

**General Certificate of Secondary Education**

**A971/15**

**History B: Modern World  
Aspects of International Relations, 1919–  
2005, with Causes and Events of the First  
World War, c.1890–1918**

**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, 1919–2005 (Sections A,B and C)

**and**

Part 2: Depth Study, Causes and Events of the First World War, c.1890–1918

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, Causes and Events of the First World War, c.1890–1918, 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**



Hitler: 'There's some mistake. It was your small brother I sent for.'

*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]**

**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]**

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 the 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 [41]**

## Part 2: Depth Study

### Causes and Events of the First World War, c.1890–1918

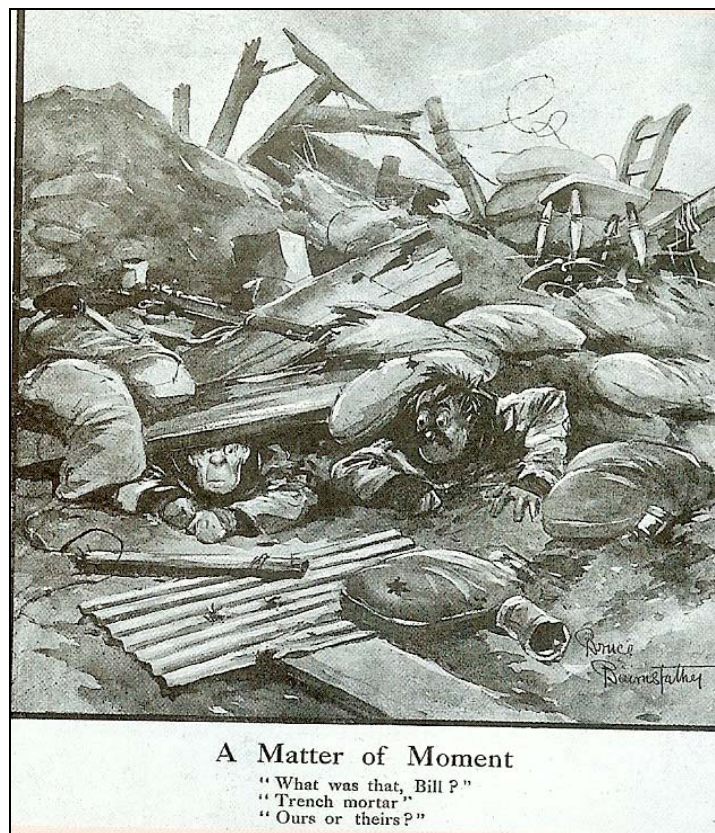
Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

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

Answer Question 4 and ONE other question.

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

#### Source B



*A cartoon produced by a Captain in the British Army. He served on the Western Front and produced this cartoon at that time.*

#### Source C

At 7.30 a.m. the hurricane of shells ceased. Our men at once clambered up the steep shafts leading from the dug-outs to daylight and ran to the nearest shell craters. The machine guns were pulled out of the dug-outs and hurriedly placed into position. As soon as we were in position we saw a series of long lines of British infantry moving forward from their trenches. They came on at a steady pace as if expecting to find nothing alive in our front trenches. When the line was within 100 yards, the rattle of machine-gun fire broke out.

*A German soldier describing what happened on the first day of the Battle of the Somme, 1 July 1916.*



**Source D**

*A still picture from a silent film produced by the British government in 1916.  
The film was first shown in cinemas around the country in August 1916.*

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

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

**(b)** Study Source C.

Are you surprised by this source? Use the source and your knowledge to explain your answer. [7]

**(a)** Study source D.

Why did the British government produce this film at that time? Use the source and your knowledge to explain your answer. [7]

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

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

- 5 (a)** What was the Entente Cordial of 1904? **[4]**
- (b)** Why did the crises of 1905 and 1911 in Morocco increase tension between European powers? **[6]**
- (c)** The assassination of Franz Ferdinand was the main reason for war breaking out in 1914.' How far do you agree with this statement? Explain your answer. **[10]**

- 6 (a)** What problems did the allied armies face when they first landed on the Gallipoli Peninsula in April 1915? **[4]**
- (b)** Explain why the Gallipoli campaign was carried out. **[6]**
- (c)** The following were equally responsible for the failure of the Gallipoli campaign:
- (i)** a lack of surprise;
  - (ii)** a lack of military planning;
  - (iii)** the weather.

