

OCR GCSE (SHORT COURSE) IN HISTORY B (MODERN WORLD) 1037

SPECIMEN ASSESSMENT MATERIALS

These specimen assessment materials are designed to accompany the OCR GCSE (short course) specification in History B for teaching from September 2001.

Centres are permitted to copy material from this booklet for their own internal use.

OCR has prepared new specifications to incorporate the range of features required by new GCSE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give Centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.

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Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education

(SHORT COURSE) HISTORY B (MODERN WORLD)
PAPER 1

1037/1

Specimen Paper 2003

Additional materials:
Answer booklet.

TIME 1 hour 45 minutes.

INSTRUCTIONS TO CANDIDATES

- Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
- This paper consists of two sections.
In **Section A**, answer **either** Question 1 **or** Question 2.
In **Section B**, answer any **one** question.
- Write your answers, in blue or black ink, in the answer booklet provided.
- Read each question carefully and make sure you know what to do before starting your answer.

INFORMATION FOR CANDIDATES

- The number of marks is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **60**.
- *You will be awarded marks for the Quality of Written Communication in part (c) of the following questions: Section B questions 3, 4, 5 and 6.*

Some of the questions require you to use Sources. Where this is the case, you will need to use your knowledge of the topic to interpret and evaluate the Sources. When you are asked to use specific Sources you must do so, but you can also use any of the other Sources within the question if they are relevant.

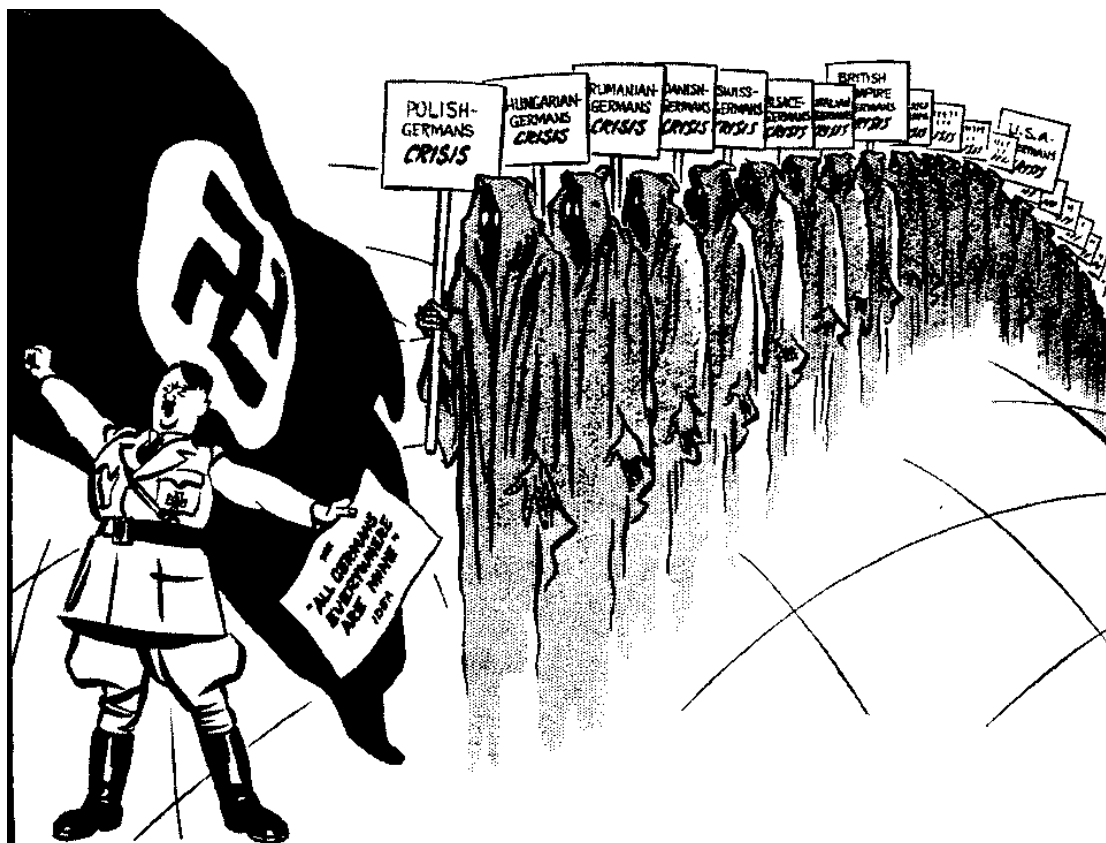
Section A

You should spend about 1 hour 15 minutes on this section.

Answer EITHER Question 1 OR Question 2.

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

SOURCE A



A cartoon from an English newspaper, 9 September 1938, during the crisis over Czechoslovakia

SOURCE B

We have suffered a total defeat. All is over. I think that in a period of time Czechoslovakia will be overrun by the Nazis. And do not suppose that this is the end. This is only the beginning of the reckoning.

From a speech by Winston Churchill to the British Parliament in 1938 shortly after the Munich Agreement. Churchill became Prime Minister in 1940 following the resignation of Chamberlain.

SOURCE C

The humiliation of the Czechs was a tragedy, but it was thanks to Mr Chamberlain's courage that a senseless war was avoided. As I wrote to him when it was all over; 'Millions of mothers will be blessing your name tonight for having saved their sons from the horrors of war.' The course the Prime Minister took was the right one in the circumstances. As I wrote at the time, 'The day may come when we may be forced to fight Germany. If we have to do so, I trust it will be because important British interests are at stake.' This was not the case in September 1938.

