

General Certificate of Secondary Education
History B (Modern World)
Aspects of International Relations, 1919–
2005, with End of Empire, c.1919–1969

A971/16

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, End of Empire, 1919–1969.

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

Either	Section A: The Inter-War Years, 1919–1939
Or	Section B: The Cold War, 1945–1975
Or	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, End of Empire, c.1919–1969, 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 **12** printed pages.

Part 1: Aspects of International Relations

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

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

Answer Question 1 and EITHER Question 2 OR Question 3

You should spend about 15 minutes on Question 1.

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

Source A



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

- 1 (a) Study Source A.



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

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

Answer ONE question

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** In what ways did the Treaty of Versailles punish Germany? **[4]**
- (b)** Explain what Wilson hoped to achieve at the Paris Peace Conference. **[6]**
- (c)** How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** What were the main aims of the League of Nations? **[4]**
- (b)** 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

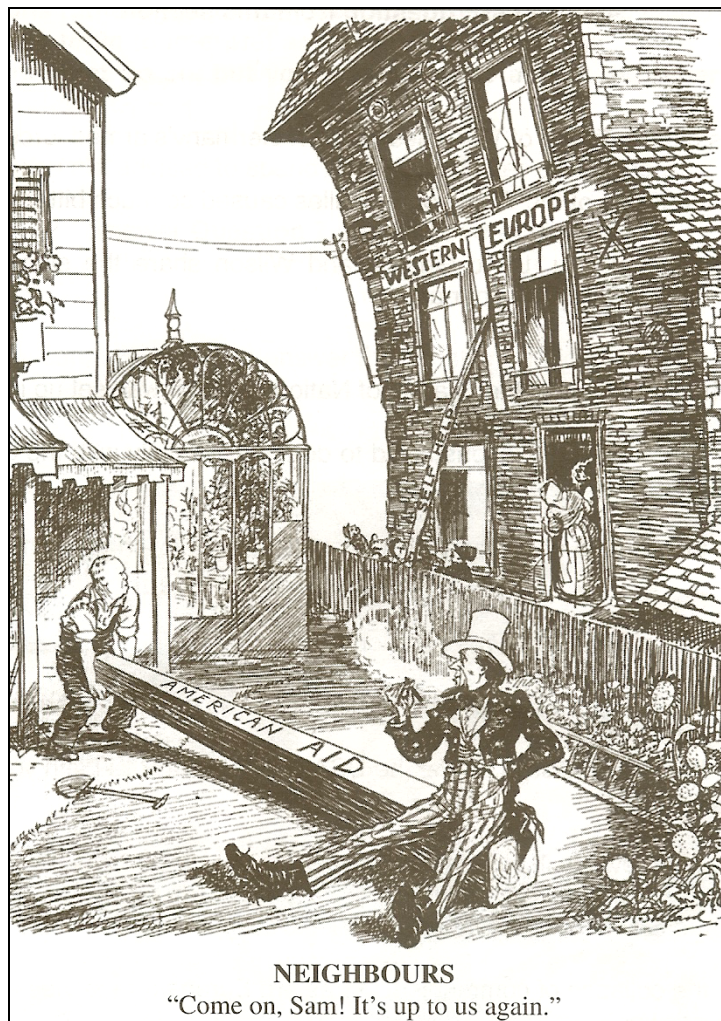
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

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]

- (a) 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 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**End of Empire, c.1919–1969**

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

It was July 26 1952 and I sat with 30,000 people at a Kenya African Union rally which was being addressed by Jomo Kenyatta. He talked first of land. This forced me to turn my eyes towards Aberdare Forest. I could clearly see Karari's Hill, the hill that bears my grandfather's name and whom I am named after. Surely that is my land by inheritance.

Kenyatta then explained the flag. He said "Black is to show it is for black people. Red is to show the blood of the African is the same colour as that of a European and green is to show that when we were given this country by God it was green and fertile. You see that green is below the red and is suppressed."

From this I took him to mean the African could only get his land through blood.

A Mau Mau leader, Karari Njama, remembers a meeting he attended.

Source C



A British cartoon published on 22 October 1952, the day after British troops flew into Nairobi.

Source D



Suspected Mau Mau terrorists being rounded up in Kenya.

