



GCSE

History B (Modern World)

General Certificate of Secondary Education (Short Course)

Unit **A981**: Aspects of International Relations 1919–2005

Mark Scheme for January 2013

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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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Subject-specific Marking Instructions

- a. This marking scheme has been designed to assess candidates' understanding of the key concepts of the 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 marking 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.
- b. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c. This type of marking 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. Reward candidates for what they understand, know, and can do.
- d. Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e. 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.
- f. All marking should be in red.
- g. Half marks should not be used.
- h. Do not transfer marks from one part of a question to another.
- i. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or 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 descriptor. 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 descriptor.
- j. 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.

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- k. 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.
- l. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, eg L3/8.
- m. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6.

Written communication will be assessed as follows.

Candidates are expected to:

- Present relevant information in a form that suits its purpose;
- Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.

The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes.

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 candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

- o. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

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SECTION A: THE INTER-WAR YEARS, 1919–1939

Question			Answer	Marks	Guidance
1	(a)		<p>Study Sources A and B.</p> <p>Does Source A make Source B surprising? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 3</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>Unsupported assertions/paraphrases/copies/surface features using one/both sources</p> <p>eg 'I am surprised the French are thought of as stupid.'</p> <p>'I am not surprised they are saying the Treaty of Versailles is wicked.'</p> <p>'I am surprised by Germany's actions as they pose a threat in a time of peace.'</p>	1–2	
			<p>Level 2</p> <p>Comments on context of source(s) but fails to develop surprised/not surprised</p> <p>eg 'In 1936, Hitler re-militarised the Rhineland which was against the Treaty of Versailles. He did this although he considered his army was not strong enough. Britain thought he was marching 'into his own backyard'.'</p>	3	

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Question			Answer	Marks	Guidance
			Level 3 Surprised/not surprised – based on undeveloped comment on provenance/purpose/tone eg 'No, Source A does not make Source B surprising. Source A is a British politician commenting critically on France's attitude to German re-armament the impact of which is shown in Source B where the author is drawing attention to France missing opportunities to prevent re-armament.'	4	
			Level 4 Surprised/not surprised using sources OR eg 'Source A is suggesting that Britain should not support France's relations with Germany as they are allowing Germany to secretly re-arm because the Treaty of Versailles was wicked towards Germany. It is not surprising therefore that French support has resulted in their non-action when the Germany troops took the opportunity to march into the Rhineland two years later.'	5	

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Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Surprised OR not surprised – checks against contextual knowledge OR Surprised/not surprised – provenance/purpose/tone</p> <p>eg 'I am surprised with Source B. Although secret re-arming was taking place without French opposition, Hitler was still taking a huge gamble. If he had been forced to withdraw he would have faced humiliation and so it is surprising he took the risk to march his troops into the Rhineland.'</p> <p>OR</p> <p>'I am not surprised Germany got away with it. Source A suggests Britain is becoming wary of the French. The French were divided over what to do. They were about to hold an election and none of the French leaders was prepared to take responsibility for plunging France into war. France did not have Britain's support.'</p> <p>OR</p> <p>'Both the sources are critical of France. The purpose of Source A is to increase awareness of the danger that Germany is increasingly posing. At that time many people blamed France for the failure to gain disarmament because of their attitude. Source B relates to a militaristic attitude of Germany, warning that France's inaction has missed an opportunity to stem the increasing militarism of Germany which is becoming more threatening. Source B is therefore not surprising.'</p>	6	
			<p>Level 6</p> <p>Two aspects of Level 5</p>	7	

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Question			Answer	Marks	Guidance
1	(b)		Study Source C. Why did the Soviet Union publish this cartoon in 1938? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Surface use of source for information/general assertions eg 'The source shows a man with a gun, threatening another person.'	1	
			Level 2 Focus on context of source with no valid main message or purpose eg 'At the Munich Conference of September 1938 Hitler was given the Sudetenland. The Czechs were not consulted. Chamberlain thought it was 'peace in our time'.'	2–3	
			Level 3 Asserts main message of the poster but with no development eg 'The message is that Britain is not going to oppose Hitler.' 'Britain has left Czechoslovakia at the mercy of Germany.' 'Czechoslovakia is being threatened.' 'Britain will not help you.'	4	

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Question			Answer	Marks	Guidance
			Level 4 Explains message of source eg 'The message is that Britain is not going to oppose Hitler. Stalin was convinced of this when at Munich Britain and France appeased Hitler giving Czechoslovakia little choice regarding the Sudetenland.' 'Britain has left Czechoslovakia at the mercy of Germany. The cartoon shows this as the Czech citizen does not have a choice. He must either allow Germany to invade or just give in.'	5	
			Level 5 Asserts purpose of the poster but with no development eg 'The reason for publishing this cartoon was to alert Soviet citizens to the fact that Britain is giving-in to/not opposing Hitler and by their actions over Czechoslovakia pushing him more towards the east.'	6	
			Level 6 Valid explanation of purpose eg 'The reason for publishing this cartoon was to alert Soviet citizens to the fact that Britain is giving-in to/not opposing Hitler and by their actions over Czechoslovakia pushing him more towards the east. Stalin wanted an alliance with Britain but realised this was out of the question as they constantly appeased Hitler.'	7	
			Level 7 Level 6 + context of 1938 'In 1938 the Munich Conference took place at which Czechoslovakia had no choice but to accept the terms.'	8	

