

General Certificate of Secondary Education
History B (Modern World)
Aspects of International Relations, 1919–
2005 with Mao's China, c.1930–1976

A971/14

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 Mao's China, 1930–1976.

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, Mao's China, c.1930–1976, answer **Question 4** and **one** other question.

INFORMATION FOR CANDIDATES

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

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

Part 1: Aspects of International Relations

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

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

Answer Question 1 and EITHER Question 2 OR Question 3

You should spend about 15 minutes on Question 1.

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

Source A



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

- 1 (a) Study Source A.

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

[7]



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

[8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

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

Part 1: Aspects of International Relations

Section B: The Cold War, 1945–1975

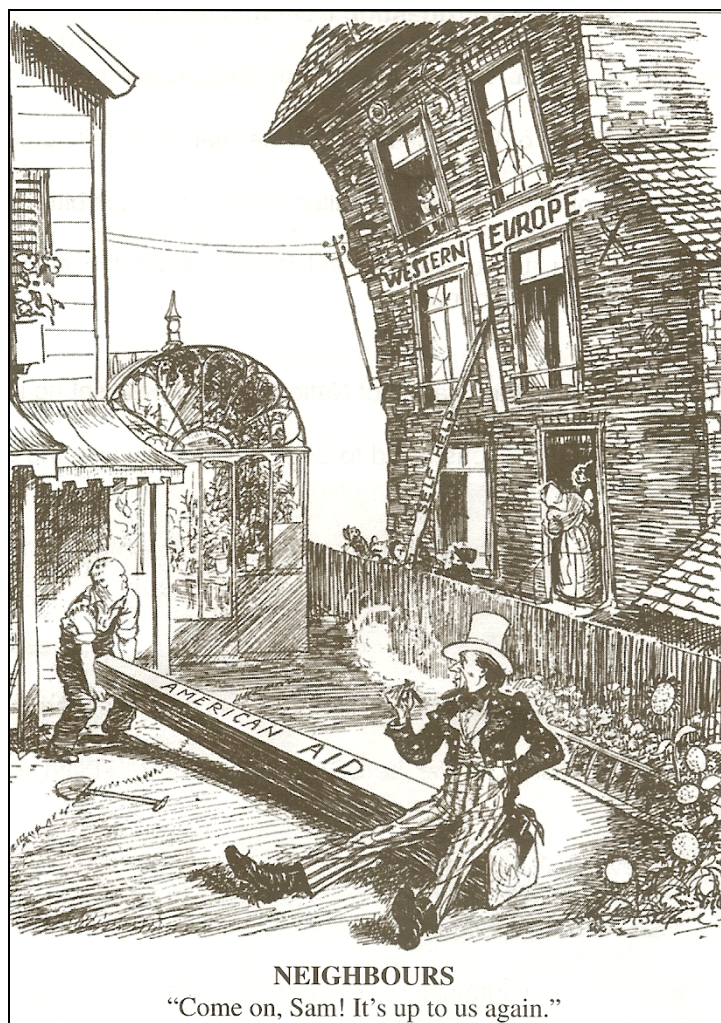
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

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**Mao's China, c.1930–1976**

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

You should spend about 70 minutes on this section.

Answer Question 4 and ONE other question.

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

Source B

A photograph of the terraced fields of Dazhai Commune. Dazhai was used by the Chinese government as an example of how successful communes were. It was later revealed that Dazhai had received millions of dollars of government aid and that the work had been done by soldiers.

Source C

I saw a large pile of ripe crops lying on the ground, with no one taking care of it. Eventually I found an old peasant who explained that everyone was busy increasing steel production. When I said, "You can't eat steel", he agreed and replied, "But who can stand up against the wind?"

A comment made by a member of the Chinese government after visiting a commune in 1958.

Source D



A poster published by the Chinese government in the late 1970s. The caption of the poster reads, 'What a pleasure it is not to have to bend our backs while planting rice.'

4 (a) Study Source B

How is this source useful as evidence for historians studying the Great Leap Forward? Use the source and your knowledge to explain your answer. [7]

(b) Study Source

How far do you agree with these comments about the Great Leap Forward? Use the source and your knowledge to explain your answer. [7]

(c) Study Source D

Why do you think this poster was published? Use the source and your knowledge to explain your answer. [6]

Choose ONE of the following questions.

