

**General Certificate of Secondary Education**

**A971/13**

**History B (Modern World)**

**Aspects of International Relations, 1919–  
2005, with The USA, 1919–1941**

**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 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, The USA, 1919–1941

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, The USA, 1919–1941, 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**



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? [10]

Explain your answer.

 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**

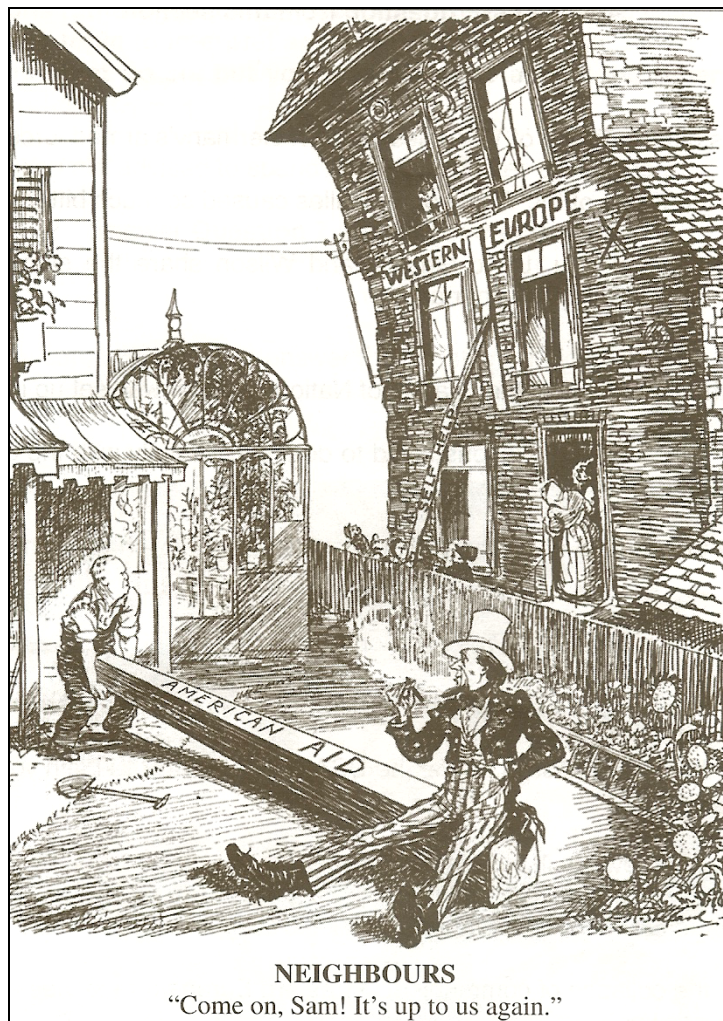
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

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

## The USA, 1919–1941

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



An American cartoon published in 1933. The two men are Roosevelt and Hoover.



**Source C**

*An American cartoon published in 1933.*

**Source D**

The CCC, the PWA, and other alphabet agencies made work for millions of people. The money they earned began to bring back life to the nation's trade and businesses. More customers appeared in the shops. As people started to buy again, shopkeepers, farmers, and manufacturers began to benefit from the money the government was spending on work for the unemployed. This process was described by Roosevelt as 'priming the pump'.

*An American historian's view of the New Deal. It was published in 1966.*

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

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

[6]

**(b)** Study Source C.

Why was this cartoon published in 1933? Use the source and your knowledge to explain your answer.

[7]

**(c)** Study Source D.

How far does this source prove that Roosevelt's New Deal was a success? 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 problems did black people face in the USA during the 1920s? [4]
- (b) Explain why American farmers faced problems during the 1920s. [6]
- (c) 'American industry boomed in the 1920s because of Republican policies'. How far do you agree with this statement? Explain your answer. [10]

- 6 (a) Describe the main features of stock market speculation in the USA during the 1920s. [4]
- (b) Explain the causes of the Wall Street Crash. [6]
- (c) The following were consequences of the Wall Street Crash in the USA between 1929 and 1932:
- (i) mass unemployment;
  - (ii) the collapse of banks;
  - (iii) homelessness.

Which of these consequences do you think was the most important? 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

#### **The USA, 1919-1941**

**4b) and 4c):** From *Modern World History*, Ben Walsh, John Murray, 2001, p219. Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (OCR) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest opportunity.

