

History B (Modern World)

General Certificate of Secondary Education **GCSE 1937**

General Certificate of Secondary Education (Short Course) **GCSE 1037**

Mark Schemes on the Components

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1937/1037/MS/R/08J

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1037/01 (Short Course) Paper 1

Section A

Question 1

1(a) Study Source A.

Why was this cartoon published in 1919? Use details of the cartoon and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Source used for information **1**

e.g. 'It was published in 1919 to show the USA had designed the League of Nations.'
'To tell people who were members of the League.'

Level 2 Answers that infer the purpose **2-3**

e.g. 'To inform people that the League of Nations was not yet complete as the USA was not part of it.'
'The League lacked strength without the USA.'

Level 3 Answers that use the cartoon to support inferences about purpose **4-5**

e.g. 'There was some concern that the USA had not joined the League and this is shown by the absence of the keystone. The keystone is shown with Uncle Sam leaning on it in no hurry to join. Without this the bridge (League) will collapse as it lacks strength. The cartoon is highlighting the implications to the League of the absence of the USA. There is the implication that the US might join later, shown by Uncle Sam resting on the keystone.'

Level 4 Contextual knowledge used to explain the purpose of the cartoon **6-7**

e.g. 'Wilson the USA President had been very keen on the League and had set it up. Many Americans were concerned about both the financial and military costs of being involved in European affairs. Also many were against the Treaty of Versailles and the League was supposed to uphold the Treaty. These opposition groups put forward powerful pressure not to join.'

Level 5 As Level 4 plus why 1919 **8**

e.g. As level 4 plus
'Wilson toured the US in 1919 to try to change public opinion but when Congress voted in late 1919 he was defeated.'

1(b) Study Sources B and C.

Does Source C prove that Source B is wrong about the League of Nations? Use the sources and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions **1**

e.g. 'Source C is just one person's view and cannot prove anything on its own.'
'Source B is from a book and is of no use.'

Level 2 Surface use of either source to give information **2-3**

e.g. 'Source B states the League is running smoothly and it is sorting the problems whilst Source C says the League exists to restore France to power.'

Level 3 Uses source detail to prove OR disprove how Source C proves Source B to be wrong **4-5**

e.g. 'Source C indicates that there is tension between Britain and France over the purpose of the League and that the French using the League to restore its position in Europe will cause the League to fail. This proves Source B wrong as it says that the League was running smoothly.'

'No it does not prove B to be wrong as the League is running smoothly and the government official in Source C is just issuing a warning to ensure nothing goes wrong.'

Level 4 Uses source detail to prove AND disprove how Source C proves Source B to be wrong **6-7**

Both sides of Level 3.

Level 5 Level 4 plus answers which evaluate through contextual knowledge **8**

Level 4 plus

'It seems strange that Source B is suggesting everything is so relaxed when tension still existed after the war and France had gone into the Ruhr. The tension between Britain and France indicated by Source C was seen in the actions of the League in dealing with Vilna in 1920 where Britain and France could not agree.'

1(c) **Study Source D.**

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

e.g. 'The League is being used as a doormat.'
 'A woman is on the ground having her nose powdered.'
 'Japan is walking over the League.'
 (2 marks for an interpretation that is not the main message)

Level 2 Interpretation only **3**

e.g. 'The League is weak and incapable of stopping Japan.'
 'Japan is ignoring the existence of the League.'
 'Japan is taking advantage of the League.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge **4-5**

e.g. 'The League is weak and incapable of stopping Japan. Japan is ignoring the existence of the League. This is shown by a lady, representing the League, stretched out on the floor like a doormat. It is clear from the cartoon Japan does not care about the League as it is shown trampling over the door mat to enter the League's headquarters in Geneva. The British official feels there is nothing wrong with the League that cannot be put right with the application of a little 'face saving' make-up.'

OR

e.g. 'The Japanese had invaded Manchuria and had ignored the League's request to withdraw. Following the Lytton Report, which was approved by the League in February 1933, Japan was considered to be in the wrong. Only Japan voted against approval. Upset by the insult, Japan resigned from the League. Britain was more interested in keeping good relations with Japan.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 3.

1(d) Study Source E.

How useful is this source to historians studying the actions of the League during the Abyssinian crisis? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Unsupported assertions **1**

e.g. 'All sources are useful.'
'It is useful because it is an Emperor speaking.'

Level 2 Useful / not useful identified **2-4**

e.g. 'It is useful because it tells us about Abyssinia's fears.'
'It is useful because it tells of the concern over the existence of the League.'
'It is not useful as it does not tell us about the actions the League took to stop Italy.'

Level 3 Contextual knowledge used to explain significance of what is shown in the source

OR

Contextual knowledge to explain what is not in source **5-6**

e.g. 'The source is useful as it tells us that the League had found Italy, a member of the League, guilty of breaching the League's covenant but Selassie was wondering what the members were to do under collective security for Abyssinia. It seems very little as Selassie feels that the existence of the League is in danger as it is not acting in accordance with its aims.'

OR

'The League acted by imposing economic sanctions on Italy but failed under collective security when not all member countries were prepared to enforce these. Indeed the sanctions were not effective as they did not ban important materials such as oil as Britain and France were thinking of their own interests. The existence of the League is under question.'

Level 4 Contextual knowledge used to explain significance of what is shown in the source

AND

Contextual knowledge to explain what is not in source **7-8**

1(e) Study all the sources.

**'The League of Nations failed because of the aggression of Japan and Italy.'
How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.**

Target: AO1, AO2 and AO3

Level 1 Answers about the League – no valid source use **1-2**

e.g. 'The League failed in the 1930s because it was weak.'

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **Y** in the margin for each source used to support the interpretation and **N** for each source used to reject the interpretation.

Candidates must explain how the sources support or reject the interpretation.

QUESTION 2

2(a) Study Source A.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

e.g. 'Stalin has a gun.'
'Birds are carrying packages.'
(2 marks for an interpretation but not the main message)

Level 2 Interpretation only **3**

e.g. 'Stalin is annoyed about supplies being flown into the prosperous side of Berlin and is thinking about shooting down the carriers.'
(About tension / frustration / agitation / uncertainty.)

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge **4-5**

e.g. 'The cartoon shows food and coal being flown to the people of Berlin (represented by the birds). They are being watched by Stalin who is holding a gun. He is annoyed and wondering if he should shoot them down.'

OR

e.g. 'Stalin was frustrated by the airlift to West Berlin. If he had attacked the planes it would have been considered an act of war.'

'Stalin has blockaded West Berlin and the people are running short of supplies. The US and Britain carried out an airlift which defeated Stalin's blockade and this annoyed him to the extent that he was considering military action. This would have been an act of war.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge
6

Both sides of Level 3.

2(b) Study Sources B and C.

**Why do you think these two sources give different views of the Berlin blockade?
Use the sources and your knowledge to explain your answer.**

Target: AO1 and AO2

Level 1 General assertion without support 1-2

e.g. 'They differ because they are by different people.'
'Because they see things differently.'
'They disagree because they were written at different times.'

Level 2 Answers based on source type / surface detail / provenance 2-3

e.g. 'They are different because one is a communist view and one a view from a democracy.'
'They disagree because Truman was against communism.'

Level 3 Answers based on audience / message / purpose but not using context 4-5

e.g. 'They disagree because each is trying to justify the actions taken in relation. The Soviet view is that they were trying to protect East Germany whilst Truman is saying European freedom was at stake.'

Level 4 Answers based on purpose of ONE source supported by contextual knowledge 6-7

e.g. 'The USA had recently introduced Marshall aid to help countries in Europe recover from war. The Soviets opposed this and were concerned about the actions of the west in terms of Berlin where West Berlin was recovering much quicker than East Berlin. The Soviets are trying to portray that they are not being allowed to help West Berlin. Really they wanted to take it over.'

OR

'In Source C Truman is telling the people of Europe that when people in the west of Berlin are threatened with Soviet expansion the US acted decisively and used the Marshall Plan. The US was fearful of the spread of communism and would do anything to prevent this happening and was showing the west how strong their will was.'

Level 5 Answers based on purpose of BOTH sources supported by contextual knowledge 8

Both sides of Level 4.

2(c) Study Source D.

Source D is a drawing by a child. Does this mean it is of no use to historians studying the Berlin blockade? Use the source and your knowledge to explain your answer.

Target: AO1, AO2 and AO3.

Level 1 Unsupported assertions / provenance / source type 1

e.g. 'All sources are useful.'
 'It is useful because it is a drawing.'
 'It is useful because the child was there.'

Level 2 Useful for what it shows / provenance 2-4

e.g. 'It is useful because it shows that they used aeroplanes.'
 'It is useful as it shows she was grateful.'
 'It is useful as it shows they came from another place.'

Level 3 Contextual knowledge used to explain significance of what is shown in the source

OR

Contextual knowledge to explain what is not in source 5-6

e.g. 'The source is useful as it shows how aeroplanes were used to keep West Berlin supplied. The child is grateful for the efforts of the pilots as they were obviously desperate for the cargo that was being flown in. The flying in of food and coal saved the people as the Soviet Union had blockaded all routes into West Berlin.'

OR

'It does not give any indication of the reasons for the blockade or the actions of the USA. The west feared the spread of communism and that the action of the Soviets was to spread communism. It does not tell us how close to war the blockade brought both countries.'

Level 4 Contextual knowledge used to explain significance of what is shown in the source

AND

Contextual knowledge to explain what is not in source 7-8

2(d) Study Source E.

How surprising is the content of this source? Use the source and your knowledge to explain your answer.

Target: AO1, AO2

Level 1 Unsupported assertions OR paraphrases / copies source 1

e.g. 'Not very because it is how the US saw it and what they did.'

Level 2 Answers based on source type / provenance 2

e.g. 'It is not surprising as the person who wrote it would have access to the information.'
'It is surprising that even many years later he would write about delicate issues in his memoirs.'

Level 3 Uses content of source to explain surprise OR no surprise 3-4

e.g. 'I am surprised that the US considered using their military power as it could have caused another war. If they were not planning a war as suggested in the source then why did the British Foreign Secretary think they were and why move war planes to sites in Britain.'

'It is not surprising that the US were preparing for war as in Source C the President states that they will not be forced out of Berlin and this is repeated in this source. However they would not start it.'

Level 4 Uses content of source to explain surprise AND no surprise 4-5

Both sides of Level 3.

Level 5 Uses contextual knowledge to explain surprise OR no surprise 6-7

e.g. 'It is not surprising. Stalin probably thought then when he imposed the blockade the US would have withdrawn from Berlin leaving it in the hands of the Soviets. However, it was at the time of the Cold War and the US did not back down as they were concerned about the spread of communism and they did not want it to spread.'