You must answer ALL parts of the question you choose.

- 5 (a) Describe the Long March of 1934-35. [4]
- (b) Explain the importance of the Long March. [6]
- (c) 'The military tactics used by the Communists enabled them to win the Civil War.' How far do you agree with this statement? Explain your answer. [10]
- 6 (a) Describe Communist China's relations with Taiwan between 1951 and 1971. [4]
- (b) Explain why China became involved in the Vietnam War. [6]
- (c) The following are reasons why China had become a world power by 1976:
- (i) its growing military strength;
 - (ii) its increased economic strength;
 - (iii) its entry into the United Nations Organisation.

Which 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

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Unit A971/14: Aspects of International Relations, 1919–2005,
with Mao's China, c.1930-1976

Specimen Mark Scheme

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


Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
1(a)	<p>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>	[0]
	<p>Level 1 Uses surface features of cartoon only</p> <p>e.g. <i>‘It shows Hitler speaking to Mars.’</i></p> <p><i>‘It shows Hitler as a small person being overshadowed by Mars.’</i></p>	[1-2]
	<p>Level 2 Interpretation only</p> <p>e.g. <i>‘Hitler has started a war.’</i></p>	[3]
	<p>Level 3 Main message</p> <p>e.g. <i>‘There is going to be a big war.’</i></p> <p><i>‘Hitler has bitten off more than he can chew.’</i></p>	[4]
	<p>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. <i>‘It is obvious Hitler has bitten off more than he can chew. This is why he is represented as so small in comparison to Mars, the great god of war.’</i></p> <p>OR</p> <p><i>‘Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany. He had planned a small war against Poland and now he found he was in a big war with Britain and France.’</i></p>	[5-6]
	<p>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 4.</p>	[7]
1(b)	<p>Explain why the Nazi-Soviet Pact was signed. [8]</p> <p>AO 1, 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 brought a link between Germany and the USSR.’</i></p>	[1-2]
	<p>Level 2 Identifies AND/OR describes Pact</p> <p>One mark for each</p> <p>e.g. <i>‘It gave Russia time to re-arm.’</i></p> <p><i>‘It gave protection to Hitler if he invaded Poland.’</i></p>	[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 One explained reason 5-6 marks; two or more explained reasons 6-8 marks. e.g. <i>'Stalin felt let down by Britain and France. They had signed the Munich agreement without Russia. Stalin thought they could not stop Hitler and so he thought he had better sign the Pact to make sure Germany did not go to war with Russia. It would also give him part of Poland.'</i> <i>'Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.'</i></p>	[5-8]
2(a)	<p>In what ways did the Treaty of Versailles punish Germany? [4] 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>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6] 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>'His fourteen points.'</i></p> <p>[1]</p> <p>Level 2 Identifies AND/OR describes what he wanted to achieve One mark for each e.g. <i>'He hoped to achieve world peace.'</i> <i>'He wanted a fair peace.'</i> <i>'Self-determination.'</i> <i>'A League of Nations.'</i></p> <p>[2-3]</p> <p>Level 3 Explains his hope(s) One explained reason 3-4 marks; two or more explained reasons marks.</p>	[2-3]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
2 (b) cont'd	<p>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></p> <p><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 23.	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>	[4]
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>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It settled disputes.'</i></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>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>	[0] [1] [2-3] [4-6]
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>	[0]


Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3(c) cont'd	<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>	[1-2]
	<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. 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>	[3-4]
		[5-6]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3 (c) cont'd	<p>Level 4 Explains agreement AND disagreement Both sides of Level 3 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 'how far'. 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 23.	SPaG [6]
Section A Total:		[41]

Part 1: Section B – The Cold War, 1945–1975		
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>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]
	Level 2 Interpretation only e.g. <i>'Western Europe is in a poor condition financially.'</i> <i>'Western Europe is falling down.'</i>	[3]
	Level 3 Main message e.g. <i>'Western Europe is in poverty and the USA is going to give aid to support recovery.'</i>	[4]
	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> 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>	[5-6]
Level 5 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 4.	[7]	
1(b)	Explain why the Soviet Union blockaded West Berlin in 1948. [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>'To stop change.'</i>	[1-2]


