

**General Certificate of Secondary Education  
History B (Modern World)**

**A971/12**

**Aspects of International Relations, 1919–  
2005 with Russia, 1905–1941  
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 do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations, 1919–2005 (Sections A,B and C)

**and**

Part 2: Depth Study Russia, 1905–1941.

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

<b>Either</b>	Section A: The Inter-War Years, 1919–1939
<b>Or</b>	Section B: The Cold War, 1945–1975
<b>Or</b>	Section C: A New World? 1948–2005

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

In Part 2: Depth Study, Russia, 1905–1941, answer **Question 4** 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 and 3; **Part 2:** Questions 5 and 6.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **11** printed pages and **1** blank page.

**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)** Explain why the League of Nations was able to achieve some successes in the 1920s. **[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]**

**[Turn over**

**Part 1: Aspects of International Relations**

**Section B: The Cold War, 1945–1975**

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**



*An American cartoon about the Marshall plan, published in 1947.*

- 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 Soviet Union blockaded West Berlin in 1948. [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)** What happened in the Bay of Pigs invasion of 1961? [4]
- (b)** Explain why Khrushchev sent missiles to Cuba in 1962. [6]
- (c)** 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

- 3 (a)** Who were the Vietcong? [4]
- (b)** Explain why the USA became involved in Vietnam. [6]
- (c)** Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

**Section B total [41]**

**[Turn over**

## Part 1: Aspects of International Relations

## Section C: 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 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 published in an English newspaper, December 1980.*

- 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 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.**

- 2 (a)** What were the main aims of the Provisional IRA? [4]
- (b)** Explain why some Palestinians became terrorists? [6]
- (c)** 'Different terrorist groups use the same methods.' How far do you agree with this statement? Explain your answer. [10]

 Spelling, punctuation and grammar [6]

- 3 (a)** Describe the main events in the invasion of Iraq in 2003. [4]
- (b)** Explain why there was a break down in law and order in Iraq after the invasion. [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 C total [35]**

**[Turn over**



## Part 2: Depth Study

Russia, 1905–1941

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 should spend about 70 minutes on this section.

Answer Question 4 and ONE other question.

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

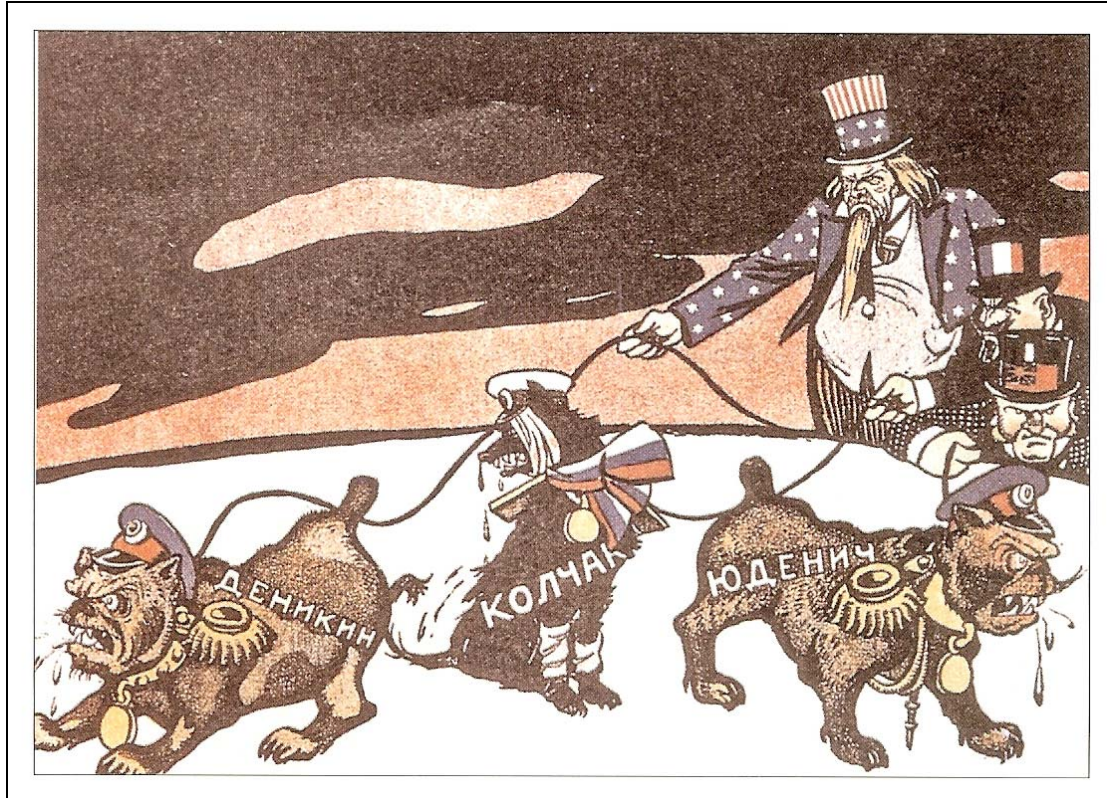
## Source B



*A Bolshevik poster published in 1919.  
The slogan says 'Shoulder to shoulder in defence of Petrograd'.*



## Source C



*A Bolshevik cartoon published in 1919. The people represent the USA, France and Britain and the dogs represent the White Army generals.*

## Source D

Trotsky paid a visit to the front lines. He made a speech. We were lifted by his energy. The situation, which had been disastrous 24 hours earlier, was improved by his coming as though by a miracle.