Which do you think was the most responsible? Explain your answer referring only to **(i)**, **(ii)** and **(iii)**. **[10]**

**Section D total [40]**

**Paper Total [81]**



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

**Causes and Events of World War1, c.1900-1918**

**4b):** From The Trenches, Banham and Culpin, John Murray, 2002, p39

**4c):** From Britain and the Great War, Rosemary Rees, Heinemann, 1993, p17

**4d):** From The Twentieth Century World, Colin and Keith Shephard, John Murray, 1993, p6

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Unit A971/15: Aspects of International Relations, 1919–2005,  
with Causes and Events of the First World War, c.1890–1918

**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><br/>e.g. <i>'It shows Hitler speaking to Mars.'</i><br/><i>'It shows Hitler as a small person being overshadowed by Mars.'</i></p> <p><b>Level 2 Interpretation only</b><br/>e.g. <i>'Hitler has started a war.'</i></p> <p><b>Level 3 Main message</b><br/>e.g. <i>'There is going to be a big war.'</i><br/><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><br/>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><br/><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><br/>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> |
| 1(b)   | <p><b>Explain why the Nazi-Soviet Pact was signed. [8]</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><br/>e.g. <i>'It brought a link between Germany and the USSR.'</i></p>   | <p>[0]</p> <p>[1-2]</p>   |


| Part 1: Section A – The Inter-War Years, 1919–1939 |  |                |
|--|--|----------------|
| Question Number                                    |  | Mark           |
| 1(b)<br>cont'd                                     | <p><b>Level 2 Identifies AND/OR describes Pact</b></p> <p>One mark for each</p> <p>e.g. <i>'It gave Russia time to re-arm.'</i></p> <p><i>'It gave protection to Hitler if he invaded Poland.'</i></p> <p><i>'Britain and France were slow to act.'</i></p>  | [3-4]          |
|  | <p><b>Level 3 Explains why Pact was signed</b></p> <p>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>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></p> <p><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> | [5-8]          |
| 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.</p> <p>e.g. <i>'It limited the size of Germany's army.'</i></p> <p><i>'Germany was forbidden to join with Austria.'</i></p> <p><i>'Germany had to accept the 'War Guilt' clause.'</i></p> <p><i>'Its overseas empire was taken away.'</i></p> <p><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><b>Level 1 General answer lacking specific contextual knowledge</b></p> <p>e.g. <i>'His fourteen points.'</i></p>   | [0]<br><br>[1] |

| Part 1: Section A – The Inter-War Years, 1919–1939 |  |       |
|--|--|-------|
| Question Number                                    |  | Mark  |
| 2 (b)<br>cont'd                                    | <p><b>Level 2 Identifies AND/OR describes what he wanted to achieve</b><br/>One mark for each<br/>e.g. <i>'He hoped to achieve world peace.'</i><br/><i>'He wanted a fair peace.'</i><br/><i>'Self-determination.'</i><br/><i>'A League of Nations.'</i></p>   | [2-3] |
|  | <p><b>Level 3 Explains his hope(s)</b><br/>One explained reason 3-4 marks; two or more explained reasons marks.<br/>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><br/><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>  | [4-6] |
| 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]   |
|  | <p><b>Level 1 General answer lacking specific contextual knowledge</b><br/>e.g. <i>'He got some revenge'</i><br/>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>  | [1-2] |
|  | <p><b>Level 2 Identifies AND/OR describes satisfaction OR dissatisfaction</b><br/>e.g. <i>'The French got Alsace-Lorraine back.'</i><br/><i>'He was able to reduce the threat of the German armed forces.'</i><br/><i>'The reparation settlement was not harsh enough.'</i><br/><i>'He was not satisfied as Germany was not broken into smaller states.'</i><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>   | [3-4] |
|  | <p><b>Level 3 Explains his satisfaction OR dissatisfaction</b><br/>Developed explanation to be given two marks within L3 and L4.<br/>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><br/><b>OR</b><br/><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><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | [5-6] |