From Sir Neville Henderson's account of his time as British Ambassador to Germany, 1937-39. He published his account in 1940. Henderson was a strong supporter of Chamberlain's policy of appeasement

SOURCE D



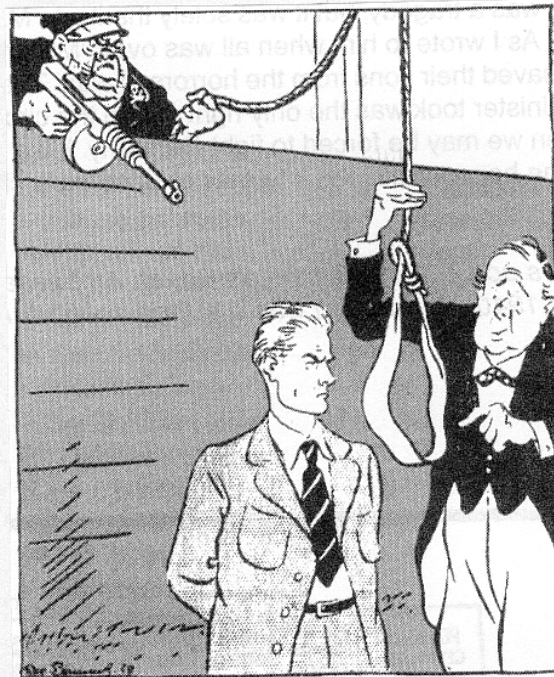
A photograph of German troops arriving in the Sudetenland in October 1938. The banner offers thanks to Hitler.

SOURCE E

Hitler was shouting and shrieking in the worst state of excitement I've seen him. He stated that he would have his Sudetenland by 1st October. If Benes doesn't hand it over to him he will go to war. Twice Hitler screamed that this is his last territorial demand in Europe. He added: 'I assured Chamberlain that when the Sudetenland issue is settled, the rest of the Czech state will no longer interest me.'

*An account of a speech by Hitler on
26 September 1938 by an American journalist.*

SOURCE F



A cartoon from Soviet Russia, 1938. The Englishman is telling the Czech not to let himself be shot by the German. Instead he should put his head in the noose.

1 (a) Study Source A.

What is the message of this cartoon?

Use the Source and your knowledge to explain your answer.

[5]

(b) Study Sources B and C.

How far do these two Sources agree?

Use the Sources to explain your answer.

[6]

[Question 1 continues on the next page]

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

How reliable is this photograph as evidence about reactions of people in Czechoslovakia to the arrival of German troops?

Use the Source and your knowledge to explain your answer.

[6]

(d) Study **Source E**.

How useful is this Source to an historian studying Hitler?

Use the Source and your knowledge to explain your answer.

[6]

(e) Study **Source F**.

Why was this interpretation of the Munich Agreement published in Russia in 1938?

Use the Source and your knowledge to explain your answer.

[7]

(f) Study **all** the Sources.

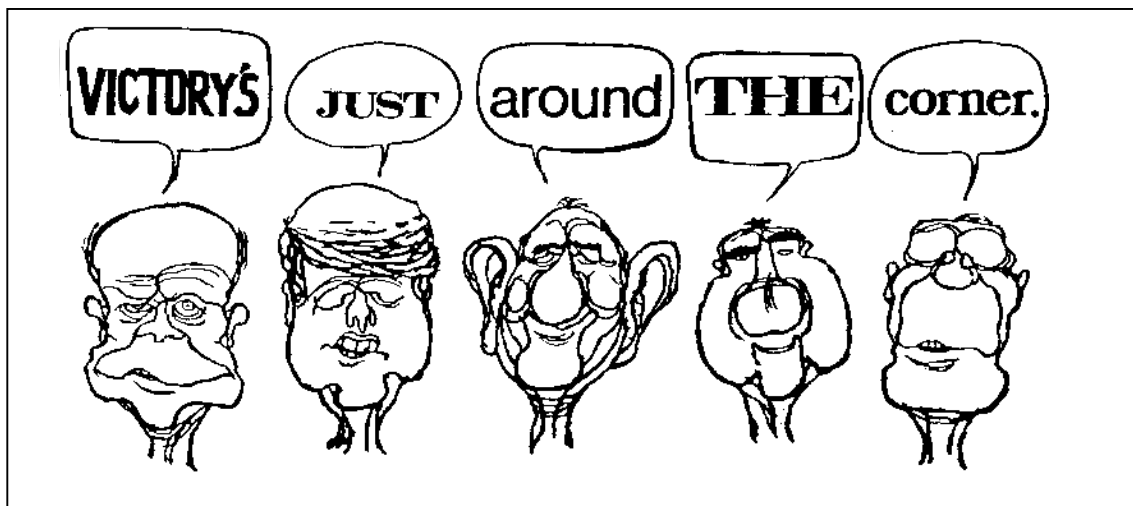
'Britain was right to sign the Munich Agreement allowing Germany to take the Sudetenland'.

How far do these Sources show why this interpretation has been reached? Use the Sources and your knowledge to explain your answer.

