



GCSE (9–1)

History A (Explaining the Modern World)

J410/06: International Relations: the changing international order 1918-2001 with The USA 1919-1948: The People and the State

General Certificate of Secondary Education

Mark Scheme for June 2019

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by examiners. It does not indicate the details of the discussions which took place at an examiners' meeting before marking commenced.

All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning of Annotation
BP	Blank page
SEEN	Point has been noted, but no credit has been given (big)
NR	Not Relevant
L5	Level 5
L4	Level 4
L3	Level 3
L2	Level 2
L1	Level 1
IRRL	Significant amount of material which doesn't answer the question
EVAL	Evaluation

DEV	Development
?	Unclear

1. Subject-specific Marking Instructions

INTRODUCTION

Your first task as an Examiner is to become thoroughly familiar with the material on which the examination depends. This material includes:

- the specification, especially the assessment objectives
- the question paper and its rubrics
- the mark scheme.

You should ensure that you have copies of these materials.

You should ensure also that you are familiar with the administrative procedures related to the marking process. These are set out in the OCR booklet **Instructions for Examiners**. If you are examining for the first time, please read carefully **Appendix 5 Introduction to Script Marking: Notes for New Examiners**.

Please ask for help or guidance whenever you need it. Your first point of contact is your Team Leader.

USING THE MARK SCHEME

Please study this Mark Scheme carefully. The Mark Scheme is an integral part of the process that begins with the setting of the question paper and ends with the awarding of grades. Question papers and Mark Schemes are developed in association with each other so that issues of differentiation and positive achievement can be addressed from the very start.

This Mark Scheme is a working document; it is not exhaustive; it does not provide 'correct' answers. The Mark Scheme can only provide 'best guesses' about how the question will work out, and it is subject to revision after we have looked at a wide range of scripts.

The Examiners' Standardisation Meeting will ensure that the Mark Scheme covers the range of candidates' responses to the questions, and that all Examiners understand and apply the Mark Scheme in the same way. The Mark Scheme will be discussed and amended at the meeting, and administrative procedures will be confirmed. Co-ordination scripts will be issued at the meeting to exemplify aspects of candidates' responses and achievements; the co-ordination scripts then become part of this Mark Scheme.

Before the Standardisation Meeting, you should read and mark in pencil a number of scripts, in order to gain an impression of the range of responses and achievement that may be expected.

Please read carefully all the scripts in your allocation and make every effort to look positively for achievement throughout the ability range. Always be prepared to use the full range of marks.

INFORMATION AND INSTRUCTIONS FOR EXAMINERS

- 1 The co-ordination scripts provide you with *examples* of the standard of each band. The marks awarded for these scripts will have been agreed by the Team Leaders and will be discussed fully at the Examiners' Co-ordination Meeting.
- 2 The specific task-related indicative content for each question will help you to understand how the band descriptors may be applied. However, this indicative content does not constitute the mark scheme: it is material that candidates might use, grouped according to each assessment objective tested by the question. It is hoped that candidates will respond to questions in a variety of ways. Rigid demands for 'what must be a good answer' would lead to a distorted assessment.
- 3 Candidates' answers must be relevant to the question. Beware of prepared answers that do not show the candidate's thought and which have not been adapted to the thrust of the question. Beware also of answers where candidates attempt to reproduce interpretations and concepts that they have been taught but have only partially understood.

Section A

International Relations: the changing international order 1918–c.2001

1. Outline how international peace was encouraged in the 1920s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
Level 3 • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is presented as a narrative that shows a clear understanding of the sequence or concurrence of events.	Please see following page	4–5
Level 2 • The response demonstrates some accurate knowledge and understanding that is relevant to the question. This is presented as a narrative that shows some understanding of the sequence or concurrence of events.		2–3
Level 1 • The response includes some knowledge that is relevant to the question.		1
Level 0 No response or no response worthy of credit.		0

1. Outline how international peace was encouraged in the 1920s.

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	All content is indicative only and any other correct examples should also be credited.

Levels	Indicative content	Marks
Level 3	<p>Level 3 answers will typically identify a way in which peace was encouraged and develop the answer e.g.</p> <p><i>To encourage peace a League of Nations was created in the 1920s. Many countries joined to try and keep peace through talking about disputes rather than resorting to violence. Countries made agreements between themselves to avoid a repetition of the First World War which had killed millions.</i></p> <p><i>The League of Nations encouraged peace by resolving disputes. A good example of this working was the dispute between Sweden and Finland over the Aaland Islands in 1921, where the case was brought to the League who ruled that the islands belonged to Finland. Sweden accepted the decision and this encouraged peaceful solutions.</i></p> <p>Nutshell: Supported example of approach eg Agreement / League (4 marks) with how it encouraged peace (5 marks) Development is most likely to involve the aims/reasons for or methods of the organization/action identified.</p>	4–5
Level 2	<p>Level 2 answers will typically identify one or more example(s) of international peace being encouraged in the 1920s e.g.</p> <p>A League of Nations was created (2) to sort out disputes (3) Countries made treaties (2) Countries started to disarm (2) They agreed the Locarno treaty (3) (to get L3 needs how it would promote peace - some support about Locarno and / or Locarno being part of wider pattern of co-operation). Trade was encouraged to foster better relations (2)</p> <p>Nutshell: Identifies example(s) of how peace was encouraged.</p>	2–3
Level 1	<p>Level 1 answers will typically outline one or more event with little or no reference to encouraging international peace, or respond very generally e.g.</p> <p><i>Countries agreed to keep the peace.</i></p>	1
Level 0		0