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Question			Answer	Marks	Guidance
1	(c)		Study Source D. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only eg 'Hitler and Stalin are shown as having got married.'	1–2	
			Level 2 Secondary message eg 'Germany and Russia are partners/have joined forces/are in a relationship.' 'Hitler has the greater power.'	3	
			Level 3 Secondary message supported by details of the cartoon/contextual knowledge eg 'Germany and Russia are partners/working together. This view is supported by the cartoon as they are shown as being married.'	4	

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Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The artist is cynical/sceptical/surprised about a relationship of convenience having seen through the hypocrisy of the alliance.</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience/ is temporary/unstable/uncertain/not what it seems.'</p> <p>'The partnership will be short-lived.'</p> <p>'How soon before the promises made will be broken?'</p> <p>'Stalin is being used.'</p>	5	
			<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience. The cartoonist is questioning how long the 'honeymoon' will last.'</p> <p>OR</p> <p>Context must relate to the Nazi-Soviet Pact.</p> <p>eg 'The message is that the partnership between Hitler and Stalin is one of convenience. This is shown by the fact that the two were enemies and yet signing a non-aggression pact. Hitler had always stated that one of his aims was to get rid of communism.'</p>	6	
			<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

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Question			Answer	Marks	Guidance
1	(d)		<p>Explain why Britain followed a policy of appeasement towards Germany in the 1930s.</p> <p>Target: AO1, 2</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was the best policy at the time.'</p>	1–2	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Britain followed a policy of appeasement to keep the peace.'</p> <p>'There was increasing sympathy for Germany having to suffer the harsh Treaty.'</p> <p>'Britain wanted to find a peaceful solution to Germany's problems.'</p> <p>'Britain feared the threat of Communism.'</p> <p>'It enabled a re-armament programme to be undertaken.'</p> <p>'People still remembered the First World War.'</p> <p>'Chamberlain believed Hitler could be trusted.'</p>	3–4	

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Question			Answer	Marks	Guidance
			Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) eg 'Britain was too weak militarily to stop Hitler. In 1938 the heads of the armed forces told Chamberlain that they were not ready to fight. Appeasement would give Britain a chance to re-arm.'	5–6	
			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

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Question			Answer	Marks	Guidance
2	(a)		What terms of the Treaty of Versailles weakened the German economy? Target: AO1		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 One mark for each relevant point; additional mark for supporting detail. eg 'Germany had to pay reparations.' 'Germany lost important industrial areas such as the Saar (Upper Silesia/Alsace-Lorraine).' 'Germany lost the financial input from its colonies.'	4	

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Question			Answer	Marks	Guidance
2	(b)		Explain why Clemenceau was dissatisfied with the Treaty of Versailles. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'It was not harsh enough.' 'He did not get what he wanted.'	1	
			Level 2 Identifies AND/OR describes what made him unhappy (One mark for each identification/description) eg 'He did not get Germany split into smaller states.' 'He did not get the Rhine as the frontier.' 'He did not think France was getting sufficient reparations.' 'He had wanted German military crushed.' 'He failed to get the Saar permanently.' 'He knew the French public would be dissatisfied.'	2–3	

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Question			Answer	Marks	Guidance
			Level 3 Explains ONE reason for his dissatisfaction (Four marks for a basic explanation; five marks for a developed explanation.) eg 'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and removing its military strength. He felt that the reduction in military strength was not enough.'	4–5	
			Level 4 Explains TWO reasons for his dissatisfaction	6	

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Question			Answer	Marks	Guidance
2	(c)		<p>‘Germany had good reasons to complain about the Treaty of Versailles.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Germany thought it was unfair.’</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons for complaint</p> <p>(One mark for each point)</p> <p>eg ‘It was not fair because Germany had to accept sole blame for the war.’ ‘It was not fair because Germany had to pay for the damage.’ ‘It left Germany vulnerable to attack.’ ‘Germany lost all its colonies.’ ‘They complained because it was dictated.’ ‘The high reparations affected the ordinary citizens.’ ‘Germany thought they had been humiliated.’</p> <p>‘It was fair as Germany had agreed to an armistice.’ ‘It was not as harsh as the treaty imposed on Russia by Germany.’ ‘It did not weaken the German economy as much as Germany claimed.’</p>	2–3	