*Comments of a Red Army soldier about Trotsky's visit to the front line.*

4 (a)

Study Source B.

Why did the Bolsheviks publish this poster in 1919? Use the source and your knowledge to explain your answer. [7]

(b) Study Source C.

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

(c) Study Source D.

How far does this source explain the success of the Bolsheviks during the Civil War? Use the source and your knowledge to explain your answer. [7]

[Turn over

**Choose ONE of the following two questions.**

You must answer **ALL** parts of the question you choose.

- 5 (a)** What happened on Bloody Sunday, January 1905? **[4]**
- (b)** Explain why Nicholas II survived the 1905 revolution. **[6]**
- (c)** ‘The main reason why Tsarist rule ended in 1917 was because of the influence of Rasputin’. How far do you agree with this statement? Explain your answer. **[10]**
- 
- 6 (a)** Describe the main features of the Five-Year Plans. **[4]**
- (b)** Explain why Stalin introduced the Five-Year Plans. **[6]**
- (c)** The following brought misery to the Soviet people during the 1930s:
- (i)** the secret police;
  - (ii)** the purges;
  - (iii)** collectivisation.
- Which of these do you think brought the greatest misery? Explain your answer referring only to **(i)**, **(ii)** and **(iii)**. **[10]**

**Section D 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, p50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

**Section B 1(a):** Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980

**Section C 1(a):** From Modern World History, Nigel Kelly and Greg Lacey, Heinemann, p208, 1999

**Russia, 1905-1941**

**4(b):** From Russia and the USSR 1905-1941, Terry Fiehn, John Murray, 1996

**4(c):** From Modern World History Ben Walsh, John Murray, 2001, © David King

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Unit A971/12: Aspects of International Relations, 1919–2005,  
with Russia, 1905–1941

**Specimen Mark Scheme**


The maximum mark for this paper is **81**.



Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
1(a)	<p><b>Study Source A.</b></p> <p><b>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</b></p> <p>AO 1, 2, 3</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 Uses surface features of cartoon only.</b> e.g. <i>‘It shows Hitler speaking to Mars.’</i> <i>‘It shows Hitler as a small person being overshadowed by Mars.’</i></p> <p><b>Level 2 Interpretation only.</b> e.g. <i>‘Hitler has started a war.’</i></p> <p><b>Level 3 Main message.</b> e.g. <i>‘There is going to be a big war.’</i> <i>‘Hitler has bitten off more than he can chew.’</i></p> <p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge.</b> e.g. <i>‘It is obvious Hitler has bitten off more than he can chew. This is why he is represented as so small in comparison to Mars, the great god of war.’</i></p> <p><b>OR</b> e.g. <i>‘Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany. He had planned a small war against Poland and now he found he was in a big war with Britain and France.’</i></p> <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge.</b> Both sides of Level 4.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4]</p> <p>[5-6]</p> <p>[7]</p>

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
1(b)	<p><b>Explain why the Nazi-Soviet Pact was signed. [8]</b> AO 1, 2</p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge. e.g. <i>‘It brought a link between Germany and the USSR.’</i></p> <p><b>Level 2</b> Identifies AND/OR describes Pact. One mark for each e.g. <i>‘It gave Russia time to re-arm.’</i> <i>‘It gave protection to Hitler if he invaded Poland.’</i> <i>‘Britain and France were slow to act.’</i></p> <p><b>Level 3</b> Explains why Pact was signed. One explained reason 5-6 marks; two or more explained reasons 6-8 marks. e.g. <i>‘Stalin felt let down by Britain and France. They had signed the Munich agreement without Russia. Stalin thought they 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.’</i> <i>‘Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.’</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-8]</p>


Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
2(a)	<p><b>In what ways did the Treaty of Versailles punish Germany? [4]</b></p> <p>AO 1</p> <p>One mark for each relevant point; additional mark for supporting detail. e.g. <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> (2)</p> <p>N.B. Allow one mark to candidate who offers a general point only.</p>	[4]
2(b)	<p><b>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6]</b></p> <p>AO 1, 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'His fourteen points.'</i></p> <p>[1]</p> <p><b>Level 2 Identifies AND/OR describes what he wanted to achieve.</b> One mark for each. e.g. <i>'He hoped to achieve world peace.'</i> <i>'He wanted a fair peace.'</i> <i>'Self-determination.'</i> <i>'A League of Nations.'</i></p> <p>[2-3]</p> <p><b>Level 3 Explains his hope(s).</b> One explained reason 3-4 marks; two or more explained reasons marks. e.g. <i>'Wilson felt that nations had to work together in order to achieve world peace. He hoped by setting up an international body called the League of Nations this end would be achieved.'</i> <i>He also believed that nations should rule themselves (self-determination). He wanted the different peoples of eastern Europe, such as the Poles, to rule themselves and not be part of Austria-Hungary's empire.'</i></p> <p>[4-6]</p>	
2(c)	<p><b>How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. [10]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
2(c) cont'd	<p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'He got some revenge.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies AND/OR describes satisfaction OR dissatisfaction.</b></p> <p>e.g. <i>'The French got Alsace-Lorraine back.'</i> <i>'He was able to reduce the threat of the German armed forces.'</i> <i>'The reparation settlement was not harsh enough.'</i> <i>'He was not satisfied as Germany was not broken into smaller states.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[1-2]
	<p><b>Level 3 Explains his satisfaction OR dissatisfaction.</b></p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. <i>'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><b>OR</b></p> <p>e.g. <i>'The French wanted Germany to be permanently economically and militarily crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p><b>Level 4 Explains satisfaction AND dissatisfaction.</b></p> <p>Uses both sides of Level 3.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
	<p><b>Level 5 Explains with evaluation of 'how far'.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	<b>SPaG</b> [6]
3(a)	<p><b>What were the main aims of the League of Nations? [4]</b></p> <p>AO 1</p> <p>One mark for each relevant aim; additional mark for supporting detail.</p> <p>e.g. <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></p> <p>N.B. Allow one mark to candidate who offers a general point only.</p>	[4]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
3(b)	<p><b>Explain why the League of Nations was able to achieve some successes in the 1920s. [6]</b></p> <p>AO 1, 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>‘It settled disputes.’</i></p> <p><b>Level 2 Identifies AND/OR describes how success achieved.</b> One mark for each. e.g. <i>‘Countries were willing to accept its decisions.’</i> <i>‘Disputes were between small nations.’</i> <i>‘Another war was feared.’</i> <i>‘The League developed a humanitarian programme.’</i></p> <p><b>Level 3 Explains how success achieved.</b> One explained reason 3-4 marks; two or more explained reasons 4-6 marks. e.g. <i>‘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.’</i> <i>‘Many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League’s judgement.’</i> <i>‘The League had some early successes in settling disputes such as the dispute over the Aaland Islands (1920) where the League listened, judged and had its decision accepted. This established confidence in the League’s ability.’</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-6]</p>
3(c)	<p><b>How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. [10]</b></p> <p>AO 1, 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>‘It can because it affected the economy.’</i> <i>‘No, it was because it failed because it did not deal with disputes.’</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	<p>[0]</p> <p>[1-2]</p>



Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
3 (c) cont'd	<p><b>Level 2</b> Identifies <b>AND/OR</b> describes reason(s) for failure of the League  e.g. <i>'It failed because countries were dealing with unemployment.'</i>  <i>'It failed because of the rise in nationalism and extremist parties.'</i>  <i>'Because of the rise in militarism it was a failure.'</i>  <i>'It failed because of the impact of Manchuria and Abyssinia.'</i>  <i>'It failed because the USA was not a member.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p><b>Level 3 Explains agreement OR disagreement.</b>  Developed explanation to be given two marks.  e.g. <i>'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'</i>  <i>'In Italy economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing the Italian government and this brought conflict in Abyssinia.'</i>  <i>'In Japan the country's economy was in collapse and this led to the take over of Manchuria. The problem was not dealt with as Britain and France were dealing with their own economic problems.'</i></p> <p><b>OR</b>  e.g. <i>'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 after a year and condemned Japan's actions. Japan left the League.'</i>  <i>'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'</i>  <i>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i>  <i>'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p><b>Level 4 Explains agreement AND disagreement.</b>  Both sides of Level 3  Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]


<b>Part 1: Section A — The Inter-War Years, 1919–1939</b>		
<b>Question Number</b>		<b>Mark</b>
<b>3 (c) cont'd</b>	<b>Level 5 Explains with evaluation of 'how far'.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.	<b>[10]</b>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	<b>SPaG [6]</b>
<b>Section A Total:</b>		<b>[41]</b>