2. Explain why the USA and USSR clashed over Germany between 1945 and 1949.

Assessment Objectives	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]</p>
Additional Guidance	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels		Indicative content	Marks
Level 5	<ul style="list-style-type: none"> The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	Please see following page	9–10
Level 4	<ul style="list-style-type: none"> The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 		7–8
Level 3	<ul style="list-style-type: none"> The response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		5–6
Level 2	<ul style="list-style-type: none"> The response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 		3–4
Level 1	<ul style="list-style-type: none"> The response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 		1–2
Level 0	No response or no response worthy of credit.		0

2. Explain why the USA and USSR clashed over Germany between 1945 and 1949.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically identify at least two reasons why the USA and USSR clashed over Germany and explain them fully e.g.</p> <p><i>One reason the USA and USSR clashed over Germany between 1945 and 1949 was that they could not agree on how to deal with Germany after the Second World War. Stalin wanted to force Germany to pay massive reparations for all the damage done to the USSR during the war but President Truman believed this would make a repeat of war more likely, just like after the First World War. Stalin became concerned that the USA was trying to build up Germany as an ally against the USSR.</i></p> <p><i>Another reason that they clashed over Germany was due to the Berlin Blockade. In 1948 Stalin blocked off access to West Berlin, which was occupied by the Allies but deep inside Soviet-occupied East Germany. Stalin was trying to force the Allies out, but they responded by transporting huge amounts of supplies to West Berlin by plane in what became known as the Berlin Airlift.</i></p> <p>Nutshell: Two reasons for problems identified and explained. NB: 2 threshold answers – 9 marks</p>	9–10
Level 4	<p>Level 4 answers will typically identify one reason why the USA and USSR clashed over Germany and explain it fully e.g.</p> <p><i>The USA and USSR clashed over Germany between 1945 and 1949 because they could not agree on how to deal with Germany after the Second World War. Stalin wanted to force Germany to pay massive reparations for all the damage done to the USSR during the war but President Truman blocked this. Stalin became concerned that the USA was trying to build up Germany as an ally against the USSR.</i></p> <p>THRESHOLD ANSWERS</p> <p><i>One reason was they couldn't agree on how to deal with Germany after the war. Stalin wanted Germany to pay huge reparations, but Truman blocked this. This caused a clash.</i></p> <p><i>Another reason that they clashed was due to the Berlin Blockade. In 1948 Stalin blocked off access to West Berlin which was occupied by the Allies to try to force them out. They responded by transporting supplies to West Berlin by plane.</i></p> <p>Nutshell: One reason for problems identified and explained. NB: 1 threshold answer – 7 marks</p>	7–8

Level 3	<p>Level 3 answers will typically identify or describe at least one reason why the USA and USSR clashed over Germany. e.g.</p> <p><i>Berlin was a source of tension between 1945 and 1949 because it was deep inside the Soviet zone of occupation but the Allies controlled the West of the city. The Allies had pumped large amounts of money into West Berlin to rebuild it but the East of Berlin remained poor.</i></p> <p><i>Truman thought that Stalin's desire for reparations would make Germany want revenge.</i></p> <p><i>Stalin thought Truman wanted to build Germany up as an ally against Russia.</i></p> <p><i>Stalin wanted Germany weak, the USA wanted to help build it up.</i></p> <p><i>The USA, Britain and France united the currency in their zones and Stalin was furious.</i></p> <p><i>Berlin was deep in the Soviet zone and Stalin resented western influence there.</i></p> <p>Nutshell: Identifies and describes reason(s) but fails to explain how it/they led to a clash</p>	5–6
Level 2	<p>Level 2 answers will typically contain description of events linked to the USA and USSR clashing over Germany e.g.</p> <p><i>In 1947 the British and Americans merged their zones of occupation in West Germany to become Bizonia. The following year Stalin blocked off access to West Berlin, which was in the Soviet zone.</i></p> <p>Nutshell: Description of relevant events but no reasons identified</p>	3–4
Level 1	<p>Level 1 answers will typically contain general points e.g.</p> <p><i>After the war Germany was split into four parts.</i></p> <p><i>They clashed over Berlin.</i></p> <p>Nutshell: Unspecific points</p>	1–2
Level 0		0

3. Study Interpretation A. Do you think this is a fair comment on the reasons why the Cold War began? Use your knowledge and other interpretations of the early stages of the Cold War to support your answer.

Assessment Objectives	AO4 (a and d): Analyse, evaluate and make substantiated judgements about interpretations in the context of historical events studied. [20] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.