| Part 1: Section A – The Inter-War Years, 1919–1939 |   |   |
|--|---|---|
| Question Number                                    |   | Mark  |
| 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><br/> e.g. <i>'It can because it affected the economy.'</i><br/> <i>'No, it was because it failed because it did not deal with disputes.'</i><br/> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies AND/OR describes reason(s) for failure of the League</b><br/> e.g. <i>'It failed because countries were dealing with unemployment.'</i><br/> <i>'It failed because of the rise in nationalism and extremist parties.'</i><br/> <i>'Because of the rise in militarism it was a failure.'</i><br/> <i>'It failed because of the impact of Manchuria and Abyssinia.'</i><br/> <i>'It failed because the USA was not a member.'</i><br/> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains agreement OR disagreement</b><br/> Developed explanation to be given two marks.<br/> 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><br/> <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><br/> <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><br/> <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><br/> <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><br/> <i>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i></p> | <p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> |

| Part 1: Section A – The Inter-War Years, 1919–1939                                |  |                    |
|---|--|--------------------|
| Question Number   |  | Mark               |
| 3 (c)<br>cont'd   | <p><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> |                    |
|   | <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>  | [7-9]              |
|   | <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>  | [10]               |
|  | Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 26.  | <b>SPaG</b><br>[6] |
| <b>Section A Total:</b>   |  | <b>[41]</b>        |

| Part 1: Section B – The Cold War, 1945–1975 |   |   |
|---|---|---|
| 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><br/>e.g. ‘Western Europe is leaning over into America.’<br/>‘America is saying “It’s up to us again.”’<br/>‘The USA has introduced the Marshall Plan.’</p> <p><b>Level 2 Interpretation only</b><br/>e.g. ‘Western Europe is in a poor condition financially.’ ‘Western Europe is falling down.’</p> <p><b>Level 3 Main message</b><br/>e.g. ‘Western Europe is in poverty and the USA is going to give aid to support recovery.’</p> <p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b><br/>e.g. ‘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.’<br/><b>OR</b><br/>e.g. ‘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.’</p> <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b><br/>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> |
| 1(b)  | <p><b>Explain why the Soviet Union blockaded West Berlin in 1948. [8]</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><br/>e.g. ‘To stop change.’</p>   | <p>[0]</p> <p>[1-2]</p>   |


| Part 1: Section B – The Cold War, 1945–1975 |  |                             |
|---|--|-----------------------------|
| Question Number                             |  | Mark                        |
| 1(b)<br>cont'd                              | <b>Level 2 Identifies reasons AND/OR describes blockade</b><br>One mark for each   | [3-4]                       |
|   | <b>Level 3 Explains reason(s)</b><br>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.<br>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><br><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> | [5-8]                       |
| 2(a)  | <b>What happened in the Bay of Pigs invasion of 1961? [4]</b><br>AO 1<br>One mark for each relevant point; additional mark for supporting detail.<br>e.g. <i>'A force of 1400 exiles landed on Cuba.'</i><br><i>'Met by 20,000 Cuban troops.'</i><br><i>'The exiles were captured or killed.'</i><br><i>'Kennedy was humiliated.'</i>  | [4]                         |
| 2(b)  | N.B. Allow one mark to candidate who offers a general point only<br><b>Explain why Khrushchev sent missiles to Cuba in 1962. [6]</b><br>AO 1, 2<br><b>Level 0 No evidence submitted or response does not address the question.</b><br><br><b>Level 1 General answer lacking specific contextual knowledge.</b><br>e.g. <i>'It was the right thing to do.'</i><br><br><b>Level 2 Identifies AND/OR describes reason(s) why</b><br>One mark for each<br>e.g. <i>'So he was able to bargain with the USA.'</i><br><i>'So he could trap the USA (Kennedy) into starting a war.'</i><br><i>'So he could test the resolve of the USA / Kennedy.'</i><br><i>'So he could gain the upper hand in the arms race.'</i><br><i>'Military support was requested by Castro.'</i>               | [0]<br><br>[1]<br><br>[2-3] |
|   | <b>Level 3 Explains reason(s) why Khrushchev sent missiles</b><br>One explained reason 3-4 marks; two or more explained reasons 5-6 marks.<br>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> <i>'In the strained atmosphere of</i>  | [4-6]                       |

| Part 1: Section B – The Cold War, 1945–1975 |   |                                      |
|---|---|--------------------------------------|
| Question Number                             |   | Mark                                 |
| 2(b)<br>cont'd                              | <p><i>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>  |                                      |
| 2(c)  | <p><b>'The Cuban Missile Crisis was never a threat to world peace.'</b> How far do you agree with this statement? Explain your answer. [10]</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><br/>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><b>Level 2 Identifies and/or describes threat</b><br/>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><b>Level 3 Explains agreement OR disagreement</b><br/>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>[0]</p> <p>[1-2]</p> <p>[3-4]</p> |