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Unit A971/13: Aspects of International Relations, 1919–  
2005, with The USA, 1919–1941


**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)	<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>'It shows Hitler speaking to Mars.'</i> <i>'It shows Hitler as a small person being overshadowed by Mars.'</i>	[1-2]
	<b>Level 2 Interpretation only.</b> e.g. <i>'Hitler has started a war.'</i>	[3]
	<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>	[4]
1(b)	<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> <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>	[5-6]
	<b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge.</b> Both sides of Level 4.	[7]
	<b>Level 6 Main message supported by details of the cartoon AND by contextual knowledge.</b>	[8]
1(b)	<b>Explain why the Nazi-Soviet Pact was signed. [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>'It brought a link between Germany and the USSR.'</i>	[1-2]
	<b>Level 2 Identifies AND/OR describes Pact.</b> 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>	[3-4]




Part 1: Section A -- The Inter-War Years, 1919–1939		
Question Number		Mark
1(b) cont'd	<p><i>'Britain and France were slow to act.'</i></p> <p><b>Level 3 Explains why Pact was signed.</b> 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> AO 1 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> 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>'His fourteen points.'</i></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><b>Level 3 Explains his hope(s).</b> One explained reason 3-4 marks; two or more explained reasons marks.</p>	[0]  [1]  [2-3]  [4-6]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
2 (b) cont'd	<p>e.g. '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.</p> <p>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.'</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> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. 'He got some revenge.' 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> e.g. 'The French got Alsace-Lorraine back.' <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> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains his satisfaction OR dissatisfaction.</b> Developed explanation to be given two marks within L3 and L4. e.g. '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.'</p> <p><b>OR</b> e.g. '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.' Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains satisfaction AND dissatisfaction.</b> Uses both sides of Level 3. 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 23.	SPaG [6]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
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. 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>	
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>[0]</p>

Part 1: Section A -- The Inter-War Years 1919–1939		
Question Number		Mark
3(c) cont'd	<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>  Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p><b>Level 2 Identifies AND/OR describes reason(s) for failure of the League</b>  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>  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>  <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>  Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]


<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 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.	<b>[7-9]</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 23.	<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]
1(a)	<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>	[5-6]
	<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>	
	<b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b> Both sides of Level 4.	[7]
1(b)	<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
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><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><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><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><b>OR</b></p>	[0] [1-2] [3-4] [5-6]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2(c) cont'd	<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> Both sides of Level 3 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>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.	SPaG [6]
3(a)	<p><b>Who were the Vietcong? [4]</b> Target: AO1 and 2 One mark for each relevant point: additional mark for supporting detail. e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>	
3(b)	<p><b>Explain why the USA became involved in Vietnam. [6]</b> 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 did this because they were worried about what was happening in South Vietnam.'</i></p> <p><b>Level 2 Identifies or describes reasons</b> e.g. <i>'The French pulled out.'</i> <i>'The domino theory.'</i> <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) cont'd	<p><b>Level 3 Explains reasons</b> 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> Target: AO1 and 2</p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. <i>'They were both important reasons and it is hard to say if one was more important than the other.'</i> 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 [2-3]</b></p> <p><b>OR</b></p> <p><b>Identifies or describes at least one reason for each factor [4]</b> 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 lots of anti-war protests.'</i> 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> 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> 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> 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> e.g. <i>'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 losing the war. Their weapons were too big and clumsy to deal with</i></p>	[1-2]  [3-4]  [5-6]  [7-9]  [10]

	<p><i>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>	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.	<b>SPaG [6]</b>
	<b>Section B Total:</b>	<b>[41]</b>