4 (a) Study Source B.

Does this source fully explain the Mau Mau discontent at that time? Use the source and your knowledge to explain your answer. **[7]**

(b) Study Source C.

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

(c) Study Source D.

Does this photograph prove that British policy in Kenya was a success? Use the source and your knowledge to explain your answer. **[7]**

Choose one of the following questions.

You must answer ALL parts of the question you choose.

- 5 (a)** Describe the main events of the Suez crisis. **[4]**
- (b)** Explain how growing nationalism contributed to the ending of the British Empire. **[6]**
- (c)** The following were important factors as to why decolonisation took place:
- (i)** the Second World War;
 - (ii)** Britain's declining economic position;
 - (iii)** Macmillan's 'Wind of Change' speech in 1960.

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

- 6 (a)** Describe what happened at Amritsar in 1919. **[4]**
- (b)** Explain why the Government of India Act of 1935 was important. **[6]**
- (c)** 'Gandhi was more important than Nehru in the move towards independence.' How far do you agree with this statement? Explain your answer. **[10]**

Section D total [40]

Paper Total [81]

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Sources:

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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

End of Empire, c.1939-1969

4b): From *Our World This Century*, Derek Heather, OUP, 1982, p193

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Unit:A971/16 Aspects of International Relations, 1919–2005,
with End of Empire, c.1919-1969.

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)	Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7] AO 1, 2, 3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses surface features of cartoon only 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]
	Level 2 Interpretation only e.g. <i>‘Hitler has started a war.’</i>	[3]
	Level 3 Main message e.g. <i>‘There is going to be a big war.’</i> <i>‘Hitler has bitten off more than he can chew.’</i>	[4]
	Level 4 Main message supported by details of the cartoon OR by contextual knowledge 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> OR <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]
1(b)	Level 5 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 4.	[7]
	Explain why the Nazi-Soviet Pact was signed. [8] AO 1, 2	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General answer lacking specific contextual knowledge e.g. <i>‘It brought a link between Germany and the USSR.’</i>	[1-2]
	Level 2 Identifies AND/OR describes Pact One mark for each e.g. <i>‘It gave Russia time to re-arm.’</i> <i>‘It gave protection to Hitler if he invaded Poland.’</i>	[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>Level 3 Explains why Pact was signed</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>In what ways did the Treaty of Versailles punish Germany? [4]</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>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. <i>'His fourteen points.'</i></p> <p>[1]</p> <p>Level 2 Identifies AND/OR describes what he wanted to achieve</p> <p>One mark for each</p> <p>e.g. <i>'He hoped to achieve world peace.'</i></p> <p><i>'He wanted a fair peace.'</i></p> <p><i>'Self-determination.'</i></p> <p><i>'A League of Nations.'</i></p>	[2-3]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
2(b) cont'd	<p>Level 3 Explains his hope(s) One explained reason 3-4 marks; two or more explained reasons marks. e.g. <i>‘Wilson felt that nations had to work together in order to achieve world peace. He hoped by setting up an international body called the League of Nations this end would be achieved.’</i> <i>He also believed that nations should rule themselves (self-determination). He wanted the different peoples of eastern Europe, such as the Poles, to rule themselves and not be part of Austria-Hungary’s empire.’</i></p>	[4-6]
2(c)	<p>How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. [10]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>‘He got some revenge.’</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND/OR describes satisfaction OR dissatisfaction e.g. <i>‘The French got Alsace-Lorraine back.’</i> <i>‘He was able to reduce the threat of the German armed forces.’</i> <i>‘The reparation settlement was not harsh enough.’</i> <i>‘He was not satisfied as Germany was not broken into smaller states.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains his satisfaction OR dissatisfaction Developed explanation to be given two marks within L3 and L4. e.g. <i>‘The French always regarded Alsace-Lorraine as their territory despite it being seized by Germany in 1870. He was very satisfied he had reclaimed it from Germany.’</i></p> <p>OR <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> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains satisfaction AND dissatisfaction Uses both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of ‘how far’ Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[0] [1-2] [3-4] [5-6] [7-9] [10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 26.	SPaG [6]


Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3(a)	<p>What were the main aims of the League of Nations? [4]</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>Explain why the League of Nations was able to achieve some successes in the 1920s. [6]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It settled disputes.'</i></p> <p>[1]</p> <p>Level 2 Identifies AND/OR describes how success achieved 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>[2-3]</p> <p>Level 3 Explains how success achieved 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>[4-6]</p>	

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3(c)	<p>How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. [10]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge 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> <p>Level 2 Identifies AND/OR describes reason(s) for failure of the League e.g. <i>‘It failed because countries were dealing with unemployment.’</i> <i>‘It failed because of the rise in nationalism and extremist parties.’</i> <i>‘Because of the rise in militarism it was a failure.’</i> <i>‘It failed because of the impact of Manchuria and Abyssinia.’</i> <i>‘It failed because the USA was not a member.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains agreement OR disagreement 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>OR <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.’</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p>


	<p><i>Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.'</i></p> <p><i>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i></p> <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>	
3(c) cont'd	<p>Level 4 Explains agreement AND disagreement</p> <p>Both sides of Level 3</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'.</p> <p>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 26.	SPaG [6]
Section A Total:		[41]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
1(a)	<p>Study Source A.</p> <p>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</p> <p>AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Uses surface features of cartoon only 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></p> <p>Level 2 Interpretation only e.g. <i>'Western Europe is in a poor condition financially.'</i> <i>'Western Europe is falling down.'</i></p> <p>Level 3 Main message e.g. <i>'Western Europe is in poverty and the USA is going to give aid to support recovery.'</i></p> <p>Level 4 Main message supported by details of the cartoon OR by contextual knowledge 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></p> <p>OR 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></p> <p>Level 5 Main message supported by details of the cartoon AND by contextual knowledge 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>Explain why the Soviet Union blockaded West Berlin in 1948. [8]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'To stop change.'</i></p>	<p>[0]</p> <p>[1-2]</p>

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2(b) cont'd	<p>Level 3 Explains reason(s) why Khrushchev sent missiles 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>'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [10] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'Yes it was as everybody was worried what might happen.'</i> <i>'Yes it was as everybody was worried what might happen.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies and/or describes threat e.g. <i>'The missiles were just for protection.'</i> <i>'Behind the scenes neither leader wanted war.'</i> <i>'Neither leader wanted to lose face.'</i> <i>'Advisers were recommending war.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[0] [1-2]
		[3-4]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
2 (c) cont'd	<p>Level 3 Explains agreement OR disagreement</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>OR</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 as 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>Level 4 Explains agreement AND disagreement</p> <p>Both sides of Level 3</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 26.	SPaG [6]
3(a)	<p>Who were the Vietcong? [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>	
3(b)	<p>Explain why the USA became involved in Vietnam. [6]</p> <p>Target AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
3 (b) cont'd	<p>Level 1 General answer, lacking specific contextual knowledge e.g. ‘<i>They did this because they were worried about what was happening in South Vietnam.</i>’</p>	[1]
	<p>Level 2 Identifies or describes reasons e.g. ‘<i>The French pulled out.</i>’ ‘<i>The domino theory.</i>’ ‘<i>To support South Vietnam.</i>’</p>	[2]
	<p>Level 3 Explains reasons 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>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] Target: AO1 and 2</p>	[1-2]
	<p>Level 1 General answer lacking specific contextual knowledge. 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>Level 2 Identifies or describes reasons why one factor led to US failure [2-3] OR Identifies or describes at least one reason for each factor [4] 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>	[3-4]
	<p>Level 3 Explains why one of these reasons led to US failure 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>	[5-6]
	<p>Level 4 Explains why both reasons led to US failure Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
	<p>Level 5 Explains with evaluation which was more important</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 losing the war. Their weapons were too big and clumsy to deal with these tactics. They only made the South Vietnamese into enemies and they helped the guerrillas even more. There were big demonstrations in America against the war but most people in America still supported the war. Even if everyone in America had supported the war the American army still would not have dealt with the guerrilla tactics of the Vietcong.’</i></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.	SPaG [6]
Section B Total		[41]