[10]

2 Study the Sources carefully, and then answer the questions which follow.

SOURCE A



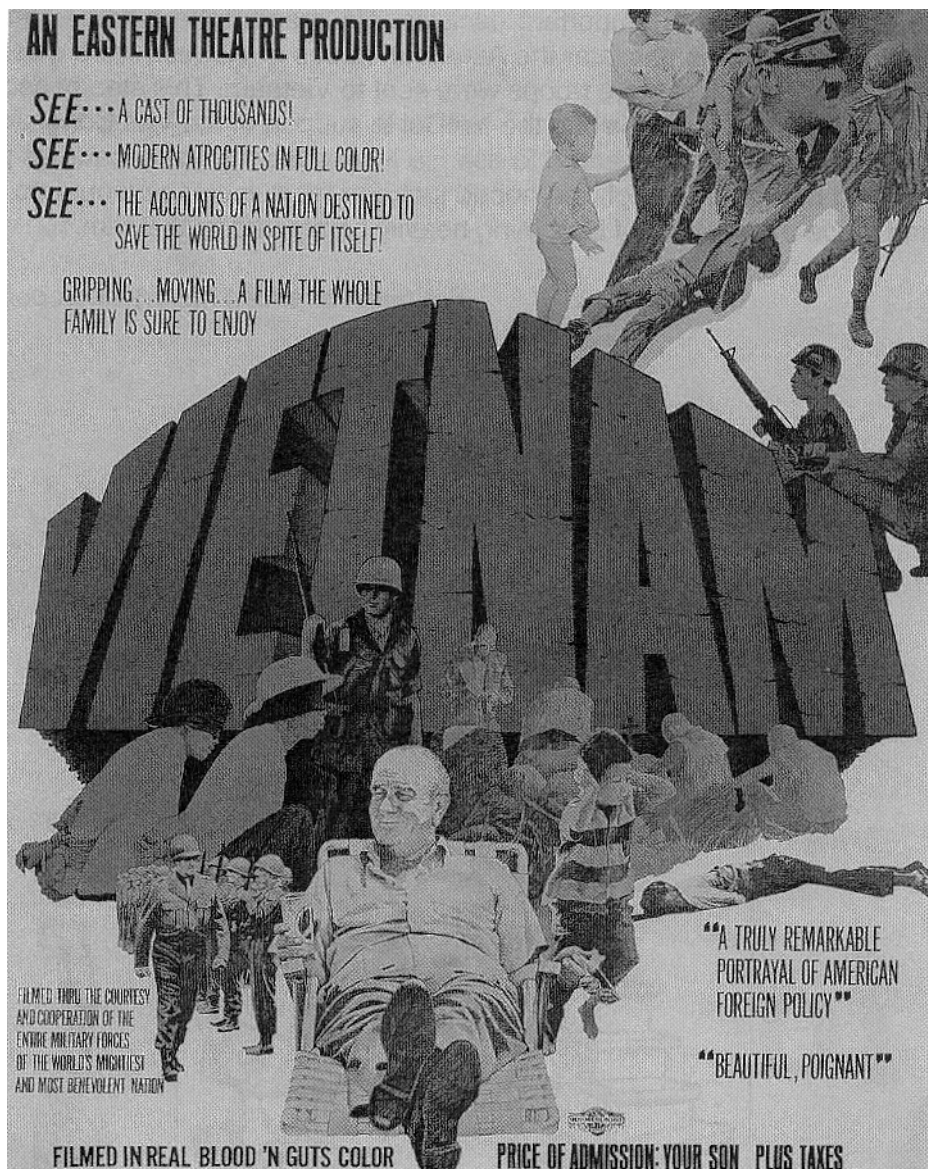
Vietnam Cartoon The Modern World (Lancaster & People) p195 A cartoon, produced in 1975, shows the five presidents involved in the Vietnam War.

SOURCE B

In February 1965 Johnson ordered the airforce to attack selected targets in North Vietnam. A few months later the American forces in Vietnam were given permission to seek out and attack Viet Cong units. More troops were sent to Vietnam. Johnson thought he was acting with great restraint. He wanted to risk the lives of as few Americans as possible. When each escalation proved not to be enough, he hoped just one more increase would do the job. Before he realised, he had made the mistake of becoming heavily committed to Vietnam.

From an American history book published in 1991.

SOURCE C



A poster published in the USA in 1968. The person shown at the bottom is President Johnson.

SOURCE D

You do not use napalm [a burning chemical] on villages sheltering civilians if you are trying to persuade people to support you. You do not blast villages to dust from jet planes if you are trying to win the support of the people living there. You do not destroy vegetation of the country and deform its people with chemicals if you are trying to persuade them that the enemy is evil.

An American historian in the 1980s describing the methods used by the US Army in Vietnam.

SOURCE E

The Tet Offensive dealt a blow to the Americans. On 30 January 1968 the Viet Cong rose up in sixty-four cities and in many rural areas. They not only destroyed a large part of America's army and large amounts of its weapons and equipment, but also forced them to abandon its 'search and destroy' plan and to follow a more defensive strategy. With more than a million troops in Vietnam the Americans complained about a shortage of troops. They left the countryside undefended and pulled back to defend the cities.

An account of the results of the Viet Cong's Tet Offensive in 1968 by a member of the Central Committee of the North Vietnamese Communist Party.

SOURCE F

The reason why the American people turned against the war was the biased presentation of the news. The television news encouraged the idea that America was fighting a hopeless war. Even the Tet Offensive of 1968, which was the worst reverse the Viet Cong suffered, was presented by the TV as an American defeat.

From an American history book published in 1967

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

Explain the message of this cartoon.

Use the Source and your knowledge to explain your answer.

[5]

(b) Study **Source B**.

Is this Source supporting or criticising President Johnson?

Use the Source to explain your answer.

[5]

(c) Study **Source C**.

Why was this interpretation of events in Vietnam published in 1968?

Use the Source and your knowledge to explain your answer.

[7]

[Question 2 continues on the next page]

2 (d) Study Source D.

Why did the Americans use methods like these in the Vietnam War?

Use the Source and your knowledge to explain your answer.

[5]

(e) Study Sources E and F.

Do these two Sources prove that the Tet Offensive of 1968 was a success for the Viet Cong?

Use the Sources and your knowledge to explain your answer.