Levels	Indicative content	Marks
Level 5 • The response has a full and thoroughly developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a convincing and substantiated judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question.	Please see following pages	21–25
Level 4 • The response has a developed analysis and evaluation of the given interpretation and of other interpretations studied in order to make a fully supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question.		16–20
Level 3 • The response has some analysis and evaluation of the given interpretation and of other interpretations studied, and uses this to make a partially supported judgement of the interpretations in the context of historical events studied to answer the question. • The response demonstrates accurate knowledge and understanding that is relevant to the question.		11–15
Level 2 • The response has some analysis and evaluation of the given interpretation and limited evaluation of other interpretations studied, and links this to a judgement of the given interpretation in the context of historical events studied to answer the question. • The response demonstrates some knowledge and understanding that is relevant to the question.		6–10
Level 1 • The response has a basic analysis of the given interpretation and evaluates it in terms of the question. Other interpretations may be mentioned but there is no analysis or evaluation of them. • The response demonstrates basic knowledge that is relevant to the topic of the question		1–5
Level 0 No response or no response worthy of credit.	.	0

3. Study Interpretation A. Do you think this is this a fair comment on the reasons why the Cold War began? Use your knowledge and other interpretations of the early stages of the Cold War to support your answer.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically argue that Interpretation A is fair/unfair supported by developed use of two other interpretations OR developed use of one other interpretation and evaluation of Interpretation A based on the context of A e.g</p> <p><i>In Interpretation A Nettl is arguing that the Soviet Union was responsible for the Cold War, however its actions were understandable and to an extent justifiable. He is claiming that by trying to take control of Eastern Europe and keep Germany weak Stalin was looking to protect the USSR rather than expand it.</i></p> <p><i>In many ways this is a fair comment. Recent post-revisionist historians would have shared Nettl's view as they see Stalin's actions in Eastern Europe as defensive. These historians see the origins of the Cold War as being the result of mistrust and misunderstanding between the two sides which resulted in a cycle of action and reaction. They agree that Stalin was to blame for some aspects, but argue that his actions were often misunderstood by the US, just as in this extract Nettl tries to explain Stalin's actions without criticising them. On the other hand other historians would disagree with Nettl, and place the blame for the Cold War mainly at the feet of the US. These revisionist historians argued that the USA caused the Cold War by trying to dominate Europe economically, with Marshall Aid and using its 'Open Door' policy. This was an attempt to give the US access to states it could dominate.</i></p> <p><i>[Candidates could argue that other historians would disagree with Nettl partly and blame the USSR for helping to cause the Cold War, but see its actions as premeditated and about wanting to spread revolution around the world.]</i></p> <p>Nutshell: Developed use of other interpretations or context (of A) to support/challenge Interpretation A NB: Answers at this level can be one-sided or balanced provided they are sufficiently developed and supported. NOTE For L5 cards need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	21–25
Level 4	<p>Level 4 answers will typically argue that Interpretation A is fair/unfair supported by developed use of one other interpretation or the context of Interpretation A eg</p> <p><i>Interpretation A argues that Stalin caused the Cold War because he was trying to protect the USSR, not because he was acting aggressively. That is why he took control of Eastern Europe.</i></p> <p><i>In many ways this is a fair comment. Other historians in the 1980s and 90s agree he caused the Cold War because although he was acting defensively, his actions were misunderstood by the USA and they overreacted to him, thinking that he was looking for world revolution. This then led to a cycle of reaction and action which made the situation very tense.</i></p> <p>OR</p> <p><i>This is not a fair comment. Revisionist historians would not agree as they saw the USA's actions as to blame for the Cold War, not the USSR's. These historians believe the US was trying to spread its influence and power which is why it was willing to give Marshall Aid to Europe, as it would help its own economy to recover and strengthen ties with Europe. This aggravated Stalin who saw it as 'dollar imperialism'</i></p> <p>Nutshell: Developed use of ONE interpretation or context (of A) to support / challenge Interpretation A NOTE For L4 cards need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	16–20

Level 3	<p>Level 3 answers will typically argue that Interpretation A is fair/unfair supported by relevant factual knowledge OR undeveloped use of relevant interpretation(s) eg</p> <p><i>The comment is fair that the USSR caused the Cold War because when it took steps to expand into Eastern Europe this was spreading Communism and was seen as aggressive by the United States. When Stalin used tactics like bringing Red Army soldiers into Eastern Europe, staging rigged elections and assassinating non-Communist politicians like in Czechoslovakia Stalin was being reckless and ignoring agreements made at Yalta. (use of relevant factual knowledge)</i></p> <p>OR</p> <p><i>This comment is fair that the USSR caused the Cold War because orthodox historians agree that it was the USSR who caused it by acting aggressively and expanding. (undeveloped use of relevant interpretation)</i></p> <p>Nutshell: Valid argument based on contextual knowledge OR valid but undeveloped use of interpretation(s) NOTE For L3 cards need to make clear which aspect(s) of Interpretation A they believe to be fair/unfair</p>	11–15
Level 2	<p>Level 2 answers will typically describe interpretation(s) without explaining whether it/they support or contradict Interpretation A eg</p> <p><i>Orthodox historians think that the Cold War was the result of aggressive expansion by the USSR. Revisionists blamed the USA more than the USSR because the USA provoked USSR with the Truman Doctrine.</i></p> <p>Nutshell: Describes interpretation(s) but fails to address question</p>	6–10
Level 1	<p>Level 1 answers will typically contain general points about Interpretation A accompanied by basic knowledge or a general statement about other interpretations e.g.</p> <p><i>Nettl is being fair. The USSR was at risk and wanted to protect itself.</i></p> <p>OR</p> <p><i>Interpretation A is not fair. Many historians would disagree with what Nettl has said.</i></p> <p>Nutshell: Shows understanding of A/unsupported assertions about fairness</p>	1–5
Level 0		0