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</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>'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? 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>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. <i>'Yes it was as everybody was worried what might happen.'</i></p> <p><i>'Yes it was as everybody was worried what might happen.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>[1-2]</p> <p>Level 2 Identifies and/or describes threat</p> <p>e.g. <i>'The missiles were just for protection.'</i></p> <p><i>'Behind the scenes neither leader wanted war.'</i></p> <p><i>'Neither leader wanted to lose face.'</i></p> <p><i>'Advisers were recommending war.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>[3-4]</p> <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>	

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>Level 4 Explains agreement AND disagreement 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' Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 23.	SPaG [6]
3(a)	<p>Who were the Vietcong? [4] Target: AO1 and 2 One mark for each relevant point: additional mark for supporting detail. e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>	[4]
3(b)	<p>Explain why the USA became involved in Vietnam.[6] 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>'They did this because they were worried about what was happening in South Vietnam.'</i></p> <p>[1]</p> <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> <p>[2]</p> <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]


Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
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> <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>’</p> <p>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>’</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <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>’</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <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> <p>Level 5 Explains with evaluation which was more important 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 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>	<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]
Section B Total		[41]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
1(a)	Study Source A.	
	What is the message of Source A? Use the sources and your knowledge to explain your answer. [7] Target: AO1 AO2 and AO3	
	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 a man attacking a woman in the street.'</i>	[1]
	Level 2 Interpretation only e.g. <i>'The Polish government is attacking Solidarity.'</i>	[2]
1(b)	Level 3 Main message 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]
	Level 4 Main message supported by details of the cartoon OR by contextual knowledge 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]
	Level 5 Main message supported by details of the cartoon AND by contextual knowledge	[6-7]
	1(b) Explain why communism collapsed in Eastern Europe during the 1980s? [8] Target: AO1 and 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 collapsed because it became very unpopular.'</i>	[1-2]	
Level 2 Identifies reasons (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>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></p> <p>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></p> <p>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></p> <p>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</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>[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 C – A New World? 1948–2005		
Question Number		Mark
3(a)	<p>Describe the main events in the invasion of Iraq in 2003. [4] 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] 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>'There was a break down in law and order because there was no one to take control.'</i></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>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>	[0] [1] [2-3]
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] Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[4-6] [0]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
3 (c) cont'd	<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>	[1-2]
	<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>	[3-4]
	<p>Level 3 Explains oil as a reason or explains other reasons 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>Level 4 Explains oil and other reasons</p> <p>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'</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 23.	SPaG [6]
Section C Total		[41]

Part 2: - China, 1930–c.1976		
Question Number		Mark
4(a)	<p>Study Source B. How is this source useful evidence for historians studying the Great Leap Forward? Use the source and your knowledge to explain your answer. [7]</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Unsupported assertions/ paraphrases/copies source e.g. <i>'It is useful as it tells you about Dazhai.'</i> <i>'It is useful as it shows something from the Great Leap Forward.'</i></p>	[1-2]
	<p>Level 2 Uses the information in source to show useful OR simplistic evaluation e.g. <i>'Yes it is useful as it shows the improvements made at the Dazhai Commune.'</i> OR <i>'It is useful evidence because it is a photograph of Dazhai.'</i></p>	[3]
	<p>Level 3 Uses contextual knowledge to assert usefulness of source e.g. <i>'The source is useful. Dazhai was famous because of the way its 365 people have set an example by carving out terraced fields from steep, stony hillsides. This was done through sheer hard labour using simple tools. Dazhai was a poor area but the improvements allowed fast progress.'</i></p>	[4-5]
	<p>Level 4 Uses contextual knowledge to assert that Mao believed in the Great Leap Forward e.g. <i>'Mao wanted to change from the vast industrial projects of the Five Year plan and to get ordinary people involved in towns and villages in small-scale industry and farming. Farmers' co-operatives were joined together as communes with targets. Dazhai was one of these communes.'</i></p>	[6]
4(b)	<p>Level 5 Both L3 and Level 4</p>	[7]
	<p>Study Source C. How far do you agree with these comments about the Great Leap Forward? Use the source and your knowledge to explain your answer. [7]</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Unsupported assertion/ paraphrases/copies source e.g. <i>'I agree with this source as it tells me about what goes on in a commune.'</i> <i>'People had to do different jobs in a commune.'</i> <i>'Communes had industry and agriculture.'</i></p>	[1]