| Part 1: Section B – The Cold War, 1945–1975   |   |                                       |
|---|---|---------------------------------------|
| Question Number   |   | Mark                                  |
| 2(c)<br>cont'd  | <p><b>OR</b></p> <p><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><br/>Both sides of Level 3<br/>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><br/>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</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 26.   | <b>SPaG</b><br>[6]                    |
| 3(a)  | <p><b>Who were the Vietcong? [4]</b><br/>Target: AO1 and 2<br/>One mark for each relevant point: additional mark for supporting detail.<br/>e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>  | [4]                                   |
| 3(b)  | <p><b>Explain why the USA became involved in Vietnam. [6]</b><br/>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><br/>e.g. <i>'They did this because they were worried about what was happening in South Vietnam.'</i></p> <p><b>Level 2 Identifies or describes reasons</b><br/>e.g. <i>'The French pulled out.'</i><br/><i>'The domino theory.'</i><br/><i>'To support South Vietnam'.</i></p>  | <p>[0]</p> <p>[1]</p> <p>[2]</p>      |


| Part 1: Section B – The Cold War, 1945–1975 |   |  |
|---|---|--|
| Question Number                             |   | Mark   |
| 3 (b)<br>cont'd                             | <p><b>Level 3 Explains reasons</b><br/>e.g. <i>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.</i></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><br/>Target: AO1 and 2</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b><br/>e.g. <i>'They were both important reasons and it is hard to say if one was more important than the other.'</i><br/>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies or describes reasons why one factor led to US failure [3]</b></p> <p><b>OR</b></p> <p><b>Identifies or describes at least one reason for each factor [4]</b><br/>e.g. <i>'The Americans could not cope with the guerrilla tactics of the Vietcong.'</i> <i>'Public opinion turned against the war and there were anti-war protests.'</i><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains why one of these reasons led to US failure</b><br/>e.g. <i>'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.'</i><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains why both reasons led to US failure</b><br/>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> | [1-2]<br><br>[3-4]<br><br>[5-6]<br><br>[7-9] |




| Part 1: Section B – The Cold War, 1945–1975                                       |  |                    |
|---|--|--------------------|
| Question Number   |  | Mark               |
| 3 (c)<br>cont'd   | <p><b>Level 5 Explains with evaluation which was more important</b></p> <p><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 villagers 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 loosing 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></p> <p>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 26.  | <b>SPaG</b><br>[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> <p><b>Level 1 Uses surface features of cartoon only</b><br/>e.g. <i>'It shows a man attacking a woman in the street.'</i></p> <p><b>Level 2 Interpretation only</b><br/>e.g. <i>'The Polish government is attacking Solidarity.'</i></p> <p><b>Level 3 Main message</b><br/>e.g. <i>'The Russians support the Polish government in stamping down on Solidarity.'</i><br/><i>'Solidarity was not a threat and was being unfairly attacked by the government.'</i></p> <p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b><br/>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> <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b></p> | <p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4-5]</p> <p>[6-7]</p> |
| 1(b)                                       | <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> <p><b>Level 1 General answer lacking specific contextual knowledge</b><br/>e.g. <i>'It collapsed because it became very unpopular.'</i></p> <p><b>Level 2 Identifies reasons</b><br/>(One mark for each)<br/>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>  | <p>[0]</p> <p>[1-2]</p> <p>[3-4]</p>                                  |

| Part 1: Section C – A New World? 1948–2005 |  |       |
|--|--|-------|
| Question Number                            |  | Mark  |
| 1(b)<br>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.<br/>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.<br/>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>[1]<br/>e.g. <i>'They became terrorists because they were angry and wanted to put things right.'</i></p> <p><b>Level 2 Identifies reasons or describes their activities</b></p> <p>[2-3]<br/>One mark for each<br/>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><b>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2)</b></p> <p>[4-6]<br/>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><br/><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> |       |

