



SPECIMEN

General Certificate of Secondary Education

A017

**History B (Modern World)
Aspects of International Relations, and
The USA, Land of Freedom? 1945–1975**

Specimen Paper

Time: 2 hours

Candidates answer on a separate answer booklet.

Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your centre number and candidate number in the spaces provided on the answer booklet.
- Use black ink only.
- Read each question carefully and make sure you know what to do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations (Sections A and B)

and

Part 2: Depth Study, The USA, Land of Freedom? 1945–1975

In Part 1: Aspects of International Relations, choose **one** of the following sections:

Either
Or

Section A: The Inter–War Years, 1919–1939

Section B: A New World? 1948–2005.

Then answer **Question 1 OR Question 4** and **one** other question from the section you have chosen.

In Part 2: Depth Study, The USA, Land of Freedom? 1945–1975 answer **Question 7** and **one** other question.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: **Part 1:** Section A, B and C, Questions 2, 3, 5 and 6, **Part 2:** Questions 8 and 9.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **12** pages.

Part 1: Aspects of International Relations

Section A: The Inter-War Years, 1919–1939

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



A cartoon from a British newspaper, 6 September 1939, three days after Britain and France declared war on Germany. It shows Hitler speaking to Mars, the great god of war.

- 1 (a) Study Source A.



What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]

- (b) Explain why the Nazi–Soviet Pact (1939) was signed. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** In what ways did the Treaty of Versailles punish Germany? **[4]**
- (b)** Explain what Wilson hoped to achieve at the Paris Peace Conference. **[6]**
- (c)** How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** What were the main aims of the League of Nations? **[4]**
- (b)** Why did the League of Nations achieve some successes in the 1920s? Explain your answer. **[6]**
- (c)** How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- Section A total [41]**

Part 1: Aspects of International Relations

Section B: A New World? 1948–2005

Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 4 and EITHER Question 5 OR Question 6.

You should spend about 15 minutes on Question 4.

- 4 Study the source carefully and then answer the questions which follow.

Source A



A cartoon published in an English newspaper, December 1980.

- 4 (a) Study Source A.

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

[7]



- (b) Explain why communism collapsed in Eastern Europe during the 1980s.

[8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 5 (a)** What were the main aims of the Provisional IRA? [4]
- (b)** Explain why the Palestine Liberation Organisation (PLO) used terror and violence. [6]
- (c)** How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]
- 6 (a)** Describe the main events in the invasion of Iraq in 2003. [4]
- (b)** Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer. [6]
- (c)** 'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]
- Section B total [41]**

Part 2: Depth Study

The USA, Land of Freedom? 1945–1975

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You are advised to spend about 70 minutes on this section.

Answer Question 7 and ONE other question.

7 Study the sources carefully and then answer the questions which follow.

Source A



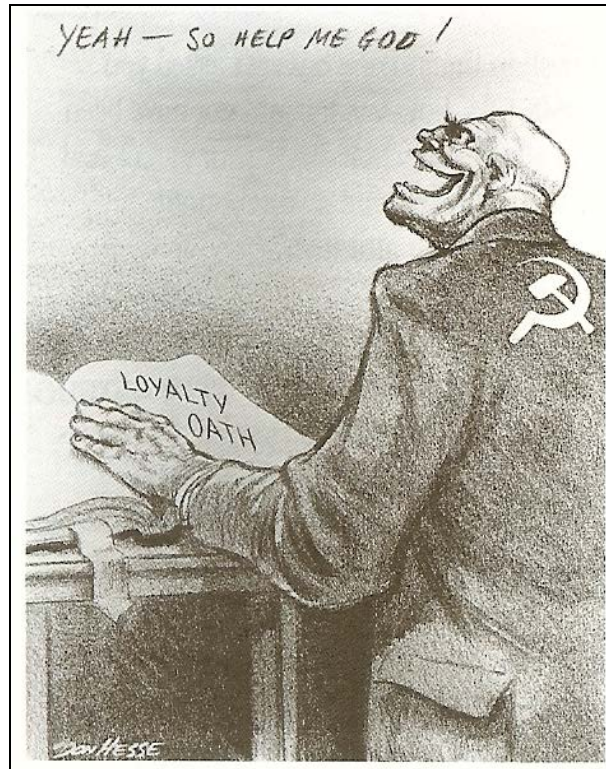
A cartoon published in a British newspaper in 1948.