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation of Germany's genuine grounds for complaint OR Explanation showing Germany did not have genuine grounds</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Germany was forced to accept the War Guilt Clause and thus reparations. This was humiliating as they believed other countries were equally responsible for the start of the war.'</p> <p>OR</p> <p>'Many thought the peacemakers did a reasonable job considering the demand for revenge from the public of the victors. The Treaty could have been as harsh as the Brest-Litovsk Treaty German made with Russia.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing Germany's genuine grounds for complaint AND Explanation showing Germany did not have genuine grounds</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance</p> <p>Both sides of Level 3.</p>	7–9	

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Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation of 'how far'</p> <p>Level 4 plus evaluation of 'how far – eg 'Germany did not have good reason to complain. They had supported their allies, Austria against Serbia and then declared war with Russia and so could not complain about being blamed however, the harshness of the reparations did affect those who were not responsible, the general public and so in this aspect the complaint was just.'</p>	10	

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Question			Answer	Marks	Guidance
3	(a)		What methods were available to the League of Nations to encourage international co-operation? Target: AO1		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 One mark for each relevant point; additional mark for supporting detail. eg 'The League offered an opportunity for countries to talk.' 'Through the International Court of Justice.' 'By encouraging co-operation through business and trade.' 'By encouraging nations to disarm.' 'The League could exert pressure on the guilty country, bringing world opinion against it.' 'Economic sanctions could be applied.' 'There was collective security.' 'As a last resort, military action could be used against an aggressive nation.'	4	

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Question			Answer	Marks	Guidance
3	(b)		Explain why some major powers did not join the League of Nations. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'Some were not allowed to join.'	1	
			Level 2 Identifies AND/OR describes reasons for not joining One mark for each identification/description. eg 'In the USA the Senate voted against joining.' 'The USA did not want to get involved in European affairs.' 'Germany was not allowed to join.' 'USSR was not invited to join.'	2–3	
			Level 3 Explains ONE reason Four marks for a basic explanation; five marks for a developed explanation. eg 'Germany, as a defeated nation in the war, was not allowed to enter the League. It had to prove that it could be responsible.'	4–5	
			Level 4 Explains TWO reasons	6	

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Question			Answer	Marks	Guidance
3	(c)		<p>'The Manchurian crisis was the main reason the League of Nations failed.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The League failed because it was weak.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons for League's failure</p> <p>(One mark for each point)</p> <p>eg 'In Manchuria the League was weakened as it was slow to act.'</p> <p>'The League showed it had little interest in a distant country.'</p> <p>'Japan showed the League to be powerless.'</p> <p>'The League did not have its own army.'</p> <p>'The USA was not a member.'</p> <p>'Britain and France acted for their own interests.'</p> <p>'Hoare-Laval discredited the League.'</p> <p>'Only willing to impose limited/no sanctions.'</p>	2–3	

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was Manchuria that caused the League to fail OR Explanation showing it was other reasons that caused the League to fail</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Asia seemed very distant to many League members. The League did not consider an Asian crisis as being vital to the countries in Europe. This attitude allowed Japan to take advantage of its Eurocentric attitude and thus highlight the League's weakness. OR 'Britain and France acted in their own interests. They did not want to upset Mussolini as this might drive him to ally with Hitler and Germany. So the economic sanctions the League imposed did not include oil, coal and iron. This showed it was weak.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing it was Manchuria that caused the League to fail AND Explanation showing it was other reasons that caused the League to fail</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Both sides of Level 3.</p>	7–9	

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Question			Answer	Marks	Guidance
			<p>Level 5 Explains with evaluation of ‘how far’</p> <p>Must have both sides of argument and evaluation.</p> <p>Must have Level 4 plus – eg ‘The Manchuria Crisis was only partly to blame. As argued it showed the League to be weak and unwilling to deal with a major power because of the attitude of its leading nations. But the real reason for failure was Abyssinia where the League sham was exposed by Hoare-Laval and the failure of Britain and France to be strong against Italy for fear of upsetting Mussolini and Hitler. This exposure effectively ended the League.’</p>	10	

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SECTION B: THE COLD WAR, 1945–1975

Question			Answer	Marks	Guidance
1	(a)		Study Source A. Why was this cartoon published in the Soviet Union in 1960? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Surface use of source for information/general assertions eg 'America is saying Castro cannot be friends with the Soviet Union.' 'America is threatening Castro.'	1	
			Level 2 Focus on context of source with no valid message or purpose eg 'Castro had taken over Cuba in 1959. America was concerned by this and even more so when in 1960 Castro allied Cuba with the Soviet Union.'	2–3	

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Question			Answer	Marks	Guidance
			Level 3 Asserts message of the poster but with no development The cartoonist is critical of/laughing at/US foreign policy. eg 'The message of the cartoon is that the US is demanding something that it has no right to ask for.' 'The US action is unjustified.'	4	
			Level 4 Explains message of source eg 'The message of the cartoon is that the US is demanding something that it has no right to ask for. The artist shows this through the words of the caption and Castro laughing at the US attempts to stop him. It is showing America guiding a gun-boat towards Cuba.'	5	
			Level 5 Asserts purpose of the poster but with no development eg 'The purpose of the cartoon is to criticise/deride/question strength of US attempts at trying to dictate to Cuba/Castro.'	6	