| 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><br/>e.g. <i>'They all use different methods. Some use methods that others do not.'</i><br/>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><br/>e.g. <i>'Some Palestinian groups use suicide bombers but the IRA do not.'</i><br/>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><br/>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 there are similar but not the same.'</i><br/>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><br/>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><br/>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 26.   | <b>SPaG</b><br>[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.<br/>e.g. 'The invasion started with missile attacks on Baghdad and then air-strikes. Baghdad was captured in April. The other main target was Basra.'</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 1 General answer lacking specific contextual knowledge</b></p> <p>e.g. '<i>There was a break down in law and order because there was no one to take control.</i>'</p> <p><b>Level 2 Identifies reasons or describes their activities</b></p> <p>One mark for each</p> <p>e.g. '<i>the Iraqi army was disbanded and the police force was disbanded</i>',<br/><i>'occupying troops did not see their job as policemen</i>',<br/><i>'the insurgency with lots of weapons available and an influx of foreign fighters.'</i></p> <p><b>Level 3 Explains reasons</b></p> <p>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> | [1]<br><br>[2-3]<br><br>[4-6] |
| 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> <p><b>Level 1 General answer lacking specific contextual knowledge</b></p> <p>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> <p><b>Level 2 Identifies or describes other reasons</b></p> <p>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>   | [0]<br><br>[1-2]<br><br>[3-4] |

| Part 1: Section C – A New World? 1948–2005   |   |                    |
|--|---|--------------------|
| Question Number  |   | Mark               |
| 3 (c)<br>cont'd  | <p><b>Level 3 Explains oil as a reason or explains other reasons</b></p> <p><i>e.g. '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></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 'most important'</b></p> <p>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 26.   | <b>SPaG</b><br>[6] |
| <b>Section C Total:</b>  |   | <b>[41]</b>        |

| Part 2: – The Causes and Events of the First World War, c.1890–1918 |   |       |
|---|---|-------|
| Question Number   |   | Mark  |
| 4(a)  | <p><b>Study Source D.</b><br/> <b>What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]</b><br/>           Target: AO1, AO2, 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><br/>           e.g. <i>'There is a lot of damage.'</i><br/> <i>'Two men are under fallen debris.'</i></p>   | [1-2] |
|   | <p><b>Level 2 Interpretation only</b><br/>           e.g. <i>'Soldiers have been fired on.'</i><br/> <i>'It is propaganda to raise morale.'</i></p>   | [3]   |
|   | <p><b>Level 3 Main message</b><br/>           e.g. <i>'That it is dangerous as the trenches might be bombarded.'</i></p>  | [4]   |
|   | <p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b><br/>           e.g. <i>'That life can be very dangerous in the trenches and your positions might be hit either by the enemy or even your own side.'</i><br/> <b>OR</b><br/>           e.g. <i>'That it was dangerous in the trenches as bombardments took place all the time to 'soften-up' the enemy prior to soldiers 'going over the top'. The problem was that the direction of fire was as likely to be from your own side as the enemy as information about trench positions and the accuracy of fire was suspect.'</i><br/> <i>'The cartoons were produced by Bairnsfather as a piece of propaganda to improve the spirit of the troops. They appeared in a popular weekly magazine read by troops and civilians.'</i></p> | [5]   |
|   | <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b><br/>           Both sides of L4.</p>   | [6]   |
| 4(b)  | <p><b>Study Source C.</b><br/> <b>Are you surprised by this source? Use the source and your knowledge to explain your answer. [7]</b><br/>           Target: AO1, AO2, AO3</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>   | [0]   |
|   | <p><b>Level 1 Answers that describe the source or express surprise using the detail without interpretation</b><br/>           e.g. <i>'I am surprised by the source. It's very odd that soldiers should get themselves killed.'</i></p>   | [1]   |