Source B

I have in my hand 57 cases of individuals who would appear to be either card-carrying members or certainly loyal to the communist party, but who nevertheless are still helping to shape our foreign policy. We are not just dealing with spies. We are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy.

Senator Joseph McCarthy speaking to a Woman's Club in 1950.

Source C



An American cartoon from the early 1950s.

7 (a) Study Source A.

Why was this cartoon published in Britain in 1948? Use the cartoon and your knowledge to explain your answer. [7]

(b) Study Source B.

'American society was under a genuine threat from Communists in America.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. [7]

(c) Study Source C.

What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 8 (a) Describe ways black Americans were discriminated against in the early 1950s. [4]
- (b) Explain why the Brown case in 1954 against the Topeka Board of Education was important. [6]
- (c) The following were equally important in the struggle for civil rights in the 1950s:
- (i) Little Rock High School, 1957
 - (ii) Rosa Parks and the Montgomery Bus Boycott, 1955–56
 - (iii) The Civil Rights Act, 1957.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii). [10]

- 9 (a) What were the effects of the Immigration Act of 1965? [4]
- (b) Explain the reasons why Native Americans complained about the Bureau of Indian Affairs. [6]
- (c) How successful were the Hispanic Americans in their struggle for better rights and conditions? Explain your answer. [10]

Part 2 total [40]

Paper Total [81]

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Copyright Acknowledgements:

Sources:

Section A 1(a): From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p 50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

Section B 4(a): From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, 1999, p 208

The USA Land of Freedom? 1945–1975

7a): From *Twentieth Century World*, Peter Mantin, Hutchinson, 1987, p 102, © The Evening Standard

7b): From *Modern America*, C.K. MacDonald, Basil Blackwell, 1987, p 44

7c): From *Modern World History*, Ben Walsh, John Murray, 2001, p 374, © Weidenfeld and Nicholson Archives, The Orion Publishing Group.

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A017

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 81

SPECIMEN

This document consists of 36 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

AO1	Recall, select, use and communicate their knowledge and understanding of history.
AO2	Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them.
AO3	Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry.

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and knowledge and understanding of the period. They interpret the cartoon and produce a developed response to identify and explain its main message.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the cartoon and produce a basic response to identify and explain a valid sub-message.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge of the period. They describe the cartoon and produce a simple response.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of this cartoon, 3 days after war was declared, is that Hitler had underestimated the size of the conflict. This is why he is depicted so small in comparison to Mars, the great god of war and why he says that he sent for Mars’ ‘small brother’ so he didn’t have to fight a massive war. Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany because they had previously not taken any action against Hitler’s aggressive foreign policy. He had thought it would be a quick invasion and short war against Poland and now he found that he was in a great war with Britain and France.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Explain why the Nazi-Soviet Pact (1939) was signed.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge in order to explain why the 1939 Nazi-Soviet Pact was signed. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge of why the 1939 Nazi-Soviet Pact was signed. They produce a single-causal explanation.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the 1939 Nazi-Soviet Pact.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Hitler and Stalin signed the Nazi-Soviet Pact in 1939 because it was beneficial to both sides. The Pact benefitted Hitler because he was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any immediate interference from Stalin. Stalin signed the Pact because he felt let down by Britain and France, who had signed the Munich agreement without Russia. Stalin had made several attempts to reach an agreement with Britain and France, but they had rejected them. Stalin thought Britain and France could not stop Hitler and so he thought he had better sign the Pact to make sure Germany did not go to war with Russia. It would also give him part of Poland. Stalin and the USSR held the key to Poland.</i></p>



