



GCSE

History (Modern World)

General Certificate of Secondary Education **A981**

Aspects of International Relations 1919-2005

Mark Scheme for June 2010

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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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APPLICATION OF THE MARK SCHEME

GENERAL POINTS

1. 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.
2. 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.
3. 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.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

MARKING

1. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive 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.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.

6. Where 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.
7. 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, e.g. L3/8.
8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. 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.

- 10 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.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919-1939**QUESTION 1****1(a) Study Source A.**

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

Target: AO 1, 2, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Uses surface features of cartoon [1-2]

e.g. 'The cartoon shows a heavily armed goose marching.'

Level 2 Interpretation only [3]

e.g. 'The German army is marching into the Rhineland.'

Level 3 Main message of cartoon identified [4]

e.g. 'Germany has its own ideas of peace / is prepared to break the rules / is endangering peace.'

'Germany is behaving in a war-like way.'

'Germany is ignoring signed agreements.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]

e.g. 'The message the artist of the cartoon wanted to give is that whilst the Germans are being welcomed back into the Rhineland peacefully they are actually behaving in a war-like way as Germany is 'armed to the teeth', and trampling all over the Locarno agreements. The goose relates to the army's method of marching and is shown marching into the Rhineland supposedly offering peace but is in fact heavily armed. The Nazi flags are waving to offer a welcome. The poem suggests wandering into the Rhineland is trying France and Britain out to see their reaction. But the cartoonist is suggesting that being armed means it is not a mistake.'

OR

'The message the artist of the cartoon wanted to give is that whilst the Germans are being welcomed back into the Rhineland peacefully they are actually behaving in a war-like way. In 1936 Hitler believed Britain would not prevent him putting troops in the Rhineland as many people in Britain felt he had the right. The French whom he feared the most could not make their minds up as no one wanted the responsibility of plunging France into war.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge

[7]

Both sides of Level 4.

- 1(b) Study Sources B and C.
Does Source B make Source C surprising? Use the sources and your knowledge to explain your answer.

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions / surface features of source [1]

e.g. 'One source is a memory and the other a newspaper report.'

Level 2 Writes about one source but fails to use the other [2]

e.g. 'Yes it does make it surprising because in Source B, Hitler was threatening Schuschnigg. He is accusing Austria of being unfriendly.'

Level 3 Undeveloped use of provenance [3-4]

e.g. 'Yes it does make it surprising because in Source B, Schuschnigg is recalling what happened nine years after the event. Also he would not want Austrians to think he had given in but was bullied by Hitler.'

Level 4 Surprised – based on comparison of information in the two sources [5-6]

e.g. 'Yes it does surprise me. In Source C the newspaper is saying that Germany was welcomed with open arms by the Austrian without any problems yet Source B is saying that the Austrian are not friendly and that the dispute will be settled by force.'

Level 5 Not surprised - contextual knowledge used to explain either motives or context [7-8]

e.g. 'Source B does not make Source C surprising. Hitler was determined to take his homeland of Austria. In Mein Kampf Hitler had made it clear that he felt the two states should be one German nation and this was supported by many in Austria. Source B is Hitler stating that he is determined to unite with Austria and as events turned out it was as described by Source C.'

'Source B does not make Source C surprising. Hitler did stir up trouble in Austria and sent for Schuschnigg. At that meeting Hitler berated him and pressurised Schuschnigg into a plebiscite to solve these problems. At a later date it may well have seemed that military threats were being made and that he did not want to be seen as weak. He may also have wanted to cover up the reasons for his resignation. Hitler simply sent his troops to maintain law and order and they were greeted by the Austrians as stated by Source C.'

- 1(c) **Study Source D.**
Why was this poster published in 1938? Use the sources and your knowledge to explain your answer.

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Surface use of source for information / general assertions [1]

e.g. 'There is an armed soldier behind a man and a young girl.'

Level 2 Answers that identify message [2]

e.g. 'The source gives the message that there is imminent danger.'

Level 3 Answers that identify purpose of poster [3]

e.g. 'To encourage all the people of Czechoslovakia to stand up against the danger threatening their country and to resist that danger.'
 'To encourage national solidarity against German aggression.'

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]

e.g. 'In 1938 Hitler had completed the Anschluss with Austria and was now threatening Czechoslovakia. Chamberlain was trying to avoid war by operating a policy of appeasement and met with Hitler. Hitler was allowed to occupy the Sudetenland.'

Level 5 Answers that use contextual knowledge to explain purpose of the poster [5-6]

e.g. 'It was published to encourage all the people of Czechoslovakia to stand up against the danger threatening their country and to resist. Hitler was becoming demanding and was proving untrustworthy. Benes, was horrified by the Anschluss as he thought Hitler would next demand Czechoslovakia. At Munich the Czechs were betrayed by Britain and France and Benes resigned. The Czechs were prepared to fight but could not do so successfully alone.'