Part 1: Section C – A New World?1948–2005		
Question Number		Mark
1(a)	<b>Study Source A.</b>	
	<b>What is the message of Source A? Use the sources and your knowledge to explain your answer. [7]</b> Target: AO1 AO2 and AO3	
	<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>'It shows a man attacking a woman in the street.'</i>	[1]
	<b>Level 2 Interpretation only</b>  e.g. <i>'The Polish government is attacking Solidarity.'</i>	[2]
	<b>Level 3 Main message</b> 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>	[3]
	<b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b> 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>	[4-5]
	<b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b>	[6-7]
1(b)	<b>Explain why communism collapsed in Eastern Europe during the1980s? [8]</b> Target: AO1 and 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>'It collapsed because it became very unpopular.'</i>	[1-2]
	<b>Level 2 Identifies reasons</b> (One mark for each) e.g. <i>'The policies of Gorbachev, the economic weakness of the USSR, Soviet invasion of Afghanistan, Solidarity in Poland, Hungarian frontier opened.'</i>	[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><i>e.g. '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><i>e.g. 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><i>e.g. '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><i>e.g. '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><i>e.g. '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></p> <p>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></p> <p>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 there are similar but not the same.'</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 similarities and differences - must be specific and related to particular groups</b></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>	<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 23.	<b>SPaG</b> <b>[6]</b>

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>            Target: AO1 and 2            One mark for each relevant point: additional mark for supporting detail.  <i>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.'</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>            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>  <i>e.g. '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>            One mark for each  <i>e.g. '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><b>Level 3 Explains reasons</b>  <i>e.g. '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>	[0] [1] [2-3]
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>            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>  <i>e.g. 'There were lots of reasons for the invasion and the oil was not one of the most important.'</i>            Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[4-6] [0] [1-2]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
3 (c) cont'd	<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>	[3-4]
	<p><b>Level 3 Explains oil as a reason or explains other reasons</b></p> <p>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></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]
	<p> Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.</p>	SPaG [6]
<b>Section C Total</b>		<b>[41]</b>

Part 2: - The USA, 1919–1941		
Question Number		Mark
4(a)	<p><b>Study Source B.</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>'Rubbish is being thrown out.'</i>  <i>'FDR is holding a rubbish bin.'</i></p> <p><b>Level 2</b> Sees message as one of factual information [2]  e.g. <i>'Hoover is leaving and Roosevelt is taking over.'</i></p> <p><b>Level 3</b> Interpretation only [3]  e.g. <i>'Roosevelt is throwing out all of Hoover's failed policies.'</i></p> <p><b>Level 4</b> Interpretation supported by details of the cartoon OR by contextual knowledge [4-5]  e.g. <i>'Roosevelt is throwing out Hoover's old policies and these policies can be seen in the dustbin. The policies included 'rugged individualism.'</i></p> <p><b>OR</b>  <i>Hoover's policies had failed to deal with the worst effects of the Depression. Roosevelt was elected to replace Hoover and he promised new policies. His main policy was a New Deal.'</i></p> <p><b>Level 5</b> Interpretation supported by details of the cartoon AND by contextual knowledge [6]  Both sides of Level 3.</p>	
4(b)	<p><b>Study Source C.</b></p> <p><b>Why was this cartoon published in 1933? 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 OR general assertion [1]  e.g. <i>'It shows happy men with NRA badges.'</i></p> <p><b>Level 2</b> Reasons why it was published but not getting to purpose [2-3]  e.g. <i>'The poster was published as propaganda to advertise the changes brought by Roosevelt's new policies.'</i>  <i>'It was published to show people were happy with the new policies.'</i></p>	

Part 2: - The USA, 1919–1941		
Question Number		Mark
4(b) cont'd	<p><b>Level 3 Identifies valid purpose of publishing cartoon</b> e.g. <i>'It was published to get American people working together. It shows the employer, employee and the state working together.'</i></p>	[4]
	<p><b>Level 4 Uses contextual knowledge to explain why it was published then (but not getting to purpose)</b> e.g. <i>'The NRA was part of the New Deal. It improved working conditions in industry and set out fair wages. It was voluntary but it stimulated the economy by not over-producing. The member firms used the blue eagle symbol of presidential approval.'</i></p>	[5-6]
4(c)	<p><b>Level 5 As Level 4 with purpose of why then (1933)</b> e.g. <i>'The NRA was part of the New Deal. It improved working conditions in industry and set out fair wages. It was voluntary but it stimulated the economy by not over-producing. The member firms used the blue eagle symbol of presidential approval. It was published in 1933 as this was the year the New Deal was introduced and the NRA was set up in that year.'</i></p>	[7]
	<p><b>Study Source D.</b> <b>How far does this source prove that Roosevelt's New Deal was a success? Use the source and your knowledge to explain your answer.</b> [7]</p>	
	<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 the source</b> e.g. <i>'It was a success as agencies were set up.'</i></p>	[1]
	<p><b>Level 2 Uses the information in the source as proof/not proof</b> <b>OR</b> <b>simplistic evaluation</b> e.g. <i>'It was successful as the agencies make work for millions of people.'</i> <i>'It was a success as more goods were sold and industries benefited.'</i> <i>'There was money for the unemployed.'</i></p>	[2]
	<p><b>[6-7]Level 3 Identifies other areas (not in source) of success AND/OR failure</b> e.g. <i>'Unemployment did not fall as much as expected.'</i> <i>'There was nothing for the black population.'</i></p>	[3]
	<p><b>Level 4 Contextual knowledge used to explain the areas of success OR areas of failure for the New Deal</b> e.g. <i>'The Tennessee Valley Authority transformed the region with a series of</i></p>	[4-5]