4. Study Interpretation B. Explain why not all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Assessment Objectives	AO4 (a, b and c): Analyse individual interpretations and how and why interpretations differ. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	<p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>Candidates are not required to refer to specific historians or schools of thought but should be given credit within the level if they do so correctly.</p> <p>Credit could be awarded within any level for candidates who explain (with valid support such as the new sources under the Public Records Act) that some historians have agreed with the interpretation</p>

Levels	Indicative content	Marks
Level 5	<ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a range of aspects of the given interpretation with aspects of other interpretations studied, to produce a thorough, detailed analysis of how the interpretations differ. There is a fully supported and convincing analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. The response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	Please see following page(s)  17–20
Level 4	<ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts some aspects of the given interpretation with aspects of other interpretations studied, to produce an analysis of how the interpretations differ. There is a supported analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. The response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 	 13–16
Level 3		 9–12

<ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of other interpretations studied, to produce a partial analysis how the interpretations differ. There is some analysis of why the given interpretation and other interpretations differ, explained in terms of when the interpretations were created and their place within the wider historical debate. The response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		
Level 2		5–8 
<ul style="list-style-type: none"> The response analyses the given interpretation, and compares and contrasts a few aspects of the given interpretation with aspects of at least one other interpretation studied, to show how the interpretations differ. There is a basic explanation of why the given interpretation and the other interpretation(s) differ, explained in terms of when the interpretations were created and their place within the wider historical debate. The response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 		
Level 1		1–4 
<ul style="list-style-type: none"> The response compares the candidate's own knowledge and understanding to the interpretation, or uses knowledge and understanding of the time in which it was created, to analyse the given interpretation. There is no consideration or no relevant consideration of any other interpretations. The response demonstrates basic knowledge that is relevant to the topic of the question. There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. 		
Level 0 No response or no response worthy of credit.		0

4. Study Interpretation B. Explain why not all historians and commentators have agreed with this interpretation. Use other interpretations and your knowledge to support your answer.

Levels	Indicative content	Marks
Level 5	<p>Level 5 answers will typically provide developed explanations of how historian(s) or commentator(s) from two periods have disagreed with particular aspect(s) of Interpretation B and explain why at least <u>one of them</u> disagrees, eg</p> <p><i>Taylor is arguing that Chamberlain's policy of appeasement was a mistake and that Chamberlain, through 'fear', simply encouraged Hitler to make more and more demands and so made war inevitable rather than preventing it.</i></p> <p><i>In the late 1930s, many commentators would have strongly disagreed with this view. Many people at the time saw Chamberlain's actions as keeping the peace. In a world that still remembered the horrors of the First World War and had seen the effects of modern warfare in the Spanish Civil War many commentators respected Chamberlain and viewed him as a hero. Most MPs approved of his actions and Chamberlain was cheered by the people when he returned from the Munich Conference. (How and Why)</i></p> <p><i>Writing in the late 1960s, many historians also shared the view that Chamberlain's policy of appeasement was a reasonable one and so they too would not have agreed with Interpretation B. By this time more documents had become available that demonstrated just how weak Britain was in the 1930s and Britain's failure in the Suez Crisis in the 1950s had shown standing up to dictators with military force could end in failure. (How and Why)</i></p> <p>Nutshell: Valid explanation of how views from two periods disagree, with explanation as to why at least one is different: HW H. NOTE For L5 cards need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	17–20 
Level 4	<p>Level 4 answers will explain how or why historians from two different periods agree or disagree with particular aspect(s) of interpretation B. OR will explain how and why historians from one period agree or disagree.</p> <p><i>Not all historians and commentators shared Taylor's view that Chamberlain's actions were a mistake and encouraged Hitler. Many at the time would have disagreed with Interpretation B. Tens of thousands of letters and telegrams were sent to Chamberlain praising him for his actions. In a world that still remembered the horrors of the First World War and had seen the effects of modern warfare in the Spanish Civil War many commentators respected Chamberlain and viewed him as a hero.</i></p> <p>OR</p> <p><i>Writing years after the events, many historians in the late 1960s shared the view that Chamberlain's policy of appeasement was a reasonable one and would not have agreed with Interpretation B. By this time more documents had become available that demonstrated how weak Britain was in the 1930s, and that the Great Depression and disarmament in the 1920s had left Britain too weak to use military force against Hitler. Because of this, Chamberlain was seen having no other real option but to try and appease Hitler's demands, and in fact bought Britain the time it needed to rearm and stand up to Germany.</i></p> <p><i>[Alternatively, candidates could balance their argument with reference to those who might agree with Interpretation B, such as the authors of 'Guilty Men', or Churchill].</i></p> <p>Nutshell: 2H different periods or 2W different periods or H+W same period or H+W different periods NOTE For L4 cards need to make clear which aspect(s) of Interpretation B are contradicted / supported NB: Agreements can reach this level.</p>	13–16 