Part 1: Section C – A New World?1948–2005		
Question Number		Mark
1(a)	<p>Study Source A.</p> <p>What is the message of Source A? Use the sources and your knowledge to explain your answer. [7]</p> <p>Target: AO1 AO2 and AO3</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Uses surface features of cartoon only</p> <p>e.g. <i>'It shows a man attacking a woman in the street.'</i></p>	[1]
	<p>Level 2 Interpretation only</p> <p>e.g. <i>'The Polish government is attacking Solidarity.'</i></p>	[2]
	<p>Level 3 Main message</p> <p>e.g. <i>'The Russians support the Polish government in stamping down on Solidarity.'</i></p> <p><i>'Solidarity was not a threat and was being unfairly attacked by the government.'</i></p>	[3]
	<p>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. <i>'It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that Russia was trying to claim that Solidarity was a threat when it wasn't.'</i></p>	[4-5]
1(b)	<p>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</p>	[6-7]
	<p>Explain why communism collapsed in Eastern Europe during the1980s? [8]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. <i>'It collapsed because it became very unpopular.'</i></p>	[1-2]
	<p>Level 2 Identifies reasons</p> <p>(One mark for each)</p> <p>e.g. <i>'The policies of Gorbachev, the economic weakness of the USSR, Soviet invasion of Afghanistan, Solidarity in Poland, Hungarian frontier opened.'</i></p>	[3-4]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
1(b) cont'd	<p>Level 3 Explains why communism collapsed</p> <p>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>e.g. <i>'Gorbachev was the main reason. He decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. The communist governments in countries like East Germany and Poland were unpopular and as soon as it was clear they would not be supported by Russia they could not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments.'</i></p>	[5-8]
2 (a)	<p>What were the main aims of the Provisional IRA? [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail.</p> <p>e.g. <i>The IRA wanted to get the British army and government out of Northern Ireland. They also wanted to unite Northern Ireland with the rest of Ireland.'</i></p>	[4]
2 (b)	<p>Explain why some Palestinians became terrorists? [6]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. <i>'They became terrorists because they were angry and wanted to put things right.'</i></p> <p>[1]</p> <p>Level 2 Identifies reasons or describes their activities</p> <p>One mark for each</p> <p>e.g. <i>'the state of the refugee camps' 'they believed that Palestine was rightfully theirs' 'they felt weak and it was the only tactic they thought they had left' 'fundamentalist beliefs'.</i></p> <p>[2-3]</p> <p>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2)</p> <p>e.g. <i>'Palestinians believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War. However, this did not happen. Many Palestinians became refugees living in refugee camps. They believe that the only way they will get Palestine back as their own country is by using violence.'</i></p> <p><i>'The Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies so they have used terrorism instead.'</i></p>	[4-6]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
2(c)	<p>'Different terrorist groups use the same methods.' How far do you agree with this statement. Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'They all use different methods. Some use methods that others do not.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>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) e.g. <i>'Some Palestinian groups use suicide bombers but the IRA do not.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains similarities or differences - must be specific and related to particular groups 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> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains similarities and differences - must be specific and related to particular groups Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'. 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.	SPaG [6]

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
3(a)	<p>Describe the main events in the invasion of Iraq in 2003. [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. <i>'The invasion started with missile attacks on Baghdad and then air-strikes. Baghdad was captured in April. The other main target was Basra.'</i></p>	[4]
3(b)	<p>Explain why there was a break down in law and order in Iraq after the invasion. [6]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'There was a break down in law and order because there was no one to take control.'</i></p> <p>[1]</p> <p>Level 2 Identifies reasons or describes their activities One mark for each e.g. <i>'the Iraqi army was disbanded and the police force was disbanded', 'occupying troops did not see their job as policemen', 'the insurgency with lots of weapons available and an influx of foreign fighters.'</i></p> <p>[2-3]</p> <p>Level 3 Explains reasons e.g. <i>'Law and order was not established because many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. They were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of their country. The situation was made worse because both the Iraqi army and police force were disbanded. The Americans did this because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets and no one to control them.'</i></p> <p>[4-6]</p>	
3 (c)	<p>'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]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge 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>[1-2]</p> <p>Level 2 Identifies or describes other reasons e.g. <i>'weapons of mass destruction', 'bringing democracy to Iraq', 'Bush and Blair', '9/11', 'wrong intelligence', 'regime change'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>[3-4]</p>	