'It is surprising that so soon after the end of war the US is prepared to fight again. The US had already caused great devastation by dropping two atomic bombs. It is also surprising that the Foreign Secretary thinks Britain's lesser power can stop the USA.'

Level 6 Uses contextual knowledge to explain surprise AND no surprise 7-8

2(e) Study all the sources.

'The Western Powers carried out the Berlin Airlift simply to supply and feed the people of Berlin.'

How far do these sources support this interpretation? Use the sources and your knowledge to explain your answer. Remember to identify the sources you use.

Target: AO1, AO2 and AO3

Level 1 Answers about Berlin Airlift – no valid source use **1-3**

e.g. 'Yes the airlift provided food for the people of Berlin.'

Level 2 Uses sources to support OR reject the interpretation **3-5**

Level 3 Uses sources to support AND reject the interpretation **6-8**

Notes:

- Up to two bonus marks to be used for any evaluation of sources. This to be shown as +1 or +2.
- Reference to sources must be explicit, by letter, provenance or by direct quote.
- Use **Y** in the margin for each source used to support the interpretation and **N** for each source used to reject the interpretation.

Candidates must explain how the sources support or reject the interpretation.

Section B

QUESTION 3**3(a) What were Lloyd George's aims at Versailles?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'Lloyd George wanted to achieve peace.'

'To ensure France did not become too powerful.'

'To ensure British interests overseas were protected.'

'To prevent Germany becoming too weak to trade with Britain.'

'To prevent Germany becoming so poor it turned to communism.'

'To avoid humiliating the Germans to avoid them wanting revenge.'

'He had promised the British people that he would 'squeeze until the pips squeak' but he was fearful that too harsh a punishment would cause problems in the future.' (2)

3(b) Explain why Clemenceau wanted the Treaty of Versailles to punish Germany severely.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'To make them suffer.'

Level 2 Identifies AND/OR describes why 2-3**(One mark for each)**

e.g. 'To gain revenge on Germany for French suffering.'

'To make Germany pay the cost of the damage.'

'To prevent future German attacks on France.'

'To regain Alsace-Lorraine.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Germany had left much of north-east France devastated and Clemenceau wanted to ensure that this did not happen again.'

'When retreating, Germany had deliberately destroyed mines railways and factories. The French expected Germany to pay for this destruction.'

'Clemenceau wanted the German military to be disbanded so as to prevent future invasions.'

3(c) The following were all equally important reasons why Germany was dissatisfied with the Treaty:

- (i) the reduction in armed forces;**
- (ii) the loss of territory;**
- (iii) the imposing of war guilt and reparations.**

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important as they all affected Germany and its people in some way.'

Level 2 Description of reasons for dissatisfaction **2-4**

(One mark for each)

e.g. 'The army was limited to 100,000 men and conscription was not allowed.'
 'Germany lost all their colonies, the Saar and the Polish corridor. Alsace-Lorraine was returned to France.'
 'Germany had to accept blame for the war and to pay for the damage.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'The treaty restricted Germany's armed forces to a level well below what they had been before the war. As they could only have six battleships and no air force it left them vulnerable to attack. The army had been their pride and joy and they could no longer use conscription to maintain its status.'

OR

'The loss of land meant that many Germans were no longer living in Germany despite the promise of self-determination in the Fourteen points. The loss of land also included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industrial areas made it harder for Germany to recover after the war.'

OR

'This clause was simple but was seen by Germans as extremely harsh. The Treaty was a 'Diktat' and Germany had no choice but to accept. This was humiliating as they believed other countries were equally responsible. Germany claimed the high reparations were an attempt to bankrupt them and again they had no choice but accept. The need for revenge built up.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 4**4(a) What were the aims of Hitler's foreign policy?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail.**4**

e.g. 'To reverse the Treaty of Versailles.'

'To re-militarise the Rhineland.'

'Anschluss with Austria.'

To retrieve land lost under the Treaty (1) e.g. Saar.' (2)

'Lebensraum.'

'To destroy communism.'

'Hitler wanted a Greater Germany and this was to be achieved by uniting all German speaking people in one home land.' (2)

4(b) Explain how Hitler destroyed the Treaty of Versailles in the years up to 1938.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1**

e.g. 'He ignored the Treaty and carried out his policies.'

Level 2 Identifies AND/OR describes how Treaty destroyed**2-3****(One mark for each)**

e.g. 'He began to re-arm.'

'He introduced conscription.'

'He re-occupied the Rhineland.'

'He completed the Anschluss with Austria.'

Level 3 Explains how he destroyed the Treaty**3-6****(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'He signed the Anglo-German Naval Treaty allowing Germany to build up its navy showed the military terms of the Treaty to be dead.'

'The re-militarisation of the Rhineland had been expressly forbidden to protect France. Hitler carried it out without any resistance from the League, Britain or France.'

'At the Disarmament Conference of 1932-33 Germany wanted everyone to disarm to its level but they refused. On the pretence of wanting peace Hitler withdrew from the Conference and the League. He re-introduced conscription and started to build up his armaments. This had been banned by the Treaty.'

4(c) The following were equally important reasons for the outbreak of war in Europe in 1939:

- (i) the policy of appeasement;
- (ii) the Nazi-Soviet Pact of 1939;
- (iii) the invasion of Poland.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important in contributing to the outbreak of war.'

Level 2 Description of reasons **2-4**

(One mark for each)

e.g. 'Britain and France followed a policy of appeasement to try and avoid war by giving Hitler what he wanted.'

'The Nazi-Soviet Pact was signed on 23rd August 1939 when they agreed to a non-aggression pact and secretly agreed to split Poland.'

'Britain guaranteed to preserve the independence of Poland but despite this Germany invaded.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'Appeasement did buy time but Britain and France did not realise they were dealing with an unscrupulous tyrant. The more they gave in the more he demanded. It left Czechoslovakia to its fate. By appeasing the opportunity to stop Hitler (1936) was missed.'

OR

'The Pact left Britain and France alone to fight Hitler. Hitler did not really believe that they would go to war over Poland. So with the security of the Pact he was able to invade Poland on 1st September. Britain and France did not back down and declared war as Britain had promised to guarantee its independence.'

OR

'On 1st September 1939 Germany invaded Poland as they knew the Soviets would not stop them because of the Nazi-Soviet Pact. Britain had guaranteed Poland's independence and with France had to take some action. If not Germany would dominate Europe.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 5**5(a) Who were the Vietcong?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'People in Vietnam who fought against the USA.'

'Opponents of the South Vietnamese government.'

'Communist North Vietnamese.'

'A group taking orders from Ho Chi Minh.'

'The Vietcong were a communist guerrilla force of the National Liberation Front.' (2)

5(b) Explain why America was involved in Vietnam.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'To protect what they thought was right.'

Level 2 Identifies AND/OR describes reasons for involvement 2-3**(One mark for each)**

e.g. 'To protect capitalism.'

'To stop communism.'

'Because of the Tonkin incident.'

Level 3 Explains reasons for involvement 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'After the Second World War the USA feared the expansion of communism across Europe and Asia. They believed the future of US prosperity and democracy was at risk if communism was allowed to spread.'

'North Vietnamese torpedo boats were alleged to have attacked American boats in the Gulf of Tonkin in 1964. President Johnson gained Congress support to take the necessary steps to defend South Vietnam.'

'Americans felt increasingly threatened by the spread of communism. This fear was based on the 'domino theory', where if one country became communist others would follow. If South Vietnam fell it would be followed by Laos, Cambodia, Thailand, Burma, India and Pakistan.'

5(c) The following were all equally important reasons for the American withdrawal from Vietnam:

- (i) the financial cost of war;
- (ii) the military tactics of the Vietcong;
- (iii) the failure of US military tactics.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They all contributed equally to the withdrawal of America from Vietnam.'

Level 2 Description of reasons for withdrawal **2-4**

(One mark for each)

e.g. 'War was costing \$30,000 million a year. Or \$400,000 for each guerrilla killed. This could be spent on other things.'

'The Viet Cong used guerrilla tactics.' (Any description of tactics)

'The tactics of strategic villages and defoliation did not work.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'The financial cost of war was highlighted by the Tet Offensive. America was spending between \$20 to \$30 billion a year yet little impression was being made and this could be seen by the people at home on TV and the number of body bags. This huge spending meant cutbacks on social reform at home.'

OR

'The Viet Cong used guerrilla tactics which meant that the type of war the US military were prepared for did not work. They were ambushed and then the Viet Cong returned to the jungle. The US soldiers could not tell the difference between the peasants and the Viet Cong fighters.'

OR

'Despite the policy of defoliation the Viet Cong continued to receive supplies along the Ho Chi Minh trails which were stored in an extensive underground system of tunnels. The use of Napalm resulted in innocent villagers receiving terrible burns and this horrified people in America resulting in mass protests against the policy.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 6**6(a) Describe the reaction of the Soviet Union to the uprising in Hungary in 1956.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'They used brutal force against the people of Hungary.'

'They aimed to stop Hungary leaving the Warsaw Pact.'

'They executed Nagy and his fellow leaders.'

'Khrushchev sent in tanks but withdrew them after a week after restoring control after bitter street fighting had killed an estimated 27,000 Hungarians.' (2)

6(b) Explain why the Berlin Wall was built in 1961.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'As a warning.'

Level 2 Identifies AND/OR describes reasons 2-3**(One mark for each)**

e.g. 'To maintain the east-west split.'

'To prevent people moving from the East.'

'Because Kennedy would not back down.'

'To get the western allies out of Berlin.'

Level 3 Explains reasons for building the Wall 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The city had been split at the end of the War and the west enjoyed a higher standard of living. Many professional people living in East Berlin were crossing to the more prosperous west. The loss of citizens was humiliating and had to be stopped.'

'Berlin was the focus of Cold War tensions and Khrushchev met with Kennedy and demanded the western powers leave. The threat of war loomed but Khrushchev thought that building a barricade was better than war. This helped the Soviet Union to control its East European satellites.'

- 6(c) The following were all equally important reasons why Soviet control of Eastern Europe had collapsed by 1989:
 (i) the impact of 'Solidarity';
 (ii) the growth of opposition in Eastern Europe;
 (iii) the policies of Gorbachev.
How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important as they all affected control in some way.'

Level 2 Description of reasons for collapse **2-4**

(One mark for each)

e.g. 'Soviet control was deeply unpopular in Poland and a number of Trade Unions were formed. The most popular, with 9m members was Solidarity.'

'One by one the countries of Eastern Europe decided to hold free elections.'

'Gorbachev introduced a programme of reforms including 'perestroika' (restructuring) and 'glasnost' (openness).'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'One of the new unions formed to help workers in Poland was Solidarity. It called for greater political and religious freedoms. It was so strong that government feared to take action and the Soviet Union was involved militarily in Afghanistan. International pressure secured the release of Walesa and massive support secured free elections and Poland's first non-communist government in the post-war era. Solidarity set the example of resistance to communist control for the rest of eastern Europe.'

