  
'The harsh terms of the armistice were agreed.'  
'It could have been harsher.'

**Level 3 Explains justification OR unjust [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'The terms were justified and could have been much harsher. The German call for fairer treatment did not square with the harsh way they had treated Russia in the Treaty of Brest-Litovsk. Versailles was much less harsh.'

**OR**

'The 'war guilt' clause was particularly unjust. It was argued that Germany felt at the very least that blame should be shared as other countries such as Russia were involved in starting the war.'  
'Again they said it was not justified for Germany to pay the very high reparations. The German economy was already in tatters. People had very little food. They feared that reparations would cripple them. It showed there was little sympathy towards them from the victors.'

**Level 4 Explains justification AND unjust nature [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**QUESTION 3**

**3(a) Describe the organisation of the League of Nations.**

Target: AO1

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

e.g. 'The League had an Assembly.'

'All member states could send a representative to the Assembly.'

'The Council of the League dealt with emergencies.'

'The Secretariat dealt with all the records of meetings.'

'The Permanent Court of International Justice settled disputes between countries peacefully.'

'There were a number of Commissions, e.g. Refugees, to tackle major issues.'

**3(b) Explain why the League set up agencies and commissions.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'To deal with major problems.'

**Level 2 Identifies agencies / commissions AND/OR describes reasons [2-3]**

e.g. 'To deal with prisoners of war and refugees.'  
'To eliminate threats to health.'  
'To administer mandates.'

**Level 3 Explains ONE reason [4]**

e.g. 'The League of Nations was very bureaucratic and cumbersome. It established its agencies and commissions to deal with issues of poverty, disease and injustice around the world before they caused serious unrest.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'At the end of the war there were many former prisoners of war and refugees. About 400,000 prisoners of war were returned to their homelands. When a refugee crisis hit the camps in Turkey in 1922 the League acted quickly to stamp out cholera, smallpox and dysentery.'  
'The International Labour Organisation worked towards improving working conditions. It banned poisonous white lead from paint and suggested a maximum 48 hour week although this was only adopted by a few.'

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations **or** one developed with one basic explanation.

**3(c) 'The Abyssinian Crisis destroyed the League of Nations.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'yes because it showed the League could not deal with problems.'

**Level 2 Identifies AND/OR describes reasons [2-3]**

e.g. 'The lack of power of the League was exposed in Abyssinia and Manchuria.'

'The USA was not a member.'

'The League took too long to act.'

'Extreme political parties came to power.'

'The League had no army.'

**Level 3 Explains impact of Abyssinia OR other reasons [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'The League condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials which would have stopped Italy. Britain and France did not want to upset Italy. Its failure was a disaster and nobody took the League seriously. This showed that Britain and France were not prepared to back tough action.'

'Britain and France searched desperately for a solution and began working behind the League's back. The Hoare Laval Pact was devised which would give most of Abyssinia to Italy. This was leaked to the press and both countries were discredited.'

**OR**

'Not all nations were members including the USA. Others left when coming into dispute with the League. This weakened the League as it was difficult to impose sanctions as the USA would continue trading.'

'The League had no armed forces of its own relying on collective security and too often this meant inaction as members were not prepared to use force. The League was dominated by Britain and France but they were not prepared to take military action.'

'The League was slow to take action as in the case of Manchuria and Lytton.'

'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League. These extreme parties, such as the Nazis, were prepared to use armed force and aggression to achieve their ends.'

**Level 4 Explains impact of Abyssinia AND other reasons [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

## PART 1: SECTION B – THE COLD WAR, 1945-1975

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

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

Target: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'A man is looking under a wall.'  
'There is a barrier.'

**Level 2 Interpretation only [3]**

e.g. 'You cannot go through the barrier into Eastern Europe.'

**Level 3 Main message of cartoon identified [4]**

Relates to the idea of split / barricade.

e.g. 'Stalin has cut off the East from the West.'  
'Stalin has cut off Communism from Capitalism.'  
'Churchill wants to see what is going on.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist of the cartoon wanted to give is that Stalin has cut off the east from the West. The cartoon shows this by a barrier on which are the words 'No Admittance by order of Joe'. The 'Joe' refers to Stalin. The flag indicates Russian soviet control'

**OR**

'The message the artist of the cartoon wanted to give is that Stalin has cut off the east from the West. The liberation of Europe has not happened for some countries and the West is not allowed to influence Soviet / Communist control. There had been disagreement at Potsdam over what was meant by 'sphere of influence' but Stalin had won agreement from the Allies that he could set up pro-Soviet governments in Eastern Europe. Over the next nine months, Stalin achieved the domination of Eastern Europe that he was seeking. In a speech in America, Churchill described the border between Soviet-controlled countries and the West as the 'iron curtain'.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

**1(b) Explain why the USA was hostile towards the Soviet Union in the years 1945-1949.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Because the Soviet Union and the West held differing views.'

**Level 2 Identifies AND/OR describes why [3-4]**

(One mark for each point)

e.g. 'The West was suspicious of the activities of the USSR regarding the removal of democratic government.'

'Truman was less trusting of Stalin than Roosevelt.'

**Level 3 Explains ONE reason [5]**

e.g. 'The West was suspicious of Soviet intentions in eastern Europe. Stalin had removed non-Communist leaders in Poland replacing them with Communists. Rather than allowing free elections the USSR began to impose Communist rule on the countries it had occupied.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]**

e.g. 'Truman was highly suspicious of Stalin's motives. He was much less trusting than Roosevelt had been. Stalin refused to reduce the size of the Red Army, the biggest in the world. In Eastern Europe he believed the Soviet leader intended to set up USSR controlled buffer states.'

'The Western allies accused Stalin of breaking agreements over Germany. The Western Allies wanted Germany to recover as quickly as possible, realising that it would be a barrier against Communism. The USSR wanted a weak Germany.'

**Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**QUESTION 2**

**2(a) Describe the USA's response to Castro's seizure of power in Cuba.**

Target: AO1

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

The answer can go up to, and including, the Bay of Pigs.

e.g. 'The relationship became frosty but without direct confrontation.'

'In January 1961 the USA broke of diplomatic relations.'

'In April 1961 The US supported a direct invasion – the Bay of Pigs.'

'To starve Castro into submission.'

'The US banned the buying of sugar and then banned all trade with Cuba (Oct 1960).' (2 marks)

**2(b) Explain why the failure of the Bay of Pigs invasion caused problems for the USA.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'the US were thought of as weak.'

**Level 2 Identifies reasons AND/OR describes [2-3]**

e.g. 'Cuba turned to the USSR.'  
'Kennedy was seen as weak.'  
'The US policy was discredited.'  
'It resulted in Soviet weapons entering Cuba.'

**Level 3 Explains ONE reason [4]**

e.g. 'The fiasco of the Bay of Pigs further strengthened Castro's position in Cuba and suggested to the USSR that Kennedy was weak. It made Castro and Khrushchev very suspicious of US policy.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'The half-hearted invasion suggested to the Soviet Union that despite its opposition to Communism in Cuba, the USA was unwilling to get directly involved in Cuba. The Soviet leader was scornful of Kennedy's pathetic attempt to oust Communism from Cuba.'  
'Under the guise of protecting Cuba, significant quantities of Soviet arms flooded into Cuba making Cuba the best equipped army in Latin America. The US watched this with great alarm. This alarm was increased significantly when nuclear weapons were sent.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.



2(c) 'The Cuban Missile Crisis was a victory for the Soviet Union.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Yes it was as the USA felt threatened.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'It ensured communism remained close to the USA.'  
 'Khrushchev became the peacemaker with his offer.'  
 'No, as Kennedy took a firm line with the USSR.'

**Level 3 Explains either a victory for the Soviet Union OR other results [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'In public Khrushchev was able to highlight his role as a responsible peacemaker, willing to make the first move towards compromise by writing letters and withdrawing missiles.'

'Keeping Cuba safe from America was a major achievement for the Soviets. Cuba was a valuable ally and a useful base to support Communists in South America. The US had to accept that Castro's Cuba would remain a Communist state in America's backyard.'

'The crisis exposed the USA to criticism with arguments about the USA being unreasonable in having missiles in Turkey and then objecting to Soviet Missiles in Cuba.'

**OR**

'The crisis damaged Khrushchev's credibility, despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. This played a significant part in Khrushchev's dismissal in 1964.'

'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'

'The USA agreed to withdraw its nuclear missiles from Turkey. However the withdrawal had to be kept secret so it could not be used for propaganda purposes.'

**Level 4 Explains both [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**QUESTION 3****3(a) What was the 'domino theory'?**

Target: AO1

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

Credit to be given in relation to Asia rather than Europe.'

e.g. 'The American believed that if one country in South East Asia turned communist all the others would fall to communism, one after another, like a row of dominoes.' (2)

'They were afraid that if communists took over South Vietnam, communism would go on to take over the world.'

'In addition to Vietnam, the countries under threat were Laos, Cambodia, Thailand, Malaya, Indonesia and Japan.' (1 mark for one country; 2 marks for two or more.)

'It was related to the USA's Cold War containment policy.'

**3(b) Explain why the Vietnam War became unpopular in the USA.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of the human effect.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The level of casualties was high.'

'The economic cost of war was high.'

'The use of horrific weapons and the use of certain military tactics.'

'Stories of drug addiction.'

'US atrocities committed against the Vietnamese people.'

**Level 3 Explains ONE reason [4]**

e.g. 'The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war. They were able to see the use of horrific weapons such as napalm against civilians.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'By 1968 the war was costing \$30,000 million each year. This meant cutbacks at home on spending on social reform which left many American very unhappy.'

"US atrocities against the Vietnamese shocked Americans. An example was the village of My Lai where 300 were massacred. The Americans sprayed chemical defoliants which destroyed vegetation, polluted the land and poison people and this horrified people.'

'Casualties were high. Over 50,000 troops were to lose their lives. By 1968, 300 were dying each week. Most Americans knew a relative or friend who had died, was affected mentally or on drugs.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**3(c) 'The tactics of the USA were the main reason for its failure in the Vietnam War.'  
How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Yes because the US had not given thought to how they should fight.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Communist guerrilla tactics brought low morale.'  
'The guerrillas merged with the people and the jungle.'  
'There was constant fear of attack.'  
'The underground tunnels helped the Vietcong.'  
'American tactics were extremely costly.'