| Part 2: – The Causes and Events of the First World War, c.1890–1918  |   |       |
|--|---|-------|
| Question Number  |   | Mark  |
| 4 (b)<br>cont'd  | <b>Level 0 No evidence submitted or response does not address the question.</b>   | [0]   |
|  | <b>Level 1 Answers that describe the source or express surprise using the detail without interpretation</b><br>e.g. <i>'I am surprised by the source. It's very odd that soldiers should get themselves killed.'</i>  | [1]   |
|  | <b>Level 2 Not surprised - general claims that the British and Germans were fighting each other</b><br>e.g. <i>'I am not surprised by this source because at this time the British and Germans were at war and fighting each other.'</i>  | [2]   |
|  | <b>Level 3 Not surprised because of the date</b><br>e.g. <i>'I am not surprised because this source is about the first day of the Battle of the Somme and on that day the British soldiers were to walk into 'No Man's Land' and take the German trenches. For a week the German trenches had been bombarded by heavy artillery fire to destroy the Germans.'</i>   | [3-4] |
|  | <b>Level 4 Surprised because of the British tactics – uses contextual knowledge</b><br>e.g. <i>'I am surprised by this source. It's surprising that a British commander (Haig) would send so many inexperienced infantry men to their certain death based on flawed tactics. The pace of movement of the British left them exposed, soldiers were instructed to follow the orders without question and when their junior officers were killed the soldiers were confused about what to do.'</i> | [5-6] |
| 4(c)   | <b>Level 5 Surprised / not surprised supported with contextual knowledge</b><br>Both Level 3 and Level 4.   | [7]   |
|  | <b>Study Source D.</b><br><b>Why did the British government produce this film at that time?</b><br><b>Use the source and your knowledge to explain your answer. [7]</b><br>Target: AO1, AO2, AO3  |       |
|  | <b>Level 0 No evidence submitted or response does not address the question.</b>   | [0]   |
|  | <b>Level 1 Surface description of cartoon or general assertions</b><br>e.g. <i>'It was published to show the soldiers.'</i>   | [1]   |
|  | <b>Level 2 Reasons why it was produced without getting to purpose</b><br>e.g. <i>'It was published to show soldiers fighting.'</i><br><i>'The war was going badly.'</i><br><i>'Many soldiers were being killed.'</i>  | [2-3] |
| <b>Level 3 Identifies valid purpose of producing the film</b><br>e.g. <i>'To show to British people, to help keep up morale during the war.'</i> | [4]   |       |



| Part 2: – The Causes and Events of the First World War, c.1890–1918 |  |  |
|---|--|--|
| Question Number   |  | Mark                                     |
| 4(c)<br>cont'd  | <p><b>Level 4 Explains why the film was produced then – without explaining the purpose of the film.</b><br/>e.g. <i>'It was to show the people in Britain what was happening in the war and the way the war was being fought. The army had suffered a number of set-backs including the Somme.'</i></p>  | [5]                                      |
|   | <p><b>Level 5 Explains why that particular message was produced then</b><br/>e.g. <i>'This film was produced then because details of a number of army set-backs, including the Somme, were heard about. It was produced then to raise morale, to show people how brave the soldiers were and to encourage more men to enlist.'</i></p>   | [6-7]                                    |
| 5(a)  | <p><b>What was the Entente Cordiale of 1904? [4]</b><br/>Target: AO1<br/>One mark for each relevant point; additional mark for supporting detail.<br/>e.g. <i>'It was an agreement between countries.'</i><br/><i>'In 1904 a friendly agreement was signed with France as Britain feared the threat of Germany and Russia.'</i><br/><i>'France gave Britain a free hand in Egypt.'</i><br/><i>'Britain gave France a free hand in Morocco.'</i><br/>N.B. Allow one mark to candidate who offers a general point only</p>   | [4]                                      |
| 5(b)  | <p><b>Why did the crises of 1905 and 1911 in Morocco increase tension between European powers? [6]</b><br/>Target: AO1, AO2<br/><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><br/>e.g. <i>'Because the Kaiser was seen as a threat.'</i></p> <p><b>Level 2 Identifies AND /OR describes reasons why</b><br/>e.g. <i>'The Kaiser interfered over Morocco.'</i><br/><i>'Britain and France stood together.'</i><br/><i>'The Kaiser sent a gunboat to Agadir in 1911.'</i><br/><i>'The Kaiser was trying to gain land.'</i><br/><i>'The Kaiser was testing the Entente.'</i><br/>(One mark for each)</p> <p><b>Level 3 Explains reasons</b><br/>One explained reason 4-5 marks; two or more explained reasons 5-6 marks.<br/>e.g. <i>'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where in a speech (1905) he said Morocco should be independent of France. France was supported by Britain and would not back down.'</i><br/><i>'The Kaiser suffered an embarrassing defeat at the Algeciras conference with only Austria-Hungary supporting him. He blamed Britain for this defeat as they had supported France.'</i><br/><i>'The Kaiser, in 1911, again tried to break the Entente Cordiale by sending a gunboat to Agadir. Britain believed he was trying to set up a naval base in Morocco and saw this as a threat. Again Germany backed down to avoid war and yet again he blamed Britain. He was unlikely to back down again.'</i></p> | [0]<br><br>[1]<br><br>[2-3]<br><br>[4-6] |