OR

'Eastern European countries began to realise that the Soviet Union no longer could dominate their lives as the army was not being used. One by one communist regimes toppled and free elections were held.'

OR

'The soviet Union was in crisis. It was corrupt and its economy crumbling. It was involved in a war in Afghanistan which they could not win. Gorbachev planned a programme of reforms which meant abandoning many Soviet principles. He tried to introduce capitalist ideas into industry and more openness which allowed criticism. The reforms were introduced too quickly and without proper preparation plunging the Soviet Union into confusion and economic chaos. This signalled the end of the domination of people's lives.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have explanation to reach this level.

1937/11-14 Paper 1

Section A

QUESTION 1

1(a) Study Source A.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

e.g. 'The League is being used as a doormat.'
 'A woman is on the ground having her nose powdered.'
 'Japan is walking over the League.'
 (2 marks for an interpretation that is not the main message)

Level 2 Interpretation only **3**

e.g. 'The League is weak and incapable of stopping Japan.'
 'Japan is ignoring the existence of the League.'
 'Japan is taking advantage of the League.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge **4-5**

e.g. 'The League is weak and incapable of stopping Japan. Japan is ignoring the existence of the League. This is shown by a lady, representing the League, stretched out on the floor like a doormat. It is clear from the cartoon Japan does not care about the League as it is shown trampling over the door mat to enter the League's headquarters in Geneva. The British official feels there is nothing wrong with the League that cannot be put right with the application of a little 'face saving' make-up.'

OR

e.g. 'The Japanese had invaded Manchuria and had ignored the League's request to withdraw. Following the Lytton Report, which was approved by the League in February 1933, Japan was considered to be in the wrong. Only Japan voted against approval. Upset by the insult, Japan resigned from the League. Britain was more interested in keeping good relations with Japan.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 3.

1(b) Explain why the League of Nations failed to deal successfully with the Abyssinian crisis of 1935-36.

Target: AO1

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'The League was not strong enough.'

Level 2 Identifies AND/OR describes reason(s) **3-5**

(One mark for each)

e.g. 'The sanctions imposed were weak.'
'Britain and France did not want tough action.'
'Britain and France did not want war.'

Level 3 Explains reason(s) for failure **6-9**

(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)

e.g. 'The League condemned Italy and imposed sanctions, but crucially these did not include oil and other war materials.'
'Britain and France undermined the League through the Hoare-Laval Plan to partition Abyssinia.'
Britain and France were desperate to keep Mussolini's friendship as they feared he would ally with Hitler.'
'Britain and France were not willing to risk war with Mussolini and no other country in the League was strong enough to resist him.'

'Behind the scenes Britain and France undermined the apparently tough actions of the League by planning to split Abyssinia with Italy getting significant gains. This plan was never put to Italy or Abyssinia. Details were leaked to the press causing public outcry. Hoare and Laval were forced to resign. Everybody now knew Britain and France talked tough, but were not prepared to back their talk with action.'

QUESTION 2**2(a) Study Source A.**

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only 1-2

e.g. 'Stalin has a gun.'
'Birds are carrying packages.'
(2 marks for an interpretation but not the main message)

Level 2 Interpretation only 3

e.g. 'Stalin is annoyed about supplies being flown into the prosperous side of Berlin and is thinking about shooting down the carriers.'
(About tension / frustration / agitation / uncertainty.)

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge 4-5

e.g. 'The cartoon shows food and coal being flown to the people of Berlin (represented by the birds). They are being watched by Stalin who is holding a gun. He is annoyed and wondering if he should shoot them down.'

OR

e.g. 'Stalin was frustrated by the airlift to West Berlin. If he had attacked the planes it would have been considered an act of war.'

'Stalin has blockaded West Berlin and the people are running short of supplies. The US and Britain carried out an airlift which defeated Stalin's blockade and this annoyed him to the extent that he was considering military action. This would have been an act of war.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge 6

Both sides of Level 3.

2(b) Explain why Marshall Aid was offered to countries in Europe.

Target: AO1

Level 1 General answer **1-2**

e.g. 'To help them recover.'

Level 2 Identifies AND/OR describes reason(s) why **3-5****(One mark for each)**

e.g. 'To implement the Truman Doctrine.'

'To halt communism.'

'To restore economies.'

'To improve trade.'

Level 3 Explains reason(s) why **6-9****(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)**

e.g. 'Aid was given to help end hunger and poverty after the war.'

'Marshall Aid was to be given to support any free peoples struggling to avoid a communist takeover.'

'Truman realised that countries in Europe were struggling to cope with the after-effects of war and needed economic aid.'

'Aid was provided to build up the economy of European countries to provide trading opportunities for the USA.'

'Truman did not want to send soldiers to fight communism. He believed communism flourished where there was want and misery. There was plenty of this in Europe after the war ended and so he offered economic aid to restore economies.'

'Stalin forbade all Soviet bloc countries from accepting as he believed Marshall Aid was given to win friendship and support for the USA and provide trading opportunities.'

Section B

QUESTION 3**3(a) What were Lloyd George's aims at Versailles?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'Lloyd George wanted to achieve peace.'

'To ensure France did not become too powerful.'

'To ensure British interests overseas were protected.'

'To prevent Germany becoming too weak to trade with Britain.'

'To prevent Germany becoming so poor it turned to communism.'

'To avoid humiliating the Germans to avoid them wanting revenge.'

'He had promised the British people that he would 'squeeze until the pips squeak' but he was fearful that too harsh a punishment would cause problems in the future.' (2)

3(b) Explain why Clemenceau wanted the Treaty of Versailles to punish Germany severely.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'To make them suffer.'

Level 2 Identifies AND/OR describes why 2-3**(One mark for each)**

e.g. 'To gain revenge on Germany for French suffering.'

'To make Germany pay the cost of the damage.'

'To prevent future German attacks on France.'

'To regain Alsace-Lorraine.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Germany had left much of north-east France devastated and Clemenceau wanted to ensure that this did not happen again.'

'When retreating, Germany had deliberately destroyed mines railways and factories. The French expected Germany to pay for this destruction.'

'Clemenceau wanted the German military to be disbanded so as to prevent future invasions.'

- 3(c) The following were all equally important reasons why Germany was dissatisfied with the Treaty:
 (iv) the reduction in armed forces;
 (v) the loss of territory;
 (vi) the imposing of war guilt and reparations.
How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important as they all affected Germany and its people in some way.'

Level 2 Description of reasons for dissatisfaction **2-4**

(One mark for each)

e.g. 'The army was limited to 100,000 men and conscription was not allowed.'
 'Germany lost all their colonies, the Saar and the Polish corridor. Alsace-Lorraine was returned to France.'
 'Germany had to accept blame for the war and to pay for the damage.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'The treaty restricted Germany's armed forces to a level well below what they had been before the war. As they could only have six battleships and no air force it left them vulnerable to attack. The army had been their pride and joy and they could no longer use conscription to maintain its status.'

OR

'The loss of land meant that many Germans were no longer living in Germany despite the promise of self-determination in the Fourteen points. The loss of land also included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industrial areas made it harder for Germany to recover after the war.'

OR

'This clause was simple but was seen by Germans as extremely harsh. The Treaty was a 'Diktat' and Germany had no choice but to accept. This was humiliating as they believed other countries were equally responsible. Germany claimed the high reparations were an attempt to bankrupt them and again they had no choice but accept. The need for revenge built up.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 4**4(a) What were the aims of Hitler's foreign policy?**

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. 'To reverse the Treaty of Versailles.'

'To re-militarise the Rhineland.'

'Anschluss with Austria.'

To retrieve land lost under the Treaty (1) e.g. Saar.' (2)

'Lebensraum.'

'To destroy communism.'

'Hitler wanted a Greater Germany and this was to be achieved by uniting all German speaking people in one home land.' (2)

4(b) Explain how Hitler destroyed the Treaty of Versailles in the years up to 1938.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'He ignored the Treaty and carried out his policies.'

Level 2 Identifies AND/OR describes how Treaty destroyed 2-3**(One mark for each)**

e.g. 'He began to re-arm.'

'He introduced conscription.'

'He re-occupied the Rhineland.'

'He completed the Anschluss with Austria.'

Level 3 Explains how he destroyed the Treaty 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'He signed the Anglo-German Naval Treaty allowing Germany to build up its navy showed the military terms of the Treaty to be dead.'

'The re-militarisation of the Rhineland had been expressly forbidden to protect France. Hitler carried it out without any resistance from the League, Britain or France.'

'At the Disarmament Conference of 1932-33 Germany wanted everyone to disarm to its level but they refused. On the pretence of wanting peace Hitler withdrew from the Conference and the League. He re-introduced conscription and started to build up his armaments. This had been banned by the Treaty.'

4(c) The following were equally important reasons for the outbreak of war in Europe in 1939:

- (iv) the policy of appeasement;
- (v) the Nazi-Soviet Pact of 1939;
- (vi) the invasion of Poland.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important in contributing to the outbreak of war.'

Level 2 Description of reasons **2-4**

(One mark for each)

e.g. 'Britain and France followed a policy of appeasement to try and avoid war by giving Hitler what he wanted.'

'The Nazi-Soviet Pact was signed on 23rd August 1939 when they agreed to a non-aggression pact and secretly agreed to split Poland.'

'Britain guaranteed to preserve the independence of Poland but despite this Germany invaded.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'Appeasement did buy time but Britain and France did not realise they were dealing with an unscrupulous tyrant. The more they gave in the more he demanded. It left Czechoslovakia to its fate. By appeasing the opportunity to stop Hitler (1936) was missed.'

OR

'The Pact left Britain and France alone to fight Hitler. Hitler did not really believe that they would go to war over Poland. So with the security of the Pact he was able to invade Poland on 1st September. Britain and France did not back down and declared war as Britain had promised to guarantee its independence.'

OR

'On 1st September 1939 Germany invaded Poland as they knew the Soviets would not stop them because of the Nazi-Soviet Pact. Britain had guaranteed Poland's independence and with France had to take some action. If not Germany would dominate Europe.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 5**5(a) Who were the Vietcong?**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'People in Vietnam who fought against the USA.'

'Opponents of the South Vietnamese government.'

'Communist North Vietnamese.'

'A group taking orders from Ho Chi Minh.'

'The Vietcong were a communist guerrilla force of the National Liberation Front.' (2)

5(b) Explain why America was involved in Vietnam.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'To protect what they thought was right.'

Level 2 Identifies AND/OR describes reasons for involvement 2-3**(One mark for each)**

e.g. 'To protect capitalism.'