Part 1: Section A – The Inter–War Years, 1919–1939


Q	Answer	Marks	Guidance
2 (a)		4	
	<p>Q: In what ways did the Treaty of Versailles punish Germany?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>It limited the size of Germany's army.</i> • <i>Germany was forbidden to join with Austria.</i> • <i>Germany had to accept the 'War Guilt' clause.</i> • <i>Its overseas empire was taken away.</i> • <i>Germany had to pay reparations to the Allies for the damage they had caused.</i>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Explain what Wilson hoped to achieve at the Paris Peace Conference.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining more than one of these hopes.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining one of these hopes.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Paris Peace Conference.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>President Wilson hoped to achieve several things at the Paris Peace Conference. Wilson felt that nations had to work together in order to achieve world peace. He hoped to achieve this by setting up an international body called the League of Nations. His hope was that in the future nations would settle international disputes through negotiation rather than war. He also believed in self-determination – the idea that nations should rule themselves. He wanted the different peoples of Eastern Europe, such as the Poles, to rule themselves and not be part of Austro-Hungarian empire.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Treaty of Versailles in order to explain how far Clemenceau was satisfied with it. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the Treaty of Versailles in order to explain both sides of the argument about how far Clemenceau was satisfied with it. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the Treaty of Versailles in order to give one side of the argument about how far Clemenceau was satisfied with it. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Clemenceau was dissatisfied with the Treaty of Versailles although there were many terms which did please him. Clemenceau was pleased with some of the territorial terms of the Treaty, such as Alsace-Lorraine being given back to France. The French always regarded Alsace-Lorraine as their territory despite it being seized by Germany in 1870. He was very satisfied he had reclaimed it from Germany.</i></p> <p><i>However, Clemenceau was dissatisfied that Germany was able to keep the Rhineland. It was demilitarised but it would return to Germany at a later date, and Germany was still able to use its economic resources. Clemenceau had hoped to make the Rhineland into an independent country.</i></p> <p><i>Overall, the treaty was never going to fully satisfy everyone as it was a compromise between very different positions. However, Clemenceau felt more bitterness with the outcome because although Germany had the size of its army reduced and had lost some territory, he felt that Germany was still strong enough to rise up and threaten France again in the future.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show how far Clemenceau was satisfied with the Treaty of Versailles and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Treaty of Versailles.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		



Part 1: Section A – The Inter–War Years, 1919–1939


Q	Answer	Marks	Guidance
3 (a)		4	
	<p>Q: What were the main aims of the League of Nations?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>It aimed to uphold the Treaty of Versailles.</i> • <i>It encouraged international co-operation, especially through trade.</i> • <i>The League’s aim was to encourage nations to disarm.</i> • <i>It aimed to settle disputes peacefully.</i> • <i>It aimed to maintain international peace through collective security.</i>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Why did the League of Nations achieve some successes in the 1920s? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge in order to explain why the League of Nations was able to achieve some successes in the 1920s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the League of Nations was able to achieve some successes in the 1920s. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the League of Nations.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The League of Nations achieved a number of important successes in the 1920s partly because of its own actions and partly because in the 1920s nations respected its authority. The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments. Another reason is that many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement. For example, Finland and Sweden accepted the League's judgement when they had a dispute over the Aaland Islands in 1920. The League listened, judged and had its decision accepted. This established confidence in the League's ability. There were other successes too, such as in 1925 when the League was able to prevent a war breaking out between Greece and Bulgaria.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the failure of the League in the 1930s to explain how far it could be blamed on the Great Depression. They produce a fully developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the failure of the League in the 1930s in order to explain both sides of the argument about whether it could be blamed on the Great Depression. They produce a well developed response that demonstrates good understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the failure of the League in the 1930s in order to give one side of the argument about whether it could be blamed on the Great Depression. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In some ways the Great Depression was to blame for the failure of the League in the 1930s because it led to the rise of extremist regimes which were prepared to go to war for what they wanted, particularly Japan, Germany and Italy.</i></p> <p><i>The Great Depression was responsible for millions losing their jobs in many countries. In desperation they turned to extreme political parties. In Italy, a fascist leader, Mussolini came to power. He wanted to make Italy into a great nation again. Part of this was to have an overseas empire and this is why he invaded Abyssinia. This presented a real problem to the League of Nations. Italy was a member of the League and its invasion of Abyssinia demonstrated a failure of the League of Nations.</i></p> <p><i>However, the Great Depression cannot be entirely blamed for the League's failure and it was in some ways just too weak. It had no army and in remote parts of the world like Manchuria, it was happy for Japan to maintain stability. When Japan invaded Manchuria in 1931, the League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. The Lytton Committee reported a year later in 1932 condemning Japan's actions. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.</i></p> <p><i>Overall, the Depression was a key factor in the failure of the League but was not the only factor. The League was weak to begin with, due to absent powers like the USA and its lack of armed forces; it could only really impose sanctions which either weren't used or didn't work. This means that if there had been no Depression, the League would still have been a failure because of its intrinsic weaknesses.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show how far the failure of the League of Nations in the 1930s could be blamed on the Great Depression and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the failure of the League of Nations and the Great Depression.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (a)		7	
	<p>Q: Study Source A. What is the message of this cartoon? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the main message and produce a sound response in context.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The English cartoon is criticising the USSR and to a lesser extent the Polish government. It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that the USSR represented by the large man drawing a pistol was trying to claim that Solidarity was a threat when it wasn't and would take action on behalf of the Polish government. Solidarity was just a trade union trying to win demands off the Polish government like the right to strike. At this stage, 4 months after its formation, it was not viewed by its members as an alternative to the Communist Party.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
4 (b)		8	
	<p>Q: Explain why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why communism collapsed in Eastern Europe during the 1980s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge of why communism collapsed in Eastern Europe during the 1980s. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	8	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were a number of reasons why communism collapsed in Eastern Europe during the 1980s but the key reason was that the Soviet leader Mikhail Gorbachev decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. As soon as it was clear these countries would not be supported by Russia communism would not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments. Also popular movements such as Solidarity contributed to instability within communist countries. In Poland the communist authorities had to make many concessions to Solidarity and this meant that communism was collapsing from within.</i></p>