Level 6 As for Level 5 but in addition explains why poster published in the 1938 [7]

e.g. As for Level 5 but puts in firmly in context of Anschluss or Munich being in 1938.

1(d) Explain why Britain followed a policy of appeasement.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]**Level 1 General answer lacking specific contextual knowledge [1-2]**

e.g. 'They followed appeasement because they were weak.'

Level 2 Identifies AND/OR describes why [3-4]

(One mark for each point)

e.g. 'The Treaty of Versailles had been too harsh.'

'They wanted to avoid war.'

'They wanted to settle disputes by negotiation.'

'The aim was to keep Germany on their side.'

'To allow time to prepare for war.'

Level 3 Explains ONE reason [5]

e.g. 'It was right to try and avoid war. Memories of the First World War were still fresh and politicians were horrified at the thought of more bloodshed and so they tried to appease Hitler.'

Level 4 Explains TWO reasons OR develops ONE explained reason [6]

e.g. 'At the time many thought Stalin to be a greater threat and many politicians saw a strong Germany as useful protection against the USSR.'

'Britain was not ready to fight Germany. Rearmament only got underway in 1936. Appeasement gave Britain the chance to re-arm.'

'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They thought Hitler was only getting back what rightfully belonged to Germany'

'Some British politicians thought the Treaty of Versailles was too harsh on Germany. They appeased Hitler allowing him to take back what they thought was rightfully his. If Britain gave way to Hitler's demands he would eventually be satisfied.'

Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]

(One mark within level for each basic explanation; full marks for development of two explanations.)

QUESTION 2

2(a) What restrictions were placed on Germany's armed forces by the Treaty of Versailles?

Target: AO1

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

e.g. 'The army was limited to 100,000 men. (1) There was to be no conscription. (1)

'Germany was not allowed tanks, submarines or military aircraft.' (One mark for 1; two marks for all three)

'The navy could only have six battleships (1) and limited to 15,000 men.' (1)

'They could not put troops in the Rhineland.'

2(b) Explain why Clemenceau wanted to treat Germany harshly.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To weaken Germany.'

Level 2 Identifies AND/OR describes reasons [2-3]

e.g. 'To pay for all the damage Germany had caused.'
 'To prevent future German attacks on France.'
 'To gain revenge (for all the French suffering).'
 'France lost many soldiers.'

Level 3 Explains ONE reason [4]

e.g. 'France had borrowed huge sums of money to fight the war and was faced with enormous debt. Clemenceau wanted Germany to pay this debt.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'Ever since 1870 France had felt threatened by its increasingly powerful neighbour, Germany. Clemenceau saw the treaty as an opportunity to cripple Germany by breaking it up into small, weak states so it could not attack France again.'
 'France had suffered enormous damage to its land, industry and people. Clemenceau was under intense pressure from his people to make Germany pay for the suffering they had endured both in 1870 and the Great War.'

Level 5 Adds further explanation to Level 4 [6]Offers three basic explanations **or** one developed with one basic explanation.

2(c) How far were the terms of the Treaty of Versailles justified? Explain your answer.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were not justified as they were harsh.'

Level 2 Identifies AND/OR describes terms [2-3]

e.g. 'Reparations were too harsh on a struggling country.'
 'It was unfair to ban Germany from the discussions of the terms.'
 'Germany was insulted by not being allowed to join the League of Nations.'
 'They thought they would be treated in line with the Fourteen Points.'
 'The Germans were very harsh on Russia.'
 'The harsh terms of the armistice were agreed.'
 'It could have been harsher.'

Level 3 Explains justification OR unjust [4-6]

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

e.g. 'The terms were justified and could have been much harsher. The German call for fairer treatment did not square with the harsh way they had treated Russia in the Treaty of Brest-Litovsk. Versailles was much less harsh.'

OR

'The 'war guilt' clause was particularly unjust. It was argued that Germany felt at the very least that blame should be shared as other countries such as Russia were involved in starting the war.'

'Again they said it was not justified for Germany to pay the very high reparations. The German economy was already in tatters. People had very little food. They feared that reparations would cripple them. It showed there was little sympathy towards them from the victors.'

Level 4 Explains justification AND unjust nature [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [10]

QUESTION 3**3(a) Describe the organisation of the League of Nations.**

Target: AO1

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

e.g. 'The League had an Assembly.'

'All member states could send a representative to the Assembly.'

'The Council of the League dealt with emergencies.'

'The Secretariat dealt with all the records of meetings.'

'The Permanent Court of International Justice settled disputes between countries peacefully.'

'There were a number of Commissions, e.g. Refugees, to tackle major issues.'

3(b) Explain why the League set up agencies and commissions.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'To deal with major problems.'