Part 2: - The USA, 1919–1941		
Question Number		Mark
4(c) cont'd	<p><i>dams so that the dried-out land could be irrigated. The dams also created electricity and created thousands of jobs in an area badly hit by the Depression.'</i></p> <p><i>'Unemployment did not fall as much as hoped as many of the jobs created were not permanent and when the work was completed the men became unemployed again. It took the Second World War to solve the problem</i></p> <p><b>Level 5 Contextual knowledge used to explain the areas of success OR areas of failure for the New Deal</b> Both sides of Level 4</p> <p><b>Level 6 As for Level 5 but with conclusion about 'how far'</b></p>	<p>[6]</p> <p>[7]</p>
5(a)	<p><b>What problems did black people face in the USA during the 1920s? [4]</b></p> <p>One mark for each relevant point; additional mark for supporting detail. e.g. <i>'Discrimination/persecution/segregation.'</i></p> <p><i>'Unemployment / low pay / poverty.'</i></p> <p><i>'The Ku Klux Klan.'</i></p> <p><i>'A lack of equal rights.'</i></p> <p><i>'Many black people were forced to live in poverty because they were only offered the lowest paid jobs.'</i> (2)</p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]
5(b)	<p><b>Explain why American farmers faced problems during the 1920s. [6]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 Unsupported assertions/generalisations</b></p> <p><b>Level 2 Identifies AND/OR describes reason(s)</b> One mark for each e.g. <i>'Demand from Europe fell.'</i> <i>'Because of overproduction.'</i> <i>'They were being evicted from their farms.'</i> <i>'The impact of tariffs.'</i> <i>'Cheap wheat from Canada.'</i></p> <p><b>Level 3 Explains reason(s)</b> One explained reason 4-5 marks; two or more explained reasons 5-6 mark e.g. <i>'After the war, Europe imported far less food. They were poor after the war and also US tariffs stopped Europe exporting to the US.'</i> <i>'Up to 1920 more and more land was being farmed. Improved larger</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-6]</p>

Part 2: - The USA, 1919–1941		
Question Number		Mark
5(b) cont'd	<i>machinery made US farming extremely efficient. This resulted in surpluses nobody wanted. This resulted in a fall in prices and poverty among farmers. 'Farmers were struggling against competition from the highly efficient Canadian wheat producers. They produced crops much more cheaply whilst at the same time the population of the US was actually falling.'</i>	
5(c)	<b>'American industry boomed in the 1920s because of Republican policies. How far do you agree with this statement? Explain your answer. [10]</b>	
	<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>'There was a boom because America was the richest country in the world.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.	[1-2]
	<b>Level 2 Identifies AND/OR describes reasons for the industrial boom</b> e.g. <i>'Government policies encouraged a laissez-faire attitude towards businesses.'</i> <i>'Low taxation was applied to industry.'</i> <i>'Industry was protected by Tariffs.'</i> <i>'America had taken advantage of the First World War.'</i> <i>'New technology was introduced.'</i> <i>'Credit facilities were introduced.'</i> <i>'The impact of the motor industry through mass production.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	[3-4]
	<b>Level 3 Explanation of the contribution of one reason</b> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.	[5-6]







	<p><b>OR</b></p> <p><i>The homeless ended up on the streets, sleeping on park benches or in bus shelters. Some deliberately got arrested to spend the night in jail. Many moved to the edge of towns onto waste ground where they built shelters from whatever they could. These shanty towns were called 'Hooverilles'.</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explanation of the contribution of at least two consequences</b> (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> <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>	<p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	<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>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>