Part 1: Section B – A New World? 1948–2005


Q	Answer	Marks	Guidance
5 (a)		4	
	<p>Q: What were the main aims of the Provisional IRA?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>To get the British army and government out of Northern Ireland.</i> • <i>To unite Northern Ireland with the rest of Ireland.</i> • <i>To protect Catholics against discrimination.</i> • <i>To reinvigorate the IRA.</i>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (b)		6	
	<p>Q: Explain why the Palestine Liberation Organisation (PLO) used terror and violence.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why the PLO used terror and violence and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the PLO used terror and violence and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge and understanding of why the PLO used terror and violence.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The reasons why the PLO used terror and violence were complex. The PLO believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War; however, this did not happen. As a result, many Palestinians became refugees living in refugee camps. As Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies, they have used other ways. The PLO believed that the only way that they would get Palestine back as their own country is by using violence. Others had different views for example, diplomacy and international negotiation.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
5 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of different terrorist groups and their methods in order to explain how far they agree that different terrorists have used the same methods since 1969. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of different terrorist groups and their methods in order to explain both sides of the argument about whether different terrorist groups have used the same methods since 1969. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of different terrorist groups and their methods in order to give one side of the argument about whether different terrorist groups have used the same methods since 1969. They produce a response that demonstrates some understanding of the past.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is not correct to say that different terrorist groups all use the same methods. In fact there are clear differences between the methods of particular terrorist groups. For example, some Palestinian terrorists believe that it is a good thing to die for a just cause. They believe that they will become martyrs and go to paradise if they die fighting the enemies of their religion. This has led to some becoming suicide bombers and being used to kill people in Israel. Hamas has used this tactic against Jewish settlers in the Gaza strip. The IRA have not used suicide bombers because they do not have the same religious beliefs. But some IRA terrorists have gone on hunger strike, like Bobby Sands, when they have been in prison. He died of his hunger strike.</i></p> <p><i>On the other hand, there are also similarities. For example, the main methods of the IRA throughout the 1970s and 1980s were shootings and bombings which have harmed civilians. In 1996 they set off huge bombs in London and Manchester. These kinds of tactics have also been used by al-Qaeda, who have set off bombs inside US embassies and twice attacked the World Trade Centre. Overall, although there might be some differences in the methods used by terrorist groups, they have one fundamental thing in common. This is that they are acting outside the law and they believe they have to do this because they think they have no means of bringing about change through the political system.</i></p>

Q	Answer	Marks	Guidance
5 (c) 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge of different terrorist groups and their methods and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of different terrorist methods.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		