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Question			Answer	Marks	Guidance
			Level 6 Valid explanation of purpose eg 'The purpose of the cartoon is to criticise US ineffectual attempt at trying to dictate to Cuba/Castro. The USA was concerned about Castro increasing his ties to the Soviet Union by agreeing a trade agreement to receive economic aid and arms. America tried to stop this move by Castro, fearing Castro's ideas might spread to other countries in the region. The Soviet Union is saying that they do not have the power to do this.'	7	
			Level 7 Level 6 + context of 1960 'Links with the agreement of 1960 where Castro did what he wanted and linked with the Soviet Union for economic aid and some arms.'	8	

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Question			Answer	Marks	Guidance
1	(b)		Study Source B. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only eg 'The cartoon shows the two leaders looking at the weapons each has in place.'	1–2	
			Level 2 Secondary message eg 'Both countries are being threatened by rockets.' 'Kennedy is upset by the Soviet Unions action of placing rockets close to America.' 'Khrushchev does not like American rockets next to his country.'	3	
			Level 3 Secondary message supported by details of the cartoon/contextual knowledge eg 'The cartoonist is giving the view that Kennedy is upset by the Soviet Unions action of placing rockets close to America. He is shown pointing and shouting at Khrushchev.'	4	

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Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is taking an anti-American view that Kennedy is being hypocritical.</p> <p>The message should relate to the nature of the complaint given the imbalance between the threat to each country.</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified.' 'Khrushchev has greater justification, than Kennedy, for complaint.'</p>	5	
			<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified. The US rockets are shown in the cartoon as being more powerful and greater in number and therefore posing a greater threat.'</p> <p>OR</p> <p>Context must relate to the existence of long-range US missiles in Turkey and Europe and the threat they posed to the USSR as compared with USSR missiles on Cuba / the Cuban Missile Crisis.</p> <p>eg 'The message of the cartoon is that Kennedy's complaint is unjustified. The USA had greater numbers of long-range missiles based in Western Europe and Turkey and these posed a greater threat to the Soviet Union than the USSR's missiles on Cuba.'</p>	6	
			<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

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Question			Answer	Marks	Guidance
1	(c)		<p>Study Sources C and D.</p> <p>Does Source C make Source D surprising? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 3</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>Unsupported assertions/paraphrases/copies/surface features</p> <p>eg 'I am surprised that the Soviet Union is claiming a triumph.'</p> <p>'I am not surprised Khrushchev is saying he was supporting Cuba.'</p> <p>'I am surprised that Cuba is seen as a threat.'</p>	1–2	
			<p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance</p> <p>OR</p> <p>Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am not surprised as Source D is from the memoirs of Khrushchev written long after the event.'</p> <p>'At the time one of the reasons for putting missiles on Cuba was to protect Cuba following the Bay of Pigs.'</p>	3	

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Surprised/not surprised using sources</p> <p>eg 'In Source C Kennedy is calling upon Khrushchev to remove the threat to world peace so I am not surprised that in Source D Khrushchev is denying that was his intention as he would not want to be seen to be the person who almost causing a nuclear war.'</p> <p>OR</p> <p>'I am surprised with D. Why would Kennedy go on television and cause panic if the Soviet Union's intention was just to prevent the US from invading Cuba?'</p>	4	
			<p>Level 4</p> <p>Surprised OR Not surprised – checks against contextual knowledge</p> <p>OR</p> <p>Surprised/not surprised – provenance/purpose/tone</p> <p>eg 'I am surprised with Source D. Why would Kennedy go on television and cause panic if the Soviet Union's intention was to prevent the US from invading Cuba. Khrushchev might well have been protecting Cuba. But with nuclear missiles? He must have had the motive during the Cold War of challenging US superiority.'</p> <p>OR</p> <p>'I am not surprised with Source D. The US had lost control of a valuable asset and had already attempted one invasion so it is only right that Castro should ask for protection from Khrushchev.'</p> <p>OR</p> <p>eg 'I am not surprised that in his memoirs Khrushchev is trying to improve his image. At the time he was heavily criticised for backing down and was removed from power.'</p>	5–6	
			<p>Level 5</p> <p>Two aspects of Level 4</p>	7	

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Question			Answer	Marks	Guidance
1	(d)		Explain why Kennedy was successful in dealing with the Cuban Missile Crisis. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'Because of the way he acted.'	1–2	
			Level 2 Identifies AND/OR describes reasons (One mark for each point) eg 'Kennedy formed a team of advisers who gave him a number of options from which to choose.' He introduced a blockade of Cuba.' 'Kennedy decided on a delay and ignored the second Khrushchev letter.' 'The twenty Soviet ships closest to the zone turned around.' 'Kennedy stood his ground.'	3–4	