[8]

(f) Study all the Sources.

'America lost the Vietnam War because of the mistakes it made'.

How far do these Sources show why this interpretation has been reached?

Use the Sources and your knowledge to explain your answer.

[10]

Section B

You should spend about 30 minutes on this section.

Answer ONE question from this section.

- 3 (a) What limits did the Treaty of Versailles place on Germany's military strength? [4]
- (b) Explain why the Allies punished Germany in the Treaty of Versailles. [6]
- (c) 'The **most** important reason why Germany hated the Treaty of Versailles was the reparations settlement'.
Do you agree with this statement? Explain your answer. [10]
- 4 (a) What were the main aims of the League of Nations? [4]
- (b) Explain why some major nations were not members of the League when it was first set up. [6]
- (c) 'The **most** important reason why the League was weak in the 1920s was its lack of an army'.
Do you agree with this statement? Explain your answer. [10]
- 5 (a) What was agreed at the Potsdam Conference, 1945? [4]
- (b) Explain why the USA introduced the Marshall Plan. [6]
- (c) 'The **most** important cause of the Cold War was the suspicion and rivalry between Truman and Stalin'.
Do you agree with this statement? Explain your answer. [10]
- 6 (a) What happened during the 'Prague Spring' of 1968? [4]
- (b) Explain why the USSR got involved in Czechoslovakia in 1968. [6]
- (c) 'The **most** important reason for the collapse of Soviet control in Eastern Europe in 1989 was the effects of 'Solidarity' in Poland.'
Do you agree with this statement? Explain your answer. [10]

**Oxford Cambridge and RSA Examinations
General Certificate of Secondary Education**

(SHORT COURSE) HISTORY B (MODERN WORLD) 1037/1

PAPER 1

MARK SCHEME

Specimen Paper 2003

INSTRUCTIONS TO EXAMINERS

QUALITY OF WRITTEN COMMUNICATION

In their answers to part (c) of the following questions, candidates should be given credit for the Quality of their Written Communication: Section B questions 3, 4, 5 and 6. This includes: clarity of expression; structure of arguments; presentation of ideas; grammar; punctuation and spelling. It is an integral part of Assessment Objective 1.

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidate's written communication should be an important factor in determining which mark to award the response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor quality communication skills.

GENERAL POINTS

- 1 This mark scheme has been designed to assess candidates' understanding of the key concepts in this course, and their ability to use Source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate Source material, are central to GCSE History, and it is, therefore, upon these that the mark scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- 2 Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The mark scheme is constructed to assess the level of understanding or skill needed to approach those targets. When marking this paper, examiners should remember that the weightings for the Assessment Objectives in this paper are: AO1 – 60%, AO2 and AO3 – 40%.
- 3 This type of mark scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he must be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level must not be placed in a lower level than the one to which the answer corresponds.
- 4 In most questions, marks are **not cumulative**. Please do not try to count up marks for 'points' made.
- 5 Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.
- 6 It is important to remember that we are rewarding candidates' attempts at grappling with concepts and skills. This is difficult. Do not be punitive if candidates show lack of knowledge and lack of understanding; reward candidates for what they understand, know, and can do.

SPECIFIC POINTS

- 1 Always mark in red.
- 2 Half marks should not be used.
- 3 Do not transfer marks from one part of a question to another.
- 4 Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive nor fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level description. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level description.
- 5 If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
- 6 Where a band of marks is allocated to a level specific instructions may be given about discrimination within the level. When such instructions are not given the following instruction should **always** be followed:
 - in a 2 mark band, award the higher mark unless the answer is weak and you have doubts whether it should be in that level at all;
 - in a 3 mark band, award the middle mark unless the answer is particularly strong or weak. The majority of answers will be awarded the middle mark.
- 7 Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks, and the necessity to adjust examiners' marking standards before the Award.
- 8 Please note on the script the level as well as the mark awarded for each part of each question (the level in the left hand margin, e.g. L3, and the mark in the right hand margin). This helps Team Leaders in checking your marking. Divergence between Team Leaders and examiners in terms of levels is more serious than divergence in marks within levels (although this too is important). Easy identification of the levels you have awarded does help. We do have to check scripts throughout the whole of an examiner's allocation. It is important, therefore, once you have mastered the mark scheme that you maintain the same standard of marking throughout all batches of your scripts.
- 9 Once the candidate's response has been placed in a level, the quality of written communication should be an important factor in determining which mark to award the response. In general, an answer showing good quality written communication skills should score more marks than an answer displaying poor communication skills.

Section A

1(a) Study Source A. What is the message of this cartoon? Use the Source and your knowledge to explain your answer.

Target: AO1 (2 marks) and AO2 (ability to comprehend Source, 3 marks)

Level 1: Valid surface interpretation with no support [1]

e.g. 'Hitler wants all Germans. There will be lots of crises.'

Level 2: Valid interpretations with no support [2-3]

e.g. 'Hitler wants world conquest. Appeasement cannot continue.'

Level 3: Valid interpretations supported from Source [3-4]

e.g. 'Hitler wants world conquest. You can see this because it is shown that if Hitler gets the Sudetenland he will not be satisfied. The cartoon shows that he will then want Poland and then the rest of the world. The banners show this.'

Level 4: Valid interpretations supported by contextual knowledge [4-5]

e.g. 'It shows that appeasement will be a mistake. It shows that Hitler is just using the German question as an excuse to invade other countries. Many of the people in the Sudetenland were German but the cartoon is saying that Hitler will not stop there. The promises he made at Munich that this is his final demand cannot be trusted.'

1(b) Study Sources B and C. How far do these Sources agree? Use the Source to explain your answer.