Part 2: - China, 1930–c.1976		
Question Number		Mark
4(b) cont'd	Level 2 Fails to agree/disagree – uses source as information. e.g. <i>'People in a commune worked on the land producing crops and also they produced steel.'</i>	[2]
	Level 3 Identifies what the source fails to say about the Great Leap Forward e.g. <i>'The Great leap Forward would create a powerful nation whose steel production within 15 years would be equal to that of the UK.'</i>	[3]
	Level 4 Evaluates source using its provenance e.g. <i>'It is surprising a member of the Chinese government is making adverse comments about government policy.'</i>	[4]
	Level 5 Uses contextual knowledge to agree/disagree with source <i>'I agree about what this source says. Communes were established to say that large numbers of people were available to carryout the tasks required. This would improve output of both industry and agriculture. The problem with the system was that people did not always remain on their own job and had to help in other areas.'</i> OR <i>'The Great Leap forward was a disaster. Mao fell out with Khrushchev who withdrew the support of his advisers. The Chinese people were willing but did not have the technical expertise to make the plan work. For example the massive amount of iron produced was almost unusable. Agriculture suffered serious drought resulting in famine.'</i>	[5]
	Level 6 Uses contextual knowledge to agree AND disagree with source Both sides of Level 5.	[6]
	Level 7 As for Level 6 but with conclusion about 'how far'	[7]
4(c)	Study Source D. Why was this poster published? Use the cartoon and your knowledge to explain your answer. [6]	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Surface description of cartoon or general assertions e.g. <i>'It was published to show new machinery.'</i>	[1]
	Level 2 Reasons why it was published without getting to purpose e.g. <i>'It was published to show the pleasure of the peasants.'</i> <i>'To show people that China was changing.'</i>	[2]
	Level 3 Identifies valid purpose of publishing cartoon e.g. <i>'To show that China was changing to a market economy.'</i>	[3]
	Level 4 Explains why the cartoon was published then – without explaining the purpose of the cartoon e.g. <i>'The message of this cartoon was that China was beginning to reject Mao's ideas. This can be seen by the introduction of modern machinery designed to help the peasant to produce more.'</i>	[4]

Part 2: - China, 1930–c.1976		
Question Number		Mark
4(c) cont'd	<p>Level 5 Explains why that particular message was published then e.g. <i>'This cartoon was published in the late 1970s because this is when Deng was modernising China after the death of Mao. Deng believed that China had to modernise in industry and technology and agriculture. He knew he had to support the huge Chinese population through incentives. Agriculture was changed to enable the state to pay peasants for the grain they produced. Peasants were allowed to grow more and sell their surplus at market value. Agricultural markets grew at which farmers could sell their produce privately.'</i></p>	[5-6]
5(a)	<p>Describe the main features of the Five Year Plans. [4] One mark for each relevant point; additional mark for supporting detail. e.g. <i>'In the fifth campaign Chiang changed his tactics, surrounding and blockading the Communist base trying to starve the communists to death.'</i> <i>'Rather than risk being wiped out, the Communists broke out of Kiangsi.'</i> <i>'The aim of over 100, 000 men, women and children who broke out was to march to a Communist base in Northern Shensi at Yen-an.'</i> <i>'To give the slip to the following Kuomintang a zig-zag course was followed through wild country.'</i> <i>'Despite being constantly attacked they averaged 24 miles a day. It was 6,000 miles and took one year on foot.'</i> <i>'Fewer than 30,000 survived.'</i></p>	[4]
5(b)	<p>Explain the importance of the Long March. [6]</p> <p>Level 0 No evidence submitted or response does not address the question. [0]</p> <p>Level 1 General answer lacking specific contextual knowledge [1] e.g. <i>'It was a great achievement.'</i></p> <p>Level 2 Identifies AND/OR describes reasons. [2-3] One mark for each e.g. <i>'The Communists survived.'</i> <i>'Mao was the new Communist leader.'</i> <i>'Communists were heroes.'</i></p> <p>Level 3 Explains reason(s) [4-6] One explained reason 4-5 marks; two or more explained reasons 5-6 marks e.g. <i>'It ensured that the Communists survived and that they established a new base.'</i> <i>'It made Mao the new, unchallenged leader of the Communists, because he had led the march. It would be his ideas that would be followed in the battle to take control of China.'</i> <i>'It gave something to the Chinese to be proud of after many years of little achievement, defeat and humiliation. Chinese people now had something remarkable and heroic. This increased Communist support.'</i></p>	[4-6]