'To stop communism.'

'Because of the Tonkin incident.'

Level 3 Explains reasons for involvement 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'After the Second World War the USA feared the expansion of communism across Europe and Asia. They believed the future of US prosperity and democracy was at risk if communism was allowed to spread.'

'North Vietnamese torpedo boats were alleged to have attacked American boats in the Gulf of Tonkin in 1964. President Johnson gained Congress support to take the necessary steps to defend South Vietnam.'

'Americans felt increasingly threatened by the spread of communism. This fear was based on the 'domino theory', where if one country became communist others would follow. If South Vietnam fell it would be followed by Laos, Cambodia, Thailand, Burma, India and Pakistan.'

5(c) The following were all equally important reasons for the American withdrawal from Vietnam:

- (iv) the financial cost of war;
- (v) the military tactics of the Vietcong;
- (vi) the failure of US military tactics.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They all contributed equally to the withdrawal of America from Vietnam.'

Level 2 Description of reasons for withdrawal **2-4**

(One mark for each)

e.g. 'War was costing \$30,000 million a year. Or \$400,000 for each guerrilla killed. This could be spent on other things.'

'The Viet Cong used guerrilla tactics.' (Any description of tactics)

'The tactics of strategic villages and defoliation did not work.'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'The financial cost of war was highlighted by the Tet Offensive. America was spending between \$20 to \$30 billion a year yet little impression was being made and this could be seen by the people at home on TV and the number of body bags. This huge spending meant cutbacks on social reform at home.'

OR

'The Viet Cong used guerrilla tactics which meant that the type of war the US military were prepared for did not work. They were ambushed and then the Viet Cong returned to the jungle. The US soldiers could not tell the difference between the peasants and the Viet Cong fighters.'

OR

'Despite the policy of defoliation the Viet Cong continued to receive supplies along the Ho Chi Minh trails which were stored in an extensive underground system of tunnels. The use of Napalm resulted in innocent villagers receiving terrible burns and this horrified people in America resulting in mass protests against the policy.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have been explained to reach this level.

QUESTION 6**6(a) Describe the reaction of the Soviet Union to the uprising in Hungary in 1956.**

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. 'They used brutal force against the people of Hungary.'

'They aimed to stop Hungary leaving the Warsaw Pact.'

'They executed Nagy and his fellow leaders.'

'Khrushchev sent in tanks but withdrew them after a week after restoring control after bitter street fighting had killed an estimated 27,000 Hungarians.' (2)

6(b) Explain why the Berlin Wall was built in 1961.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'As a warning.'

Level 2 Identifies AND/OR describes reasons 2-3**(One mark for each)**

e.g. 'To maintain the east-west split.'

'To prevent people moving from the East.'

'Because Kennedy would not back down.'

'To get the western allies out of Berlin.'

Level 3 Explains reasons for building the Wall 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The city had been split at the end of the War and the west enjoyed a higher standard of living. Many professional people living in East Berlin were crossing to the more prosperous west. The loss of citizens was humiliating and had to be stopped.'

'Berlin was the focus of Cold War tensions and Khrushchev met with Kennedy and demanded the western powers leave. The threat of war loomed but Khrushchev thought that building a barricade was better than war. This helped the Soviet Union to control its East European satellites.'

- 6(c) The following were all equally important reasons why Soviet control of Eastern Europe had collapsed by 1989:
 (iv) the impact of 'Solidarity';
 (v) the growth of opposition in Eastern Europe;
 (vi) the policies of Gorbachev.
How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge **1-2**

e.g. 'They are all equally important as they all affected control in some way.'

Level 2 Description of reasons for collapse **2-4**

(One mark for each)

e.g. 'Soviet control was deeply unpopular in Poland and a number of Trade Unions were formed. The most popular, with 9m members was Solidarity.'

'One by one the countries of Eastern Europe decided to hold free elections.'

'Gorbachev introduced a programme of reforms including 'perestroika' (restructuring) and 'glasnost' (openness).'

Level 3 Explanation of ONE reason **4-6**

(Developed explanation to be given two marks within L3 and L4)

e.g. 'One of the new unions formed to help workers in Poland was Solidarity. It called for greater political and religious freedoms. It was so strong that government feared to take action and the Soviet Union was involved militarily in Afghanistan. International pressure secured the release of Walesa and massive support secured free elections and Poland's first non-communist government in the post-war era. Solidarity set the example of resistance to communist control for the rest of eastern Europe.'

OR

'Eastern European countries began to realise that the Soviet Union no longer could dominate their lives as the army was not being used. One by one communist regimes toppled and free elections were held.'

OR

'The soviet Union was in crisis. It was corrupt and its economy crumbling. It was involved in a war in Afghanistan which they could not win. Gorbachev planned a programme of reforms which meant abandoning many Soviet principles. He tried to introduce capitalist ideas into industry and more openness which allowed criticism. The reforms were introduced too quickly and without proper preparation plunging the Soviet Union into confusion and economic chaos. This signalled the end of the domination of people's lives.'

Level 4 Explanation of two OR three reasons **6-9**

All three aspects to be dealt with for 9 marks.

Level 5 Explains with evaluation of 'equally important' **9-10**

Here candidates must make comparison with full explanation. All three must have explanation to reach this level.

Section C**Germany, 1919–1945****QUESTION 7****7(a) Study Source C.**

How far does this source suggest that the Munich Putsch was a disaster for Hitler and the Nazi party? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Undeveloped assertions about the source **1**

‘One source cannot prove anything.’

Level 2 Identifies from source / own knowledge if it was OR was not a disaster **2-3**

e.g. ‘It was a disaster because Hitler was in prison.’

‘It was a disaster because Hitler had failed.’

‘It was not a disaster as he was to resume active work.’

Level 3 Contextual knowledge used to explain if the source suggests it was a disaster OR not a disaster **4-5**

e.g. ‘The source does suggest in a way it was a disaster. The Munich Putsch was not successful and Hitler and some Nazis were put in prison. This meant he was unable to fulfil his ambition to take control of Germany. This looked like the end for the Nazi Party as they became disorganised and even in 1928 they secured few seats.’

OR

‘It was not a disaster as it gave Hitler and the Nazis the opportunity to re-evaluate their policies and to follow peaceful means. He feels they can still be successful but he needed to avoid violence and achieve prominence via the ballot box. Hitler turned his trial to his advantage and made stirring speeches that got a lot of publicity. He became a national hero and had his sentence reduced. The normal sentence for treason was death.’

Level 4 Contextual knowledge to explain if the source suggests it was, AND was not, a disaster **6-7**

Both sides of Level 3.

7(b) Study Source D.

Why was this poster published in Germany in 1932? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Surface use of source for information **1**

e.g. 'This poster was produced to show that workers would be treated badly.'
'It shows workers would be fastened to the swastika.'

Level 2 Answers that infer purpose of the poster **2-3**

e.g. 'This poster was published to get people to vote for the Social Democrats.'
'It was published to get people to oppose / not vote for the Nazis.'

Level 3 Answers that use the poster to support inferences about purpose **3-4**

e.g. 'This poster was published to get people to vote for the Social Democrats and reject the Nazis. I know this because it is showing that workers lives would not be their own as they would be controlled by the Nazis as shown by the man being fastened to the swastika.'

Level 4 Answers that use contextual knowledge to explain purpose of the poster **5-6**

e.g. 'This poster was published by the Social Democrats who were the political opponents of the Nazi Party. The Social Democrats were the Party holding the greatest number of seats and wanted people to continue supporting them and not the up and coming Nazis who stood for opposing things. The Nazis did not believe in trade unions as they were associated with left-wing parties. The SDs are saying that trade unions will be abolished and the Nazi Party will have full control of the worker who will not have any rights.'

Level 5 As for Level 4 but in addition explains why poster published in 1932 **7**

Makes the point about forthcoming elections in 1932 in both July and November.

(Must bring in specific detail for it being 1932.)

7(c) Study Source E.

How useful is this source to an historian studying Hitler's rise to power? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 General answers 1

e.g. 'One source by itself is of no use.'
'It is very useful as it tells you about his rise to power.'

Level 2 Assertions that public speaking helped Hitler 2

e.g. 'It is useful as Hitler used public speaking to get over his message.'

Level 3 Uses contextual knowledge to explain limitations of source

OR

Uses contextual knowledge to explain value of source in Hitler's rise 3-4

e.g. 'This source is not very useful as it only shows Hitler speaking. It does not tell you about how Hitler came to power in the first place. By 1932 he had continued to make gains and become more important. It does not explain how Hitler became chancellor as the source is dated 1932. Germany was in depression and Hitler promised jobs and food and this gained support. He also promised to get rid of the hated Treaty of Versailles and this also gained him support.'

OR

'This source is useful as it shows how Hitler put across his ideas to the German people using his powers of oratory which helped to increase his support. Stirring mass rallies using music lighting and banners were used as a backdrop to Hitler's speech making skills. During the 1932 presidential campaign Goebbels chartered planes to fly Hitler all over Germany in order to speak at four or five rallies a day and this was one.'

Level 4 Both sides of Level 3 5-6

QUESTION 8**8(a) Describe the Kapp Putsch of 1920.**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'A group of Freikorps, led by Kapp, attempted to take power in Berlin.'
 'The government fled from the city and Kapp set himself up as head of a new government.'
 'The army refused to stop Kapp.'
 'The putsch was defeated by the people of Berlin who went on strike.'

8(b) Explain why 1923 was a year of crisis for the Weimar Republic.

Target: AO1 and AO2.

Level 1 General assertion lacking specific contextual knowledge 1

e.g. 'Because people were in poverty.'

Level 2 Identifies reasons why or describes reasons 2-3**(One mark for each)**

e.g. 'Because of the occupation of the Ruhr.'
 'Because of hyperinflation.'
 'Germany failed to pay reparations.'
 'There was the Munich Putsch.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Political groups thought the government was showing signs of weakness and the Munich Putsch was launched in an attempt to gain political power.'
 'Germany delayed paying reparations and French and Belgian troops occupied the important industrial area of the Ruhr. The German workers were ordered to go on strike and the government printed money to pay them. They had no money as goods were not produced and were not being sold.'
 'The longer the problem continued the money was printed until the money became worthless. Hyperinflation causing great hardship for the people.'

**8(c) How successful was the Weimar Republic in dealing with Germany's problems?
Explain your answer.**

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge 1-2

e.g. 'It was successful as conditions improved.'

Level 2 Identifies success AND/OR failure (One mark for each) 3-4

e.g. 'It successfully ended hyperinflation.'
'Germany was accepted back into the international community.'
'There was political stability.'
'The farmers' lot was not improved.'
'There was moral decline.'
'Germany was affected badly by the Great depression.'