Target: AO2 (ability to identify differences and similarities between two Sources, 6 marks)

Level 1: Identifies similarity [1]

e.g. 'Disaster for the Czechs.'

Level 2: Identifies difference in point of view, unsupported [2]

e.g. 'B says what has happened over Czechoslovakia is terrible, but C says that it was the best thing at the time.'

Level 3: Difference in point of view supported from Source [3-4]

e.g. 'B says that the Munich Agreement was a disaster. It says it was a total defeat. This is because Hitler will not stop there. The last sentence suggests that there will be more trouble. So nothing has been solved. C thinks that the Munich Agreement was good because it has saved lives by preventing war.'

Level 4: As for Level 3 but also identifies similarity/qualification [5-6]

e.g. as for Level 3 but adds, for example, that both Sources do recognise that a war in the future is still possible.

1(c) Study Source D. How reliable is this photograph as evidence about reactions of people in Czechoslovakia to the arrival of German troops? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO2 (ability to comprehend Source, 3 marks)

Level 1: Describes what it shows [1]

e.g. 'It is reliable because it shows the people cheering German troops.'

Level 2: Evaluates solely on basis that it is a photograph [2]

e.g. 'It is reliable because it is a photograph and was taken at the time. So when it shows people cheering the troops it must be reliable.'

Level 3: Answers based on typicality argument [2-3]

e.g. 'It only shows one moment, or one place, or the Nazis would have locked up all their opponents, or it only shows Nazi supporters.'

Level 4: Uses contextual knowledge to check what the photograph shows [4-5]

e.g. 'I know that this photograph is probably reliable because the people in the Sudetenland were German speakers and they actually wanted to be united with Germany. This is what the photograph shows – people cheering the troops.'

OR

Discusses possibility of the photograph being staged.

Purpose of this must be discussed in context.

Level 5: Both types of Level 4 [6]

1(d) Study Source E. How useful is this Source to an historian studying Hitler? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO2 (ability to comprehend Source, 3 marks)

Level 1: Unsupported inferences [1]

e.g. 'It shows Hitler was angry.'

Level 2: Surface information [1-2]

e.g. 'It is useful because it tells me that Hitler wanted the Sudetenland, and he told Chamberlain that he was not interested in the rest of Czechoslovakia.'

Level 3: Questions usefulness of Source because of audience/purpose of Hitler on this particular occasion [3-4]

Level 4: Uses contextual knowledge to explain this shows Hitler was lying [4]

e.g. 'This Source is useful because it shows how Hitler tricked Chamberlain. Soon after he invaded Czechoslovakia.'

Level 5: Uses contextual knowledge to place Source in its broad context [5-6]

e.g. 'This Source is useful because it shows what a state Hitler was in at this time. It shows that he was worried about what he was doing, and the risks he was taking. It shows that appeasement was wrong because Hitler was so worried that if somebody had stood up to him, he would probably have backed down. It also shows that the promises he made at Munich were worthless. Once he had got away with the Sudetenland, he realised that he could get away with much more.'

1(e) Study Source F. Why was this interpretation of the Munich Agreement published in Russia in 1938? Use the Source and your knowledge to explain your answer.

Target: AO1 (4 marks) and AO3 (ability to understand an interpretation and explain why it was produced, 3 marks)

Level 1: Surface answer – no explanation [1]

e.g. 'It was published to show people what was happening.'

Level 2: Unsupported assertions that it was published to put across the Russian point of view [2]

e.g. 'This was published to show everyone what Russia thought about what was going on over Czechoslovakia.'

Level 3: Identifies message of cartoon but not explained or supported [3]

e.g. 'It was published to show everyone that Czechoslovakia was doomed whatever she did.'

Level 4: Explain message of cartoon by reference to details in the Source [3-4]

Level 5: Explain the message of the cartoon using contextual knowledge but does not explain why Russia saw it this way [4-6]

e.g. 'This was published because it shows everyone what was really happening at Munich. The Czechs were given a choice of either dying by standing up to Germany and being invaded and conquered, or giving into Hitler's demands and letting him have part of their country with the chance he might take the rest of it later on. This is shown by the fact that Czechoslovakia is given the choice between being shot of being hanged.'

Level 6: Explain why Russia saw it this way at this particular time [6-7]

e.g. 'This cartoon shows it this way because the Russians were left out of the Munich conferences. This upset them especially because Italy was allowed to attend. For this reason Stalin would be suspicious about any deal that was made in the meetings.'

1(f) Study all the Sources. ‘Britain was right to sign the Munich Agreement allowing Germany to take the Sudetenland.’ How far do these Sources show why this interpretation has been reached? Use the Sources and your knowledge to explain your answer.

Target: AO1 (4 marks), AO2 (ability to comprehend Sources and cross reference them, 3 marks) and AO3 (ability to understand how interpretations are made and that there are alternatives, 3 marks)

Level 1: Answers on the Munich Agreement with no use of Sources [1-2]

Level 2: Uses Sources to show how this interpretation was reached OR how other interpretations can be reached [3-7]

e.g. ‘These Sources show that Britain was not right to agree. They show how Hitler was fooling countries like Britain. Churchill in Source B realised this and Source A shows that some people knew that he would not stop there. He wanted to be in control of the whole of Europe, even the world. Source F also shows that Britain was wrong. It shows Britain letting Czechoslovakia down by leaving her to the mercy of Germany. The Czechs were forced to agree to losing the Sudetenland, they had no choice.’

Award 6-7 marks if contextual knowledge used.

Level 3: Uses Sources to show how this interpretation was reached AND how other interpretations can be reached [6-10]

Award 8-9 marks if contextual knowledge used. In addition, award 1-2 marks for evaluation of the Sources.