Level 3	<p>Level 3 answers will typically explain how historian(s) and commentator(s) have agreed OR disagreed with particular aspect(s) of Interpretation B</p> <p>OR will explain valid reasons why historians from one period disagrees or agrees but fail to explain how e.g</p> <p><i>Many revisionist historians would have disagreed with the view that the failure of appeasement was down to Chamberlain. They argued he was working under very difficult circumstances and had little choice but to appease Hitler when the British military was still unprepared for war in 1938. (12)</i></p> <p>OR</p> <p><i>Many historians and commentators would actually have agreed with Interpretation B that Chamberlain was afraid. Straight after the war broke out a book called 'Guilty Men' accused Chamberlain and his colleagues of cowardice and failing to stand up to Hitler. (12)</i></p> <p>OR</p> <p><i>Interpretation B is critical of Chamberlain. Counter-revisionists' historians writing in the 1990s would agree as they have criticised Chamberlain too, saying that he overestimated the power Germany possessed and that he continued to use Appeasement long after it was obviously not going to work. (10)</i></p> <p>OR</p> <p><i>Revisionist historians would not accept this view that Chamberlain was motivated by fear. Most of them were looking at evidence that was made available after the 50 Year Rule was changed to the 30 Year Rule in the late 1960. They saw that in reality Chamberlain did not have many options other than to appease Hitler because of the state of Britain's economy and military. (12)</i></p> <p>Nutshell: Explains how or why historian from one period agrees or disagrees (H or W)</p> <p>NOTE For L3 cards need to make clear which aspect(s) of Interpretation B are contradicted / supported</p>	9–12
Level 2	<p>Level 2 answers will typically identify historian(s) who have agreed OR disagreed with Interpretation B but fail to explain how or why</p> <p>OR will provide a chronological overview of the historiography but not examine interpretation B, or misunderstand it, eg:</p> <p><i>Some historians in the 1960s (or Revisionists) were more sympathetic towards Chamberlain because they thought he was in a no win situation.</i></p> <p>OR</p> <p><i>Commentators in the late 1930s praised Chamberlain. The orthodox view criticised him. The revisionists understood his actions and justified them and then the post revisionists criticised him again for stubbornness.</i></p> <p>Nutshell: Identifies historians / schools of thought / periods but fails to address particular aspect(s) of Interpretation B</p> <p>NOTE: The term 'many historians' or similar expressions is not sufficient for L2 as its too unspecific- time period, school of thought or a named historian needed.</p>	5–8
Level 1	<p>Level 1 answers will typically make general assertions about Interpretation B or give their own critique of it e.g.</p> <p><i>Many commentators would have disagreed with Interpretation B because they were there at the time and would see things differently.</i></p> <p><i>Some historians would also have disagreed because they would have access to sources that would allow them to have different views.</i></p> <p>Nutshell: General assertions/own critique</p> <p>NOTE: Award at this level if candidates give their own critique of B (ie not the views of other historians). This may well be phrased as 'other historians' but is in fact the candidate's own view using contextual knowledge.</p>	1–4

Section B

The USA 1919-1948: The People and the State

5. Describe **one** example of a group that did not experience prosperity during the 1920s. (2)

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [2]
Additional Guidance	<p>First mark for identification of group + second mark for descriptive detail for each response.</p> <p>Note that a maximum of 1 mark can be given for correct identification of policies, even if more than one policy is identified.</p> <p>All content is indicative only and any other correct examples of groups that did not prosper in the 'Roaring Twenties' should also be credited.</p>

Levels	Indicative content	Marks
N/A Points marking	<p>One example of a group that did not prosper in the 1920s were the farmers. Farmers' debts had increased to \$2 billion by 1929.</p> <p>OR</p> <p>Black Americans did not experience prosperity in the 1920s. In the Deep South, Black Americans faced everyday racism, and experienced a higher rate of poverty than other groups.</p>	2

6. Explain why the American people responded positively to US involvement in the Second World War. (10)

Assessment Objectives	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [5] AO2: Explain and analyse historical events and periods studied using second order historical concepts. [5]
Additional Guidance	The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response. The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level. No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> Response demonstrates a range of detailed and accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and thorough, convincing analysis, using second order historical concepts, of the issue in the question. 	See next page	9–10
Level 4 <ul style="list-style-type: none"> Response demonstrates a range of accurate knowledge and understanding that is fully relevant to the question. This is used to develop a full explanation and analysis, using second order historical concepts, of the issue in the question. 		7–8
Level 3 <ul style="list-style-type: none"> Response demonstrates accurate knowledge and understanding that is relevant to the question. This is linked to an analysis and explanation, using second order historical concepts, of the issue in the question. 		5–6
Level 2 <ul style="list-style-type: none"> Response demonstrates some knowledge and understanding that is relevant to the question. This is used to attempt a basic explanation, using second order historical concepts, of the issue in the question. 		3–4

Level 1 <ul style="list-style-type: none">Response demonstrates basic knowledge that is relevant to the topic of the question.There is an attempt at a very basic explanation of the issue in the question, which may be close to assertion. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer.		1–2
Level 0 <p>No response or no response worthy of credit.</p>		0