Level 3 Explains success OR failure 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'Hyperinflation was ended and confidence returned with the introduction of a new currency and reduction in government spending.'
'In return for starting to pay reparations again the Germans, under the Dawes Plan received loans to encourage industry thus raising the standard of living and resulted in the French and Belgium troops leaving the Ruhr in 1925.'
'Germany was accepted back into the international community through the Locarno Pact and the Kellogg-Briand Pact. They also joined the League of Nations.'
'A more open approach resulted in a revival in art and culture through newspapers, theatres, painters and literature.'

OR

'There remained serious problems with the economy which depended on American loans that could be withdrawn at any time and this did happen. Germany was deeply affected by the Depression. Unemployment remained a serious problem as the economy was not growing fast enough. Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into debt.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'
'Extremist parties such as the Nazis and Communists were determined to overthrow the Weimar Republic. In 1925 Hindenburg was elected President. As he was a supporter of the Kaiser this indicated the true feelings of many.'

Level 4 Explains success AND failure 6-9

Both sides of Level 3.

Level 5 Construction an argument of relative success/failure 9-10

Goes further than Level 4 in attempting a judgement.

QUESTION 9**9(a) Describe how Hitler reduced unemployment.**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'Millions were organised under the National Labour Service.'

'Conscription was introduced.'

'He began to re-arm and the armaments industry provided jobs.'

'He introduced public works such as the construction of autobahns.' (2)

9(b) Explain why the Nazis persecuted different groups in German society.

Target: AO1

Level 1 General assertion lacking specific contextual knowledge 1

e.g. 'Because they held different views.'

Level 2 Identifies reason(s) or describes reasons 2-3**(One mark for each)**

'Germans belonged to the master race.'

'Because of what Hitler had written in 'Mein Kampf'.'

'They believed Jews were ruining Germany.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The Nazis believed that the Aryans were the master race and superior to other groups.'

'They believed that Jews, eastern Europeans and blacks were lowlife and not worthy of any respect.'

'The Jews were not only an inferior race but had joined the communists in undermining Germany's efforts in the First World War.'

'Homosexuals were despised as they were not in keeping with the Aryan ideal of masculinity.'

9(c) How successful was the Nazi Party in controlling young people? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General assertion. Answers lacking specific knowledge 1-2

e.g. 'They were successful as there was no opposition.'

Level 2 Identifies success AND/OR failure 3-4

(One mark for each)

e.g. 'Young people were controlled through the Hitler Youth.'

'They were controlled by indoctrination and fear.'

'Some joined gangs such as the Edelweiss Pirates.'

'Young people were controlled through the school curriculum.'

Level 3 Explains success OR failure 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The Hitler Youth (League of German Maidens) was used to prepare young people for adult life and for following Hitler and the Nazis. It gave many a controlled purpose to life with outdoor activities that provided many challenges. It also prepared boys for the army.'

'The Nazi Party controlled children through the school curriculum which was designed to indoctrinate the young into the Nazi way. It used various subjects such as Biology to explain Nazi racial beliefs. The amount of time given to physical education trebled to ensure young people were fit for their role in the Nazi community.'

OR

'Although the Hitler Youth was very popular some objected to the restrictions it placed on them. They did not want regimentation. They wanted to listen to jazz music. The Swing Movement was condemned as degenerate and the Nazis issued pictures to help identify those involved.'

'The Edelweiss Pirates became a problem bullying the Hitler Youth. During the war they helped spread Allied propaganda and helped airmen to escape. In 1944 they took part in an attack on the Gestapo. Twelve were publicly hanged.'

Level 4 Explains success AND failure 6-9

Both sides of Level 3.

Level 5 Construction an argument of relative success/failure 9-10

Goes further than Level 4 in attempting a judgement.

Section C

Russia, 1905–1941

QUESTION 7**7(a) Study Source C.**

How far does this source explain why Stalin became leader of the Communist party in 1924? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Undeveloped assertions about the source **1**

e.g. 'Lenin tricked Trotsky.'
'One source cannot prove anything.'

Level 2 Identifies from source reasons for Stalin becoming leader **2**

e.g. 'It is claimed that Stalin told Trotsky not to return for Lenin's funeral.'

Level 3 Answers identifying reasons not in source **3**

e.g. 'Lenin's views not published.'
'Trotsky was too extreme.'
'Stalin was General Secretary of the Communist Party.'

Level 4 Answers using contextual knowledge to explain source **4-5**

OR

Answers using contextual knowledge to explain reasons not in the source

e.g. 'Trotsky had been ill and claimed he was given the wrong date for the funeral by Stalin so that he would not return for the funeral. Stalin's trick meant that Trotsky did not attend the funeral strengthening Stalin's claim.'

OR

'Trotsky's ideas seemed too extreme to many communists as he wanted permanent revolution compared to Stalin who wanted socialism in one country.'
'Lenin warned against Stalin in his 'political will'. He felt Stalin had too much power but the statement was not released.'
'Many were jealous of and feared Trotsky. Stalin seemed a safer option.'
'Stalin was General Secretary of the Communist Party and had placed his supporters in many top party posts.'

Level 5 Both sides of Level 4 **6-7**

7(b) Study Source D.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only **1-2**

e.g. 'Everybody is claiming to be guilty.'
'Stalin is shown as the judge.'

Level 2 Interpretation only **3**

e.g. 'The show trials are a farce.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge **4-5**

e.g. 'The cartoon shows people in court at the time of the show trials. They are charged with offences against the state. The cartoonist, with the drawing of the people shows they are laughable charges. But they are confessing and so to the judge, Stalin, they are guilty.'

OR

e.g. 'As part of the Great purges, Stalin wanted to get rid of all who opposed him. Important people were put on trial in full view of the world. They were charged with offences they could not possibly have committed. Because they confessed the state and Stalin were right – conspiracy did exist. Many were executed.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge **6**

Both sides of Level 3.

7(c) Study source E.

Why was this cartoon published in the late 1930s? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Source used for information **1**

e.g. 'The cartoon was published to show piles of skulls.'

Level 2 Answers that infer purpose of cartoon **2**

e.g. 'To warn people about the brutality that was taking place in the USSR.'

Level 3 Answers that use cartoon to support inferences about purpose **3-4**

e.g. 'The Purges were taking place in the USSR and resulted in large numbers of deaths as shown by the piles of skulls. The cartoon is produced by those Russians who had left the country as a warning to others about what was happening.'

Level 4 Uses contextual knowledge to explain why cartoon was published 5-6

As Level 2 +

e.g. 'Stalin's aim was to control the people and one way he did this was through fear. The people would become so frightened that they would not oppose him. It is said every family was affected with the unpredictability of the Purges with many people disappearing. Ten million died after torture and transportation to labour camps.'

Level 5 As for Level 4, but in addition explains why the cartoon was published in the late 1930s. **7**

As for Level 4 but in addition clearly stating that by the late 1930s, the Purges had reached their height.

8(a) Describe the main features of Tsarist rule at the beginning of the twentieth century.

Target: AO1 Written communication to be assessed in this question.

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'Whilst hardworking the Tsar was weak and indecisive.'
 'The Tsar was supported by the Okhrana, his secret police.'
 'Russia did not have a parliament or elections (1) so the Tsar had total power.' (2)
 'The power was supported by the (Russian Orthodox) Church (1) and the wealthy landowning classes.' (2)

8(b) Explain why Tsar Nicholas II was able to survive the 1905 revolution.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'He made concessions.'

Level 2 Identifies why or describes 2-3

(One mark for each.)

e.g. 'He issued the October Manifesto.'
 'The middle classes wanted an end to the revolution.'
 'The uprising lacked leadership and organisation.'
 'He split his opponents.'
 'He offered the middle classes what they wanted.'
 'He gave the Liberals what they wanted.'

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. 'The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties.'
 'The October Manifesto promised elections and a Duma established. It said an elected parliament would be set up.'
 'Through force the government re-established order throughout Russia.'
 'The Tsar promised a constitutional monarchy.'
 'The Japanese war ended and he was able to use returning soldiers to crush revolutionaries.'

**8(c) How far was the First World War responsible for the collapse of Tsarist rule?
Explain your answer.**

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge 1-2

e.g. 'It was important because it lasted a long time.'
'There was unrest because of other events.'

Level 2 Identifies reasons 3-4

(One mark for each.)

e.g. 'The Tsar took command of the army.'
'The government was not united in the war effort.'
'Large numbers of Russians were killed in the war.'
'The Tsar had lost support.'
'The operation of the earlier reforms caused discontent.'
'There was a revolution in 1917.'
'There were food shortages.'
'There was the influence of Rasputin.'
'There was industrial discontent and strikes.'

Level 3 Explains First World War OR other reasons 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The war was not going well and the Tsar had put himself in personal command of the armies. This took him away from governing leaving it in the hands of his wife.'
'The war brought about food shortages for troops and in the cities because of poor transport. Industry concentrated on the war effort leaving many shortages. There was discontent and strikes and they wanted the Tsar to end the war.'
'The Tsar was failing as a leader of the forces and this reflected on how he was viewed by his people. Increasing numbers were losing faith in the ability of the Tsar to rule the country.'

OR

'The Duma leaders were frustrated by the Tsar's refusal to appoint a representative government that would unite the war effort. Many were not been happy with the "sham" power of the Duma.'
'The Russian economy could not cope and many lost their jobs, inflation increased as did prices.'
'Concern grew at the influence of Rasputin over the Tsarina. He was making irrational decisions about ministers. The Tsarina was German and many thought she was favouring them.'
'There was a revolution in 1917 and the Tsar decided to abdicate. He was to be the last Tsar.'

Level 4 Both sides of Level 3 6-9

Level 5 Construction an argument of relative importance 9-10

Goes further than Level 4 in attempting a judgement.

9(a) Describe the main features of Stalin's first Five Year Plan.

Target: AO1 Written communication to be assessed in this question.

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'It started in 1928.'

'It related to heavy industry (1) including coal, iron and steel.' (2)

'There were a series of demanding targets to be met.'

'Managers could be prosecuted if targets were not met.'

'Designed to move Russia forward as an industrial country.'

'Designed to meet the needs of war.'

9(b) Explain why collectivisation was introduced.

Target: AO1.

Level 1 General answer. Answers lack specific contextual knowledge 1

e.g. 'To control the countryside.'

Level 2 Identifies why or describes 2-3

(One mark for each.)

e.g. 'Farming methods were outdated.'

'To make farming more efficient.'

'Collectivisation fitted in with common ownership.'

'To deal with the kulaks.'

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. 'The inefficient farming methods were not producing enough food for the workers in the cities and if the USSR was to industrialise successfully even more workers would have to be fed.'

'Farming had to start using more machinery as the number of farm workers would decline as peasants went to work in the factories.'