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
1(a)	<b>Study Source A.</b> <b>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</b> AO 1, 2, 3 <b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 Uses surface features of cartoon only.</b> e.g. <i>Western Europe is leaning over into America.</i> <i>'America is saying "It's up to us again."</i> <i>'The USA has introduced the Marshall Plan.'</i>	[1-2]
	<b>Level 2 Interpretation only.</b> e.g. <i>'Western Europe is in a poor condition financially.'</i> <i>'Western Europe is falling down.'</i>	[3]
	<b>Level 3 Main message.</b> e.g. <i>'Western Europe is in poverty and the USA is going to give aid to support recovery.'</i>	[4]
	<b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge.</b> e.g. <i>'The message is that Europe needs help from the USA. Western Europe is shown as an old, falling-down house. American aid on the other side of the fence is shown as the support needed to keep the house up.'</i> <b>OR</b> e.g. <i>'Europe was exhausted and poor after the Second World War. In these conditions it was thought Communism would flourish and so Truman decided the USA would offer help to stop the spread of Communism.'</i>	[5-6]
1(b)	<b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge.</b> Both sides of Level 4.	[7]
	<b>Explain why the Soviet Union blockaded West Berlin in 1948. [8]</b> AO 1, 2  <b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'To stop change.'</i>	[1-2]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
1(b) cont'd	<p><b>Level 2 Identifies reasons AND/OR describes blockade.</b> One mark for each. e.g. <i>‘To force the West out of Berlin.’</i> <i>‘To stop Germany recovering.’</i> <i>‘To remove the threat to the USSR.’</i></p>	[3-4]
	<p><b>Level 3 Explains reason(s).</b> One explained reason 5-6 marks; two or more explained reasons 6-8 marks. e.g. <i>‘Stalin opposed the introduction of a new currency and economic recovery in the Allied zones. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet eastern Germany. He wanted the Western allies to pull out after Germany had been starved into surrender leaving it dependent on the USSR.’</i> <i>‘Stalin believed the Western Allies had no right to be in Berlin. They saw them as a threat to the Communist way of life and this was emphasised by showing off the capitalist way of life. Stalin saw this as a threat as Germany would become strong and threaten the USSR.’</i></p>	[5-8]
2(a)	<p><b>What happened in the Bay of Pigs invasion of 1961? [4]</b> AO 1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>‘A force of 1400 exiles landed on Cuba.’</i> <i>‘Met by 20,000 Cuban troops.’</i> <i>‘The exiles were captured or killed.’</i> <i>‘Kennedy was humiliated.’</i> N.B. Allow one mark to candidate who offers a general point only.</p>	[4]
2(b)	<p><b>Explain why Khrushchev sent missiles to Cuba in 1962. [6]</b> AO 1, 2 <b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>‘It was the right thing to do.’</i></p>	[1]
	<p><b>Level 2 Identifies AND/OR describes reason(s) why.</b> One mark for each. e.g. <i>‘So he was able to bargain with the USA.’</i> <i>‘So he could trap the USA (Kennedy) into starting a war.’</i> <i>‘So he could test the resolve of the USA / Kennedy.’</i> <i>‘So he could gain the upper hand in the arms race.’</i> <i>‘Military support was requested by Castro.’</i></p>	[2-3]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2(b) cont'd	<p><b>Level 3 Explains reason(s) why Khrushchev sent missiles.</b></p> <p>One explained reason 3-4 marks; two or more explained reasons 5-6 marks.</p> <p>e.g. <i>‘Khrushchev wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey.’</i></p> <p><i>‘In the strained atmosphere of Cold War politics the missiles were designed to see how strong the Americans really were – whether they would back off or face up. They wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs.’</i></p> <p><i>‘Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it. With missiles on Cuba it was less likely that the USA would ever launch a ‘first strike’ against the USSR.’</i></p> <p><i>‘He had been requested by Castro to help to defend Cuba. Castro feared a US attack after the Bay of Pigs incident.’</i></p>	[4-6]
2(c)	<p><b>‘The Cuban Missile Crisis was never a threat to world peace.’ How far do you agree with this statement? Explain your answer. [10]</b></p> <p>AO 1, 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b></p> <p>e.g. <i>‘Yes it was as everybody was worried what might happen.’</i></p> <p><i>‘Yes it was as everybody was worried what might happen.’</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>[1-2]</p> <p><b>Level 2 Identifies and/or describes threat.</b></p> <p>e.g. <i>‘The missiles were just for protection.’</i></p> <p><i>‘Behind the scenes neither leader wanted war.’</i></p> <p><i>‘Neither leader wanted to lose face.’</i></p> <p><i>‘Advisers were recommending war.’</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>[3-4]</p>	




Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2 (c) cont'd	<p><b>Level 3 Explains agreement OR disagreement.</b></p> <p>e.g. <i>'If as he stated, Khrushchev wanted just to protect Cuba following the Bay of Pigs incident, then it might be argued that he did not intend war.'</i></p> <p><i>'Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to Kennedy.'</i></p> <p><i>'Kennedy bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down.'</i></p> <p><i>'Quietly the USA agreed that they would remove their missiles in Turkey to avoid conflict.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>OR</b></p> <p>e.g. <i>'The Americans wanted the warheads on Cuba to be dismantled immediately or else they would attack Cuba. At this stage there was a real fear of a nuclear war starting. Castro actually suggested that Khrushchev should get in the first strike.'</i></p> <p><i>'Following the first letter from Khrushchev the Americans did not know what to do. The military leaders recommended an immediate air attack on Cuba and Robert Kennedy gave the Soviet Ambassador an ultimatum that if the missiles were not removed the US would attack Cuba.'</i></p> <p><i>'Both leaders realised how close to war they had come. To prevent such a crisis again they set up a direct telephone hot line.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains agreement AND disagreement.</b></p> <p>Both sides of Level 3</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation of 'how far'.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	SPaG [6]
3(a)	<p><b>Who were the Vietcong? [4]</b></p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail.</p> <p>e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>	[4]
3(b)	<p><b>Explain why the USA became involved in Vietnam. [6]</b></p> <p>Target AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
3 (b) cont'd	<p><b>Level 1 General answer, lacking specific contextual knowledge.</b> e.g. ‘They did this because they were worried about what was happening in South Vietnam.’</p>	[1]
	<p><b>Level 2 Identifies or describes reasons.</b> e.g. ‘The French pulled out.’ ‘The domino theory.’ ‘To support South Vietnam’.</p>	[2]
	<p><b>Level 3 Explains reasons.</b> e.g. ‘They became involved because they believed in the Domino Theory. This said that if one country became Communist it would spread to the next country and then to the next. They were worried that if South Vietnam was taken over by the Vietcong and North Vietnam and became Communist then it would spread to nearby countries and before long the whole of South-East Asia would become Communist.’</p>	[3-6]
3(c)	<p><b>Which was more important in bringing about the USA’s failure in Vietnam: the military tactics of the Vietcong or public opinion in the USA? Explain your answer. [10]</b> Target: AO1 and 2</p>	
	<p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. ‘They were both important reasons and it is hard to say if one was more important than the other.’ Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p><b>Level 2 Identifies or describes reasons why one factor led to US failure [2-3]</b> <b>OR</b> <b>Identifies or describes at least one reason for each factor. [4]</b> e.g. ‘The Americans could not cope with the guerrilla tactics of the Vietcong.’ ‘Public opinion turned against the war and there were lots of anti-war protests.’ Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p><b>Level 3 Explains why one of these reasons led to US failure.</b> e.g. ‘The Americans struggled because they were not used to fighting against the tactics of the Vietcong. They often used guerrilla tactics which meant avoiding conventional big battles. The American army wasn’t trained to deal with these tactics which allowed the Vietcong to be difficult to distinguish from ordinary villagers.’ Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
	<p><b>Level 4 Explains why both reasons led to US failure.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation which was more important.</b> <i>e.g. 'I think the tactics of the Vietcong were more important because the Americans could not cope with the Vietcong who would hide in the villages and the Americans could not tell who was a villager and who was a guerrilla. The Vietcong knew the countryside well and could launch surprise attacks and then disappear. This was why the Americans were losing the war. Their weapons were too big and clumsy to deal with these tactics. They only made the South Vietnamese into enemies and they helped the guerrillas even more. There were big demonstrations in America against the war but most people in America still supported the war. Even if everyone in America had supported the war the American army still would not have dealt with the guerrilla tactics of the Vietcong.'</i> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	SPaG [6]
<b>Section B Total:</b>		<b>[41]</b>