2(a) Study Source A. Explain the message of this cartoon. Use the Source and your knowledge to explain your answer.

Target: AO1 (2 marks) and AO2 (ability to comprehend Source, 3 marks)

Level 1: Valid surface interpretation with no support [1]

e.g. 'There were five American presidents during the Vietnam War.'

Level 2: Valid interpretations with no support [2-3]

e.g. 'The USA was never going to win the war.'

Level 3: Valid interpretations supported from the Source [3-4]

e.g. 'It is obvious from the cartoon that the USA was never going to win the war. This is represented by each of the five presidents all thinking that victory was just around the corner. The cartoon claims they were all claiming this over a long period of time.'

Level 4: Valid interpretations supported by contextual knowledge [4-5]

e.g. 'The cartoon shows that each of the Presidents of the USA had claimed that they were just about to win the war. This is what Kennedy claimed when he sent troops in for the first time. It is also what Johnson claimed when he escalated the war effort, and what Nixon claimed when he spread the bombing to Cambodia. In fact, each of them got America involved more deeply and this made an end of the war further away. They are all made to look like idiots promising victory to the American people.'

2(b) Study Source B. Is this Source supporting or criticising President Johnson? Use the Source to explain your answer.

Target: AO2 (ability to comprehend Source and to understand Source can be used to support different views, 5 marks)

Level 1: Identifies support OR criticism [1-2]

e.g. 'Johnson made the mistake of becoming heavily committed to Vietnam. He wanted to risk as few lives as possible.'

Level 2: Identifies support AND criticism [3]

Level 3: Explains support OR criticism [3-4]

e.g. 'It is criticising him because it suggests that he allowed escalation of the American war effort without realising what he was doing. First he got the airforce to bomb North Vietnam, then more troops were sent and before he realised it, America was heavily committed.'

Level 4: Explain support AND criticism [4-5]

2(c) Study Source C. Why was this interpretation of events in Vietnam published in 1968? Use the Source and your knowledge to explain your answer.

Target: AO1 (4 marks) and AO3 (ability to understand an interpretation and why it was produced, 3 marks)

Level 1: Surface answer – no explanation [1]

e.g. *'It was published to show people what was happening.'*

OR *Misunderstands poster and thinks it was supporting America's war effort.*

Level 2: Identifies message of cartoon but not explained or supported [2-3]

e.g. *'It was published to oppose the war in Vietnam.'*

Level 3: Explains message of cartoon by reference to details in the Source [3-5]

e.g. *'It was published to oppose the war. I know this because it talks about atrocities by American soldiers and there are some pictures of these. It is making fun of America's effort in the war by pretending it is a film about America's glorious exploits.'*

Level 4: Explains the message of the cartoon by using contextual knowledge but does not pin it down to 1968 [5-6]

e.g. *'This poster was published to turn American people against the war in Vietnam. When America first got involved it was in a small way. But more and more troops were sent out and most of them were raw recruits who were sitting ducks for the Viet Cong. The American army did not know how to combat the guerilla tactics being used by the Viet Cong and many American soldiers were killed. This led to opposition back in America, especially when news came through of some of the terrible things that American troops were doing out there like the search and destroy missions. This was why the poster was published.'*

Level 5: As for Level 4 but in addition pins it down to 1968 [6-7]

e.g. *By reference to My Lai, or to the growing protest movement in America at this time.*

2(d) Study Source D. Why did the Americans use methods like these in the Vietnam War? Use the Source and your knowledge to explain your answer.

Target: AO1 (3 marks) and AO2 (ability to comprehend Source, 2 marks)

Level 1: Common-sense answers not related to the particular conditions in Vietnam [1-2]

e.g. 'They blasted villages from jet planes because this was a good way of blowing up the enemy.'

Level 2: Either answers demonstrating knowledge of the conditions in Vietnam, OR answers demonstrating knowledge of the American army, its nature and its approach [3-4]

e.g. 'The Americans used methods like these because they were finding it very hard to fight the Viet Cong. They were fighting in their own country and knew the land well. They live in ordinary villages and disguised themselves as ordinary peasants. The Americans never knew whether peasants working in the fields would suddenly turn into the Viet Cong. Because of this they destroyed villages from jet planes because these villages could be centres for the Viet Cong.'

Level 3: Both types of Level 2 [5]

2(e) Study Sources E and F. Do these two Sources prove that the Tet Offensive of 1968 was a success for the Viet Cong? Use the Sources and your knowledge to explain your answer.

Target: AO1 (4 marks) and AO2 (ability to comprehend Sources, 4 marks)

Level 1: Answers on the Tet Offensive, but not on the Sources [1]

Level 2: Answers based on the provenance of the Sources – not developed [1-2]
e.g. 'Source E is biased because it is North Vietnamese.'

Level 3: Uncritical acceptance of Sources at face value [3-4]
e.g. 'What the Sources say is true. Answers must tell us what the Sources say.'

Level 4: The two Sources disagree so they cannot prove it. Must explain how they disagree and must address the issue of proof [4-5]
e.g. 'These two Sources do not prove that the Tet Offensive was a success because they both say opposite things about this. Source E says it was a success because the Americans had their equipment destroyed and were forced to retreat into the cities. But Source F says that the offensive was the worst defeat the Viet Cong suffered. You don't know what to believe, so these Sources certainly do not prove it was a success.'

Level 5: Explains how the two Sources do actually agree about this – but in a different way [5]

Level 6: Contextual knowledge about the effectiveness of the Tet Offensive used to evaluate the Sources [5-6]
Candidates check what the Sources say against their knowledge of what happened.