**Level 3 Explains tactics of USA OR other reasons [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'American technology and firepower were totally superior and under normal fighting conditions would have been successful. For example the bombing tactics could not defeat the Communists, only slow them down. Bombing often affected those the Americans wanted on their side.'

'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily.

**OR**

'The cost of war was highlighted by 'The Tet Offensive. There were nearly 500,000 troops in Vietnam and America was spending between \$20 and \$30 billion a year yet little impression was being made and the Vietcong were able to launch major offensives. This huge spending meant cutbacks in spending on social reform. In 1967 'Life Magazine' calculated it cost \$400,000 for each Vietcong guerrilla killed.'

'The Vietcong were no match for the American forces in open warfare and so developed guerrilla tactics. The principles were simple. Retreat when the enemy attacks, raid when the enemy camps, attack when the enemy tires and pursue when the enemy retreats.'

'The Vietcong tactics were a nightmare the US soldiers. Guerrillas did not wear uniform and did not have base camps or headquarters. They were hard to tell from the peasants in the villages. They attacked and then disappeared into the jungle.'

'Their aim was to wear down the enemy soldiers and reduce morale. US soldiers lived in constant fear of attack.'

**Level 4 Explains tactics of USA AND other reasons [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**PART 1: SECTION C – A NEW WORLD? 1948-2005****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: AO 1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Khrushchev is shown smiling on top of the Berlin Wall.'

**Level 2 Interpretation only [3]**

e.g. 'People have died on the wall.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist of the cartoon wanted to give is that Khrushchev / USSR is prepared to kill to stop people from fleeing to the West.'  
'Khrushchev is telling lies / is brutal and cannot be trusted.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist of the cartoon wanted to give is that Khrushchev is saying that the people of Communist East Germany are quite happy and do not want to escape over the wall. Khrushchev is saying look how many stay on our side not wanting to go to the west but there are a number of bodies along the wall suggesting that not everybody was happy. The reality is that those who tried to escape have been shot. '

**OR**

'The message the artist of the cartoon wanted to give is that Khrushchev is saying that the people of Communist East Germany are quite happy and do not want to escape over the wall. The wall created a barrier between West and East Germany cutting off the people in the east from the influence of the west. Khrushchev saw this division as protecting his Communist part of Germany from undue western influence.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

**1(b) Explain why Soviet control in Eastern Europe collapsed.**

Target: AO1,2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1-2]**

e.g. 'Because of changes in Soviet policy.'

**Level 2 Identifies policies AND/OR describes why [3-4]**

(One mark for each point)

e.g. 'Gorbachev introduced 'perestroika' which was an attempt to introduce capitalist ideas and methods into the Soviet Union.'

'He allowed criticism of the Soviet government.'

'He established friendly relations with the West.'

'The impact of 'Solidarity' in Poland.'

**Level 3 Explains ONE reason [5]**

e.g. 'Hard-line communists could not believe what was going on. Gorbachev seemed to be abandoning all the ideas on which Soviet power was based. His reforms were introduced too quickly and this plunged the Soviet Union into confusion.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [6]**

e.g. "Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'

'In March 1985 Gorbachev spoke to the leaders of the Warsaw Pact countries to explain his idea of being non-interventionist in the affairs of their countries. He made it clear they were responsible for their own fates. The mainly hard line leaders thought Gorbachev's ideas insane. As the reforms in the Soviet Union impacted the demand for change in Eastern Europe rose as people were sick of poor, harsh conditions. East mingled with west, free elections were held in Poland and the Berlin Wall was demolished.'

**Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]**

(One mark within level for each basic explanation; full marks for development of two explanations.)

**QUESTION 2****2(a) Describe the aims of al-Qaeda.**

Target: AO1

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

e.g. 'To destroy American influence in all Muslim countries.'

'To destroy Israel.'

'To stop American influence in Saudi Arabia.'

'Destabilise and overthrow pro-Western governments in Muslim states.'

'To resist attacks by taking part in jihad.'

'Jihad in any form against Western democracies, Communism, Jews and the state of Israel and weak Muslim governments.'

**2(b) Explain why Osama bin Laden was important to the emergence of al-Qaeda.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because he set up their aims.'

**Level 2 Identifies AND/OR describes [2-3]**e.g. 'It follows his beliefs and experiences.'  
'He was exiled from Saudi Arabia and looked to ways of gaining revenge on his enemies.'**Level 3 Explains ONE reason [4]**

e.g. 'Bin Laden was appalled in 1990 by the arrival of foreign troops in his home land of Saudi Arabia. He was exiled and stripped of his citizenship. He used his allies in the Taliban movement to help develop al-Qaeda.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**e.g. 'He was involved in the Afghan War against the Soviet Union seeing it as a jihad. He came under the influence of Abdullah Azzam a radical Muslim preacher who argued that Islam was under threat from Western democracies, Communism and the state of Israel.'  
'He developed the idea that Islam was under threat from enemies everywhere but particularly the Western democracies and he was appalled by any western interference and developed a base in Afghanistan from which to launch attacks against the enemies of Islam.'**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.



**2(c) 'Terrorism is never successful.' How far do you agree with this statement?  
Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Some aspects have removed threats.'

**Level 2 Identifies how to judge success AND/OR describes activities [2-3]**

e.g. 'Aim to bring political change.'  
'Try to make their case impossible to ignore.'  
'Considers impact.'  
'Can lead to compromise.'

**Level 3 Explains by agreeing OR disagreeing [4-6]**

Developed explanation to be given two marks within L3 and L4.

NOTE: To consider relative success needs the establishment of criteria against which to be judged.

Examples considered might include:

Al-Qaeda and the attack on New York.  
IRA attempts to remove British troops from Northern Ireland.  
The activities of the PLO to create a Palestinian state.

**Level 4 Explains by agreeing AND disagreeing [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**QUESTION 3****3(a) Describe the part played by the United Nations in the lead up to the invasion of Iraq in 2003.**

Target: AO1

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

e.g. 'They demanded the destruction of all Iraqi weapons of destruction.'  
 'Saddam had to allow UN investigating teams search for weapon sites.'  
 'The UN was to destroy all chemical weapons found.'  
 'Tough economic sanctions, mainly on oil sales, were imposed.'  
 'The UN called upon Saddam to stop opposing his own people.'  
 'They passed a resolution calling on Saddam to disarm or 'face serious consequences'.  
 'Under resolution 1441 Bush and the UK attacked Iraq.'

**3(b) Explain why Iraq was invaded in 2003.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To deal with Saddam.'

**Level 2 Identifies AND/OR describes why [2-3]**

e.g. 'The USA had a new President who wanted to take action.'  
 'There was an anti-Saddam lobby within the USA.'  
 'The USA had strong support from Britain.'  
 'Early efforts to remove Saddam had failed.'  
 'Saddam continued to defy the UN.'

**Level 3 Explains ONE reason [4]**

e.g. 'Terrorist acts by al-Qaeda on Sept 11 convinced American politicians that the USA had to take action in the Middle East. They were successful in Afghanistan in early 2002 and thought they could do the same in Iraq.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Bush was impatient with the fact that Saddam was still in power. He was prepared to act unilaterally to do what he thought was right for the USA. In his mind what was good for the USA was morally the right thing. In January 2002 he made a speech describing Iraq (along with Iran and north Korea) as an 'axis of evil'.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**3(c) How far was the invasion of Iraq a success for the USA? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It was a success as Baghdad was reached.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Success was hindered by a lack of planning.'  
'The infrastructure collapsed.'  
'There was large-scale insurgency.'  
'WMD were not found.'

**Level 3 Explains success OR failure [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'If success is to be viewed in terms of defeating and removing Saddam then the invasion was a success as Baghdad was captured, and after going into hiding, so was Saddam. He was tried and executed for his crimes against humanity and so a tyrant had been removed.'

**OR**

'After gaining Baghdad, major problems followed with the city descending into anarchy. Looting followed and Government Ministries ransacked. At the same time old feuds emerged. The 6000 US troops in Baghdad were totally unprepared for this and simply stood by and watched. Water and electricity supplies failed. Day-to-day life for the ordinary Iraqis was soon worse than it had been under Saddam.'

**Level 4 Explains success AND failure [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how successful' [10]**

**PART 2: DEPTH STUDY – GERMANY, 1918-1945****QUESTION 4****4(a) Study Source B.**

**Why was this poster published in Germany in 1932? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Surface use of source for information / general assertions [1]**

e.g. 'It was published to show Hitler getting / taking money.'

**Level 2 Answers that identify message [2]**

e.g. 'Hitler and the Nazis were in the pay / were a front for big business.'  
'Hitler is being controlled / bribed by others.'

**Level 3 Answers that identify purpose of poster [3]**

e.g. 'The purpose of the poster is to turn voters against the Nazis.'  
'To show the Nazis were corrupt and discredit Hitler.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

e.g. 'Hitler could not have afforded the election campaigns of 1932, which included him standing for President. He needed wealthy backers. Many powerful businessmen such as Thyssen and Krupp were willing to lend support to Hitler. Under Weimar the power of trade unions had grown, there were better working conditions and an increase in wages. With the Depression businessmen wanted to cut wages and benefits. Hitler promised to destroy the trade unions and give businessmen more power and in return they were willing to give him money – the little man asking for huge donations. He was also a protection against Communism which he promised to destroy.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster [5-6]**

Combines Level 3 and Level 4.

**Level 6 As for Level 5 but in addition explains why poster published in the 1930s [7]**

As for Level 5 and firmly fixes - two elections took place in July and November 1932 for the Reichstag and also Hitler challenged for the Presidency.

4(b) **Study Source C.**  
**How useful is this source as evidence of the cause of the Reichstag fire? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 1 General answer [1]**

e.g. 'One source by itself is of little use.'

**Level 2 Useful for what it shows [2]**

e.g. 'It is useful because it says that a Communist has committed arson.'

**Level 3 Identifies what is not in the source [3]**

e.g. 'That the fire was started by the Nazis.'  
'The fire was an accident, caused by a tradesman.'  
'It was the work of a madman.'