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
1(a)	<p><b>Study Source A.</b></p> <p><b>What is the message of Source A? Use the sources and your knowledge to explain your answer. [7]</b></p> <p>Target: AO1 AO2 and AO3</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 Uses surface features of cartoon only.</b></p> <p>e.g. <i>'It shows a man attacking a woman in the street.'</i></p>	[1]
	<p><b>Level 2 Interpretation only.</b></p> <p>e.g. <i>'The Polish government is attacking Solidarity'.</i></p>	[2]
	<p><b>Level 3 Main message.</b></p> <p>e.g. <i>'The Russians support the Polish government in stamping down on Solidarity.'</i> <i>'Solidarity was not a threat and was being unfairly attacked by the government.'</i></p>	[3]
	<p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge.</b></p> <p>e.g. <i>'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 Russia was trying to claim that Solidarity was a threat when it wasn't.'</i></p>	[4-5]
1(b)	<p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge.</b></p>	[6-7]
	<p><b>Explain why communism collapsed in Eastern Europe during the 1980s? [8]</b></p> <p>Target: AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 General answer lacking specific contextual knowledge.</b></p> <p>e.g. <i>'It collapsed because it became very unpopular.'</i></p>	[1-2]
	<p><b>Level 2 Identifies reasons.</b></p> <p>One mark for each.</p> <p>e.g. <i>'The policies of Gorbachev, the economic weakness of the USSR, Soviet invasion of Afghanistan, Solidarity in Poland, Hungarian frontier opened.'</i></p>	[3-4]

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
1(b) cont'd	<p><b>Level 3 Explains why communism collapsed.</b></p> <p>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>e.g. <i>'Gorbachev was the main reason. He 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. The communist governments in countries like East Germany and Poland were unpopular and as soon as it was clear they would not be supported by Russia they could 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.'</i></p>	[5-8]
2 (a)	<p><b>What were the main aims of the Provisional IRA? [4]</b></p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail.</p> <p>e.g. <i>The IRA wanted to get the British army and government out of Northern Ireland. They also wanted to unite Northern Ireland with the rest of Ireland.'</i></p>	
2(b)	<p><b>Explain why some Palestinians became terrorists? [6]</b></p> <p>Target: AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b></p> <p>e.g. <i>'They became terrorists because they were angry and wanted to put things right.'</i></p> <p>[1]</p> <p><b>Level 2 Identifies reasons or describes their activities.</b></p> <p>One mark for each.</p> <p>e.g. <i>'the state of the refugee camps' 'they believed that Palestine was rightfully theirs' 'they felt weak and it was the only tactic they thought they had left' 'fundamentalist beliefs'.</i></p> <p>[2-3]</p> <p><b>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2).</b></p> <p>e.g. <i>'Palestinians 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. Many Palestinians became refugees living in refugee camps. They believe that the only way they will get Palestine back as their own country is by using violence.</i></p> <p><i>'The Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies so they have used terrorism instead.'</i></p> <p>[4-6]</p>	

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
2(c)	<p><b>'Different terrorist groups use the same methods.'</b> How far do you agree with this statement. Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'They all use different methods. Some use methods that others do not.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies or describes methods - but no attempt to say if shared between groups OR Identifies shared or different methods (must be identified with particular groups).</b> e.g. <i>'Some Palestinian groups use suicide bombers but the IRA do not.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains similarities or differences - must be specific and related to particular groups.</b> e.g. <i>'Some Palestinian terrorists believe that it is a good thing to die for a good 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 by 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 of them have gone on hunger strike like Bobby Sands when they have been in prison. He died of his hunger strike. So they are similar but not the same.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains similarities and differences - must be specific and related to particular groups.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation of 'how far'.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	<b>SPaG</b> [6]