Level 7: Contextual knowledge used to evaluate the Sources by considering purpose/ audience [7-8]

2(f) Study all the Sources. ‘America lost the Vietnam War because of the mistakes it made.’ How far do these Sources show why this interpretation has been reached? Use the Sources and your knowledge to explain your answer.

Target: AO1 (4 marks), AO2 (ability to comprehend Sources and cross reference them, 3 marks) and AO3 (ability to understand how interpretations are made and that there are alternatives, 3 marks)

Level 1: Answers on why America lost with no use of Sources [1-2]

Level 2: Uses Sources to show how this interpretation was reached or how other interpretations can be reached [3-7]

Award 6-7 marks if contextual knowledge used.

Level 3 : Uses Sources to show how this interpretation was reached and how other interpretations can be reached [6-7]

Award 8-9 marks if contextual knowledge used. In addition award 1-2 marks for evaluation of Sources.

Section B

3(a) What limits did the Treaty of Versailles place on Germany's military strength?

Target: AO1

Award one mark for each relevant point made about the limits on German military strength.

e.g. 'Army limited.'

'Conscription banned.'

'No submarines.'

'Navy limited.'

Award one additional mark to each point for supporting detail. [4]

e.g. 'The navy could build only six battleships.'

3(b) Explain why the Allies punished Germany in the Treaty of Versailles.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'Germany had caused problems.'

Level 2: Identifies reason(s) OR describes [2-3]

e.g. 'Blamed Germany for the war; wanted to weaken Germany; wanted Germany to pay for the cost of the war.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. 'The Allies wanted to punish Germany in order to weaken her so that she would not be capable of starting another war. They wanted to punish Germany in order to establish a lasting peace.'

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

3(c) 'The most important reason why Germany hated the Treaty of Versailles was the reparations settlement.' Do you agree with this statement? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: Disagrees, and suggests a valid alternative reason(s) but with no explanation [1-2]

e.g. 'Loss of territory.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' reason [3-5]

e.g. Explains the German hatred of reparations settlement

OR *Explains the German hatred of the loss of territory.*

Description only (maximum 4 marks)

Level 3: Explains a variety of reasons and may conclude that one is more important than the others [6-8]

e.g. Explains the German hatred of the loss of territory; the reparations settlement, the war guilt clause.

Level 4: Considers a variety of reasons, explains why one is more important than the others, AND why others are less important than the one chosen [8-9]

e.g. 'The loss of territory was an important reason why Germany hated the Treaty because it divided and weakened this once great country. However, the reparations settlement was more important because it economically crippled Germany and caused great resentment. The war guilt clause was most important because it humiliated Germany and was the basis for other German punishments.'

Level 5: Constructs an explanation which considers the inter-relationships between a range of reasons, AND which illustrates that one 'most important' reason on its own could not provide a satisfactory explanation [9-10]

e.g. 'Germany hated all aspects of the Treaty of Versailles, because each did something to weaken the country or humiliate its people. The war guilt clause humiliated the German people, the reparations settlement economically crippled the country as it placed the full financial burden of paying for the war on Germany and the loss of territory divided and weakened a once great nation which was a major blow to German pride and industrial power. So none of these reasons was more important than the others; they were all part of the Allied punishment and humiliation of Germany' (fully explained).

4(a) What were the main aims of the League of Nations?

Target: AO1

Award one mark for each relevant point made about the main aims of the league of nations

- e.g. 'To discourage aggression.'*
'To encourage international co-operation.'
'To encourage disarmament.'
'To improve working conditions.'

Award one additional mark to each point for supporting detail [4]

- e.g. 'The League aimed to encourage co-operation, especially in business and trade.'*

4(b) Explain why some major nations were not members of the League when it was first set up.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

- e.g. 'They were not interested in the League.'*

Level 2: Identifies reason(s) OR describes [2-3]

- e.g. 'The idea of the League was not popular in the USA.'*
'Germany was not allowed to join.'
'Russia was not allowed to join.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

- e.g. 'Opposition to joining the League was strong in the USA because Americans thought there would be an economic cost involved in solving problems all over the world.'*

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

4(c) 'The most important reason why the League was weak in the 1920s was its lack of an army.' Do you agree with this statement? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: Disagrees, and suggests a valid alternative reason(s) but with no explanation [1-2]

e.g. 'The USA did not join.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' reason [3-5]

e.g. Explains why its lack of an army weakened the League

OR *Explains why the USA not joining weakened the League.*

Description only (maximum 3 marks).

Level 3: Explains a variety of reasons and may conclude that one is more important than the others [6-8]

e.g. Explains why slow decision-making, the USA not joining, lack of an army, the economic depression of the 1930s weakened the League.

Level 4: Considers a variety of reasons, explains why one is more important than the others, OR why others are less important than the one chosen (must compare) [8-9]

e.g. 'The most important reason why the League was weak was its slow decision-making. This meant that some international disputes got worse because quick action could not be taken. This also highlighted the League's weakness to possible aggressor nations such as Italy, Germany and Japan, thus making them more willing to risk aggressive action in the 1930s. There were other reasons, but they were not so important' (explained).

Level 5: Constructs an explanation which considers the inter-relationships between a range of reasons, AND which illustrates that one 'most important' reason on its own could not provide a satisfactory explanation [9-10]

e.g. 'There were a number of reasons why the League was weak. It was linked to the Treaty of Versailles and this was not fully trusted - the USA failed to join and Germany and Russia were not allowed to join immediately. It was slow to act and in turn limited in its actions. In the case of the Japanese invasion of Manchuria the League took a full year to present its report and even then failed to agree on what action to take. The League had no army to uphold its decisions and this meant that it did not have a military sanction when Italy invaded Abyssinia. So none of these reasons was more important than the others; they all contributed to the weakness of the League.' (fully explained).