**Level 4 Answers using contextual knowledge to explain usefulness**

**OR**

**Answers using contextual knowledge to explain information not in the source**

**[4-5]**

e.g. Relates to the Communists

'It tells you that a Communist committed arson. The police had found a Dutch Communist inside the building with matches and firelighters. He was put on trial and later executed. Hitler was delighted as it gave him evidence of what he had saying for years – that the Communists were trying to gain power by violent revolution.'

**OR**

Relates to speculation.

'The fire was extremely convenient for the Nazis and some historians suggest it was started deliberately. Hitler had been elected Chancellor in early 1933 but did not have genuine power. He called an election and set about persuading the German people to support him. The fire gave him the opportunity to stop his opponents from holding public meetings.'

**Level 5 Both sides of level 4 [6]**

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

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'People are voting in Germany.'  
 'The ballot box is part of a tank.'

**Level 2 Interpretation only [3]**

e.g. 'The Nazis are in charge of voting / organising an election.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist of the cartoon wanted to give is that the German voters are not free to choose – they will have to vote for the Nazis – they will be intimidated.'  
 'The Nazis have ended democracy – elections are not free.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist of the cartoon wanted to give is that the German voters are not free to choose – they will have to vote for the Nazis – they will be intimidated. This is supported in the cartoon by the support being shown for Hitler and Hitler sitting by a guillotine ready to despatch those who do not vote for him.'

**OR**

'The message the artist of the cartoon wanted to give is that the German voters are not free to choose – they will have to vote for the Nazis – they will be intimidated. This was the day before an election and shortly after the Reichstag fire. Communists had been arrested and others could be arrested under the 'Emergency Decree' thus reducing opposition. The SA was used to intimidate people.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

**QUESTION 5****5(a) Describe the events which led to Germany becoming the Weimar Republic.**

Target: AO1

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

e.g. 'They lost the war.'

'The Allies offered Germany peace with one of the conditions being that it should become more democratic.'

'The Kaiser refused resulting in sailors in Kiel revolting.'

'On 9 November 1918 the Kaiser abdicated.'

'The following day Ebert announced that the new Republic was in existence.'

**5(b) Explain why Germany suffered from hyper-inflation in 1923.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of government action.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The government printed worthless money.'

'The reparations imposed on Germany affected the economy.'

'There was nothing with which to trade.'

**Level 3 Explains ONE reason [4]**

e.g. 'The occupation of the Ruhr had disastrous effects. The German government had to print money to pay the strikers' wages. This increased inflation.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'The situation had come about from 1921. Large quantities of goods were sent to Belgium and France. As a result there were not enough goods in Germany and so prices rose making inflation worse.'

'The Treaty of Versailles said that Germany had to pay reparations. These were later fixed at a very high figure putting an extra burden on the German economy that was being rebuilt after the war.'

'As it had no goods to trade the government simply printed more money. The government and the great industrialists were able to pay off their war debts in worthless money. This set off a chain reaction. Prices and wages rocketed.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**5(c) How far had Germany recovered from its problems by 1929? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'It recovered partly and life did improve.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'A new currency was introduced, the Rentenmark.'

'Hyperinflation ended.'

'International acceptance improved.'

'The economy recovered.'

'Some did not approve of the changes in the arts.'

'Political instability remained as the Treaty was not acceptable to many.'

**Level 3 Explains recovery OR lack of recovery [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'Stresemann ended hyperinflation and brought confidence back by introducing a new currency and reducing government spending.'

'Between 1924 and 1929 Germany received over 25 billion marks in loans. With this German industry was re-built. He negotiated the Dawes Plan which gave a loan of 800m, reduced annual reparations and gave longer to pay.'

'Germany's international position was improved. By the 1925 Locarno Pact Germany's borders were resolved and Germany was admitted to the League of Nations in 1926 putting it back on the world stage.'

'The greater freedom of the republic encouraged a cultural revival through artists, writers, architects and musicians.'

**OR**

'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'

'To a great extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble. Germany was so dependent on American loans and was still paying reparations and so it suffered acutely.'

'Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.'

'The Weimar constitution with its careful balance of power made firm and decisive action by the government very difficult. This allowed strong opposition from groups such as the Nazis.'

**Level 4 Explains recovery AND lack of recovery [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**



**QUESTION 6****6(a) Describe the role of women in Nazi Germany.**

Target: AO1

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

e.g. 'Motherhood and family life were an important part of Nazi propaganda.'  
 'The Nazis held traditional and conservative views of the role of women.'  
 'Women were not equal to men.'  
 'Women were expected to stay at home and raise children.'  
 'Those who worked found the better jobs closed to them.'  
 'Women were encouraged to have large families and were rewarded if they did.'  
 'Women did have to return to work as part of the war effort.'

**6(b) Explain why young people joined the Hitler Youth.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'For fun and excitement.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'It was compulsory.'  
 'It offered enjoyable involvement activities.'  
 'You could meet people.'

**Level 3 Explains ONE reason [4]**

e.g. 'Many young people were happy to join. There weren't many other organisations for them, and many enjoyed the activities such as camping that the Hitler Youth encouraged.'  
 'Originally membership was optional but from 1936 the Hitler Youth Law made it compulsory.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Many young people were happy to join. There weren't many other organisations for them, and many enjoyed the activities such as camping that the Hitler Youth encouraged. It offered friendship and camaraderie – the gang / group mentality favoured by many at that age.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**6(c) How successful were Nazi economic policies? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They were for some people.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Unemployment was reduced.'  
 'They were moving towards self efficiency.'  
 'There was greater control of the workers.'  
 'There was rural de-population.'

**Level 3 Explains success OR failure [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'The Nazis acted with energy to solve economic problems. There was a huge programme of job creation. The National Labour Service sent men on public works projects and conservation programmes. The public works included the building of autobahns. There were major house building programmes and new public buildings.'  
 'Hitler began to re-arm. In 1935 he reintroduced conscription for the army and in 1936 announced a four-year plan to get the German economy ready for war. The need for weapons created jobs in coal mines, steel and textile mills. Engineering increased when the new air force was announced. This reduced unemployment.'

**OR**

'To control the workers they all had to join the General Labour Front which kept strict control. They could not strike. By the late 1930s many workers were grumbling that their standard of living was still lower than before the Depression.'  
 'Some farmers were not helped by the controls introduced by the Nazis. They resulted in rural depopulation which was the exact opposite of the Nazi aims.'

**Level 4 Explains success AND failure [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how successful' [10]**

## PART 2: DEPTH STUDY – RUSSIA, 1905-1941

**QUESTION 4****4(a) Study Source B.**

**How far does this source explain the unrest in Russia by 1905? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. 'We do not have a say in how our taxes are spent.'  
'It must, as it is from a petition.'

**Level 2 Identifies reasons for unrest not in the source [2-3]**

e.g. 'The Russians lost the war against Japan.'  
'People were not given a say in running the country.'  
'The land issue still existed.'

**Level 3 Uses contextual knowledge to explain the source [4-5]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. 'The Tsar had taken Russia into a war against Japan. This was costly but he anticipated a quick victory which would silence the opposition groups. However, Russia suffered defeats both on land and at sea.'

**OR**

'Conditions for the working people became worse because of increased food prices and food shortages. There were factory closures and unemployment. In protest many went on a march led by Father Gapon.'

**Level 4 Uses contextual knowledge to explain the source [6]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3

**Level 5 As Level 4 with evaluation of 'how far' [7]**

Level 4 plus conclusion of 'how far'

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

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'A man on horseback is riding over people.'

**Level 2 Interpretation only [3]**

e.g. 'Ordinary people have been killed.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist wanted to give is that the revolution is over. It has been ended violently.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist wanted to give is that the revolution is over. It has been ended violently. Protests have now stopped in Russia as the protestors have been killed by order of the Tsar. This is shown by all the dead bodies with the assassin reading over them with a gun firing and carrying a large sword. The silencing has been violent but there is now 'peace and quiet'.'

**OR**

'The message the artist wanted to give is that the protesting has now stopped. Trouble in the cities ended by the end of 1905 but by March 1906 the revolution had been completely crushed as the army remained loyal to the Tsar. However, violent disturbances continued in the countryside. The Tsar appointed Stolypin to deal with this. He was supported by the Okhrana and they dispensed harsh justice.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4.

- 4(c) **Study Source D.**  
**Why was this poster published? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features of cartoon only [1]**

e.g. 'It shows the Tsar and nobility being carried by the peasants.'

**Level 2 Answers that identify message [2]**

e.g. 'The Russian people are suffering.'

**Level 3 Answers that identify purpose of poster [3]**

e.g. 'To show the injustice / cruelty of Tsarist rule.'  
'To encourage ordinary people to rise against the Tsar.'  
'To highlight that the Tsar was leading the country to ruin.'  
'The ordinary people are the ones most affected by Tsarist policies.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4-5]**

e.g. 'Russia was in a mess. The Tsar had decided to go to the front to lead his troops. This proved disastrous as the Tsarina failed to run the country properly. Food was getting short and becoming more expensive the number of strikes was increasing. Russians in the cities were losing confidence in the Tsar. The Duma was not working properly and it was alleged that government was corrupt. At that time the peasants were starving and dying.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster [6]**

e.g. 'It was published to highlight that the Tsar was leading the country to ruin. It is suggesting it is time for change to improve the lives of the peasants and remove the current system of government which was causing despair and death. One thing they wanted was an end to the war which was causing untold misery driven by the incompetent Tsar at the front.'

**QUESTION 5****5(a) What problems did the Provisional Government face in 1917?**

Target: AO1

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

e.g. 'It was temporary.'

'The people in the cities were short of food and food supplies needed to be restored.'

'Passing land reforms to give land to the peasants.'

'Fighting the First World War as they took the decision to continue.'

'It was not elected and its members were inexperienced.'

'Its members had no real experience of government.'

'It was a divided government made up of members from several different parties who quarrelled amongst themselves.'

'Russia was still at war and this had brought about the downfall of the Tsar. A decision had to be made about peace or to fight on.'

'There was unrest in the countryside with the peasants seizing landowners' estates and murdering those who resisted. Land reforms were needed to try and bring this anarchy to an end.' (2 marks)

**5(b) Explain why the Bolsheviks were able to seize power in October 1917.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of the problems that remained.'