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Question			Answer	Marks	Guidance
			Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) eg 'Kennedy was successful as he stood his ground. He did not let himself be over-influenced by his advisers or by Khrushchev. He made clear to Khrushchev what would happen in his response to the first letter.'	5–6	
			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

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Mark Scheme

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Question			Answer	Marks	Guidance
2	(a)		What did the USSR gain from the Yalta and Potsdam Conferences? Target: AO1		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 One mark for each relevant point; additional mark for supporting detail. eg 'Strength in Eastern Europe.' 'One Soviet zone in Germany.' 'A Soviet zone in Berlin.' 'That Eastern Europe should be seen as a 'Soviet sphere of influence'. 'His plans for Poland's boundaries.' 'An agreement that the USSR could enter the war against Japan.' 'An agreement that each country should have a veto on the decisions of the Security Council of the UN.'	4	

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Question			Answer	Marks	Guidance
2	(b)		<p>Explain why it was difficult to reach agreement at the Potsdam Conference.</p> <p>Target: AO1, 2</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because there was disagreement among those attending.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons for disagreement</p> <p>One mark for each identification/description.</p> <p>eg 'Because the USSR and the West held differing views.'</p> <p>'The West was suspicious of the activities of the USSR.'</p> <p>'Truman was less trusting of Stalin than Roosevelt.'</p> <p>'Truman annoyed Stalin by informing him that the US had an atomic bomb.'</p> <p>'They disagreed over what to do about Germany.'</p>	2–3	
			<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Roosevelt had died and been replaced by Truman who was much more anti-Communist and suspicious of Stalin. Truman saw Stalin's actions as preparations for a Soviet take-over of the rest of Europe.'</p>	4–5	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
2	(c)		<p>'The USA was successful in containing communism in Europe up to 1949.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication assessed in this question.)</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were unsuccessful as Communism spread.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'There was success in Greece.'</p> <p>'The West had success over Berlin.'</p> <p>'The Truman Doctrine/Marshall Plan improved the chances of keeping countries non-Communist.'</p> <p>'Stalin set up Cominform.'</p> <p>'The Allies formed NATO.'</p> <p>'The Soviet Union 'fixed' elections to establish Communist satellites.'</p> <p>'Czechoslovakia became communist.'</p> <p>'Stalin was unsuccessful with the Berlin Blockade.'</p>	2–3	

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing the success of the USA in containment OR Explanation showing the success of Soviet expansion</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Through the Truman Doctrine, the USA made it clear that it would help any country to stop the spread of Communism. In Greece, where aid was provided under this policy of containment, the influence of the Soviet Union was stopped.'</p> <p>OR</p> <p>'Having freed much of Eastern Europe from the Nazis, the Red Army remained in occupation and the Soviet Union established Communist governments through 'fixed' elections. This happened in Czechoslovakia, Poland, Hungary, Romania and Bulgaria.'</p> <p>(Only one eg required)</p>	4–6	
			<p>Level 4</p> <p>Explanation showing the success of the USA AND Explanation showing the success of Soviet expansion</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance</p> <p>Both sides of Level 3.</p>	7–9	

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Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains with evaluation of 'how successful'</p> <p>Must have both sides of argument plus evaluation.</p> <p>As Level 4 plus – eg 'It could not be considered successful as the Soviet Union extended its sphere of influence across Eastern Europe without problem. This was anticipated at Potsdam but was not prevented. What the USA succeeded in doing was preventing the spread of Communism into Western Europe by the Truman Doctrine.'</p>	10	

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Mark Scheme

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Question			Answer	Marks	Guidance
3	(a)		What military tactics did the Americans use in the Vietnam War? Target: AO1		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 One mark for each relevant point; additional mark for supporting detail. eg 'Strategic villages were set up.' 'They carried out defoliation.' They burned villages and the jungle using Napalm.' 'They used Agent Orange to destroy the jungle.' 'They used bombing campaigns such as 'Operation Rolling Thunder.' 'They developed a policy of search and destroy.'	4	

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Question			Answer	Marks	Guidance
3	(b)		<p>Explain why the Vietcong was an effective fighting force.</p> <p>Target: AO1, 2</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because they wanted to win.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons why Vietcong were effective</p> <p>One mark for each identification/description.</p> <p>eg 'They knew the terrain.'</p> <p>'They used guerrilla tactics.'</p> <p>'They kept the local population on their side.'</p> <p>'They conducted a campaign of terror against employees of the South Vietnamese government.'</p> <p>'They simply refused to give in.'</p> <p>'They developed a tunnel complex.'</p> <p>'They developed the Ho Chi Minh trail.'</p> <p>'They created fear in the minds of the US troops.'</p>	2–3	