5(a) What was agreed at the Potsdam Conference, 1945?

Target: AO1

Award one mark for each relevant point made about the Potsdam agreement

e.g. 'Polish-Germany frontier.'
'Reparations.'
'Confirmed Yalta decisions.'
'Division of Germany.'

Award one additional mark to each point for supporting detail [4]

e.g. 'Agreed that the Polish-German frontier should be on the Oder-Neisse line.'

5(b) Explain why the USA introduced the Marshall Plan.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. 'The USA set up the Marshall Plan to help poor countries.'

Level 2: Identifies reason(s) OR describes [2-3]

e.g. 'To help European recovery.'
'To stop the spread of communism.'

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. 'After the war the USA took on the responsibility attached to being a superpower and thus championed democracy. Therefore, the US government provided financial aid to some countries to stop the spread of communism in Europe.'

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

5(c) 'The most important cause of the Cold War was the suspicion and rivalry between Truman and Stalin.' Do you agree with this statement? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: Disagrees, and suggests a valid alternative cause but with no explanation [1-2]

e.g. 'The USA and the USSR had different political beliefs.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' cause [3-5]

e.g. *Explains why the suspicion and rivalry between Truman and Stalin caused the Cold War*

OR *Explains why different political beliefs caused the Cold War.*

Description only (maximum 3 marks)

Level 3: Explains a variety of causes and may conclude that one is more important than the others [6-8]

e.g. *Explains why the suspicion and rivalry between Truman and Stalin, different political beliefs, superpower rivalry caused the Cold War.*

Level 4: Considers a variety of causes, explains why one is more important than the others, OR why others are less important than the one chosen (must compare) [8-9]

e.g. *'The suspicion and rivalry between Truman and Stalin has got to be the most important cause of the Cold War as they were the leaders of the USA and the USSR and made the decisions. The two countries saw themselves as champions of their political beliefs and this did cause tension, but this might have been avoided had the two leaders been more willing to talk.'*

Level 5: Constructs an explanation which considers the inter-relationships between a range of causes, AND which illustrates that one 'most important' cause on its own could not provide a satisfactory explanation [9-10]

e.g. *'There were a number of causes of the Cold War. Relations were always going to be difficult between the USA and the USSR because of their different political beliefs and this was compounded after the war when they became the dominant world powers. The USA championed democracy and the USSR searched for security in Eastern Europe through political domination. The two leaders reflected their respective countries' fears and anxieties, but tension was made even worse by their mutual personal dislike. So none of these causes was more important than the others; they all contributed to Cold War between the USA and the USSR' (fully explained).*

6(a) What happened during the ‘Prague Spring’ of 1968?

Target: AO1

Award one mark for each relevant point made about the ‘Prague spring’

e.g. ‘Took place in Czechoslovakia.’

‘Led by Dubcek.’

‘Crushed by Soviet tanks.’

Award one additional mark to each point for supporting detail [4]

e.g. ‘Dubcek tried to make Communist control less restrictive by giving more freedom of speech.’

6(b) Explain why the USSR got involved in Czechoslovakia in 1968.

Target: AO1

Level 1: General answer. Answers lack specific contextual knowledge [1]

e.g. ‘The USSR got involved in Czechoslovakia to solve the problem.’

Level 2: Identifies reason(s) OR describes [2-3]

e.g. ‘To crush Czech resistance.’

‘To reassert Soviet authority.’

‘As a warning to other Soviet states.’

One reason (2 marks), two or more reasons (3 marks).

Level 3: Explains reason(s) [3-6]

e.g. ‘The USSR, alarmed by the new freedom in Czechoslovakia, set up a Soviet-Czech conference to discuss problems and when talks broke down the military were sent to crush Czech resistance.’

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

6(c) 'The most important reason for the collapse of Soviet control in Europe in 1989 was the effects of 'Solidarity in Poland.' Do you agree with this statement? Explain your answer.

Target: AO1

[Written communication to be assessed in this question – see examiner instructions.]

Level 1: Disagrees, and suggests valid alternative reason(s) but with no explanation [1-2]

e.g. 'The policies of Gorbachev.'

Level 2: Agrees with statement and explains OR disagrees and explains another 'most important' reason [3-5]

e.g. Explains the effects of 'Solidarity' in Poland,

OR *Explains the policies of Gorbachev.*

Description only (maximum 4 marks)

Level 3: Explains a variety of reasons and may conclude that one is more important than the others [6-8]

e.g. Explains the effects of 'Solidarity' in Poland, the policies of Gorbachev, the weakness of Communist governments in Eastern European countries.

Level 4: Considers a variety of reasons, explains why one is more important than the others, or why others are less important than the one chosen (must compare) [8-9]

e.g. 'The effects of 'Solidarity' in Poland was the most important reason because it was the first effective challenge to the government in a Soviet satellite state, and other reasons not so important' (explained).

Level 5: Constructs an explanation which considers the inter-relationships between a range of reasons, and which illustrates that one 'most important' reason on its own could not provide a satisfactory explanation [9-10]

e.g. 'The effects of 'Solidarity' in Poland first highlighted the weakening grip of the Soviet union over its satellite states. These satellite states were also proving to be a drain on Soviet resources at a time when the Soviet Union had its own political and economic problems. To counter these problems Gorbachev introduced new policies (details). This meant that Communist governments in Eastern Europe did not have as much Soviet support which gave rise to a wave of liberal demonstrations and resulted in the collapse of Soviet control in Eastern Europe in 1989' (fully explained).