**Level 2 Identifies AND/OR describes [2-3]**e.g. 'The provisional Government was unpopular.'  
'The Bolsheviks were a disciplined party dedicated to revolution.'  
'The Petrograd and Moscow soviets were pro-Bolshevik.'**Level 3 Explains ONE reason [4]**

e.g. 'Kerensky was as out of touch with reality as was the Tsar. He ordered the Petrograd garrison to the front line to take part in fighting the Germans. The soldiers mutinied and declared themselves loyal to the Bolsheviks.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**e.g. 'Lenin and the Bolsheviks offered a solution to the problems facing the people that the Provisional Government had failed to deal with. He offered 'Peace, bread and land.'  
'Following the occupation of government buildings by the Red Guard the provisional government fled to the Winter Palace. They were arrested. The Mensheviks walked out in disgust leaving the Bolsheviks in total control.'**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**5(c) How far was the New Economic Policy was a success? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Life improved so it must have been a success.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Grain requisitions were stopped.'

'Peasants could sell grain on the open market.'

'Smaller factories producing consumer goods were returned to their owner.'

'It replaced War Communism.'

'It remained outdated in many areas of production.'

**Level 3 Explains success OR failure of NEP [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'The NEP replaced War Communism where there had been food shortages and famine. Under NEP food production had risen steeply by 1925.'

'As part of the plan Lenin wanted to electrify Russia as this would provide power for modern large scale industry.'

'Trade with western countries began to increase with western goods exchanged for Russian oil.'

'The NEP lasted until 1928 and Russia did become more prosperous although this can partly be attributed to a period of stability.'

**OR**

'The cost of manufactured goods remained high and peasants could not afford them.'

'Many peasants remained poor using outdated equipment. Industrial workers were better off but unemployment remained high.'

'By 1926 the economy had reached pre-1914 levels but massive investment was needed to turn the Soviet Union into a modern industrial country.'

'The introduction of non-communist ideas had upset some and they wanted a return to more socialist methods of running the country.'

**Level 4 Explains success AND failure of NEP [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**



**QUESTION 6****6(a) Describe the main features of Stalin's First Five-Year Plan.**

Target: AO1

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

e.g. 'It focused on building up heavy industries such as coal, steel, oil and electricity.' (2)  
 'Workers were encouraged to complete the plan in four years.'  
 'There were a series of demanding targets to be met.'  
 'Each factory, refinery, foundry and mine was set its own targets.'  
 'Managers could be prosecuted if targets were not met.'  
 'Substantial growth was achieved although it failed to meet its targets.'

**6(b) Explain why Stalin introduced collectivisation.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To control the countryside.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Farming methods were outdated and not producing enough food.'  
 'To make farming more efficient.'  
 'Collectivisation fitted in with common ownership.'  
 'To deal with the kulaks.'

**Level 3 Explains ONE reason [4]**

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and if the USSR was to industrialise successfully even more workers would have to be fed.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'  
 'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'  
 'If he controlled the countryside he could fix the price of food and this would help to keep the wages of the industrial workers down.'  
 'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called the kulaks, who he disliked.'

**Level 5 Adds further explanation to Level 4 [6]**

Offers three basic explanations or one developed with one basic explanation.

**6(c) How successful was Stalin in modernising the Soviet Union by 1941? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'It is impossible to say.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Soviet industry developed spectacularly.'

'The USSR became a great industrial power.'

'Workers were treated badly as they were encouraged to produce more under harsh conditions.'

**Level 3 Explains success OR lack of success [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'It is impossible to know exactly how successful the Five-Year Plans were. Any Soviet figures are unreliable. The Soviet Union was certainly reformed but could it have been achieved with less drastic methods.'

'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'

'Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target even the least successful had grown nearly 50%.'

'In 1929 Soviet workers lacked many of the skills needed to carry out the Plans. The investment in education and training had, by 1937, created a skilled workforce.'

**OR**

'A new elite emerged. This included teachers, scientists, engineers, factory managers and skilled who were paid more than the ordinary workers and received extra benefits such as better housing. This higher standard of living went against Communist principles.'

'An endless barrage of propaganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard.'

'With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded run down buildings.'

'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

**Level 4 Explains success AND lack of success [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how successful' [10]**

## PART 2 – DEPTH STUDY - USA, 1919-1941

**QUESTION 4****4(a) Study Source B**

**How far does this source explain why the USA had serious economic problems by 1929? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. About the stock market.  
 'Because there were many inexperienced speculators.'  
 'They did not anticipate failure / attracted by profit.'  
 'They risked their savings.'

**Level 2 Identifies reasons for problems not in the source [2-3]**

e.g. 'Bank debt / HP increased.'  
 'Farmers were over producing.'  
 'The demand for consumer goods was falling.'  
 'Confidence in the economy was declining.'

**Level 3 Uses contextual knowledge to explain the source [4-5]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. all about stock market.  
 'Prices of shares rose sharply in the 1920s and people got used to the idea that share prices would always go up. People borrowed money to buy shares often 'on the margin'. Much of this increased activity was by inexperienced speculators who were after a quick profit. When shares started to fall there was panic. Many were left with debts they could not pay. Companies went bust as did banks leaving the financial markets in ruin.'

**OR**

Any other reason(s).

'By the end of the 1920s, the US economy was slowing down. Demand for consumer goods was falling as many people already had all they needed. Tariffs on international trade made it hard to export.'

**Level 4 Uses contextual knowledge to explain the source [6]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3 to show how far.

- 4(b) **Study Source C.**  
**How useful is this source as evidence of how the Depression affected people?**  
**Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 1 General answer [1]**

e.g. 'One source by itself is of little use.'

**Level 2 Useful for what it shows OR not useful because it does not show [2-3]**

e.g. 'It is useful as it shows that people lived in Hoovervilles.'  
 'It does not tell us about people being unemployed or of people losing all their savings / facing financial ruin / contemplating suicide.'  
 'Some did not suffer as much.'

**Level 3 Both sides of Level 2 [4]**

**Level 4 Answers using contextual knowledge to explain usefulness**

**OR**

**Answers using contextual knowledge to explain information not in the source**

**[4-5]**

e.g. 'it is useful because it highlights the tumbledown little shacks that many had to live in when they lost everything in the Crash including their homes. They built Hoovervilles on the edge of large towns using any scrap materials available. They were called Hoovervilles after the President who did nothing to help.'

**OR**

'It does not tell us of the high unemployment caused by companies and businesses closing down because of the Crash and the Depression which followed. People could not afford to buy food and had to queue at soup kitchens to receive free food.'

**Level 5 Answers using contextual knowledge to explain source**

**AND**

**Answers using contextual knowledge to explain information not in the source**

**[6]**

Both sides of level 4

**Level 6 As Level 5 with evaluation of 'how useful' [7]**

Level 5 plus conclusion of 'how useful'

- 4(c) **Study Source D.**  
**Why was this source published in 1932? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Surface use of source for information / general assertions [1]**

e.g. 'The man has been affected by his bank closing.'

**Level 2 Answers that identify message [2]**

e.g. 'Investing money in the banks had been unsafe.'

**Level 3 Answers that identify purpose of poster [3]**

e.g. 'Ordinary people were blameless.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]**

e.g. 'The Wall Street Crash had turned into Depression and money people had been left destitute even those who had good jobs. Many banks had failed often because they lent money to speculators.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster [5-6]**

e.g. 'This poster was published to show that ordinary people were blameless. Their plight was often no fault of their own. President Hoover had failed to help such people considering 'that prosperity was just around the corner'. Roosevelt was suggesting that if he was elected he would introduce a New Deal which would include the protection of savings in banks.'

**Level 6 As for Level 5 but in addition explains why poster published in 1932 [7]**

e.g. As for Level 4 but mentions that the election took place in 1932.

**QUESTION 5**

**5(a) What benefits did the First World War bring to the American economy?**

Target: AO1

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

e.g. 'The USA had become the leading country for successful chemical industries.'

'From the explosives industry plastics had developed.'

'The profits gained from loans and the selling of weapons to the Allies produced huge profits to be invested in developing US industry.'

'The ending of the War brought an isolationist policy with protection against foreign competition.'

**5(b) Explain why many farmers did not share in the economic prosperity of the 1920s.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because they were poor.'

**Level 2 Identifies AND/OR describes [2-3]**e.g. 'The demand from Europe fell.'  
'Canada was more efficient.'  
'Because of over-production.'**Level 3 Explains ONE reason [4]**

e.g. 'After the War, Europe imported far less food from the USA partly because Europe was poor and partly a response to US tariff which stopped Europe exporting to the USA.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**e.g. 'The Canadian wheat producers were highly efficient and brought stiff competition to the US farmers.'  
'An underlying problem was over-production. Up to 1920, when farming was doing well, more and more land was used for farming. Improved machinery such as the combined harvester made US agriculture extremely efficient. The result of this was that it was producing surpluses of wheat nobody wanted.'  
'With reduced incomes many farmers could not afford to pay back the loans they had taken out to buy the new machinery this resulted in eviction and unemployment.'**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**5(c) To what extent was the economic boom of the 1920s caused by new methods of production? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Only partly as there were many other reasons.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The car industry developed the assembly line.'  
 'Cheap cars were readily available.'  
 'The car industry boosted other industries.'  
 'Policies of the Republican governments.'  
 'New technology.'  
 'The use of hire purchase and advertising.'

**Level 3 Explains impact of new production methods OR other reasons [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'Mass production methods pioneered by Henry Ford made it cheaper and much easier to manufacture goods using the assembly line system.'  
 'Annual production of motor cars rose from 1.6 million to 5.6 million. The numbers owning cars rose from 8 million to 23 million.'

**OR**

'The increased number of cars stimulated other industries such as steel, rubber and glass.'  
 'Roads had to be built and this created jobs in the construction industry.'  
 'Cars needed petrol to run on and this boosted the oil industry.'  
 'The Republican policy was one of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry through low taxation. They protected American industry by introducing tariffs.'  
 'New technology contributed through widespread availability of electric supplies which boosted the sale of electrical goods such as vacuum cleaners and refrigerators. The chemical industry created new cheap materials such as rayon, bakelite and cellophane.'  
 'If you didn't have the cash you could always borrow the money on hire purchase. Many began to live for now and pay later boosting sales.'