Part 1: Section B – A New World? 1948–2005


Q	Answer	Marks	Guidance
6 (a)		4	
	<p>Q: Describe the main events in the invasion of Iraq in 2003.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>The invasion started in March.</i> • <i>The first stage was a missile attack (on the presidential palace) in Baghdad.</i> • <i>This was followed up with air-strikes.</i> • <i>Baghdad was captured in April.</i> • <i>British troops went into Basra.</i>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (b)		6	
	<p>Q: Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there was a breakdown in law and order in Iraq after the invasion. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there was a breakdown in law and order in Iraq after the invasion and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the invasion of Iraq.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Law and order broke down in Iraq after the 2003 invasion because the coalition invasion successfully destroyed the power of Saddam Hussein's regime but it did not have enough resources to control Iraq once Saddam had fallen. The situation was made worse because both the Iraqi army and police force were disbanded. Another reason was that many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. The Iraqi terrorists were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of the country. The Americans disbanded the army because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets with no one to control them.</i></p>

Part 1: Section B – A New World? 1948–2005

Q	Answer	Marks	Guidance
6 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.
	<p>Q: ‘The most important reason why the multi-national force invaded was the oil in Iraq.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain how far they agree that oil was the most important reason for the invasion. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain both sides of the argument about whether oil was the most important reason for the invasion. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of why the multi-national force invaded Iraq in order to give one side of the argument that oil was the most important reason for the invasion. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Oil was one factor in explaining the coalition invasion of Iraq but there were other factors as well. Certainly critics of the war said that attacking Iraq had nothing to do with terrorism, it was about justifying a huge rise in defense spending and gaining control of Iraq’s oil. Iraq held one of the world’s largest reserves of oil. US oil companies like Halliburton profited massively from the US invasion of Iraq as they got very profitable drilling contracts. However, there were other reasons apart from oil. For instance, George W Bush wanted to get rid of Saddam Hussein who had been causing problems for America. They were worried that he was building up nuclear weapons and germ warfare and that he could threaten the rest of the world with these. They were also worried by the fact that he had committed lots of human rights abuses in his own country. No political parties were allowed and opponents were tortured. Whole communities were wiped out. Britain and America decided on ‘regime change’. Also, if the government in Iraq was more co-operative with the West this would also be beneficial. On the whole, I think that oil and Saddam Hussein were equally important, because if Saddam Hussein had been friendly to the West, this would have meant that the West would have access to the oil, and the invasion would not have been necessary.</i></p>