| Part 2: – The Causes and Events of the First World War, c.1890–1918 |  |   |
|---|--|---|
| Question Number   |  | Mark  |
| 5(c)  | <p><b>‘The assassination of Franz Ferdinand was the main reason for war breaking out in 1914.’ How far do you agree with this statement? Explain your answer. [10]</b><br/>Target: AO1, AO2. Written communication to be assessed in this question.</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><br/>e.g. <i>‘Yes it was a short-term cause of war.’</i><br/>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies AND / OR describes reasons for war</b><br/>e.g. <i>‘War was caused by the arms race.’</i><br/><i>‘The alliances created ‘two sides’.’</i><br/><i>‘Colonial rivalry was a cause of war.’</i><br/><i>‘The Balkans crises were the main cause of war.’</i><br/><i>‘Germany’s aggressive attitude was responsible for war.’</i><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains agreement OR disagreement</b><br/>e.g. <i>‘Following the assassination at Sarajevo of the heir to the A-H throne, Austria declared war on Serbia despite the Serbs not wanting war. This brought Russia into conflict as it supported the Serbs and was determined not to back down this time. Germany supported its ally Austria-Hungary by declaring war on Russia and then France. This was the immediate cause of war.’</i><br/><b>OR</b><br/><i>‘The Kaiser adopted a more aggressive approach to the rest of the world. He ended friendly relations with Russia and as a result other countries saw Germany as a threat.’</i><br/><i>‘Germany had grown equal to Britain in wealth and industry and wanted an Empire like Britain. The Kaiser’s aggressive attitude suggested he might take parts of the Empire’s of Britain and France (Morocco) and this was seen as a threat.’</i><br/><i>‘Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany’s army was already powerful and Britain feared German world domination if it had the strongest navy as well.’</i><br/><i>‘The development of the Triple Entente and the Triple Alliance had effectively created ‘two camps’ in Europe and each became increasingly suspicious of the other.’</i><br/><i>‘There was intense rivalry in the Balkans where the Balkan League had been formed with Serbia emerging as the strongest Balkan state. This alarmed Austria who was determined to crush the Serbians who were supported by Russia. Austria was supported by Germany.’</i><br/><i>‘Germany invaded Belgium to get to France and Britain entered the war as they had agreed to guarantee Belgium’s neutrality by the Treaty of London signed in 1839.’</i><br/>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | <p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> |

| Part 2: – The Causes and Events of the First World War, c.1890–1918 |  |       |
|---|--|-------|
| Question Number   |  | Mark  |
| 5 (c)<br>cont'd   | <b>Level 4 Explains agreement AND disagreement.</b><br>Written work is legible and spelling, grammar and punctuation are accurate.<br>Meaning is communicated very clearly.  | [7-9] |
|   | <b>Level 5 Explains with evaluation of 'how far'</b><br>Written work is legible and spelling, grammar and punctuation are accurate.<br>Meaning is communicated very clearly.   | [10]  |
| 6(a)  | <b>What problems faced the allied armies when they first landed on the Gallipoli Peninsular in April 1915? [4]</b><br>Target: AO1, AO2<br><br>One mark for each relevant point; additional mark for supporting detail<br>e.g. <i>'The Turks were aware the attack was coming and were prepared.'</i><br><i>'They were dug into strong positions on the hills overlooking the beaches.'</i><br><i>'They faced heavy machine-gun fire.'</i><br><i>'They had to dig-in to give themselves cover.'</i><br>N.B. Allow one mark to candidate who offers a general point only   | [4]   |
| 6(b)  | <b>Explain why the Gallipoli campaign was carried out. [6]</b><br>Target: AO1  |       |
|   | <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><br>e.g. <i>'To win the war.'</i>   | [1]   |
|   | <b>Level 2 Identifies AND/OR describes reason(s)</b><br>(One mark for each)<br>e.g. <i>'To get supplies to the Russians.'</i><br><i>'To establish a new Allied front.'</i><br><i>'To reduce pressure on the Russians.'</i><br><i>'To end the Western Front stalemate.'</i>   | [2-3] |
|   | <b>Level 3 Explains reason(s)</b><br>One explained reason 4-5 marks; two or more explained reasons 5-6 marks.<br>e.g. <i>'To open up a sea route to the Russian Front so that the Allies could get supplies to the Russians. The only real possibility was through a narrow stretch of sea, the Dardanelles, controlled by the Turks and into the Black Sea.'</i><br><i>'The British hoped the Gallipoli campaign would break the stalemate on the Western Front. They would capture Constantinople, the capital of Turkey. This would encourage neutral countries such as Greece and Romania to join the Allies.'</i><br><i>'It would establish a new front from which the Allied troops could march through the Balkans and attack Germany's principal ally, Austria-Hungary.'</i><br><i>'It would relieve pressure on Russian forces by drawing troops away from the Russian Front.'</i><br><i>'It was a plan which was to use the powerful British navy rather than land troops getting bogged down in trench warfare like the Western Front.'</i> | [4-6] |