**Level 4 Explains impact of new production methods AND other reasons [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'to what extent' [10]**



**QUESTION 6**

**6(a) What was the Ku Klux Klan?**

Target: AO1

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

e.g. 'A secret organisation revived in 1915 by William Simmons.'

'Stood for "true American values based on white, protestant, rural America".'

'They showed hatred for black people, Catholics, Jews, foreigners, homosexuals and anyone with liberal views.'

'Dressed in white robes and pointed hoods to conceal identity.'

'They carried out executions.'

**6(b) Explain why Sacco and Vanzetti were executed.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Some people were trying to trouble for some groups within America.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'They were victims of the Red Scare.'  
'They were self-confessed anarchists.'  
'They were guilty as enemies of authority.'  
'There judge was accused of being prejudiced.'

**Level 3 Explains ONE reason [4]**

e.g. 'These two were high profile victims of the Red Scare. Racist attitudes existed In America at that time and increased the fear of Communism. They feared that many immigrants might bring radical ideas with them to the USA.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'They were arrested for armed robbery and murder but it emerged that they were self-confessed anarchists who believed in creating social disorder. Their trial became less a trial for murder and more a trial of their radical ideas.'  
'At the trial the judge said that although Vanzetti might not have committed the crime he was guilty because he was an enemy of authority.'  
'The evidence against both was weak but the prosecution relied heavily on racist slurs of their Italian origins and on stirring up fears of the radical beliefs.'  
'They were convicted on the flimsiest of evidence and the narrow minded, prejudiced judge who was affected by the fear of Reds.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

6(c) **'Prohibition ended because it encouraged gangsters.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Yes it did because it went on.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'People involved in corruption included corruption officers and judges.'  
 'American did not agree with the law.'  
 'It could not be enforced.'  
 'It reduced the amount of tax.'  
 'Agents were ineffective.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'Many Americans were concerned about the amount of organised crime which Prohibition encouraged. Rival gangs fought for control and gangland murders increased. The gangs made vast profits allowing them to expand into other areas of criminal activity such as prostitution.'

**OR**

'Prohibition led to massive corruption. Most of the law enforcement officers were themselves involved in the liquor trade. It was difficult to get convictions because senior officers and judges were in the pay of criminals. One in twelve prohibition agents were dismissed for corruption.'

'Big breweries stayed in business throughout the period by bribing local officials, prohibition agents and the police.'

'Drinking illegal alcohol was too popular and too profitable. The vast majority of Americans did not agree with the law and were prepared to break it.'

'The Depression made an important difference. With millions out of work, it seemed nonsense that the government was spending large amounts of money enforcing an unpopular and ineffective law. The money could more wisely be used to help the poor.'

'Opponents of Prohibition were able to argue that by legalising alcohol an enormous number of jobs would be created and tax revenue would increase.'

'Agents were employed to prevent illegal imports of alcohol, illegal production and the growth of speakeasies but there were not enough and they were ineffective.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

## DEPTH STUDY: MAO's CHINA, c.1930-1976

**QUESTION 4****4(a) Study Source B.**

**How far does this source prove that the Long March was a success? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 1 Unsupported assertions / paraphrases / copies source [1]**  
**OR**  
**Evaluates source using provenance**

e.g. 'It was a success as the enemy was defeated.'  
 'It is valid as it is the views of Mao who was on the March.'

**Level 2 Accepts source as being a full proof – uses information in the source and may use contextual knowledge as support [2]**

e.g. 'Yes it does prove it was a success as they achieved what they aimed to do gaining the confidence and support of the people as the source says about sowing 'many seeds'.'

**Level 3 Identifies areas to show lack of success [3]**

e.g. 'It does not tell of the heavy losses sustained by Mao.'

**Level 4 Contextual knowledge used to explain areas of success OR areas of failure not in the source [4-5]**

e.g.  
 'The Communists were suffering heavy losses at their Jiangxi base in the south and it was decided that it should be abandoned. It was decided that a new base was to be established in the north-west province of Shaanxi. The feat of endurance was studded with feats of daring and endurance including the capture and crossing of the Luding Bridge. It was a success as the reached Yanan in October 1935.'

**OR**

'It does not mention the losses and suffering that went on. They took six weeks to break out of Jiangxi and then immediately had to fight a battle. By the end of the battle they had lost 45,000 men, more than half of those who set out. They crossed rivers and mountains and lost many through ill-health. Fewer than 10,000 completed the march.'

**Level 5 Contextual knowledge used to explain areas of success AND areas of failure not in the source [6]**

Both sides of level 4

- 4(b) **Study Source C.**  
**Why was this poster published in 1947? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features only [1]**

e.g. 'People are physically pulling a plough.'

**Level 2 Answers that identify message [2]**

e.g. 'The message is that the peasants were worked excessively hard by their landlords. They are shown as being treated like beasts of burden.'

**Level 3 Answers that identify purpose of poster [3]**

e.g. 'The purpose of publishing this cartoon was to encourage peasants to rebel against their landlords.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4-5]**

e.g. 'It was published during the Civil War and the Communists were trying to overturn the landlords and give land to the peasants. The landlords supported the Guomindang and so were enemies of the Communists.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster at that time [6-7]**

e.g. 'The purpose of publishing this cartoon was to encourage peasants to rebel against their landlords. It was published during the Civil War and the Communists were trying to overturn the landlords and give land to the peasants. The landlords supported the Guomindang and so were enemies of the Communists.'

- 4(c) **Study Source D.**  
**How far does this source explain the reasons for the success of the Communists in the Civil War? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. 'The source shows two armed Red Army soldiers carrying out an ambush.'

**Level 2 Identifies reasons not in the source [2-3]**

e.g. 'An army that was very well disciplined, fed and cared for.'

'Good leaders with tactical sense.'

'Had the support of the peasants.'

'positive action against the Japanese.'

**Level 3 Uses contextual knowledge to explain the source [4-5]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. 'The picture shows two Communists setting up an ambush. Mao continued to use the same guerrilla tactics that had worked against the Japanese. The campaign was from mobile bases. They would ambush and set traps causing confusion among the enemy making it very difficult for the enemy to deal with.'

**OR**

The Communists were particularly popular in Northern China. They cared for the peasants and did not take away their land. They treated people fairly and kept firm law and order. The Nationalists did exactly the opposite and law and order was beginning to break down.'

**Level 4 Uses contextual knowledge to explain the source [6]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3

**Level 5 As Level 4 with evaluation of 'how far' [7]**

Level 4 plus conclusion of 'how far'

**QUESTION 5**

**5(a) Describe the 'speak bitterness' meetings of the early 1950s.**

Target: AO1

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

e.g. 'At these meetings the peasants were encouraged to vent their feelings about their landlord.'

'At these meetings the way landlords had treated the peasants became apparent. They had seized land for unpaid debts and hoarded grain at a time of famine.'

At least one million landlords were executed or lynched on the spot as peasants took their revenge.'

**5(b) Explain why Mao introduced the Great Leap Forward.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'China was falling back into its old ways of power.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Mao wanted workers and peasants to have control.'  
'China's manpower was not being used effectively.'  
'To increase industrial output.'  
'To increased farm production.'  
'To solve unemployment.'

**Level 3 Explains ONE reason [4]**

e.g. 'After ten years of communism, Mao saw a middle-class running factories, business and education. For him it was too much like the old ruling Mandarin class under the emperors. He wanted a revolution to hand back power to the peasants and workers.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Despite the successes of the first five-year plan China's vast source of manpower was not being used effectively. There was unemployment in the cities and in the countryside most peasants had little to do between harvesting and sowing.'  
'China needed to raise enough money to build more industry. This was to be done by taxing the increased production from farms.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.



**5(c) How far did Chinese people benefit from Communist rule in the 1950s? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Life improved.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'It became a one-party state.'  
 'It imposed communist ideas.'  
 'Health of the people began to improve.'  
 'Education expanded.'  
 'The treatment of women improved.'

**Level 3 Explains benefits OR lack of improvement [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. e.g. 'Under the Agrarian Reform Law land was taken from the landowners and re-distributed equally among the peasants. Many landowners were tried in people's courts, found guilty and shot.'

'The worst of the poverty was dealt with by strict rationing. The health of the people was improved by huge propaganda campaigns about cleanliness. There were more doctors to carry out vaccination programmes.'

'They wanted to provide education for all but there were not enough primary teachers at first. Changes came in 1949 when large sums of money were invested.'

'Equal right were proclaimed for women and laws passed to stop arranged and child marriages and polygamy.'

**OR**

'China became a one party state with Moa as chairman. Other political parties were stamped out. The PLO ruled through fear and terror. The government controlled the media using propaganda.'

'All large-scale industry such as coal, steel and engineering was nationalised. By 1952 the previous highest levels of output were reached.'

'In 1953 the First Five Year plan was introduced. It concentrated on the heavy industries. Targets were set and the economy improved. Mao controlled prices and wages. Workers could only improve their pay by working harder and producing more.'

'Mao persuaded farmers to farm collectively to transform agriculture. By 1952 famine had been removed although agriculture still remained backward as it was owned by the peasants.'

'In 1957 Mao launched his "Hundred Flowers Blossom" campaign. This invited criticism from anyone. This resulted in a wave of criticism and the campaign was stopped.'

**CONT/**

'In 1958 the second Five-Year Plan, The Great Leap Forward, was introduced. This was because Mao thought that China was going back to its old ways, that manpower was inefficient and to increase industry by raising money.'

**Level 4 Explains benefits AND lack of improvement**

**[7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far'**

**[10]**

**QUESTION 6****6(a) Describe China's relations with the USSR in the 1950s.**

Target: AO1

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

e.g. 'They signed the Treaty of Friendship, Alliance and Mutual assistance which gave China the promise of aid in the event of attack.'

'The bond between them was strengthened by the Korean War.'

'Mao was suspicious of Khrushchev's efforts to improve relations with the West.'

'The Russians were worried about Mao's plans to build nuclear weapons.'

'There were clashes between Soviet and Chinese troops along the Amur River.'

'The Soviets stopped all economic aid to China by 1960.'

'Khrushchev denounced Stalin.'