Level 2 Identifies agencies / commissions AND/OR describes reasons [2-3]

e.g. 'To deal with prisoners of war and refugees.'
 'To eliminate threats to health.'
 'To administer mandates.'

Level 3 Explains ONE reason [4]

e.g. 'The League of Nations was very bureaucratic and cumbersome. It established its agencies and commissions to deal with issues of poverty, disease and injustice around the world before they caused serious unrest.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'At the end of the war there were many former prisoners of war and refugees. About 400,000 prisoners of war were returned to their homelands. When a refugee crisis hit the camps in Turkey in 1922 the League acted quickly to stamp out cholera, smallpox and dysentery.'
 'The International Labour Organisation worked towards improving working conditions. It banned poisonous white lead from paint and suggested a maximum 48 hour week although this was only adopted by a few.'

Level 5 Adds further explanation to Level 4 [6]Offers three basic explanations **or** one developed with one basic explanation.

3(c) 'The Abyssinian Crisis destroyed the League of Nations.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'yes because it showed the League could not deal with problems.'

Level 2 Identifies AND/OR describes reasons [2-3]

e.g. 'The lack of power of the League was exposed in Abyssinia and Manchuria.'

'The USA was not a member.'

'The League took too long to act.'

'Extreme political parties came to power.'

'The League had no army.'

Level 3 Explains impact of Abyssinia OR other reasons [4-6]

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

e.g. 'The League condemned Italy and imposed sanctions but did not include restrictions on oil and other war materials which would have stopped Italy. Britain and France did not want to upset Italy. Its failure was a disaster and nobody took the League seriously. This showed that Britain and France were not prepared to back tough action.'

'Britain and France searched desperately for a solution and began working behind the League's back. The Hoare Laval Pact was devised which would give most of Abyssinia to Italy. This was leaked to the press and both countries were discredited.'

OR

'Not all nations were members including the USA. Others left when coming into dispute with the League. This weakened the League as it was difficult to impose sanctions as the USA would continue trading.'

'The League had no armed forces of its own relying on collective security and too often this meant inaction as members were not prepared to use force. The League was dominated by Britain and France but they were not prepared to take military action.'

'The League was slow to take action as in the case of Manchuria and Lytton.

'The Depression brought increased unemployment and many turned to extreme political parties who promised solutions. They did not believe in democracy and cared only for themselves. They ignored the authority of the League. These extreme parties, such as the Nazis, were prepared to use armed force and aggression to achieve their ends.'

Level 4 Explains impact of Abyssinia AND other reasons [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [10]

SECTION B: THE COLD WAR, 1945–1975**QUESTION 1****1(a) Study Source A.**

What is the message of this cartoon? Use the source 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 [1-2]

e.g. 'A man is looking under a wall.'
'There is a barrier.'

Level 2 Interpretation only [3]

e.g. 'You cannot go through the barrier into Eastern Europe.'

Level 3 Main message of cartoon identified [4]

Relates to the idea of split / barricade.

e.g. 'Stalin has cut off the East from the West.'
'Churchill wants to see what is going on.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]

e.g. 'The message the artist of the cartoon wanted to give is that Stalin has cut off the east from the West. The cartoon shows this by a barrier on which are the words 'No Admittance by order of Joe'. The 'Joe' refers to Stalin. The flag indicates Russian soviet control'

OR

'The message the artist of the cartoon wanted to give is that Stalin has cut off the east from the West. The liberation of Europe has not happened for some countries and the West is not allowed to influence Soviet / Communist control. There had been disagreement at Potsdam over what was meant by 'sphere of influence' but Stalin had won agreement from the Allies that he could set up pro-Soviet governments in Eastern Europe. Over the next nine months, Stalin achieved the domination of Eastern Europe that he was seeking. In a speech in America, Churchill described the border between Soviet-controlled countries and the West as the 'iron curtain'.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 4.

- 1(b) **Study Sources B and C.**
Does Source C prove that Stalin was lying in Source B? Use the sources and your knowledge to explain your answer.

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions / surface features of sources [1]

e.g. 'Stalin is sticking daggers into different countries.'
 'Stalin wanted France.'
 'The Soviet Union only has part of Germany.'
 'Stalin is just stating his view.'

Level 2 Writes about one source but fails to use the other [2]

e.g. 'In Source B Stalin is not lying. He is just stating that he wants to ensure safety for the Soviet Union among countries who believe in communism.'
 'Source B puts forward the French view of what is happening.'

Level 3 Undeveloped use of purpose [3-4]

e.g. 'In Source B Stalin is just defending his country's position after it had been attacked by Churchill in a speech.'