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
3(a)	<p><b>Describe the main events in the invasion of Iraq in 2003. [4]</b></p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. <i>'The invasion started with missile attacks on Baghdad and then air-strikes. Baghdad was captured in April. The other main target was Basra.'</i></p>	[4]
3(b)	<p><b>Explain why there was a break down in law and order in Iraq after the invasion. [6]</b></p> <p>Target: AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'There was a break down in law and order because there was no one to take control.'</i></p> <p>[1]</p> <p><b>Level 2 Identifies reasons or describes their activities.</b> One mark for each. e.g. <i>'the Iraqi army was disbanded and the police force was disbanded', 'occupying troops did not see their job as policemen', 'the insurgency with lots of weapons available and an influx of foreign fighters.'</i></p> <p>[2-3]</p> <p><b>Level 3 Explains reasons.</b> e.g. <i>'Law and order was not established because 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. They 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 their country. The situation was made worse because both the Iraqi army and police force were disbanded. The Americans did this 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 and no one to control them.'</i></p> <p>[4-6]</p>	
3(c)	<p><b>'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]</b></p> <p>Target: AO1 and 2</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
3 (c) cont'd	<p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'There were lots of reasons for the invasion and the oil was not one of the most important.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p><b>Level 2 Identifies or describes other reasons .</b> e.g. 'weapons of mass destruction', 'bringing democracy to Iraq', 'Bush and Blair', '9/11', 'wrong intelligence', 'regime change'</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p><b>Level 3 Explains oil as a reason or explains other reasons.</b> e.g. <i>'The most important reason why Iraq was invaded was that Bush wanted to get rid of Saddam Hussein. He had been causing a lot of trouble 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 like the treatment of all opponents.</i></p> <p><i>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 friendlier to the West this would help a lot.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p><b>Level 4 Explains oil and other reasons.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p><b>Level 5 Explains with evaluation of 'most important'.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 27.	SPaG [6]
<b>Section C Total</b>		<b>[41]</b>



Part 2: - Russia, 1905–1941		
Question Number		Mark
4(a)	<p><b>Study Source B.</b></p> <p><b>Why did the Bolsheviks publish this poster in 1919? Use the source and your knowledge to explain your answer. [7]</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question. [0]</p> <p><b>Level 1</b> Surface description of poster <u>OR</u> general assertion. [1] e.g. <i>'It shows men with guns in front of buildings.'</i></p> <p><b>Level 2</b> Reasons why it was published but not getting to purpose. [2-3] e.g. <i>'To encourage people to fight.'</i> <i>'To encourage people to unite.'</i> <i>'To highlight the dangers faced.'</i></p> <p><b>Level 3</b> Identifies valid purpose of publishing cartoon. [4] e.g. <i>'It was published to get the working classes to fight together (shoulder to shoulder) in defence of Petrograd.'</i></p> <p><b>Level 4</b> Uses contextual knowledge to explain why it was published then (but not getting to purpose). [5-6] e.g. <i>'It was the time of the Civil War and the Bolsheviks needed the support of the working classes as they wanted to defeat the Whites. One way to do this was to be united.'</i></p> <p><b>Level 5</b> As Level 4 with purpose of why then (1919). [7] e.g. <i>'It was the time of the Civil War and the Bolsheviks needed the support of the working classes as they wanted to defeat the Whites. One way to do this was to be united. In 1919, General Yudenich came within 30 miles of Petrograd, only to be turned back by Trotsky's special forces.'</i></p>	
4(b)	<p><b>Study Source C.</b></p> <p><b>What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question. [0]</p> <p><b>Level 1</b> Uses surface features of cartoon only. [1] e.g. <i>'Three men are holding the leads of some dogs.'</i></p>	

Part 2: - Russia, 1905–1941		
Question Number		Mark
4(b) cont'd	<p><b>Level 2 Fails to see poster as propaganda and sees message as one of factual information.</b></p> <p>e.g. <i>'The message of this poster is that the Bolsheviks are telling people that foreign countries are involved with the Whites.'</i></p>	[2]
	<p><b>Level 3 Interpretation only.</b></p> <p>e.g. <i>'The message of this cartoon is that foreign powers are controlling the White Army generals.'</i></p> <p><i>'That the White army generals are weak as they are controlled by foreign powers.'</i></p> <p><i>'That the Whites are unpatriotic as they are relying on foreign help.'</i></p>	[3]
	<p><b>Level 4 Interpretation supported by details of the cartoon <u>OR</u> by contextual knowledge.</b></p> <p>e.g. <i>'It is clear from the cartoon that foreign powers are controlling the White Army generals because the man in the top hat representing the USA has a dog on a leash as do the men representing France and Britain.'</i></p> <p><b>OR</b></p> <p>e.g. <i>'The three Whites generals named in the cartoon failed to co-ordinate their approach and this allowed the Reds to pick off the White armies one by one. The USA, Britain and France were angered by Russia's desertion from the war and the preaching of world communism sent troops and supplies to the White armies thus having some control as shown by the linking to the dogs in the cartoon.'</i></p>	[4-5]
	<p><b>Level 5 Interpretation supported by details of the cartoon AND by contextual knowledge.</b></p> <p>Both sides of Level 4.</p>	[6]
	<p><b>Study Source D.</b></p> <p><b>How far does this source explain the success of the Bolsheviks during the Civil War? Use the source and your knowledge to explain your answer. [7]</b></p>	
4(c)	<p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 Unsupported assertions/paraphrases/copies source.</b></p> <p>e.g. <i>'They were successful because Trotsky visited the front lines.'</i></p>	[1]