**6(b) Explain why China's relations with the USA changed after 1970.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Policies changed.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'China joined the UNO.'  
'The USA changed their foreign policy.'  
'Trade developed.'  
'China was less friendly with Russia.'

**Level 3 Explains ONE reason [4]**

e.g. 'In 1971 a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'The USA under Nixon began to change its foreign policy accepting it was not possible to fight Communism everywhere.'  
'In 1972 Nixon visited China and met Mao. As a result increased trade began to develop with the West as the ban on trade was lifted.'  
'Within two years trade had increased significantly and was helping to build up Chinese industry.'  
'China viewed the USA as a useful ally against Russia particularly after the withdrawal from Vietnam.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**6(c) How far was China established as a super power by the time of Mao's death?  
Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'No, it is not like the USA.'

**Level 2 Identifies AND/OR describes [2-3]**

This might be an outline of what is meant by a super power.

e.g. 'A country that dominates the world economy.'

'A country where there is internal stability and unity.'

'A country that is strong militarily.'

'Nuclear power available.'

'Developing a Greater China.'

'Poor communications.'

'Investment growing.'

**Level 3 Explains why super power OR why not [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'China's modernisation policy introduced by Deng Xiaoping after 1978 has been a tremendous success. In the 1990s growth averaged 12.6%.'

'Foreign investment is flowing into China to deal with identified underdeveloped areas of natural resources and manpower.'

'A massive military might with comparable armaments to the West. China joined the space race and is capable of launching humans into space. There has been the emergence of a Greater China with nuclear capability.'

**OR**

'China is suffering from high inflation that is not being effectively controlled.'

'The infrastructure is not equipped to cope with transport and communication networks often inadequate.'

'The human rights record is weak and criminal activity rife. Crime is growing faster in the provinces where reform has been more successful.'

'Some would argue that the fall of the Soviet bloc affected the ideology that underpins China and that democratic influences are playing a role.'

**Level 4 Explains why super power AND why not [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

## PART 2: DEPTH STUDY

## THE CAUSES AND EVENTS OF THE FIRST WORLD WAR

**QUESTION 4****4(a) Study Source B.**

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

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Britain and France are dancing and Germany is annoyed.'

**Level 2 Interpretation only [3]**

e.g. 'Germany has been stopped from doing what it wanted.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist wanted to give is that Britain and France are together and strengthening their relationship.'

'Germany has failed to break the relationship between Britain and France.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist wanted to give is that Britain and France are together and strengthening their relationship. Naval sea power has been important in this. Britain and France are dancing together and celebrating that they have stuck together against the Kaiser. The Kaiser is disappointed but thinks he will get other opportunities to split France and Britain.'

**OR**

'The message the artist wanted to give is that Britain and France are together and strengthening their relationship. Britain and France had signed the Entente Cordiale in 1904. In 1905 the Kaiser visited Morocco and promised to support their independence. The Kaiser was testing the newly signed Entente, but it held firm.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4

- 4(b) **Study Source C.**  
**How far does this source explain why there was an arms race between Great Britain and Germany? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. 'Germany's trade needs protecting.'

**Level 2 Identifies reasons for arms race not in the source [2-3]**

e.g. 'To challenge the British navy.'

'To threaten Britain.'

'Because of the increasing threat of war.'

'The Kaiser was very militaristic.'

**Level 3 Uses contextual knowledge to explain the source [4]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. 'Germany is beginning to gain an empire at that time and to develop trade with it. The Kaiser and his admirals thought there was a need to build up the German navy to protect its colonial and trade interests.'

**OR**

'There was a growing threat of war. Britain had the most powerful navy in the world, which if there was conflict would be a problem for Germany. The Kaiser already had the world's best army and wanted to rival Britain's navy.'

**Level 4 Uses contextual knowledge to explain the source [5]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3

**Level 5 As Level 4 with evaluation of 'how far' [6]**

Level 4 plus conclusion of 'how far'

- 4(c) **Study Source D.**  
**Why was this postcard published in 1914? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Uses surface features only [1]**

e.g. 'The Kaiser is trying to reach the soap which is in the shape of Europe.'

**Level 2 Answers that identify message [2]**

e.g. 'The Kaiser is trying to grab Europe.'  
'The Kaiser is war-like.'

**Level 3 Answers that identify purpose of poster [3]**

e.g. 'This postcard was published by the British government to warn people of the danger of war. The Kaiser is a threat and that danger is looming. The Kaiser's shadow hangs over Europe.'

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4-5]**

e.g. 'It was increasing looking like war in Europe. The Kaiser had built up his army and navy and was supporting Austria against the Serbs. Germany had developed the Schlieffen Plan.'

**Level 5 Answers that use contextual knowledge to explain purpose of the poster [6]**

e.g. 'This postcard was published to warn people that the Kaiser is a threat and that danger is looming. Steadily over recent years the threat of war has increased in Europe and the British government is warning of this threat and that the Kaiser will stop at nothing. The Kaiser had built up his army and navy and was supporting Austria against the Serbs. Germany had developed the Schlieffen Plan.'

**Level 6 Answers which specifically cover 'why 1914'? [7]**

Level 5 + the fact that war did break out in 1914.



**QUESTION 5**

**5(a) Describe conditions in the trenches?**

Target: AO1

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

e.g. 'Basic food.'

'Muddy, wet, etc. causing 'trench foot.'

'The problem of directing artillery fire.'

'Danger of gas attacks.'

'Limited fresh water supplies for drinking water.'

'Vermin such as rats.'

'Danger of being shot.'

'Barbed wire caused problems.'

**5(b) Explain why a 'stalemate' developed on the Western Front.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because neither side could win.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The barbed wire prevented attacks.'  
'The machine-gun prevented attacks.'  
'The commanders were using outdated methods.'  
'New methods of fighting were ineffective.'

**Level 3 Explains ONE reason [4]**

e.g. 'In the first World War infantrymen were supposed to attack quickly through gaps in the enemy defences. This proved impossible with trenches defended by barbed wire.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'The machine-gun was an ideal defensive weapon. As men crossed No-Man's-Land they could be picked-off by enemy machine-guns firing 60 rounds per minute.'  
'The commanders on both sides had little or no idea about trench warfare and the tactics necessary to break the stalemate. Many generals still believed cavalry would win the war.'  
'They often failed to make good use of many new weapons (gas, flame-throwers) developed believing that weight of numbers of infantry soldiers would achieve a breakthrough. It was not until the coming of the tank in 1918 that a breakthrough was achieved.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

- 5(c) **'The failure of the Ludendorff Offensive of 1918 was the most important reason why Germany asked for an armistice.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'The real reason was that the German military was over whelmed.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'It was the last-ditch effort.'  
 'Germany had nothing left to offer.'  
 'The people of Germany were losing the will to support.'  
 'The Somme was devastating.'  
 'The USA entered the war.'  
 'The Kaiser abdicated.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'German troops were switched from the Eastern to the Western Front. In March 1918 Ludendorff launched the great gamble to win the war. It was going well with the Germans breaking through the front line. However they had lost 400,000 men and had no reserves. They were ill-disciplined. By late September the Germans were in full retreat. Germany's army had nothing else to offer and so an armistice was asked for.'  
 OR  
 'The people of Germany were starving as food was in short supply due to the naval blockade. They were losing the will to support the war.'  
 'The Somme (1916 – year of attrition) was a devastating for Germany. They thought they would break through as France was weakening but to relieve the pressure Haig launched his planned offence on the Somme.'  
 'The German U-boat campaign increased food shortages in Britain but had an even greater effect – it brought the USA into the war. Germany could never succeed in a long drawn out struggle with the might of America. It increased the morale of the allied troops.'  
 'The German war effort collapsed in late October, early November and the Kaiser abdicated.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**QUESTION 6****6(a) What did Germany hope to achieve through its use of U-boats?**

Target: AO1

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

e.g. 'To starve the people of Britain.'

'Britain could not produce all the food it needed and so had to import. It was the intention to stop these imports.'

'There was a need for industrial goods mainly from the Empire and they tried to stop this.'

'They wanted to reduce morale.'

'To stop aid from America.'

**6(b) Explain why Britain won the war at sea.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Tactics played an important part.'

**Level 2 Identifies AND/OR describes [2-3]**e.g. 'Value of US navy.'  
'The use of convoys.'  
'The use of depth charges and mines.'**Level 3 Explains ONE reason [4]**

e.g. 'The bulk of the German fleet was blockaded in port by Britain's navy and did not put to sea particularly after Jutland.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**e.g. 'The Germans used U-boats. The British used mines with good effect in preventing U-boats using the English Channel and from sailing into British ports. Depth charges added to this threat.'  
'The British used Q ships. These were heavily armed decoy ships designed to fool U-boats into attacking well defended targets.'  
From mid-1917 almost all merchant ships travelled in convoy with British and American warships there to defend against attack.'**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

6(c) **'The Gallipoli campaign failed because of the weather.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'The weather did contribute to the failure.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The retreat of the ships lost the surprise element.'  
'The military failed to think out and develop a strategy that had a chance of success.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'In summer the heat and dust were dreadful. Water was extremely scarce and had to be carried by mules in cans from supply ships. Flies were everywhere causing widespread dysentery. Men were weak and had to be treated on hospital ships offshore. In hot weather the stench of rotting bodies became unbearable. In winter the heat and dust turned to mud and snow. Water poured down hills into the allied trenches. Blizzards swept over men without overcoats and many died of exposure.'

**OR**

'The Turks knew well in advance about the planned Gallipoli landings and strengthened their defences. They had put mines in the water which resulted in the navy retreating. They then dug themselves into the hillside overlooking the beaches in a prime position. It had taken the British several weeks to organise the landings losing the advantage of surprise.'

'From the beginning the plan had little chance of success. It was highly unlikely to knock Turkey and then Austria out of the war. No serious thought had been given to what to do once they had captured Gallipoli. The commanders on the Western Front refused to release men as it was believed that the war would be won there. The British used out of date maps for the landings and failed to remove the mines. The only realistic chance was a joint army and navy operation, yet they were carried out separately.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**PART 2: DEPTH STUDY****END OF EMPIRE, c.1919-1969****QUESTION 4****4(a) Study Source B.**

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

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'The animals representing Britain and France have lost their tails.'