6. Explain why the American people responded positively to US involvement in the Second World War. (10)

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> • 	<p>Level 5 answers will typically identify two or more reasons for the American people responding positively to US involvement in the Second World War and explain them fully, e.g.</p> <p><i>Many Americans supported US involvement in the Second World War. Even though opinion polls in early 1941 showed that a narrow majority thought entry into war was likely, there was a heightened desire to fight back after the Japanese attack on Pearl Harbor in December 1941. This desire was further fuelled by anti-Nazi propaganda which was spread in the US.</i></p> <p><i>In addition, the war also provided benefits at home in the form of employment opportunities. People were needed to work in factories to produce for the war effort, and others stepped in to fill the gaps left by the men who had gone to fight. The opportunity to work to help the war effort was welcomed as unemployment had caused huge issues for the US in the 1920s and 1930s. This extended to women and by the mid-1940s the amount of women working had increased by 10%.</i></p>	9–10
Level 4 <ul style="list-style-type: none"> • 	<p>Level 4 answers will typically identify one reason for the American people responding positively to US involvement in the Second World War and explain it fully e.g.</p> <p><i>Many Americans supported US involvement in the Second World War because of the employment opportunities war offered. People were needed to work in factories to produce for the war effort, and others stepped in to fill the gaps left by the men who had gone to fight. The opportunity to work to help the war effort was welcomed as unemployment had caused huge issues for the US in the 1920s and 1930s. This extended to women, and by the mid-1940s the amount of women working had increased by 10%.</i></p>	7–8
Level 3 <ul style="list-style-type: none"> • 	<p>Level 3 answers will typically identify and describe reasons for American reactions to US involvement in the Second World War e.g.</p> <p><i>Americans supported the war effort because they wanted to fight the Japanese and Germans. The war also gave people jobs in factories which made people supportive. Others worked in roles that the men who went to fight had left open.</i></p>	5–6
Level 2 <ul style="list-style-type: none"> • 	<p>Level 2 answers will typically contain descriptions of events linked to the topic of US involvement e.g.</p> <p><i>In 1941 the Japanese bombed Pearl Harbor. This was a surprise attack in December 1941. Over 2000 Americans were killed as a result of the bombing.</i></p>	3–4

Level 1 •	Level 1 answers will typically contain general points e.g. <i>The Americans wanted to fight the Japanese and Germans.</i>	1–2
Level 0 No response or no response worthy of credit.		0

7a. Study Source A. What is the message of the cartoonist? (5)

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
Level 3	See next page	4–5
<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the specific question about the source. 		
Level 2		3–2
<ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct an argument in answer to the question about the source. 		
Level 1		1
<ul style="list-style-type: none"> Response analyses the source in a basic way by selecting detail from the source content or provenance and using this to give a simple answer to the question about the source. 		
Level 0		0
No response or no response worthy of credit.		

7a. Study Source A. What is the message of the cartoonist? (5)

Levels	Indicative content	Marks
Level 3 <ul style="list-style-type: none"> • 	<p>Level 3 answers will typically identify the view of the cartoonist and support this through effective use of content and context e.g.</p> <p><i>The cartoonist's message is that current immigration restrictions aren't working and he/she warns that if the government doesn't do something immediately there will be a threat to national security. The threat to the country is shown by the fact that the 'undesirable' immigrant has a bomb for a head, which echoes people's fears at the time. In 1920 a bomb destroyed the front of the Attorney General Mitchell Palmer's house. As a result, Palmer's government department spread rumours and this heightened fears about immigrants bringing communist ideas. This is why the cartoonist is criticising the open-door policy.</i></p>	4–5
Level 2 <ul style="list-style-type: none"> • 	<p>Level 2 answers will typically identify the message of the cartoon and support this through effective use of content and context e.g.</p> <p><i>The message of the cartoon is that current immigration restrictions aren't working. The threat to the country is shown by the fact that the 'undesirable' immigrant has a bomb for a head. In 1920 a bomb destroyed the front of the Attorney General's (Mitchell Palmer) house. As a result, Palmer spread exaggerated rumours about the Red Scare and nearly 6000 people were arrested as a result. Nevertheless, this heightened people's fears of immigrants, as shown in the cartoon.</i></p>	3–2
Level 1 <ul style="list-style-type: none"> • 	<p>Level 1 answers will typically identify a valid sub message(s) in the cartoon and use content or context to explain how this is conveyed OR make a valid comment about the content or provenance of the source. e.g.</p> <p><i>The message of the cartoon is that America is dangerous.</i></p> <p>OR</p> <p><i>It was published during the Red Scare when people believed immigrants were a threat.</i></p>	1
Level 0 <p>No response or no response worthy of credit.</p>		0

7b. Study Source B. Explain how this source is useful to a historian studying the Red Scare. (5)

Assessment Objectives	AO3 (a): Analyse sources contemporary to the period. [5]
Additional Guidance	<p>No marks must be awarded for demonstration of knowledge and/or understanding in isolation, knowledge and understanding can only be credited where it is clearly and intrinsically linked to analysis of the source.</p> <p>The 'Indicative content' is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>The 'Indicative content' shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p>