| Part 2: – The Causes and Events of the First World War, c.1890–1918 |   |   |
|---|---|---|
| Question Number   |   | Mark  |
| 6(c)  | <p>The following were responsible for the failure of the Gallipoli campaign:<br/>           (i) a lack of surprise;<br/>           (ii) a lack of military planning;<br/>           (iii) the weather.<br/>           Which do you think was the most responsible? Explain your answer, referring only to (i), (ii) and (iii). [10]<br/>           Target: AO1, AO2. Written communication to be assessed in this question.</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><br/>           e.g. <i>'All three contributed to the failure.'</i><br/>           Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies AND / OR describes reasons why these factors led to failure</b><br/>           e.g. <i>'The retreat of the ships lost the surprise element.'</i><br/> <i>'The military failed to think out and develop a strategy that had a chance of success.'</i><br/> <i>'Soldiers were exposed to the extremes of the weather.'</i><br/>           Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explanation of the contribution of one reason</b><br/>           Developed explanation to be given two marks.<br/>           e.g. <i>'The Turks knew well in advance about the planned Gallipoli landings and strengthened their defences. They had put mines in the water which resulted in the navy retreating. They then dug themselves into the hillside overlooking the beaches in a prime position. It had taken the British several weeks to organise the landings losing the advantage of surprise.'</i></p> <p><b>OR</b><br/> <i>'From the beginning the plan had little chance of success. It was highly unlikely to knock Turkey and then Austria out of the war. No serious thought had been given to what to do once they had captured Gallipoli. The commanders on the Western Front refused to release men as it was believed that the war would be won there. The British used out of date maps for the landings and failed to remove the mines. The only realistic chance was a joint army and navy operation, yet they were carried out separately.'</i></p> <p><b>OR</b><br/> <i>'In summer the heat and dust were dreadful. Water was extremely scarce and had to be carried by mules in cans from supply ships. Flies were everywhere causing widespread dysentery. Men were weak and had to be treated on hospital ships offshore. In hot weather the stench of rotting bodies became unbearable. In winter the heat and dust turned to mud and snow. Water poured down hills into the allied trenches. Blizzards swept over men without overcoats and many died of exposure.'</i><br/>           Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | <p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> |

| <b>Part 2: – The Causes and Events of the First World War, c.1890–1918</b> |  |              |
|--|--|--------------|
| <b>Question Number</b>   |  | <b>Mark</b>  |
|  | <p><b>Level 4 Explanation of the contribution of at least two reasons</b><br/>           (All three to be dealt with for maximum mark)<br/>           Written work is legible and spelling, grammar and punctuation are accurate.<br/>           Meaning is communicated very clearly.</p> | <b>[7-9]</b> |
|  | <p><b>Level 5 Explains with evaluation of ‘most responsible</b><br/>           Written work is legible and spelling, grammar and punctuation are accurate.<br/>           Meaning is communicated very clearly.</p>  | <b>[10]</b>  |
| <b>Section D Total</b>   |  | <b>[40]</b>  |
| <b>Paper Total</b>   |  | <b>[81]</b>  |

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

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| <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>16</b>    |
| <b>4(a)</b>     | 1          | 2          | 4          |             | <b>6</b>     |
| <b>4(b)</b>     | 1          | 2          | 4          |             | <b>7</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>    |