Part 1: Section C –A New World?1948–2005		
Question Number		Mark
3(c) cont'd	<p>Level 3 Explains oil as a reason or explains other reasons <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>Level 4 Explains oil and other reasons Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'most important' 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.	SPaG [6]
Section C Total		[41]

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
4(a)	<p>Study Source B. Does this source fully explain the Mau Mau discontent at that time? Use the source and your knowledge to explain your answer. [7] Target: AO1, AO2, AO3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Unsupported assertions/paraphrases/copies source e.g. ‘Yes as they were unhappy about what had happened.’</p> <p>Level 2 Uses the information in the source as proof / not proof OR Simplistic evaluation e.g. ‘The Aberdare Forest was an area of land that was very important to the native Africans and they wanted to regain it. They might have to use violence to regain this land from the oppressors.’ OR ‘One source cannot fully explain.’ ‘It was written some time after the event.’</p> <p>Level 3 Identifies other reasons (not in source) as to Mau Mau discontent e.g. ‘The native Africans were restricted to overcrowded tribal areas.’ ‘The politics of Kenya were dominated by white people.’ ‘The Kikuyu wanted to restore their power and prosperity.’ ‘British repression / The growth of nationalism.’ ‘Declining living standards and rising unemployment.’</p> <p>Level 4 Evaluates source using its provenance e.g. ‘The views are attributed to a Mau Mau leader who would be biased towards his own people. He may well have taken an oath of allegiance and will not speak against the Mau Mau.’</p> <p>Level 5 Contextual knowledge used to explain discontent from the source OR discontent for other reasons (not in the source) e.g. ‘Since the nineteenth century large numbers of white settlers had established themselves in Kenya particularly in the Aberdare Mountains where land was most fertile. The Nationalist Party led by Jomo Kenyatta demanded the restoration of the White Highlands into their hands. Kenyatta was seen as a Messiah who would take control and restore Kikuyu power and prosperity.’ OR ‘The Mau Mau was primarily a rural terrorist group but developed support in urban areas. It was committed to overthrow white rule and white culture. The dominance of white government was hated. It was considered a clear example of paternalistic white control which restricted the native Africans.’</p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4]</p> <p>[5]</p>

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
4(a) cont'd	<p>Level 6 Contextual knowledge used to explain success from the source AND success for other reasons (not in the source) Both sides of Level 5.</p>	[6]
	<p>Level 7 As for Level 6 but with conclusion about ‘fully explain’</p>	[7]
4(b)	<p>Study Source C. What is the message of this cartoon? Use the cartoon and your knowledge to explain your answer. [6] Target: AO1, AO2, AO3</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Uses surface features of cartoon only e.g. ‘It shows a soldier with a gun coming to the rescue of a baby marked Kenya. The baby has a snake around its neck marked Mau Mau.’</p>	[1-2]
	<p>Level 2 Interpretation only e.g. ‘Kenya is a dangerous place.’ ‘The Mau Mau is threatening Kenya and its people.’</p>	[3]
	<p>Level 4 Interpretation supported by details of the cartoon OR by contextual knowledge e.g. ‘The situation in Kenya is dangerous and the troops have arrived to deal with the situation. They are going to shoot the Mau Mau as shown by the soldier with the gun. You can see the Mau Mau serpent threatening the Kenya baby showing the Mau Mau as a snake threatening to strangle the life out of white Kenya.’</p> <p>OR e.g. ‘The Mau Mau are a guerrilla force in Kenya who are trying to regain their lands. The day before, British troops were sent out to deal with the situation by rescuing Kenya from the Mau Mau. The security situation was rapidly deteriorating and their job was to round up the terrorists.’</p>	[4-5]
	<p>Level 5 Interpretation supported by details of the cartoon AND by contextual knowledge Both sides of L3.</p>	[6]
4(c)	<p>Study Source D. Does this photograph prove that the British policy in Kenya was a success? Use the source and your knowledge to explain your answer. [7] Target: AO1, AO2, AO3</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Unsupported assertions/paraphrases/copies the source e.g. ‘Yes as the suspects were arrested’</p>	[1]