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Question			Answer	Marks	Guidance
			Level 3 Explains ONE reason as to why Vietcong were effective Four marks for a basic explanation; five marks for a developed explanation. eg 'Guerrilla tactics were a nightmare for the American army. Guerrillas did not wear uniform and so were hard to tell apart from the peasants in the villages and when attacked were able to disappear into their tunnel complex.'	4–5	
			Level 4 Explains TWO reasons	6	

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Question			Answer	Marks	Guidance
3	(c)		<p>Media coverage was more important than protest movements in causing America to withdraw from Vietnam.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Media coverage had greater impact.’</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point.</p> <p>eg ‘Later in the war television began to broadcast raw accounts of war.’ ‘Commentators were beginning to consider the war unwinnable.’ ‘The Vietnam War highlighted racial inequality in the US.’ ‘There was opposition from the student movement.’ ‘There were protests by ‘draft dodging’.’</p>	2–3	

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Mark Scheme

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was media coverage OR Explanation showing it was protest movements</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'During the war media coverage changed. At first newspapers followed the official line and were not expected to reveal information which would help the enemy. As time went on television beamed into homes violence such as marines setting fire to Vietnamese villager's homes causing revulsion and demands for withdrawal.' OR 'Many students demonstrated about being drafted into a war they did not believe in and thought morally wrong. The worst was at Kent University when National Guard troops opened fire and killed four students. This raised awareness'</p>	4-6	
			<p>Level 4</p> <p>Explanation showing it was mass media AND Explanation showing it was protest movements</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance</p> <p>Both sides of Level 3.</p>	7-9	

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Mark Scheme

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Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument and evaluation.</p> <p>As Level 4 plus – eg 'The evidence would suggest that media coverage was more significant as this the war was the first televised one. This brought home to the people the stark realities of war and the conditions suffered by the military many of whom were very young. This approach encouraged greater questioning as to whether the war was winnable (and at what cost)? Protests had lesser impact because of the nature of 'draft dodging'.'</p>	10	

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Mark Scheme

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SECTION C: A NEW WORLD? 1948–2005

Question			Answer	Marks	Guidance
1	(a)		<p>Study Sources A and B.</p> <p>Does Source A make Source B surprising? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO1, 3</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>Unsupported assertions/paraphrases/copies/surface features of either/both sources</p> <p>eg 'I am not surprised that terrorism is criticised.'</p> <p>'I am not surprised that violence is being condemned.'</p> <p>'I am not surprised as one source is written by a Palestinian and the other by an Israeli.'</p> <p>'I am surprised that Timerman was critical of Israeli tactics.'</p> <p>'I am surprised a PLO commander is saying that the armed struggle is over.'</p>	1–2	
			<p>Level 2</p> <p>Comments on context of either source but fails to explain surprised/not surprised</p> <p>eg 'Until the 1970s, Lebanon was a stable country, with Beirut one of the richest cities in the Middle East. This was changed when the PLO armed forces set up bases there after being expelled from Jordan. From here they attacked northern Israel. The Israelis hit back often killing the Lebanese.'</p>	3	

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Question			Answer	Marks	Guidance
			Level 3 Surprised/not surprised – based on undeveloped comment on provenance eg 'I am not surprised because Source B was written sometime after Source A.' 'I am not surprised as one source is written by a Palestinian and the other by an Israeli. They two groups were in dispute with each other.'	4	
			Level 4 Surprised/not surprised using sources eg 'Yes I am surprised. Source A says that the PLO are now using violence implying all of them and yet Source B is saying that Palestinian youths are serving as volunteers in hospitals.'	5	
			Level 5 Surprised OR Not surprised – checks against contextual knowledge OR e.g. 'I am not surprised by Source B. The PLO had set up in Lebanon and from there had been attacking Israel. From here they continued their violent, terrorist tactics. As Source B says this information about the PLO was used by the Israeli government as propaganda. The Israelis had fought back with many Palestinians being injured and killed so it is not surprising that young Palestinians would be looking after their own.' OR 'I am surprised that the PLO commander is suggesting that the armed struggle should be given up. It does not match Source A. The PLO had not gained what they wanted too and had moved out of Jordan having been expelled for terrorist activities. These activities continued until 1982 when the PLO left Beirut following severe losses and thus perhaps thought it was time to change.'	6	
			Level 6 Both sides of Level 5.	7	

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Question			Answer	Marks	Guidance
1	(b)		<p>Study Source C. Why was this cartoon published in 1973? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'it was published to show a man heading towards Whitehall.'</p>	1	
			<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'Violence was increasing in Northern Ireland and the British government wanted a political solution and so introduced Direct Rule. This meant the province was run by a British government minister. This was to be temporary. In 1973 the British government introduced the initiative of 'Power-Sharing' to try to undermine the IRA.'</p>	2–3	
			<p>Level 3</p> <p>Asserts message of the poster but with no development</p> <p>The cartoonist is critical of the idea – not based on any strength.'</p> <p>eg 'The message of the cartoon is that the 'Power-Sharing initiative is weak.'</p>	4	