Q	Answer	Marks	Guidance
6 (c) 	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why the multi-national force invaded Iraq and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the multi-national force invaded Iraq.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
7 (a)		7	
	<p>Q: Study Source A. Why was this cartoon published in Britain in 1948? Use the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of Britain in 1948. They interpret the purpose of the cartoon to produce a response explaining its intended impact in the context of 1948.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of Britain in 1948. They interpret the message of the cartoon and produce a response explaining why this message was published in the context of 1948.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of Britain in 1948, but they do not relate this to the message or purpose of the cartoon; or they explain the message or purpose of the cartoon without setting it in the context of Britain in 1948.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>This source was published in Britain in 1948 to highlight the problem America was causing itself in its pursuit of Communists. In 1947 a number of people involved with the Hollywood film industry had been sentenced for contempt of court. In 1948, Whittaker Chambers faced the HUAC and he named Alger Hiss, who was accused of passing secrets to the Soviet Union. The purpose of this source was to suggest to the British that the Americans were over the top in their approach to communism and needed to adopt a more balanced approach. The newspaper shows that even the President is being reported as a communist. In America, people were told to 'name' or 'shut-up' and witch hunts took place. Britain thought that the US was being foolish in its behaviour.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Study Source B. ‘American society was under a genuine threat from Communists in America.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that American society was under a genuine threat from Communists in America.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that American society was under a genuine threat from Communists in America.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that American society was under a genuine threat from Communists in America.</p> <p>Level 1 (1 mark) Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	7	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>On the whole I disagree with the interpretation. The US was concerned about the spread of communism following the actions of the USSR in Eastern Europe. This caused a witch hunt in America, ruining the careers of many people as a result. This is reflected in the source when McCarthy says he has exposed 57 card-carrying members of the Communist Party. McCarthy suggested these people could shape American policy which would have been a threat to American ideals and society.</i></p> <p><i>McCarthy was appointed as head of a White House committee to investigate communist activities. However he turned this committee into a weapon to increase his own personal power. As the source is from McCarthy himself it is therefore less trustworthy about the threat of communism. His methods mainly involved false accusations against high-profile figures, so this suggests that the threat was not genuine.</i></p> <p><i>Some genuine communist sympathisers were discovered and in the context of the time could be considered a threat to society, especially because of many of them having links to the media. However, overall, I disagree with the interpretation because McCarthy had greatly exaggerated the threat from, and the number of, communists in order to further his own career.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
7 (c)		6	
	<p>Q: Study Source C. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a sound response in context.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge and understanding of the period. They describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of this cartoon is that the loyalty oaths are not enough and that Communism is still widespread. A man is depicted taking a loyalty oath to America but has a symbol of Communism on his back. President Truman had ordered loyalty checks for federal employees in 1947. Loyalty oaths were required even from those whose work could not possibly harm national security and those who lost their jobs were given no chance to defend themselves. This taking of an oath as seen in the cartoon suggests that they are lying and deceitful – a view held by McCarthy.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
8 (a)		4	
	<p>Q: Describe ways black Americans were discriminated against in the early 1950s.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>Separate schools existed for black and white children.</i> • <i>Seventeen states still enforced the 'Jim Crow' laws.</i> • <i>Whilst granted the vote, black people did not exercise their right because of intimidation and violence.</i> • <i>There was discrimination in areas of employment.</i>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
8 (b)		6	
	<p>Q: Explain why the Brown case in 1954 against the Topeka Board of Education was important.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why the Brown case in 1954 against the Topeka Board of Education was important. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate sound knowledge and understanding in order to explain why the Brown case in 1954 against the Topeka Board of Education was important and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Brown case in 1954.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of AOs 1 and 2.</p> <p><i>The Brown case in 1954 against the Topeka Board of Education was important for many reasons. Firstly, in 1954 the judge ruled in favour of Brown saying segregated education was not equal. Schools for black children were shown to be inferior and this case recognised that the education provided in a segregated system was unequal as it created inferiority. Secondly, this case set the pattern for the future. The campaigners would pick up an individual story of discrimination and take it to the Supreme Court to see if they would declare illegal practice. For instance, after the case, the southern states were ordered to set up integrated schools with all deliberate speed.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
8 (c)		10	
	<p>Q: The following were equally important in the struggle for civil rights in the 1950s: (i) Little Rock High School, 1957 (ii) Rosa Parks and the Montgomery Bus Boycott, 1955–56 (iii) The Civil Rights Act, 1957. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the three factors. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of two of the three factors. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of one of the factors. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of AOs 1 and 2.</p> <p><i>All three events were important in the struggle for civil rights in the 1950s.</i></p> <p><i>Little Rock was important because it challenged educational segregation. By 1957 Arkansas had still not introduced integrated education. The Supreme Court ordered the Governor to let black students attend a white school in Little Rock. The Governor ordered state troops to patrol the school grounds to stop the black students from being admitted to school. He claimed he could not guarantee their safety. The Governor backed down when Eisenhower sent federal troops to allow the students to attend the school. This was important in the struggle for civil rights because previously the ‘Jim Crow’ laws had shown an acceptance of racism, but this showed a change in government attitude.</i></p> <p><i>However, the Montgomery Bus Boycott was also important because it openly challenged segregation on the public transport system. Rosa Parks was a civil rights activist who decided to make a stand against Montgomery’s racially segregated bus service. The Montgomery Improvement Association (MIA) decided to generate publicity by boycotting the bus service. On the first day of the boycott the buses were empty as they listened to Martin Luther King. It was the first major example of the power of non-violent direct action. The protesters suffered from intimidation from white Americans. The Supreme Court declared the Montgomery bus laws were illegal.</i></p> <p><i>Finally, the Civil Rights Act was of vital importance. The Act proposed a bi-partisan Civil Rights Commission and a new division in the Justice Department to investigate civil rights abuses in areas such as voting. This moderate bill proved controversial and was vigorously opposed. It was passed after being watered down. Jury trials remained for breaches of civil rights, with white juries rarely likely to convict for this offence.</i></p> <p><i>Overall, the bus boycott was most significant because it showed how powerful people could be when they worked together, even non-violently. This form of non-violent protest was to prove important for the Civil Rights movement. The</i></p>