Part 2: - China, 1930–c.1976		
Question Number		Mark
5(c)	<p>‘The military tactics used by the Communists enabled them to win the Civil War.’ How far do you agree with this statement? 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>‘They were better all round.’</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND/OR describes reasons e.g. <i>‘Their army was efficient.’</i> <i>‘Guerrilla warfare was used effectively.’</i> <i>‘They had good leaders.’</i> <i>‘They gained the popular support of the population.’</i> <i>‘They avoided inflation.’</i> <i>‘They had fought bravely against the Japanese.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 3 Explains contribution of one factor</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains contribution of at least two factors e.g. <i>‘Their army was much smaller but very well disciplined, fed and cared for, with high morale and efficient organisation.’</i> <i>‘They used guerrilla warfare which negated the modern equipment of the KMT.’</i> <i>‘They had extremely good leaders who had effective control and good tactical sense. KMT generals were not respected.’</i> <i>‘They cared for the peasants and treated the population fairly with equal rationing keeping firm law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT.’</i> <i>‘High inflation in the KMT areas ruined many families and turned the middle classes against Chiang.’</i> <i>‘Chiang was blamed heavily for not having fought strongly enough against the Japanese. This counted heavily against him.’</i> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <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>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>

Part 2: - China, 1930–c.1976		
Question Number		Mark
6(a)	<p>Describe Communist China's relations with Taiwan between 1951 and 1971. [4] One mark for each relevant point: additional mark for supporting detail e.g. <i>'Relations were poor.'</i> <i>'Taiwan threatened to re-invade China.'</i> <i>'There were disputes over the ownership of Taiwan.'</i> <i>'There were clashes between China and Taiwan.'</i> <i>'Jiang fled to Taiwan after the Civil War and later threatened to re-invade mainland China.'</i> (2) N.B. Award one mark to candidates who offer a general point only</p>	[4]
6(b)	<p>Explain why China became involved in the Vietnam War. [6]</p> <p>Level 0 No evidence submitted or response does not address the question. [0]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'China helped the Vietcong because they did not like the USA.'</i> [1]</p> <p>Level 2 Identifies reason(s) or describes reasons (One mark for each) e.g. <i>'To support another Communist state.'</i> <i>'The hatred of US capitalism.'</i> <i>'China did not want US troops on her border.'</i> [2-3]</p> <p>Level 3: Explains reason(s) One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. <i>'North Vietnam was a small independent communist state that was being attacked by the might of the USA. As a fellow communist state China could not allow the USA to invade North Vietnam and remove communism entirely from Vietnam.'</i> [4-6]</p>	
6(c)	<p>The following are reasons why China had become a world power by 1976:</p> <ul style="list-style-type: none"> its growing military strength; its increased economic strength; its entry into the United Nations Organisation. <p>Which do you think was the most important? Explain your answer, referring only to (i), (ii) and (iii). [10]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'All three were equally important reasons.'</i> [1-2] Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Describes reasons e.g. <i>'China had nuclear weapons.'</i> <i>'Links with other countries stimulated growth.'</i> <i>'China joined the United Nations in 1971.'</i> [3-4] Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	

Part 2: - China, 1930–c.1976		
Question Number		Mark
6(c) cont'd	<p>Level 3 Explanation of the contribution of one reason Developed explanation to be given two marks. e.g. <i>'With its large army and nuclear weapons China had joined a group of nations that could destroy the world. It was recognition of this which led to US recognition of China and her eventual entry into the UN. This gave China real power on the international stage and led to increasing contact with western nations.'</i></p> <p>OR <i>'This contact with other nations led to other countries investing in China helping the Chinese economy to grow. There were signs that change to a market economy was beginning to happen.'</i></p> <p>OR <i>'In the late 1960s the Americans began to withdraw their troops from Vietnam and in 1971 talks between American and Chinese governments led to improved relations. Because of this in 1971 the United Nations accepted the People's Republic as a member and expelled Taiwan from its security council. This placed China as a full participant on the world stage.'</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 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]
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		7
4(c)	1	2	3		6
5/6(a)	4				4
5/6(b)	3	3			6
5/6(c)	4	6			10
Totals	30	30	15	6	81