Part 2: - Russia, 1905–1941		
Question Number		Mark
4(c) cont'd	<p><b>Level 2 Uses the information in the source as proof/not proof <u>OR</u> simplistic evaluation.</b></p> <p>e.g. ‘Yes it does as Trotsky’s visits lifted the army to achieve greater things.’</p> <p><b>OR</b></p> <p>e.g. ‘It does not explain success as it is only about Trotsky’s visits to the front line and the soldier would say that.’</p>	[2]
	<p><b>Level 3 Identifies other reasons (not in source) as to success of the Bolsheviks during the Civil War.</b></p> <p>e.g. ‘the strength of the Red Army.’</p> <p>‘The weakness of the White army.’</p> <p>‘Lenin’s political leadership.’</p>	[3]
	<p><b>Level 4 Evaluates sources using its provenance.</b></p> <p>e.g. ‘The views are attributed to a Red Army soldier and he is likely to praise Trotsky as he was threatened with death if he disobeyed.’</p>	[4]
	<p><b>Level 5 Contextual knowledge used to explain success from the source <u>OR</u> success for other reasons (not in the source).</b></p> <p>e.g. ‘The Red Army was brilliantly led by Trotsky. He was ruthless, determined and had charisma that made him an ideal leader. He travelled around by train to meet the troops and spur them on to greater efforts.’</p> <p><b>OR</b></p> <p>‘Lenin introduced War Communism. This system allowed Reds total control over people’s lives and possessions in order to win the war. Ruthless discipline was introduced into the factories. Food was taken from peasant farmers by force. Strict rationing was introduced and the CHEKA was used to terrify opponents. This policy ensured the Red Army was kept supplied.’</p>	[5]
	<p><b>Level 6 Contextual knowledge used to explain success from the source AND success for other reasons (not in the source).</b></p> <p>Both sides of Level 5.</p>	[6]
	<p><b>Level 7 As for Level 6 but with conclusion about ‘how far’.</b></p>	[7]
	5(a)	<p><b>What happened on Bloody Sunday, January 1905? [4]</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>e.g. ‘In January 1905 about 200,000 unarmed workers marched on the Tsar’s Winter Palace in St. Petersburg to petition the Tsar.’</p> <p>‘The march was led by Father Gapon.’</p> <p>‘Troops panicked and opened fire on the marchers, killing and injuring hundreds.’</p> <p>‘The Tsar was not in the Palace having left to avoid the trouble.’</p> <p>N.B. Allow one mark to candidate who offers a general point only</p>

Part 2: - Russia, 1905–1941		
Question Number		Mark
5(b)	<b>Explain why Nicholas II survived the 1905 revolution. [6]</b>	
	<b>Level 0</b> No evidence submitted or response does not address the question.	[0]
	<b>Level 1</b> General answer lacking specific contextual knowledge. e.g. <i>'He gave the people more freedom.'</i>	[1]
5(b)	<b>Level 2</b> Identifies <b>AND/OR</b> describes reason(s). One mark for each. e.g. <i>'He gave the people the right to set up political parties.'</i> <i>'The people got the right to free speech.'</i> <i>'He issued the October manifesto.'</i> <i>'He split his opponents giving the middle classes what they wanted.'</i>	[2-3]
	<b>Level 3</b> Explains reason(s). One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. <i>'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties. It promised elections and a parliament called a Duma.'</i> <i>'The end of the war with Japan released troops who remained loyal to the Tsar. They dealt with disturbances and ruthlessly put down rebellions.'</i> <i>'The revolutionaries were not co-ordinated. There was no one group that led the revolution and co-ordinated the strikes, Soviets and peasants uprisings.'</i>	[4-6]
	5(c)	<b>'The main reason why Tsarist rule ended in 1917 was because of the influence of Rasputin.'</b> How far do you agree with this statement? Explain your answer. [10]
5(c)	<b>Level 0</b> No evidence submitted or response does not address the question	[0]
	<b>Level 1</b> General answer lacking specific contextual knowledge. e.g. <i>'The influence of Rasputin affected the way the Tsar was seen by the people.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	[1-2]
	<b>Level 2</b> Identifies <b>AND/OR</b> describes reasons for the end of Tsarist rule. e.g. <i>'Rasputin was advising the Tsarina on how to run the country.'</i> <i>'The army lost faith in the Tsar.'</i> <i>'There were food shortages for the army and in the towns. This led to strikes.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	[3-4]