'The government wanted a surplus to sell abroad in order to make the money it needed to spend on developing industry.'

'If he controlled the countryside he could fix the price of food and this would help to keep the wages of the industrial workers down.'

'Stalin wanted to control the countryside and the peasants, particularly the richer peasants called the kulaks, whom he disliked.'

9(c) How successful were Stalin's economic policies? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answers lacking specific knowledge 1-2

e.g. 'It is impossible to say.'

Level 2 Identifies impact or describes 3-4

(One mark for each.)

e.g. 'Soviet industry developed spectacularly.'

'The USSR became a great industrial power.'

'Workers were treated badly as they were encouraged to produce more under harsh conditions.'

'There was fierce opposition to changes in agriculture.'

Level 3 Explains success OR failure 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The Plans had spectacular economic results. Although not all the targets were met, every Soviet industry made spectacular advances. By 1940 the USSR was the world's second largest industrial power.'

'Even by 1932 the growth had been astonishing at the time of the Great Depression. Although oil was the only one to reach its target even the least successful had grown nearly 50%.'

'In 1929 Soviet workers lacked many of the skills needed to carryout the Plans. The investment in education and training had, by 1937, created a skilled workforce.'

OR

'A new elite emerged. This included teachers, scientists, engineers, factory managers and skilled who were paid more than the ordinary workers and received extra benefits such as better housing. This higher standard of living went against Communist principles.'

'An endless barrage of propoganda urged the workers to produce more and this together with harsh discipline, poor safety standards and the secret police made life very hard.'

'The state took over agricultural production with collectivisation. This was fiercely resisted by the peasants and it took much violence to force this through.'

'With the great increases in population in the cities it was impossible to build enough houses with many living in overcrowded, run down buildings.'

'Workers were poorly paid. The value of their wages fell by 50% in the five years up to 1933. There was a great shortage of consumer goods including clothes and shoes.'

Level 4 Explains success AND failure 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of 'how successful' 9-10

Goes further than Level 4 in attempting a judgement.

Section C

The USA, 1919–1941

QUESTION 7**7(a) Study Source C.**

How far does this source explain the effects of the Wall Street Crash? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 General answer 1

e.g. 'One source by itself is of little use.'
'It tells us about how people lived.'

Level 2 Identifies effects in the source 2

e.g. 'It tells us they lived in Hoovervilles.'
'it tells us they had to live in dwellings made of cardboard boxes.'

Level 3 Answers identifying effects not in source 3

e.g. 'People were unemployed.'
'People lost their bank savings.'
'Farmers were evicted.'
'It brought about the Great Depression.'

Level 4 Answers using contextual knowledge to explain source OR Answers using contextual knowledge to explain reasons not in the source 4-5

e.g. 'The source tells us about the poor living conditions in Hoovervilles, called this because of the President who did nothing to help. They had to live somewhere and so built their Hoovervilles on the outskirts of large towns using scrap materials that were available. People had to live like this because they had lost everything in the Crash including their homes.'

OR

e.g. 'The Wall Street Crash contributed towards the Great depression and many became unemployed as companies and businesses closed down. People had no money to pay their debts and their homes were re-possessed.'

Level 5 Both sides of Level 4 6-7

7(b) Study Source D.

Does this photograph prove that Hoover's policies did little to help people during the Depression? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Undeveloped assertions about the photograph 1

e.g. 'No, this photograph is propaganda to make him look bad.'
'This photograph on its own does not prove anything.'

Level 2 Answers based on surface information in the source 2

e.g. 'Yes it does prove this as these children are suffering hardship.'

Level 3 Contextual knowledge used to identify how Hoover did OR did not help people 3

e.g. 'Hoover believed the government should stay out of business.'
'Hoover set up the Reconstruction Finance Commission.'

Level 4 Contextual knowledge used to evaluate the photograph as evidence

OR

contextual knowledge used to explain positive help offered by Hoover 4-5

e.g. 'The Bonus army marched on Washington to demand that their bonus payments were made early because many were facing starvation. They set up a large Hooverville opposite the White House as shown in the source. The Bonus was not paid with Hoover labelling the marchers as being revolutionaries and led by communists. They were ordered out leaving them homeless and without money. Hoover believed it was not the government's role to interfere in the way businesses operated, or in people's lives. Many saw this as a 'not caring' approach. He clung to the view of individualism believing in private charity.

'Hoover did act by reducing taxation but this had little effect as many were unemployed.'

OR

'Hoover introduced unemployment relief and public works projects were set up. This had some effect.'

Level 5 Both sides of Level 4 6-7

7(c) Study Source E.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only 1-2

e.g. 'The US car has crashed and Hoover is running away.'
'FDR is rolling up his sleeves.'

Level 2 Interpretation only 3

e.g. 'Hoover has come to the end of the road.'
'Hoover's policies have crashed.'
'Roosevelt is ready to take over the driving of the US.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge 4-5

e.g. 'The cartoon shows a worried 'Uncle Sam' sat in a car. The car is in a ditch and this represents the end of the road for the policies of Hoover who can be seen running away in the distance whilst FDR, the new President, is rolling up his sleeves ready for action.'

OR

e.g. 'Hoover had failed to deal with the Depression and had been voted out by the people of America. FDR became the new President in March 1933 and was about to change policies.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge 6

Both sides of Level 3.

QUESTION 8**8(a) Describe the main problems facing farmers in the 1920s.**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail.**4**

e.g. 'As prices fell so did incomes.'

'Many farmers borrowed money but they could not repay their loans.'

'Few farms had amenities such as electricity or mains water.'

'The south was worse where there was over-reliance on one crop.'

'They faced competition from Canada.'

'Farmers were over producing (1) and the population could not eat all that was produced so prices fell.' (2)

8(b) Explain why black people faced problems in the 1920s.

Target: AO1.

Level 1 General answer lacking specific contextual knowledge**1**

e.g. 'Because of violence against them.'

Level 2 Identifies why**2-3****(One mark for each.)**

e.g. 'They were not allowed to vote.'

'They were denied access to good jobs.'

'Because of racial intolerance.'

'They lacked good education opportunities.'

'They lived in poverty.'

Level 3 Explains why**3-6****(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'In the south the Ku Klux Klan, a white supremacy movement, used violence to intimidate black Americans. Many thousands were murdered by lynching, often without trial.'

'In the south, black people were segregated from the white people and often dependent on agriculture and because of this suffered badly in the farming depression of the 1920s.'

'Black people in the northern cities did not face official discrimination but were still affected by racism living in the poorest houses and paid the lowest wages.'

8(c) 'The most important factor creating the economic boom in the 1920s was the growth of the motor industry.' How far do you agree with this statement? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge **1-2**

e.g. 'The boom happened because goods were bought.'

Level 2 Identifies factors causing the boom **3-4**

(One mark for each.)

e.g. 'Mass production of goods.'
 'Consumer goods widely available.'
 'Government policy encouraged growth.'
 'The availability of electricity.'
 'Availability of higher purchase.'
 'The effects of the First World War.'

Level 3 Explains examples of agreement OR disagreement **4-6**

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The use of assembly line (mass production) methods, pioneered by Henry Ford, made it cheaper to manufacture goods than use hand methods.'
 'The emergence and expansion of the motor industry stimulated other industries such as steel rubber and glass. Roads had to be built thus creating jobs in the construction industry. The oil industry was boosted by the demand for petrol.'

'Newer industries emerged including the production of electrical goods. Consumer goods such as radios, washing machines and fridges become widely available because of mass production and the availability of electricity.'
 'The chemical industry developed, stimulated by the First World War, new materials such as rayon, bakelite and cellophane.'
 'Around this time people had more money to spend as wages doubled. At the same time prices were steady or actually falling because of mass production.'
 'The government followed a policy of non-interference and low taxes to stimulate growth.'
 'Hire purchase became widely available allowing the buying of goods on credit.'
 'Growth was stimulated by widespread advertising in mail order catalogues, posters, radio and cinema commercials.'

Level 4 Explains examples of agreement AND disagreement **6-9**

Both sides of Level 3

Level 5 Explains and evaluates 'most important' **9-10**

Goes further than Level 4 in attempting a judgement.

QUESTION 9**9(a) What did Roosevelt do in the first Hundred days of his Presidency?**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail.**4**

e.g. 'He introduced the New Deal.'

'Was granted 'emergency powers' from Congress.'

'He introduced the 'Alphabet Agencies'. (1) + e.g. 1

'He closed all the banks (1) for at least 4 days.' (2)

'He introduced fireside chats (1) to gain the confidence and trust of the American people.' (2)'

9(b) Explain why the New Deal was opposed by Republicans.

Target: AO1

Level 1 General answer lacking specific contextual knowledge**1**

e.g. 'Because they did not like it.'

Level 2 Identifies why**2-3****(One mark for each.)**

e.g. 'People were helped by the state.'

'It was the opposite of 'rugged individualism' / Republican Party.'

'It was expensive.'

'It was a waste of money.'

'It created unnecessary jobs.'

Level 3 Explains why**3-6****(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'The Republicans argued the New Deal was making people too dependent upon the state. They believed in 'rugged individualism' where individuals helped themselves rather than being helped by the state.'

'They felt Roosevelt was acting like a dictator, forcing Americans to do what he wanted.'

'The New Deal was expensive and the huge cost was objected to by the Republicans who thought people's money was being wasted.'

'The wealthy were wealthy because they had worked hard. High taxes discouraged people from working hard and gave money to people for doing nothing or unnecessary jobs.'

'Schemes such as the TVA created unfair competition for private companies.'

9(c) How far was the New Deal successful in helping all Americans? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge 1-2

e.g. 'It was a success as it helped Americans.'

Level 2 Identifies impact 3-4

(One mark for each.)

e.g. 'It helped the unemployed.'
 'It introduced social welfare.'
 'The government became more involved in people's lives.'
 'Farmers did not benefit.'
 'Black Americans saw little benefit.'
 'There was a slump after the First New Deal.'

Level 3 Explains agreement OR disagreement 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs.'
 'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'
 'Construction work on dams and roads helped the future development of industry.'
 'Workers' rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.'
 'The lives of those farmers with large farms improved significantly with incomes rising.'
 'The New Deal raised the morale and confidence of many and they began to believe in themselves again.'

'Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment.'
 'Many employers resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'
 'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics.'
 'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'
 'The programme did nothing for the black Americans' civil rights.'

Level 4 Explains agreement AND disagreement 6-9

Level 5 Explains with evaluation of 'how far' 9-10

Goes further than Level 4 in attempting a judgement.

Section C

China, 1945–c.1976

QUESTION 7

7(a) Study Source C.

Why was this poster published in 1950? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Surface use of source for information **1**

e.g. 'This poster was produced to show a man in front of a crowd of peasants.'