**Level 2 Interpretation only [3]**

e.g. 'The policies of Britain and France were a failure.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist wanted to give is that France and Britain have been humiliated by Egypt.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist wanted to give is that France and Britain have been humiliated by Egypt. They have been sent away from Egypt (Suez) with out their tails. They have lost their strength / power. It is a play on 'with their tails between their legs'.'

**OR**

'The message the artist wanted to give is that France and Britain have been humiliated by Egypt. There were some who thought Britain was still a world power but this was no longer the case. The USA and USSR had emerged as world powers. Britain and France thought they could stop Nasser. Nasser had the support of the USSR hence the USSR 'mocking' Britain's strength. The USA refused to support Britain and France which meant they had to carry out a humiliating withdrawal.'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4

**4(b) Study Source C.**

**Are you surprised by what Churchill said? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Answers that copy / paraphrase the source [1-2]**

e.g. 'I am not surprised as many Indians were helping Britain in the war.'  
'I am surprised as Churchill was threatening.'

**Level 2 Surprised / not surprised – general claims [3]**

e.g. 'I am not surprised as Churchill was an imperialist.'  
'I am surprised he said this as he would have been aware of unrest in India.'

**Level 3 Not surprised OR surprised [4-5]**

e.g. 'I am not surprised as Churchill was totally in favour of the idea of 'empire' and he is quoted as saying that he had not been appointed Prime Minister to preside over the end of the British Empire. Additionally Indian forces were very important to the war effort against Hitler.'

**OR**

'I am surprised as even during the war there was evidence that the Empire was beginning to crumble in India and Churchill should have been aware of this and not inflame the issue. There were issues being raised in India by Gandhi, Nehru and Jinnah. Jinnah was demanding a separate Muslim state, called Pakistan. The Indian Congress had launched a 'quit India campaign.'

**Level 4 Not Surprised AND surprised [6]**

Both sides of Level 3



- 4(c) **Study Source D.**  
**How far does this source explain Britain's reasons for decolonisation? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. 'National consciousness was growing across Africa.'  
 'It recognises the trend towards change.'

**Level 2 Identifies reasons for decolonisation not in the source [2-3]**

e.g. 'The increasing weakness of Britain as a world power.'  
 'The 'value for money' of the Empire.'  
 'The need to increase the popularity of the Conservatives.'  
 'To exploit more lucrative trade marks.'  
 'Decolonisation was already under way.'

**Level 3 Uses contextual knowledge to explain the source [4-5]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. 'The Gold coast (Ghana) had become independent in 1957 and Macmillan recognised that more African countries were likely to become independent. France had made (in 1958) an initial offer of independence to their African Empire and Britain was looking like an old-fashioned colonial oppressor. The move by the French fuelled further nationalist pressure amongst some remaining African colonies. This is what Macmillan recognised as the 'wind of change'. It was important that British national policies should take account of the new era.'

**OR**

'Macmillan took office after the Suez disaster. The nature of the defeat was evident to all Africans. The weaknesses of their colonial master had become clear to Africans struggling to achieve independence. Suez had shown that the battle for imperial prestige had been fought and lost. Britain was no longer the colonial master.'

**Level 4 Uses contextual knowledge to explain the source [6]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3

**Level 5 As Level 4 with evaluation of 'how far' [7]**

Level 4 plus conclusion of 'how far'

**QUESTION 5****5(a) Describe the main terms of the Government of India Act, 1919**

Target: AO1

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

e.g. 'The Viceroy had to be advised by a Council of six civilians including three Indians.'

'The Viceroy could enforce laws.'

'The provision councils were given control over such areas as Indian education and health.'

'The British retained control of military matters, foreign affairs currency and criminal law.'

'The franchise was extended giving the vote to about 10% of the adult male population.'

**5(b) Explain why the Amritsar Massacre took place in 1919.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because there was unrest.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The Rowlatt Commission was responsible.'  
'There was unrest over the Government of India Act.'  
'There was general unrest relating to lack of food.'  
'There was a fear of a mutiny.'

**Level 3 Explains ONE reason [4]**

e.g. 'Those Indians hoping for home Rule were particularly disappointed with the Government of India Act. As details of the reforms became known, unrest and violence increased especially in the Punjab.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'Uncertainty was exacerbated by unemployment, the failure of the monsoon leading to crop failure and regional famine. All this led to unrest and riots.'  
To all the unrest the British Raj responded in the only way it new how – by repression to be enforced by the Rowlatt Acts further inflaming the situation.'  
'The Rowlatt Commission reported that the Punjab was a centre of revolutionary activity and recommended imprisonment without trial, censorship and house arrest of suspects – the British government were prepared to use force.'  
'A series of 'hartels' took place as a protest against the Rowlett Acts. Rioting developed. The governor of the Punjab (O'Dwyer) thought it was leading to mutiny and sent Dyer to deal with the situation. Dyer was convinced that a general uprising was imminent.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

5(c) 'Nehru was more important than Ghandi in achieving independence for India' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'They both contributed to independence.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Nehru fought against dominion status.  
'He underestimated religious divisions.  
'Gandhi believed in passive resistance.'  
'He used civil disobedience.'  
'He did not want power for himself.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'Nehru was one of four labelled the 'young hooligans. He was attracted to socialism which Gandhi viewed as radical. He was totally opposed to dominion status and spoke strongly of his opposition.'  
'Congress had forged links with the Labour Party and this was developed by Nehru who developed a friendship with Stafford Cripps. This gave a voice to the opinions of Congress in the British press and the House of Commons.'  
'Nehru, an atheist, thought, wrongly, that the religious divisions were being exaggerated and that they would diminish as India became independent. He thought the British would grant independence to a united country. Only in 1946 did he accept partition.'

**OR**

'After returning to India in 1915, Gandhi became a leading figure in the Indian National Congress Party and the Nationalist movement. He promoted the ideas of non-violent civil disobedience in order to make British rule of India impossible. He advocated self-reliance and the non-importation of British manufactured goods. He was able to appeal to the masses and disrupt British rule through them.'

'Over the issue of the untouchables Gandhi was prepared to fast-unto-death. This became a problem for the British and because they and Congress did not want him to die in this way, a compromise was reached prior to the India Act of 1935. This Act granted a Parliament.'

'In 1942 he introduced the quit India campaign which resulted in riots, killings and the destruction of government property.'

'Gandhi was strongly opposed to partition and wanted all religions to live together in a united India.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'more important' [10]**

**QUESTION 6**

**6(a) What were the aims of the Kenyan African Union?**

Target: AO1

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

e.g. 'To achieve African majority rule.'

'To gain more African seats on the Legislative Council.'

'The radical part of the Party wanted to drive the British out by force.'

'Settlement of the land issue, where the most fertile land on the highland plateau could only be farmed by white settlers.'

'To remove the colour-bar situation where blacks were treated as inferior citizens.'

**6(b) Explain why there was unrest in Kenya from 1952 to 1957.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of white control.'

**Level 2 Identifies AND/OR describes [2-3]**e.g. 'Because white people had taken the White Highlands.'  
'The Mau Mau terrorists were involved.'  
'Because of the way Kikuyu tribesmen were treated.'**Level 3 Explains ONE reason [4]**

e.g. 'The majority tribe, the Kikuyu, demanded the restoration of the White Highlands to the native Africans. This was the most fertile area and had large numbers of white settlers. This left the native Africans restricted to overcrowded tribal areas.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**e.g. 'By 1949 Kikuyu discontent had developed into the Mau Mau organisation. This organisation demanded the restoration of African lands to African people. The Mau Mau was soon regarded as the Land and Freedom Army and a resistance movement to British repression.'  
'Whilst the Mau Mau was primarily a rural terrorist group it began to gain support in urban areas where living standards were declining and unemployment rising.'  
'The Mau Mau used the swearing of oaths which became the 'killing oath' as the Mau Mau used extreme violence to overthrow white rule.'  
'The British response was to declare a state of emergency with mass arrests of Kikuyu tribesmen who were held in special detention centres which were like concentration camps.'**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**6(c) How far was Kenyatta responsible for Kenya gaining its independence in 1963?  
Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'He was a positive leader.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Kenyatta had the support of the KAU.'  
'The attitude of the British government was changing.'  
'Kenyan nationalism was increasing.'  
'Intertribal harmony increased.'

**Level 3 Explains Kenyatta OR other reasons [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'In 1944 the nationalist party, the Kenyan African Union (KAU) was founded and Jomo Kenyatta became its leader. The aim was the restoration of the white Highlands. Kenyatta was seen as a kind of Messiah who would take control and restore Kikuyu power and prosperity.'

Kenyatta believed in the importance of recognising indigenous culture and rejected the Europeanising effect of colonisation.'

'He hoped to win African majority rule gradually by first of all gaining seats on the Legislative Council.'

'He was arrested in 1952 as a Mau Mau suspected (never proved) but imprisoned until 1961, denouncing violence and arguing that the KAU had not been involved in organising the rebellion. When he was released, so great was his prestige that he was immediately recognised as the Kanu leader.'

'He worked with a newly formed KADU to form a coalition government in 1962 and in 1963, after an election he became Prime Minister of self-governing Kenya.'

**OR**

'Macmillan and the British government were concerned about the financial cost of colonies and particularly where they had to deal with violence. They wanted to reduce these costs to free up money to spend at home to increase their popularity.'

'Throughout the 1950s it became increasingly clear that Kenyan nationalism could not be appeased. Any form of constitution that did not allow for black majority rule would fail.'

'The process of gaining independence was already underway in Africa and Kenya became part of this momentum.'

'Leaders such as Oginga Odinga and Tom Mboya were able to create a new intertribal movement rather than the narrow focus of the Mau Mau which convinced Britain that Kenya was politically mature enough for independence.'

**CONT/**

**Level 4 Explains Kenyatta AND other reasons**

**[7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of ‘how far’**

**[10]**



## PART 2: DEPTH STUDY

## THE USA, 1945-1975: LAND OF FREEDOM?

**QUESTION 4****4(a) Study Source B.**

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

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'Kennedy is looking at an egg-timer.'

**Level 2 Interpretation only [3]**

e.g. 'Kennedy is thinking about what to do in relation to civil rights.'  
'There are large protests about civil rights.'