Levels	Indicative content	Marks
Level 3 <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content, provenance and historical context to construct a thorough and convincing argument in answer to the question about the source. 	<p>Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference e.g.</p> <p><i>The source is useful because it reveals an immigrant's experience of the Red Scare and its unfairness. Sacco was one of 2 men found guilty of armed robbery and murder but the verdict was more because they were Italians and anarchists than because they were guilty of the crime. It also tells us that suspected radicals were treated unfairly by the legal system. Although we would expect someone on death row to have a negative view about the legal system, it's arguable that this trial was corrupt. Judge Thayler, who presided over Sacco's trial, was highly prejudiced. Therefore the source is useful because it shows us that immigrants were unfairly targeted during the Red Scare.</i></p>	4–5
Level 2 <ul style="list-style-type: none"> Response analyses the source by using relevant detail from the source content and provenance or historical context to construct a supported argument in answer to the question about the source. 	<p>Level 2 answers will typically argue the source is useful or not based on reliability or selections from the content e.g.</p> <p><i>The source is not useful because it was written by Sacco so it's not reliable. Sacco and Vanzetti had been sentenced to death so Sacco might have exaggerated about how cruel the court was.</i></p> <p><i>OR</i></p>	2–3

	<p><i>The source is useful because it shows us that some people thought the US judicial system was unfair.</i></p>	
Level 1 <ul style="list-style-type: none">Response analyses the source in a very basic way by selecting detail from the source content or provenance that is linked to the question.	<p>Level 1 answers will typically assert utility in general terms with limited or no support from sources e.g.</p> <p><i>The source is not useful because it's the view of one person.</i></p> <p><i>OR</i></p> <p><i>This source is useful because it tells us that people were put on trial.</i></p>	1
Level 0 <p>No response or no response worthy of credit.</p>		0

7b. Study Source B. Explain how this source is useful to a historian studying the Red Scare. (5)

Levels	Indicative content	Marks
Level 3 •	<p>Level 3 answers will typically argue that the source is useful and support this with a valid inference from the source developed with effective use of content, provenance or context to support the inference e.g.</p> <p><i>The source is useful because it reveals an immigrant's experience of the Red Scare and its unfairness. Sacco was one of 2 men found guilty of armed robbery and murder but the verdict was more because they were Italians and anarchists than because they were guilty of the crime. It also tells us that suspected radicals were treated unfairly by the legal system. Although we would expect someone on death row to have a negative view about the legal system, it's arguable that this trial was corrupt. Judge Thayler, who presided over Sacco's trial, was highly prejudiced. Therefore the source is useful because it shows us that immigrants were unfairly targeted during the Red Scare.</i></p>	4–5
Level 2 •	<p>Level 2 answers will typically argue the source is useful or not based on reliability or selections from the content e.g.</p> <p><i>The source is not useful because it was written by Sacco so it's not reliable. Sacco and Vanzetti had been sentenced to death so Sacco might have exaggerated about how cruel the court was.</i></p> <p><i>OR</i></p> <p><i>The source is useful because it shows us that some people thought the US judicial system was unfair.</i></p>	2–3
Level 1 •	<p>Level 1 answers will typically assert utility in general terms with limited or no support from sources e.g.</p> <p><i>The source is not useful because it's the view of one person.</i></p> <p><i>OR</i></p> <p><i>This source is useful because it tells us that people were put on trial.</i></p>	1
Level 0	<p>No response or no response worthy of credit.</p>	0

8.* ‘Hoover’s government did not respond effectively to the Great Depression.’ How far do you agree? (18)

Assessment Objectives	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. [10] AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. [8]
Additional Guidance	<p>The ‘Indicative content’ is an example of historically valid content; any other historically valid content is acceptable and should be credited in line with the levels of response.</p> <p>Answers at Level 4 require one point on each side of the argument and one element of support. Answers with more valid support than this should be awarded L5</p> <p>The ‘Indicative content’ shown is not a full exemplar answer, but exemplifies the sophistication expected at each level.</p> <p>No reward can be given for wider knowledge of the period that remains unrelated to the topic in the question.</p>

Levels	Indicative content	Marks
Level 5	<ul style="list-style-type: none"> The response has a full explanation and thorough analysis of historical events/periods, which uses relevant second order historical concepts, and is developed to reach a convincing, substantiated conclusion in response to the question. This is supported by a range of detailed and accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed and sustained line of reasoning which is coherent, relevant and logically structured.</i> 	15–18
Level 4	<ul style="list-style-type: none"> The response has a full explanation and analysis of the historical events/periods, which uses relevant second order historical concepts, and is used to develop a fully supported answer to the question. This is supported by a range of accurate knowledge and understanding that is fully relevant to the question. <i>There is a well-developed line of reasoning which is clear, relevant and logically structured.</i> 	11–14
Level 3	<ul style="list-style-type: none"> The response has an analysis and explanation of the historical events/period, which uses relevant second order historical concepts, and is used to give a supported answer to the question. 	7–10