Level 2 Answers that infer purpose of the poster **2-3**

e.g. 'To show how a landlord was dealt with.'

Level 3 Answers that use the poster to support inferences about purpose **3-4**

e.g. 'This poster was published to show that people had a chance to show their displeasure at landlords as you can see the crowd pointing and accusing the person (landlord) on the platform.'

Level 4 Answers that use contextual knowledge to explain purpose of the poster **5-6**

e.g. 'This poster was published to show the government was at least tackling the issue of land reform. The poorer peasants were encouraged to hold mass meetings in which they could 'speak bitterness' about their poverty and denounce those landlords who had treated them badly in the past.'

Level 5 As for Level 4 but in addition explains why poster published in 1950 **7**

As for Level 4 but indicating that this came about in 1950 because the Agrarian Reform Act was passed in that year.'

7(b) Study Source D.

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

Target: AO1 and AO2

Level 1 Uses surface features of poster only 1-2

e.g. 'Men are working hard and are happy.'

Level 2 Interpretation only 3

e.g. 'Everybody in China should work hard to achieve success.'
'Learn from the example of others.'

Level 3 Interpretation supported by details of the poster OR by contextual knowledge 4-5

e.g. 'The poster shows men improving the land under great difficulty but it is worthwhile as they are shown as being happy with their efforts. Others in China could learn from their example.'

OR

e.g. 'Dazhai became famous because of the way the small population set an example by carving out terraced fields from steep, stony hillsides. They did this through sheer hard work using simple tools.'

Level 4 Interpretation supported by details of the poster AND by contextual knowledge 6

Both sides of Level 3.

7(c) Study Source E.

How far does this source explain the causes of famine in the years 1959-1961? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Undeveloped assertions about the source **1**

e.g. 'The Great Leap Forward did not work.'

Level 2 Identifies from source causes of famine **2**

e.g. 'There was a shortage of labour.'
'Crops not planted.'
'The weather was poor.'

Level 3 Answers identifying reasons not in source **3**

e.g. 'That industry was taking away labour.'
'Figures were falsified.'
'There was bad weather.'

Level 4 Answers using contextual knowledge to explain source

OR

Answers using contextual knowledge to explain reasons not in the source **4-5**

e.g. 'The Great Leap forward failed badly in the countryside. There was a shortage of labour and so they could not harvest the crops properly. The result was a harvest of 170 million tonnes before long people were hungry and began to starve.'

OR

e.g. 'The Great Leap forward needed labour and many peasants were working on the towns especially in backyard steel making. This resulted in a shortage of labour and even in the good year of 1958 affected production. This was worse in 1959 when the bad weather caused a crisis and the failure to harvest properly. A rationing system was introduced but people were still dying. Also party official had falsely claimed that the grain harvest in 1958 had been a record. This was not so and food stocks were used up by giving generous meals to the peasants.'

Level 5 Both sides of Level 4 **6-7**

QUESTION 8**8(a) Describe China's relations with the USSR in the 1950s and 1960s.**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'Friendly at first but later cold.'

'They wanted to be allies and signed the Treaty of Friendship, Alliance and Mutual assistance in 1950.'

'Hostility of the UNO and the USA made relations between China and the USSR much stronger.'

'The new Soviet leader Khrushchev wanted better relations with the West and this brought a cooling of relations between China and the USSR.'

'There were armed clashes between Soviet and Chinese troops on the border and Russia refused to help in the border war with India in 1962.'

'The Soviets stopped all economic aid to China by 1960.'

'Tension increased when China tested its own atomic bomb in 1964 despite Russia's refusal to help the development.'

'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.'

8(b) Explain why China's relations with the USA improved after 1970.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'Policies changed.'

Level 2 Identifies why 2-3**(One mark for each.)**

e.g. 'China joined the UNO.'

'The USA changed their foreign policy.'

'Trade developed.'

'China was less friendly with Russia.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'In 1971 a majority of nations voted with the USA for China to join the UN and for the expulsion of Taiwan. This marked the end of China's isolation.'

'The USA under Nixon began to change its foreign policy accepting it was not possible to fight Communism everywhere.'

'In 1972 Nixon visited China and met Mao. As a result increased trade began to develop with the West as the ban on trade was lifted. Within two years trade had increased significantly and was helping to build up Chinese industry.'

'China viewed the USA as a useful ally against Russia.'

8(c) How far had China become a superpower by the time of Mao's death? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 Unsupported assertions **1-2**

e.g. 'No, it is not like the USA.'

Level 2 Identifies reasons / defines superpower **3-4**

(One mark for each.)

e.g. 'A country that dominates the world economy.'
 'A country where there is internal stability and unity.'
 'A country that is strong militarily.'
 'Nuclear power available.'
 'Developing a Greater China.'
 'Poor communications.'
 'Investment growing.'

Level 3 Explains agreement OR disagreement **4-6**

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'China was a massive military might with comparable armaments to the West.'
 'There has been the emergence of a Greater China with nuclear capability (1964).'
 'China has joined the space race was capable of launching humans into space.'
 'China had gained respect in the world as a strong power, from countries including the USA.'
 Socially there had been improvement. Women had gained equality, access to education had increased literacy and medical-care through barefoot doctors was significant.'
 'The development of heavy industry continued in Manchuria,'
OR
 'Whilst order had been restored, law had not. The government interfered at will with persons and property. Human rights were not respected. Without the sanctity of the law further economic development would be difficult.'
 'the Cultural Revolution had cast China back into chaos similar to the time of the Communist victory in 1949.'

Level 4 Explains agreement AND disagreement **6-9**

Both sides of Level 3.

Level 5 Explains with evaluation **9-10**

Goes further than Level 4 in attempting a judgement.

QUESTION 9**9(a) Describe the 'Hundred Flowers' campaign of 1956–57.**

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'An opportunity for free discussion and criticism of the government and its work.'
 'It was mainly addressed to the educated classes.'

'The resultant torrent of hostile comment was a shock to the government as the Party had expected constructive criticism, but what happened was counter-revolutionary.'
 'It was ended abruptly.'

9(b) Explain why the Cultural Revolution caused chaos in China.**Level 1 General answer lacking specific contextual knowledge 1**

e.g. 'Because control was lost.'

Level 2 Identifies why 2-3**(One mark for each.)**

e.g. 'Red Guards rampaged.'
 'People were treated violently.'
 'China was on the verge of Civil War.'

Level 3 Explains why 3-6**(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)**

e.g. 'Young people were encouraged to rise up and rid China of anti-communist elements within the Party, schools, universities and society as a whole.'

'In June 1966 schools and universities were closed down with students joining the Red Guards. At mass rallies they were encouraged by Mao to seek out revisionists.'

'The Red Guards went on the rampage. Parents were denounced as anti-Communist as were teachers and lecturers who were also tortured.'

'Factories, offices and homes were ransacked by Red Guards. Everything considered anti-revolutionary was smashed or burned. Thousands of innocent people were beaten, tortured or imprisoned after unfair trials.'

'By 1967 the Cultural Revolution was rapidly spinning out of control and China was on the verge of civil war. Around one million people had been killed. The education of a whole generation of young people had been lost and industrial production had fallen. The absolute faith of many Chinese in the Communist Party had been damaged.'

9(c) How far was Mao a great leader of China? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 general answer lacking specific contextual knowledge **1-2**

e.g. 'He was a major twentieth century leader.'

Level 2 Identifies impact **3-4**

(One mark for each.)

e.g. 'He improved government and leadership.'

'Industrial output increased.'

'Social improvements were immense.'

'His main changes failed.'

Level 3 Explains agreement OR disagreement **4-6**

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'Mao was a charismatic leader able to appeal to the masses, especially the young and the peasants.'

'He created a unified country and provided strong, efficient government for a people unused to such things.'

'Industrial output in 1976 was ten times what it was in 1949. Oil production had increased significantly whilst agriculture was less of a success.'

'Education saw real progress with literacy rates increasing significantly and four times as many children in education. Health and the position and status of women also improved.'

'China had become a major military power, with an army just less in size that of America and the USSR.'

OR

'The price was the loss of freedom of expression with the Party members exhibiting a firm grip.'

'Human threats to Mao were treated badly after the Hundred Flowers campaign and the Cultural Revolution and there was considerable loss of life especially landowners.'

However, terror was never used against the peasants as had happened in the USSR.'

'Mao believed true Communism would be achieved in China but his two major attempts, the Great Leap Forward and the Cultural Revolution failed.'

Level 4 Explains agreement AND disagreement **6-9**

Both sides of Level 3

Level 5 Explains with evaluation of 'how great' **9-10**

1937/02 Paper 2

Why were the Liberal welfare reforms introduced?

Where two marks are available for a level, award the higher mark unless the answer is a weak answer at that level.

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

Reference to a source in support of an answer may be implicit.

Q1 Source A

What is the message of this cartoon?

Use details of the cartoon and your knowledge to explain your answer. 6 marks

Level 1 Simple comprehension only/general assertion. Description of surface detail, but no valid inference made. 1

e.g. A highwayman with a gun stands by a road.

Level 2 Valid inference/s from the cartoon about its message, unsupported by detail from the cartoon. 2

e.g. Money will be raised to pay for reform/coercion will be used.

Level 3 Valid inference/s from the cartoon about its message, supported by detail from the cartoon.

OR

from contextual knowledge. 3-4

e.g. Money will be raised to pay for reform/coercion will be used.

Shown by Lloyd George as a highwayman determined to get money for old age pensions.

Level 4 Valid inference/s from the cartoon about its message, supported by detail from the cartoon and put into context. 4-5

e.g. Money will be raised to pay for reform/coercion will be used.

Shown by Lloyd George as a highwayman determined to get money for old age pensions.

This is a comment on the Liberal's Old Age Pension Act of 1908 and its funding through taxes on the rich.

Cars in background illustrate rich as target.

Level 5 Valid recognition of critical nature of the message, supported by detail from the cartoon and put into context. 6

e.g. The L4 example, **plus** recognises the criticism of Lloyd George, it is highway robbery no matter what the reason for it.

Q2 Sources B and C**How far do these two sources show similar attitudes towards England?****Use details of the sources and your knowledge to explain your answer.****9 marks****Level 1 Describes the sources rather than identifies valid similarity/difference. 1-2**

e.g. Jack London writes about English workers and American workers.

Level 2 Identifies valid similarity/difference unsupported by detail from sources. 2-3

e.g. They are similar, Source B, Jack London thinks England has no future and Source C is pessimistic too.

OR

Details of the sources are matched/contrasted, but no/invalid similarity/difference is pointed out.

Level 3 Identifies valid similarity/difference supported by detail from the sources. 3-4

e.g. They are similar:

B – England struggles to keep industrial leadership and protect her empire.