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
4(c) cont'd	<p>Level 2 Uses the information in the source as proof/not proof OR Simplistic evaluation <i>e.g. 'Mass arrests of tribesmen were carried out and suspects detained. The photograph shows this happening.'</i> OR <i>'This is a photograph so must prove they were successful as it must have happened.'</i></p>	[2]
	<p>Level 3 Identifies other reasons (not in source) as to success or lack of success <i>e.g. 'The financial cost of containing the terrorist was exorbitant.'</i> <i>'Too many black Kenyans were killed.'</i> <i>'It took little notice of nationalism.'</i> <i>'Violence was excessive.'</i></p>	[3]
	<p>Level 4 Contextual knowledge used to explain success OR lack of success <i>e.g. 'The state of emergency enabled mass arrests of Kikuya tribesmen and they were held in detention centres. The British forces cleared the forests of Kikuya to prevent them exploiting hiding places and by 1956 Mau Mau terrorism was defeated.'</i> OR <i>'The feeling of Nationalism had not been crushed and any form of constitution that did not allow for black majority rule was doomed to fail.'</i></p>	[4-5]
	<p>Level 5 Contextual knowledge to explain both sides Both sides of Level 4</p>	[6]
	<p>Level 6 As for Level 5 but with conclusion about 'proof'</p>	[7]
	5(a)	<p>Describe the main events of the Suez crisis. [4] Target: AO1 One mark for each relevant point; additional mark for supporting detail. <i>e.g. 'Nasser decided to nationalise the Suez Canal.'</i> <i>'Fighting took place between Israel, Britain and France on one side and Egypt on the other.'</i> <i>'On 31 October Britain and France bombed Egyptian military targets and on the 5 November landed troops at Port Said. The immediate Egyptian response was to block the Canal by sinking ships all along it.'</i> <i>'America publicly denounced the invasion.'</i> N.B. Allow one mark to candidate who offers a general point only</p>
5(b)	<p>Explain how growing Nationalism contributed to the ending of the British Empire. [6] Target: AO1, AO2 Level 0 No evidence submitted or response does not address the question.</p>	[0]

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
5(b) cont'd	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Nationalism was growing.'</p>	[1]
	<p>Level 2 Identifies AND/OR describes reason(s) (One mark for each) e.g. 'There was a need to protect religious, ethnic and cultural identity.' 'Greater awareness of freedom and democracy.' 'Increased awareness of change.' 'To preserve tradition.'</p>	[2-3]
	<p>Level 3 Explains reason(s) One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. 'Countries were aware of change through the impact of war and through western influences such as education and wanted to protect their own religious, ethnic and cultural identity and did not want something to be imposed.' 'Nationalism was a means of political expression that was available to a largely disenfranchised indigenous people who were often facing economic deprivation.'</p>	[4-6]
5(c)	<p>The following were important factors as to why decolonisation took place: the Second World War; Britain's declining economic position; Macmillan's 'Wind of Change' speech in 1960. Which do you think was the most important? Explain your answer, referring only to (i), (ii) and (iii). [10] Target: AO1, AO2 and Written communication to be assessed in this question.</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'All these fully contributed to decolonisation.' Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[1-2]
	<p>Level 2 Identifies AND / OR describes reasons why these factors led to decolonisation e.g. 'The War brought crippling debts.' 'The War brought a greater Euro-centric approach.' 'The colonies were becoming increasingly irrelevant.' 'Macmillan's speech was the final nail in the imperial coffin.' Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
5(c) cont'd	<p>Level 3 Explanation of the contribution of one reason Developed explanation to be given two marks. e.g. <i>'Britain emerged from the Second World war with crippling debts with the logical conclusion to reduce costs through decolonisation.'</i> <i>'The Second World War demonstrated why Europe should be more united. Obviously one of the main reasons was to avoid future war but also there were economic reasons. This Euro-centric approach took concentration and finance away from the colonies.'</i></p> <p>OR <i>'Whilst Britain's immediate post-war colonial strategy was closely geared to economic factors from the 1950s Britain's share of world trade was declining and investors were less keen on sterling investments. The colonies were becoming increasingly irrelevant to Britain's economic needs and so there was no sound economic reason to maintain them.'</i></p> <p>OR <i>'The speech was seen by some as the final nail in the imperial coffin. It stated a new anti-imperialist orthodox thinking. Others suggested that he was thinking that the empire should be exploited in a different way than the traditional approach. This resulted in a more informal approach of Commonwealth. The Empire was costing too much and Britain was no longer benefiting economically.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 4 Explanation of the contribution of at least two reasons (All three to be dealt with for maximum mark) Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'most important' Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
6(a)	<p>Describe what happened in Amritsar in 1919. [4] Target: AO1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>'A peaceful meeting was being held.'</i> <i>'The British led by Dyer fired indiscriminately into the crowd.'</i> <i>'There was chaos as thousands tried to escape.'</i> <i>'Around 400 were killed and 1500 wounded.'</i> <i>'The injured were left to fend for themselves.'</i> N.B. Allow one mark to candidate who offers a general point only</p>	[4]