Part 2: - Russia, 1905–1941		
Question Number		Mark
5 (c) cont'd	<p><b>Level 3 Explanation of the contribution of one reason.</b></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p><b>Level 4 Explanation of the contribution of at least two reasons.</b></p> <p>Developed explanation to be given two marks. All three to be dealt with for maximum mark.</p> <p><i>e.g. 'Rasputin had a strong influence over the royal family and in particular the Tsarina. He undermined the power of the Tsar. He even gave advice on who should be appointed to the government. Under his influence, which increased when the Tsar went to lead the army, corruption grew.'</i></p> <p><i>'The Russian army was badly led and treated appallingly by their officers. They were short of rifles and ammunition and many did not have boots. The Tsar took personal command but this made little difference and the huge defeats continued. By 1917 there was deep discontent and desertions with many soldiers becoming supporters of the Bolshevik party.'</i></p> <p><i>'Agricultural and industrial collapse led to food shortages and strikes. In 1917 strikes broke out all over Russia and there were demands for the government to provide bread. The army refused to put down the revolts.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p><b>Level 5 Explains with evaluation of 'main reason'.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
6(a)	<p><b>Describe the main features of the Five-Year Plans. [4]</b></p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p><i>e.g. 'The plans were for industrial improvement with the first one dealing with vital heavy industry.'</i> (2)</p> <p><i>'The plans were started by Stalin.'</i></p> <p><i>'The first plan started in 1928.'</i></p> <p><i>'Drawn up by Gosplan.'</i></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]
6(b)	<p><b>Explain why Stalin introduced the Five-Year Plans. [6]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b></p> <p><i>e.g. 'Stalin introduced the Five-Year Plans to improve the Soviet Union.'</i></p> <p>[1]</p>	[0]  [1]

Part 2: - RUSSIA, 1905-1941		
Question Number		Mark
6 (b) cont'd	<p><b>Level 2 Identifies AND/OR describes reason(s).</b> One mark for each e.g. <i>'To modernise Soviet industry.'</i> <i>'To complete the socialist revolution.'</i> <i>'To survive against capitalist attack.'</i> <i>'To reduce the power of the peasants.'</i></p>	[2-3]
	<p><b>Level 3 Explains reason(s).</b> One explained reason 4-6 marks; two or more explained reasons 5-6 marks. e.g. <i>'Stalin believed that the Five Year Plans were the only way to transform a backward Soviet Union into an industrial power in a short space of time.'</i> <i>'He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.'</i> <i>'To reduce the power of the peasants, whom he deeply distrusted, by turning them into industrial workers whilst at the same time broadening the support for communism among the people of the Soviet Union.'</i></p>	[4-6]
6(c)	<p><b>The following brought misery to the Soviet people during the 1930s:</b> (i) <b>the secret police;</b> (ii) <b>the purges;</b> (iii) <b>collectivisation.</b></p> <p><b>Which of these do you think brought the greatest misery? Explain your answer, referring only to (i), (ii) and (iii). [10]</b></p>	
	<p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'The three factors all affected the Soviet Union equally during the 1930s.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p><b>Level 2 Describes reasons why these factors led to misery.</b> e.g. <i>'In 1934 the secret police were renamed the NKVD. The size of the secret police was increased by Stalin to help him deal with problems.'</i> <i>'Stalin wanted to get rid of his opponents and therefore increase his control.'</i> <i>'Stalin was determined to modernise Soviet agriculture and introduced a policy of collectivisation which brought much opposition and suffering.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]

Part 2: - Russia, 1905–1941		
Question Number		Mark
6 (c) cont'd	<p><b>Level 3 Explanation of the contribution of one factor.</b></p> <p>Developed explanation to be given two marks.</p> <p>e.g. <i>‘Stalin increased the size of the secret police and used it to hunt down and destroy his opponents and terrorise ordinary people into obedience. People found guilty of opposition or disobedience were sentenced to death, exile or hard labour.’</i></p> <p><b>OR</b></p> <p>e.g. <i>‘In 1934 Stalin had Kirov murdered and then began to purge his opponents. At ‘show trials’ loyal Bolsheviks ‘confessed’ to being traitors. Around 50,000 party members were arrested, charged with anti-Soviet activities and sent to gulags. One in five of army officers were removed. One of the most frightening aspects was the unpredictability. Arrests were made in the middle of the night and victims were tortured. By 1937 18 million had been transported to labour camps. The army purges proved almost fatal in 1941 when Hitler invaded.’</i></p> <p><b>OR</b></p> <p><i>‘Soviet peasants used old fashioned, inefficient farming methods and were not producing enough food for the city workers. He introduced collective farms where the state provided machinery and bought the produce at a low fixed price. This change brought confrontation between the government and the kulaks. Requisition parties took the food required leaving the peasants to starve. Kulaks were arrested and sent to labour camps. Under these conditions food production fell and there was a famine in 1932-33.’</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p><b>Level 4 Explanation of the contribution of at least two factors.</b></p> <p>All three to be dealt with for maximum mark.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p><b>Level 5 Explains with evaluation of ‘greatest impact’.</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
<b>Section D Total</b>		<b>[40]</b>
<b>Paper Total</b>		<b>[81]</b>

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 5-6 marks</i></b>
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.
<b><i>Intermediate performance 3-4 marks</i></b>
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.
<b><i>Threshold performance 1-2 marks</i></b>
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 Grid (includes QWC)**

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