C – ‘We are organised for nothing’.

Level 4 Valid explanation of similarity and/or difference of attitudes by reference to tone/language/purpose supported by detail from the sources. 5-7

e.g. They are similar:

B – England struggles to keep industrial leadership and protect her empire.

C – ‘We are organised for nothing’.

The problem is the American is obviously biased against England, its working class are ‘moody, empty headed and stupid’.

That bias also shown in pointing up differences:

B ‘people will become desperate as wild animals and rise up in revolt’.

C ‘people will give solid support to the government’.

Level 5 Valid explanation of similarity and/or difference of attitudes in context, supported by detail from the sources. 7-8

e.g. Similar because they are making a military/economic assessment.

B – England struggles to keep her leadership } foreign trade competition

C – ‘We are organised for nothing’ } and Boer War.

Different because of their political assessment:

B ‘situation critical will rise up in revolt’ } Rowntree highlighted poverty.

C ‘give solid support to the government’ } school meals, OA Pensions.

Level 6 As Level 5 plus addresses ‘how far’ in validly explaining similarity and difference of attitudes in context, supported by detail from both sources. 8-9

e.g. L5 example plus – they are very similar, differing in the optimism expressed in C – ‘when the people feel the benefit...’.

Comparative assessment is essential at this level.

Q3 Source D

How useful is this poster to historians studying the need to help the poor in Britain at that time?

Use details of the poster and your knowledge to explain your answer **7 marks**

Level 1 Comprehension only/general assertion. **1-2**

e.g. Useful – shows how people lived and worked.

Level 2 Valid inference/s from the poster unsupported by detail from the poster. **2-3**

e.g. Useful – shows there was sympathy for poor people.

OR

Stock evaluation

e.g. Not useful because only shows a few people.

OR

Makes contextual reference without inference unsupported by detail from the poster.

e.g. Sweated industries employed people at very low wages.

Level 3 Valid inference/s from the poster supported by detail from the poster. **3-4**

e.g. Useful – shows there was sympathy for poor people as illustrated by mothers making matchboxes and a child sat on the floor.

Level 4 Evaluates the poster by commenting on its imagery/purpose, or by cross-reference, supported by detail from the poster. **4-5**

e.g. Useful – shows there was sympathy for poor people, but designed to provoke anger/sympathy as illustrated by the tired faces of mothers making matchboxes and a neglected child sat on the floor.

Can cross-reference with Source F and Source C.

OR

Evaluates the poster using contextual knowledge unsupported by detail from the poster.

e.g. Useful – shows there was sympathy for poor people and it fits with Rowntree's survey of poverty in York in 1901 which showed that low pay helped to cause poverty.

Level 5 Evaluates the content of the poster using contextual knowledge, supported by detail from the poster. **6-7**

e.g. Useful – shows there was sympathy for poor people, but designed to provoke anger/sympathy as illustrated by the tired faces of mothers making matchboxes and a neglected child sat on the floor.

This fits with Rowntree's survey of poverty in York in 1901 which showed that low pay helped to cause poverty.

Q4 Sources E and F

How far do Sources E and F prove that the Liberals were concerned only with the threat from the Labour party?

Use details of the sources and your knowledge to explain your answer. 9 marks

Level 1 Comprehension only/general assertion. 1-2

e.g. Proves concern because Lloyd George warned them about the Labour Party

Level 2 Valid inference/s unsupported by detail from a source. 2-3

e.g. Proves concern - Liberals were worried about losing support in elections and had to introduce welfare reforms.

If refers to one source only do not reward at top of level.

OR

Details of the sources are matched/contrasted, but no/invalid inference is made 2-3

e.g. E says there are slums and widespread poverty.

F refers to OAP Act.

Level 3 Valid inference/s supported by detail from a source/s. 4-5

e.g. Proves concern – Liberals were worried about losing support in elections and had to introduce welfare reforms. Source E ‘we must act to help the poor otherwise working men will vote Labour.’

If refers to one source only do not reward at top of level.

Level 4 Argues they do or do not, based on evaluating one source using relevant contextual knowledge, or cross-reference, or tone/language/purpose, supported by detail from the speeches. 6-7

e.g. Proves concern – Liberals were worried about losing support in elections and had to introduce welfare reforms. Source E ‘we must act to help the poor, otherwise working men will vote Labour.

‘However, emotive language appeals to Liberal members, ‘national disgrace of slums’, ‘poverty scars this land’.

Although Source F does not mention the Labour Party, the reference to workmen creating wealth and being robbed of it would appeal to potential Labour voters.

Level 5 As Level 4 plus addresses ‘how far’ in validly commenting on the extent of proof, evaluating both sources. 8-9

e.g. Level 4 example plus: However, proof of other concerns because Source F refers to working men, widows and orphans and shows the concern is wider than party, it is about creating a just society. The need for social justice is supported by Source D which shows two haggard mothers making matchboxes at home perhaps because their husbands were ill.

Therefore they do prove to some extent that the Liberals were concerned with the Labour threat, but that was not their only concern.

NB: Evaluation of one/both sources through contextual knowledge unsupported by detail from a source/s mark within Level 3.

Q5 Source G**Why was this poster published in 1911?****Use details of the poster and your knowledge to explain your answer.****7 marks****Level 1 Comprehension only/general assertion.****1-2**

e.g. Published to get support for the government.

Level 2 Valid inference/s from the poster unsupported by detail from the poster.**2-3**

e.g. Published to overcome opposition to welfare legislation.

OR

Makes contextual reference without inference unsupported by detail from the poster. 2-3

e.g. In 1911 the Labour Party criticised benefit funding proposals.

Level 3 Valid explanation why the Liberals published the poster, supported by detail from the poster.**4-6****OR****from contextual knowledge.**

e.g. Published to convince working men of the protection offered by the proposed 1911 National Insurance scheme – protection ‘against sickness and disablement’.

Level 4 Valid explanation why the Liberals published the poster, supported by detail from the poster and put into context.**6-7**

e.g. Published to convince working men of the protection offered by the proposed 1911 National Insurance scheme – protection ‘against sickness and disablement’. There was so much opposition from employers and workers to the funding arrangements that a publicity campaign was launched to convince them, ‘9 pence for 4 pence’.

NB Answers must be rooted in 1911.

Q6 All the sources, A to G

'Liberal welfare reforms were introduced only because living and working conditions were terrible'. How far do the sources in this paper support this statement?

Use details of the sources and your knowledge to explain your answer.

Remember to identify the sources you use.

12 marks

Level 1 General answers unsupported by detail from the sources.

1-2

e.g. Improve living standards was one reason, but there were other reasons why reforms were introduced.

Level 2 One-sided answer using relevant contextual knowledge unsupported by detail from the sources.

2-3

e.g. The statement is true because the poor physique of volunteers for the Boer War proved how bad conditions were, plus Rowntree's survey of poverty in York.

OR

Uses the sources without addressing the question.

2-3

e.g. Source A shows Lloyd George as a highwayman.
Source B tells us that English workers were no match for Americans.
Source C tells us that England was organised for nothing.

OR

One-sided answer based upon reference to the sources.

2-3

Level 3 Balanced answer using relevant contextual knowledge unsupported by detail from the sources.

4-5

e.g. The statement is true because the poor physique of volunteers for the Boer War proved how bad conditions were, plus Rowntree's survey of poverty in York. However, there were other reasons such as Liberal concern about Labour party success in the 1906 general election.

OR

Balanced answer based upon reference to the sources.

4-5

Level 4 One-sided answer, with specified detailed support from the sources.

6-7

e.g. The statement is true – in Source E Lloyd George said 'we must act to help the poor. We must eliminate widespread poverty'. Source D shows the terrible conditions of matchbox makers. Source G shows Lloyd George with National Insurance plans to help workers who became sick.

NB: If support from one source only do **not** reward at top of level.

Level 5 Balanced answer, with specified detailed support from the sources. 8-10

e.g. The statement is true – in Source E Lloyd George said ‘we must act to help the poor. We must eliminate widespread poverty’. Source D shows the terrible conditions of matchbox makers. Source G shows Lloyd George with National Insurance plans to help workers who became sick.

However, there were other reasons:

Fear of being unable to compete in international trade - Source B.

Gain solid support for the government – Source C.

Reforming an unjust society – Source F.

NB: If support from one source per side only do **not** reward at top of level.

Level 6 In addition to Level 5, addresses ‘how far?’/evaluates sources. 11-12

Grade Thresholds

General Certificate of Secondary Education
 Modern World History (Specification Code 1937)
 June 2008 Examination Series

Component Threshold Marks (raw marks)

Component	Max Mark	A	B	C	D	E	F	G
11	75	56	47	39	34	29	24	20
12	75	58	48	39	33	27	21	15
13	75	57	49	41	35	30	25	20
14	75	49	44	38	31	25	19	13
02	50	32	28	25	23	19	16	13
03	50	43	38	33	25	18	11	4

Options (weighted marks)

Option A (depth study Germany)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	163	145	127	110	93	76	59	42
Percentage in Grade		14.0	21.5	22.6	16.6	10.9	7.0	3.8	2.0
Cumulative Percentage in Grade		14.0	35.5	58.2	74.8	85.7	92.8	96.8	98.5

The total entry for the examination was 30849.

Option B (depth study Russia)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	166	147	128	109	91	73	55	37
Percentage in Grade		22.8	23.2	19.8	13.4	9.3	5.4	2.9	1.8
Cumulative Percentage in Grade		22.8	46.1	65.8	79.2	88.5	93.9	96.9	98.7

The total entry for the examination was 3499.

Option C (depth study The USA)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	165	147	129	112	94	77	60	43
Percentage in Grade		10.8	19.9	22.0	18.0	12.9	7.4	4.2	2.6
Cumulative Percentage in Grade		10.8	30.7	52.7	70.7	83.6	91.0	95.2	97.8

The total entry for the examination was 15927.

Option D (depth study China)

	Max Mark	A*	A	B	C	D	E	F	G
Overall Threshold Marks	200	156	140	124	109	90	71	53	35
Percentage in Grade		27.2	31.1	20.4	13.6	3.9	2.4	0.5	1.0
Cumulative Percentage in Grade		27.2	58.3	78.6	92.2	96.1	98.6	99.1	100

The total entry for the examination was 206.

Overall

	A*	A	B	C	D	E	F	G
Percentage in Grade	13.6	21.2	22.3	16.8	11.4	7.0	3.9	2.1
Cumulative Percentage in Grade	13.6	34.8	57.6	74.9	85.3	92.3	96.2	98.3

The total entry for the examination was 50566.

For a description of how UMS marks are calculated see:

http://www.ocr.org.uk/learners/ums_results.html

Statistics are correct at the time of publication.

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