Q	Answer	Marks	Guidance
8 (c)	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge of the struggle for civil rights in the 1950s and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of civil rights in the 1950s.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		<p><i>bus boycott empowered black protest and encouraged black people to take the lead in their struggle whereas the other events were political decisions made by white people.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
9 (a)	<p>Q: What were the effects of the Immigration Act of 1965?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>The Act abolished the 1930s immigration policy.</i> • <i>Immigration was no longer to be based on the 'national origins' system.</i> • <i>The Act abolished the preference for European immigrants.</i> • <i>The abolition of the previous policy brought a substantial increase in Hispanic immigrants from Mexico, Puerto Rico and from Central and South America.</i>

Part 2: The USA, Land of Freedom? 1945–1975

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Explain the reasons why Native Americans complained about the Bureau of Indian Affairs.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why Native Americans complained about the Bureau of Indian Affairs. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate sound knowledge and understanding in order to explain why Native Americans complained about the Bureau of Indian Affairs and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Bureau of Indian Affairs.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>	6	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of AOs 1 and 2.</p> <p><i>Native Americans complained about the Bureau of Indian Affairs because the Bureau was responsible for the implementation of the government policy of the assimilation of Native Americans into mainstream US society. This meant that Native Americans' traditions and culture were threatened. Native languages, marriage practices and religious ceremonies were banned. Another reason why Native Americans complained about the Bureau of Indian Affairs in the 1970s was because of its failure to deal with the many social issues facing Native Americans, such as alcoholism and unemployment. They were very dissatisfied and took over the Bureau of Indian Affairs in protest in 1972.</i></p>

Part 2: The USA, Land of Freedom? 1945–1975


Q	Answer	Marks	Guidance
9 (c)		10	
	<p>Q: How successful were the Hispanic Americans in their struggle for better rights and conditions? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Hispanic American struggle for better rights and conditions in order to explain both sides of the argument about how successful they were. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the Hispanic American struggle for better rights and conditions in order to explain both sides of the argument about how successful they were. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the Hispanic American struggle for better rights and conditions in order to give one side of the argument about how successful they were. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	10	<p>This is an example of a top level answer demonstrating evidence of AOs 1 and 2.</p> <p><i>One group of Hispanic Americans, the Chicanos, were successful in their struggle for better rights and conditions but only to a certain extent. Cesar Chavez had a strong desire to improve the conditions for Chicanos particularly in California. He founded the National Farm Workers' Association in 1962. Three years later it became the United Farm Workers. It was soon effective, holding labour strikes, boycotts and hunger strikes to achieve better conditions. In one area he developed credit, insurance and shopping facilities for Hispanics. He was strongly influenced by people such as Martin Luther King. By 1972 union recognition was achieved. Black Power ideas were having an impact and militant activities raised the profile of the difficulties faced by the Chicanos. One particular incident involved Reis Lopez Tijerina who campaigned for the return of grazing land taken by the National Forest Service.</i></p> <p><i>However, after the war whole families arrived in California from Mexico. They provided cheap labour and the influence of the Californian growers in Congress prevented the repeal of the Bracero Agreement until 1964. The Chicanos also suffered high unemployment and low life expectancy. They were treated as aliens, without civil rights and many failed to gain the right to vote because of hostility. Even by 1968 there were no Hispanics serving in the state government. Furthermore, following the Immigration Act of 1965 the Mexican-American population increased dramatically. This increased the scale of their economic plight, since the standard of living of Chicanos was much lower than that of Americans as a whole.</i></p> <p><i>To conclude, the Chicanos were not that successful in their struggle for better rights, and certainly not conditions. Although there were important achievements, they remained one of the poorest and most discriminated against sections of US society.</i></p>


Q	Answer	Marks	Guidance
9 (c)	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge of the Hispanic American struggle for better rights and conditions and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Hispanic American struggle for better rights and conditions.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p>		

Spelling, punctuation and grammar (SPaG) assessment grid

<i>High performance 5–6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3–4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1–2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

Question	AO1	AO2	AO3	SPaG	Total
1/4 (a)	1	2	4		7
1/4 (b)	4	4	0		8
2/3/5/6 (a)	4	0	0		4
2/3/5/6 (b)	3	3	0		6
2/3/5/6 (c) 	4	6	0	6	16
7 (a)	1	2	4		7
7 (b)	1	2	4		7
7 (c)	1	2	3		6
8/9 (a)	4	0	0		4
8/9 (b)	3	3	0		6
8/9 (c)	4	6	0		10
Totals	30	30	15	6	81

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