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
6(b)	<p>Explain why the Government of India Act of 1935 was important. [6] Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It increased tension.'</i></p> <p>Level 2 Identifies AND/OR describes reason(s) (One mark for each) e.g. <i>'it was the final British-written constitution to be imposed on India.'</i> <i>'India was divided into provinces.'</i> <i>'Dyarchy was abolished.'</i> <i>'Burma was separated from India.'</i> <i>'There would still be a Viceroy.'</i> <i>'It generated opposition.'</i></p> <p>Level 3 Explains reason(s) One explained reason 3-4 marks; two or more explained reasons 4-6 marks. e.g. <i>'It retained the system of Dyarchy with divided power in the provinces. Congress objected as it continued the practice of reserved seats.'</i> <i>'The Act aimed at strong provincial governments but the Congress wanted a strong, Hindu central government.'</i> <i>'Because most provinces were controlled by Congress there was no guarantee that the rights of Muslims would be protected. It also did not offer enough power to Muslims.'</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-6]</p>
6(c)	<p>'Gandhi was more important than Nehru in the move towards independence.' How far do you agree with this statement? Explain your answer. [10] Target: AO1, AO2. Written communication to be assessed in this question.</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'The both contributed to independence.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND / OR describes reasons for the fall of the Weimar e.g. <i>'Gandhi believed in passive resistance.'</i> <i>'He used civil disobedience.'</i> <i>'He did not want power for himself.'</i> <i>'Nehru fought against dominion status.'</i> <i>'He underestimated religious divisions.'</i> 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>

Part 2: – End of Empire, c.1919–1969		
Question Number		Mark
6 (c) cont'd	<p>Level 3 Explanation of the contribution of one reason Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 4 Explanation of the contribution of at least two reasons Developed explanation to be given two marks. e.g. <i>'After returning to India in 1915, Gandhi became a leading figure in the Indian National Congress Party and the Nationalist movement. He promoted the ideas of non-violent civil disobedience in order to make British rule of India impossible. He advocated self-reliance and the non-importation of British manufactured goods. He was able to appeal to the masses and disrupt British rule through them.'</i> <i>'Over the issue of the untouchables Gandhi was prepared to fast-unto-death. This became a problem for the British and because they and Congress did not want him to die in this way, a compromise was reached prior to the India Act of 1935. This Act granted a Parliament.'</i> <i>'In 1942 he introduced the 'quit India' campaign which resulted in riots, killings and the destruction of government property.'</i> <i>'Gandhi was strongly opposed to partition and wanted all religions to live together in a united India.'</i></p> <p>AND <i>'Nehru was one of four labelled the 'young hooligans'. He was attracted to socialism which Gandhi viewed as radical. He was totally opposed to dominion status and spoke strongly of his opposition.'</i> <i>'Congress had forged links with the Labour Party and this was developed by Nehru who developed a friendship with Stafford Cripps. This gave a voice to the opinions of Congress in the British press and the House of Commons.'</i> <i>'Nehru, an atheist, thought, wrongly, that the religious divisions were being exaggerated and that they would diminish as India became independent. He thought the British would grant independence to a united country. Only in 1946 did he accept partition.'</i> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'most important' As Level 4 with supported judgement. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
Section D Total		[40]
Paper Total		[81]

Spelling, punctuation and grammar (SPaG) assessment grid

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

Assessment Objectives Grid (includes QWC)

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