**Level 3 Main message of cartoon identified [4]**

e.g. 'The message the artist wanted to give is that time is running out for Kennedy.'

**Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]**

e.g. 'The message the artist wanted to give is that time is running out for Kennedy. President Kennedy is shown at his desk in the White House with crowds of people shown outside demanding 'Civil Rights'. The egg-timer on his desk shows more of the sand in the lower chamber and very little left in the upper chamber.'

**OR**

'The message the artist wanted to give is that time is running out for Kennedy. He had become President in 1961. He had made several gestures that had publicised his commitment towards racial equality. However civil rights activists thought Kennedy a great disappointment. His proposed bill of February 1963 was a moderate attempt towards improving civil rights but had met opposition in Congress and got stuck. Events in the southern states hindered its progress because of the political risks. Thus time was running out for him to do something. In August more than 20,000 people marched peacefully through Washington with Martin Luther King. Kennedy told the civil rights leaders that they had advanced the rights for millions of 'negroes'. King's response to the huge crowd was 'I still have a dream...'

**Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 4

- 4(b) **Study Source C.**  
**Why was this photograph taken? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / surface features [1]**

e.g. 'To show a protest.'

**Level 2 Answers based on misinterpretation of photograph [2]**

e.g. 'To highlight the fact that white people are protesting about civil rights.'

**Level 3 Identifies the message the photographer wanted to give [3]**

e.g. 'That both white and black American students are protesting peacefully for rights.'

**Level 4 Purpose of taking the photograph [4]**

e.g. 'That both white and black American students are protesting peacefully for rights but are being harassed by a policeman collecting photographic evidence.'

**Level 5 Purpose of taking the photograph supported by contextual knowledge [5-6]**

e.g. 'That both white and black students are protesting peacefully for rights but are being harassed by a policeman collecting photographic evidence. A Civil rights Act had been passed and with the momentum from this and the activities of King, continued to encourage black American to register for the vote. They were helped by white people from northern states who came south in great numbers.'

- 4(c) **Study Source D.**  
**How useful is this source as evidence about Martin Luther King's contribution to the civil rights movement? Use the source and your knowledge to explain your answer.**

Target: AO1, 2, 3

**Level 0 No evidence submitted or response does not address the question [0]**

**Level 1 Unsupported assertions / paraphrases / copies / surface features [1]**

e.g. 'King is trying to bring into the open racist issues.'

**Level 2 Identifies reasons not in the source [2-3]**

e.g. 'King took a leading part in the Montgomery Bus Boycott.'  
 'Gave a speech at the end of the March on Washington in 1963.'  
 'Remembered for 'I have a dream...'  
 'Had great oratory skills.'  
 'He believed in non-violence.'

**Level 3 Uses contextual knowledge to explain the source [4-5]**

**OR**

**Uses contextual knowledge to explain reasons not in source**

e.g. 'Often when protesting black people were arrested and treated humiliatingly in jail. This was something which did not often come to the notice of the general public. King is saying that the events in Birmingham gave an opportunity to protest peacefully in front of the world so the harsh methods used to stop protest could be seen by all. In 1963 King organised a peaceful protest march in Birmingham. Six years after the Montgomery decision this city had not desegregated. Its police force was notoriously racist. It had links with the KKK. In full glare of the media, police and fire officers turned dogs and hoses on the protesters. Over 1,000 protesters were arrested and many, including King, were put in jail.'

**OR**

'King played an important part in the moderate and peaceful march on Washington. He was to be the final speaker.' He was conscious of the Christian unity expressed at the meeting and many were moved by his 'I have a dream speech'. The march was a great success and clearly demonstrated the support for the cause, including the degree of white support. The following year the Civil Rights Bill was passed, seen through Congress by President Johnson.'

**Level 4 Uses contextual knowledge to explain the source [6]**

**AND**

**Uses contextual knowledge to explain reasons not in source**

Both sides of Level 3

**Level 5 As Level 4 with evaluation of 'how far' [7]**

Level 4 plus conclusion of 'how useful'

**QUESTION 5**

**5(a) Describe the investigation into Hollywood actors, writers and producers.**

Target: AO1

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

e.g. It was under the 'House Un-American Activities Committee.'

'The FBI claimed evidence that a number of prominent Hollywood writers were Communist.'

'They appeared before the Committee but refused to answer the questions as they lived in a democracy.'

'They pleaded the First Amendment and claimed the Committee had no right to ask the questions.'

'They were jailed for twelve months for contempt of court.'

'They were blacklisted by Hollywood.'

**5(b) Explain why the support for McCarthyism declined.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'McCarthy lost credibility.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Not everybody approved of McCarthy and his actions.'  
'Many senators spoke up against him.'  
'Some of Hollywood's biggest stars protested against his actions.'  
'Some quality newspapers damaged McCarthy's credibility.'  
'He was affected by a TV programme.'  
'His ideas brought humiliation in court.'

**Level 3 Explains ONE reason [4]**

e.g. 'Not everybody approved of McCarthy and his actions. In fact public opinion polls showed that McCarthy never achieved more than a 50% popular approval rating at any time between 1950 and 1954.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'On television the respected TV journalist produced a devastating programme on the 'See It Now' series in 1954. The programme consisted many of McCarthy's own statements used to denounce his accusations. Around the same time quality newspaper journalists produced sensible and balanced reporting to damage McCarthy's credibility.'  
'In 1954 he turned his attacks on the army. By this time his accusations seemed ridiculous. In televised hearings he was humiliated by a lawyer representing the army. Even the court burst into applause when McCarthy was accused of having no decency. This lost him all his credibility and finished him as a political force.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

- 5(c) 'Events outside America were more important than developments in America in creating a fear of Communism.' How far do you agree with this statement?  
Explain your answer.

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g.

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'There was a strong anti-communist movement within the FBI leading to loyalty boards.'

'The role of the House Un-American Activities Committee in relation to Hollywood.'

'The part played by McCarthy.'

'The role of spies – the rosenbergs.'

**Level 3 Explains agreement OR disagreement [4-6]**

Developed explanation to be given two marks within L3 and L4.

They played their high profile part in the Red Scare.

e.g. 'In 1948 Whittaker chambers faced the HUAC. He admitted being a Communist and named Hiss as being a member of the group. Hiss a high ranking member of the US State Department denied this. Truman dismissed the case but Richard Nixon a member of HUAC decided to pursue the case. He found convincing evidence that Hiss did know Chambers but less convincing evidence that Hiss had passed information to the USSR during the war. Hiss was never tried for spying but was convicted of perjury, spending nearly five years in prison.'

**OR**

'The Soviet Union had developed its own atomic bomb by 1949 which was much earlier than expected. The USA strongly suspected spies had passed secrets to the USSR. The investigations brought a conviction against Fuchs and suspicion of the Rosenbergs. At their trial they denied all charges but were found guilty and executed in 1953. At the time the evidence was considered flimsy but more recently coded telegrams between them and the Soviets have been published.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how far' [10]**

**QUESTION 6****6(a) Describe the education provision for African Americans before 1950?**

Target: AO1

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

e.g. 'Separate schools for black and white children.'

'Schools for black children less well equipped.'

'In 1950 a judge ruled that states had to provide equal education but did not say they had to provide integrated schools.'

**6(b) Explain why events in Little Rock, Arkansas in 1957 were important.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]****Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They were racial clashes.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'Arkansas failed to integrate.'

'Faubus would not allow nine black students to attend.'

'It required action at Presidential level.'

Faubus' actions were popular.'

**Level 3 Explains ONE reason [4]**

e.g. 'Integration was introduced quickly and effectively in some states, but met with bitter resistance in others. Arkansas had still not integrated three years later.'

**Level 4 Explains TWO reasons OR develops ONE explained reason [5]**

e.g. 'In 1957 the supreme Court ordered the Governor, Faubus, to let nine black students attend a white school in Little Rock. Faubus ordered out the state troops to stop this happening. He claimed this was because he could not guarantee their safety.'

'Faubus only backed down when Eisenhower sent federal troops to protect the students.'

The troops stayed for six weeks. But once they withdrew there were no further major racial incidents at the school.'

'Faubus' actions gained him widespread popularity and he was re-elected for a total of six terms.'

**Level 5 Adds further explanation to Level 4 [6]**Offers three basic explanations **or** one developed with one basic explanation.

**6(c) How successful was the struggle for Civil Rights in the 1950s? Explain your answer.**

Target: AO1, 2

**Level 0 No evidence submitted or response does not address the question [0]**

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

e.g. 'They made slow progress.'

**Level 2 Identifies AND/OR describes [2-3]**

e.g. 'The case taken out by Brown was significant.'  
 'There was a successful bus boycott in Montgomery.'  
 'Successful sit-in protests were organised.'  
 'People faced massive intimidation.'  
 'The Supreme Court remained indecisive.'

**Level 3 Explains success OR failure [4-6]**

Developed explanation to be given two marks within L3 and L4.

e.g. 'In 1954 Brown, a church minister decided to challenge segregated schools in Topeka, Kansas. It was to challenge the 'separate but equal' ruling. The Chief Justice adjudged that even if facilities were equal, separate education was psychologically harmful to black children. The Supreme Court agreed in defiance of President Eisenhower's wishes. The case seemed to remove all constitutional sanction for racial segregation.'  
 'Following the conviction of Rosa Parks in Montgomery a boycott of the buses was organised. On the first day the buses were empty with thousands turning up to hear Martin Luther King. The boycott was a great success as the bus company lost 65% of its income.. It was the first major example of the power of non-violent direct action and the Courts decided that Montgomery's bus laws were illegal.'  
 'Sit-ins were used in other areas and were successful in North Carolina and Nashville.'  
**OR**  
 'The Brown case was successful but the Supreme Court would not give a date by which desegregation had to be achieved. Even by 1955 this had not happened. Throughout the South, White Citizens Councils were quickly formed to defend segregation and the Ku Klux Klan was revitalised.'  
 'Throughout the Montgomery boycott the leaders were subjected to massive intimidation. King was arrested twice, churches and homes were set on fire and racially integrated buses were shot at by snipers.'

**Level 4 Explains success AND failure [7-9]**

Both sides of Level 3.

**Level 5 Explains with evaluation of 'how successful' [10]**



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