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Question			Answer	Marks	Guidance
			Level 4 Explains message of source eg 'The message of the cartoon is that the 'Power-Sharing initiative is weak. The cartoonist shows this by the use of unstable playing cards being threatened by the IRA and UVF. William Whitelaw is show trying to creep away.'	5	
			Level 5 Asserts purpose of the poster but with no development The purpose should relate to the idea that the government need to be aware their idea will not work. eg 'The purpose of the cartoon is to inform the British government that the initiative will not work as it will be destroyed by the IRA and UVF.'	6	
			Level 6 Valid explanation of purpose eg 'The purpose of the cartoon is to inform the British government that the initiative will not work as it will be destroyed by the IRA and UVF. The remained tensions between the different groups such as the SDLP, the Nationalists and the Unionists and so the idea was totally insecure.'	7	
			Level 7 Level 6 + context of 1973 'This was the first of a number of political initiatives and was proposed by Northern Ireland Secretary William Whitelaw in 1973 and resulted in the Sunningdale Agreement of December 1973.	8	

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Question			Answer	Marks	Guidance
1	(c)		Study Source D. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only eg 'The cartoon shows three leaders of terrorist groups.' 'The cartoon shows good/bad people.'	1-2	
			Level 2 Secondary message eg 'Perceptions can change.'	3	
			Level 3 Secondary message supported by details of the cartoon / contextual knowledge eg 'Perceptions can change. This is shown by the words 'give it time' and the replacing of 'bad' by 'good'.'	4	

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Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is cynical about the twisted morality of politics. He is critical of this – he does not like the idea that by people changing their views allows them to be accepted.</p> <p>eg ‘The main message is that terrorists are cynical as they change to gain what they want. In time it will happened with Bin Laden.’ ‘Former terrorists are now accepted people.’</p>	5	
			<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The main message is that terrorists can change to gain what they want. In time it will happened with Bin Laden. This is shown in the cartoon by the crossing out of the judgement bad and replacing it with ‘good’ whilst in the case of Bin Laden ‘Give it time.’ OR</p> <p>Context must relate to 9/11.</p> <p>eg ‘The main message is that terrorists can change to gain what they want. In time Both Arafat and Adams have denounced terrorism as it has not achieved for them what they wanted. They are now prepared to negotiate. Bin Laden is still using violence as in relation to 9/11 and he is at that time seen as ‘most wanted’.’</p>	6	
			<p>Level 6</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
1	(d)		<p>Why have some people resorted to terrorism? Use examples from terrorist groups you have studied to support your answer.</p> <p>Target: AO1, 2</p>		
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To gain what they want.'</p>	1–2	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Because of poverty and inequality.'</p> <p>'Because a country gets rich at the expense of others.'</p> <p>'To right a perceived injustice.'</p> <p>'People feel unjustly treated by a powerful enemy.'</p> <p>'Because of unpopular governments.'</p>	3–4	
			<p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>eg 'Almost all terrorist groups face an immensely powerful enemy. If people feel unjustly treated they reach the best option which is to fight. But they know they cannot survive an all out war. In Northern Ireland the IRA was up against a large modern army as well as a dedicated police force. So they resort to tactics such as car bombs to undermine the enemy and drive it away or encourage compromise.'</p>	5–6	

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Mark Scheme

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Question			Answer	Marks	Guidance
			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7–8	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
2	(a)		What was the 'Prague Spring'? Target: AO1		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 One mark for each relevant point; additional mark for supporting detail. eg 'It was a period of reform introduced by Dubcek.' 'He wanted to provide 'socialism with a human face'. 'They were reforms to reduce government control.' 'He allowed public meetings and relaxed censorship.' 'He allowed criticism of the government. There was freedom of speech.' 'Trade unions were given greater freedom and control of industry relaxed.' 'Foreign travel was allowed.'	4	