<ul style="list-style-type: none"> This is supported by accurate knowledge and understanding that is relevant to the question. <i>There is a line of reasoning presented which is mostly relevant and which has some structure.</i> 		
Level 2		4–6
<ul style="list-style-type: none"> The response has an explanation about the historical events/period, which uses relevant second order historical concepts, and gives an answer to the question set. This is supported by some knowledge and understanding that is relevant to the question. <ul style="list-style-type: none"> <i>There is a line of reasoning which has some relevance and which is presented with limited structure.</i> 		
Level 1		1–3
<ul style="list-style-type: none"> The response has a basic explanation about the historical events/period in the question, though the specific question may be answered only partially or the answer may be in the form of assertion that is not supported by the preceding explanation. Second order historical concepts are not used explicitly, but some very basic understanding of these is apparent in the answer. There is basic knowledge that is relevant to the topic of the question. <ul style="list-style-type: none"> <i>The information is communicated in a basic/unstructured way.</i> 		
Level 0		0
No response or no response worthy of credit.		

8.* 'Hoover's government did not respond effectively to the Great Depression.' How far do you agree? (18)

Levels	Indicative content	Marks
Level 5 <ul style="list-style-type: none"> • 	<p>Level 5 answers will typically construct a balanced and well-supported argument explaining how far e.g.</p> <p><i>On balance, I agree that Hoover did not respond effectively to the Great Depression. His government tried to deal with the problems, but their scale was not fully realised.</i></p> <p><i>It's fair to say that Hoover tried to deal with some of the major issues. In an attempt to encourage growth Hoover cut taxes a few weeks after the Wall Street Crash. This encouraged people to spend. Unemployment was also a problem and so he promised funds to construction projects which provided jobs. In addition, he approved the Emergency Relief Aid in 1932 which provided \$300 million to local government to help the unemployed. All of this was directly focused on dealing with the Great Depression.</i></p> <p><i>Nevertheless, despite these efforts, it's clear that his responses were not effective. The Hawley-Smoot Tariff of 1930 aimed to discourage imports, but other countries responded by lowering demands and even less was exported from the US. This left farmers with huge surpluses and worsened the depression across the country. Also, the previously mentioned Emergency Relief Aid was only approved after many cities were left bankrupt because of a lack of support from central government.</i></p>	15–18
Level 4 <ul style="list-style-type: none"> • 	<p>Level 4 answers will typically construct a balanced and supported argument e.g.</p> <p><i>On balance, I agree that Hoover did not respond effectively to the Great Depression, despite his attempts.</i></p> <p><i>It's fair to say that Hoover tried to deal with some of the major issues. In an attempt to encourage growth Hoover passed the Revenue Act of 1929 a few weeks after the Wall Street Crash. This cut taxes which encouraged people to spend; it also promoted recovery.</i></p> <p><i>Nevertheless, despite Hoover's efforts, it's clear that his responses were not effective. The Hawley-Smoot Tariff of 1930 aimed to discourage imports, but other countries responded by lowering demand and even less was exported from the US. This left farmers with huge surpluses, and worsened the depression across the country.</i></p>	11–14
Level 3 <ul style="list-style-type: none"> • 	<p>Level 3 answers will typically construct a one-sided argument with support e.g.</p> <p><i>It's fair to say that Hoover tried to deal with some of the major issues. In an attempt to stimulate growth Hoover cut taxes a few weeks after the Wall Street Crash which encouraged people to spend. Unemployment was also a problem and so he promised funds to construction projects which provided jobs. In addition, Hoover approved the Emergency Relief Aid in 1932 which provided \$300 million to</i></p>	7–10

	<i>local government to help the unemployed. All of this was directly focused on dealing with the depression.</i>	
Level 2 •	Level 2 answers will typically identify and or describe ways in which Hoover responded to the Great Depression but will stop short of explaining how effective his response was e.g. <i>Taxes were lowered after the Great Depression. However, Hoover eventually had to raise taxes because central government didn't have enough money. Hoover put money into construction projects, which provided jobs.</i>	4–6
Level 1 •	Level 1 answers will typically demonstrate simple knowledge of Hoover's response to the Great Depression e.g. <i>Hoover helped the building industry.</i> <i>Hoover made new laws</i> <i>The unemployed weren't helped enough</i>	1–3
Level 0 No response or no response worthy of credit.		0

Spelling, punctuation and grammar and the use of specialist terminology (SPaG) mark scheme 

High performance 4–5 marks	<ul style="list-style-type: none">• Learners spell and punctuate with consistent accuracy• Learners use rules of grammar with effective control of meaning overall• Learners use a wide range of specialist terms as appropriate
Intermediate performance 2–3 marks	<ul style="list-style-type: none">• Learners spell and punctuate with considerable accuracy• Learners use rules of grammar with general control of meaning overall• Learners use a good range of specialist terms as appropriate
Threshold performance 1 mark	<ul style="list-style-type: none">• Learners spell and punctuate with reasonable accuracy• Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall• Learners use a limited range of specialist terms as appropriate
No marks awarded 0 marks	<ul style="list-style-type: none">• The learner writes nothing• The learner's response does not relate to the question• The learner's achievement in SPaG does not reach the threshold performance level, for example errors in spelling, punctuation and grammar severely hinder meaning

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