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Mark Scheme

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Question			Answer	Marks	Guidance
2	(b)		Explain why the Polish government was unable to stop the Solidarity movement. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'It was too popular.'	1	
			Level 2 Identifies AND/OR describes reasons One mark for each identification/description. eg 'The movement was strongest in the more important industries.' 'The movement was very popular.' 'Solidarity had the support of the Catholic Church.' The government was concerned about reaction from the West.'	2–3	
			Level 3 Explains ONE reason Four marks for a basic explanation; five marks for a developed explanation. eg 'The union was strongest in industries important to the government. These were shipbuilding and heavy industry. Membership was particularly high among skilled workers and foremen. A general strike in these industries would have devastated Poland's economy.'	4–5	
			Level 4 Explains TWO reasons	6	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
2	(c)		<p>How far were economic problems responsible for the collapse of the Soviet Empire? Explain your answer.</p> <p>Target: AO1, 2</p> <p>(Written communication is assessed in this question.)</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Gorbachev was more responsible.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons for collapse</p> <p>One mark for each point.</p> <p>eg 'The Soviet Union was in economic crisis.'</p> <p>'The Soviet Union was spending large sums of money on defence.'</p> <p>'The main problem was that the economic reforms were introduced too quickly and with little preparation.'</p> <p>'Gorbachev introduced Perestroika and Glasnost.'</p> <p>'Communist countries were no longer dominated.'</p> <p>'Gorbachev withdrew Red Army support.'</p> <p>'Solidarity began calling for greater political and religious freedoms.'</p>	2–3	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was economic reasons OR Explanation showing there were other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Gorbachev decided he would no longer use the Red Army to prop up the countries of Eastern Europe and they would have to rule themselves. This opportunity increased the unrest in these countries who lived in poverty and who were seeing how better life was in the capitalist West.'</p> <p>OR</p> <p>'Solidarity began calling for greater political and religious freedoms. Threats, banning and imprisonment did not work and Solidarity went from strength to strength This set an example to the rest of Eastern Europe.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing it was economic reasons AND Explanation showing there were other reasons</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Both sides of Level 3.</p>	7–9	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation.</p> <p>As Level 4 plus – eg 'Economic problems were a real issue as I have explained and were something Gorbachev had to deal with. But the real reason for collapse was the signal given to countries under Soviet control by Solidarity. This movement showed that it was now possible to stand up to Soviet control and be successful. This inspired people in many countries to take such action.'</p>	10	

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Mark Scheme

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Question			Answer	Marks	Guidance
3	(a)		<p>What opposition was there to the invasion of Iraq in 2003?</p> <p>Target: AO1</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Concern from many that it was illegal.'</p> <p>'There was doubt about the existence of Weapons of Mass Destruction.'</p> <p>'That terrorism might increase.'</p> <p>'That the invasion would lead to thousands of deaths both of military personnel and Iraqi citizens.'</p> <p>'There was opposition from France (and Arab countries).'</p>	4	

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Mark Scheme

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Question			Answer	Marks	Guidance
3	(b)		Explain why the multi-national force invaded Iraq in 2003. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'To deal with the problems.'	1	
			Level 2 Identifies AND/OR describes reasons One mark for each identification/description. eg 'The USA had a new President who wanted to take action.' 'There was an anti-Saddam lobby within the USA.' 'The USA had strong support from Britain.' 'Early efforts to remove Saddam had failed.' 'Saddam continued to defy the UN.' 'Because of Weapons of Mass Destruction.'	2–3	

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Mark Scheme

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Question			Answer	Marks	Guidance
			Level 3 Explains ONE reason Four marks for a basic explanation; five marks for a developed explanation. eg 'Bush was impatient with the fact that Saddam was still in power. He was prepared to act unilaterally to do what he thought was right for the USA. In his mind what was good for the USA was morally the right thing.'	4–5	
			Level 4 Explains TWO reasons	6	

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Question			Answer	Marks	Guidance
3	(c)		<p>'The invasion of Iraq was a disaster for the Iraqi people.' How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication assessed in this question.</p>		
			<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No, they did not benefit.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes impact of invasion</p> <p>(One mark for each point)</p> <p>eg 'There was a lack of a plan for the future.'</p> <p>'There were issues around the new constitution and religion.'</p> <p>'There was concern about the various religious parties being too traditional.'</p> <p>'There was a breakdown in law and order.'</p> <p>'There were human rights abuses.'</p> <p>'It removed the dictatorship of Saddam Hussein.'</p> <p>'It introduced a democracy.'</p> <p>'There have been modest changes for Iraqi women.'</p>	2–3	

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Mark Scheme

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Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was a disaster for the Iraqi people OR Explanation showing that the Iraqi people benefited</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'Most Iraqis were happy to see the end of Saddam but were very unhappy about what they saw as effectively becoming an American colony. The invasion was justified as being good for the Iraqi people but there was a break down of law and order along with crises in water, electricity and food supplies together with looting.'</p> <p>OR</p> <p>'It removed the dictatorship of Saddam Hussein and introduced a democracy. The Iraqi people no longer had to endure the human rights violations conducted by Saddam against his own people.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing it was a disaster for the Iraqi people AND Explanation showing that the Iraqi people benefited</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Both sides of Level 3.</p>	7–9	

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Mark Scheme

January 2013

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Explains with evaluation of 'how far'</p> <p>Must have both sides of argument with evaluation.</p> <p>As Level 4 plus – eg 'Yes the invasion had removed the tyrant Saddam Hussein and removed the harsh regime. However, whilst achieving this very quickly little thought has been given to what came after. The consequences were grave for the people. As already argued Iraqi insurgency and the breakdown in law and order affected everyday life to a serious extent.'</p>	10	

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