Level 4 Lying? – based on comparison of information in the two sources [5-6]

e.g. 'The sources point up different ideologies. Source C suggests a relentless march of Communism as the countries indicated come under Communist control. The source suggests that the control was not gained willingly. Daggers are shown plunged into the countries together with spilled blood. How does this equate with the indicated peaceful approach by Stalin? Stalin states he is giving protection against the warmongers of Britain and the United States by bringing together all communist sympathisers. Does this mean he is lying? Perhaps not – just putting forward his perspective of what has happened.'

Level 5 Lying? – contextual knowledge used to explain either the context or the motives [7-8]

e.g. 'Following the end of the Second World War, Stalin had adopted a policy of increasing Communism and replacing hostile governments with 'friendly' ones in Poland and East Germany. Other countries had coalition governments with strong communist influences. This had been achieved by leaving the Red Army in situ. In Source B Churchill had been raising his concerns about what was happening and Stalin appears to be saying everything was voluntary. The communist take over continued and as indicated in Source C France was concerned and thought they might be next because there was a strong Communist influence in the country. The cartoon suggests all Communist government's had been achieved violently and so it could be said Stalin was lying. However, it could also be argued policy had changed after 1946 and therefore he was not lying.'

- 1(c) **Why did Truman make this speech in 1947? Use the source and your knowledge to explain your answer.**

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions / paraphrases / copies / surface features [1]

e.g. 'Truman made this speech to say how it was important for the United States to help people around the world.'

Level 2 Identifies events not in the source [2-3]

e.g. 'Because of Stalin's take over of eastern Europe.'
 'The 'Soviet 'sphere of influence' was increasing.'
 'To introduce the Truman Doctrine.'
 'To reduce the threat of Communism.'
 'Because of Greece.'

Level 3 Uses contextual knowledge to explain the source [4-5]
OR

Uses contextual knowledge to explain reasons not in source

e.g. 'The US was concerned about the Soviets 'sphere of influence' which was spreading. The Soviets were liberating country after country, but instead of removing their troops they were leaving them there. This influenced the idea of 'free elections'. Very quickly the Soviets controlled the Baltic States and had set up a Communist government in Poland. The US were concerned about this spread caused by the effects of war and lack of money.'

OR

'In 1944 when the Germans retreated from Greece, which had a monarchy' the Communists were after ruling the country. Churchill sent in troops to restore free elections and support the return of the monarchy. The USSR protested to the United Nations but they took no action and a civil war developed. Britain decided to withdraw. However Truman stepped in and paid for the British troops to remain. This was the beginning of the Truman Doctrine.'

Level 4 Uses contextual knowledge to explain the source [6-7]
AND

Uses contextual knowledge to explain reasons not in source

Both sides of Level 3

1(d) Explain why the USA was hostile towards the Soviet Union in the years 1945–1949.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1-2]

e.g. 'Because the Soviet Union and the West held differing views.'

Level 2 Identifies AND/OR describes why [3-4]

(One mark for each point)

e.g. 'The West was suspicious of the activities of the USSR regarding the removal of democratic government.'

'Truman was less trusting of Stalin than Roosevelt.'

Level 3 Explains ONE reason [5]

e.g. 'The West was suspicious of Soviet intentions in eastern Europe. Stalin had removed non-Communist leaders in Poland replacing them with Communists. Rather than allowing free elections the USSR began to impose Communist rule on the countries it had occupied.'

Level 4 Explains TWO reasons OR develops ONE explained reason [6]

e.g. 'Truman was highly suspicious of Stalin's motives. He was much less trusting than Roosevelt had been. Stalin refused to reduce the size of the Red Army, the biggest in the world. In Eastern Europe he believed the Soviet leader intended to set up USSR controlled buffer states.'

'The Western allies accused Stalin of breaking agreements over Germany. The Western Allies wanted Germany to recover as quickly as possible, realising that it would be a barrier against Communism. The USSR wanted a weak Germany.'

Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]

(One mark within level for each basic explanation; full marks for development of two explanations.)

QUESTION 2

2(a) Describe the USA's response to Castro's seizure of power in Cuba.

Target: AO1

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

The answer can go up to, and including, the Bay of Pigs.

e.g. 'The relationship became frosty but without direct confrontation.'

'In January 1961 the USA broke off diplomatic relations.'

'In April 1961 The US supported a direct invasion – the Bay of Pigs.'

'To starve Castro into submission.'

'The US banned the buying of sugar and then banned all trade with Cuba (Oct 1960).' (2 marks)

2(b) Explain why the failure of the Bay of Pigs invasion caused problems for the USA.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The US was thought of as weak.'

Level 2 Identifies reasons AND/OR describes [2-3]

e.g. 'Cuba turned to the USSR.'

'Kennedy was seen as weak.'

'The US policy was discredited.'

'It resulted in Soviet weapons entering Cuba.'

Level 3 Explains ONE reason [4]

e.g. 'The fiasco of the Bay of Pigs further strengthened Castro's position in Cuba and suggested to the USSR that Kennedy was weak. It made Castro and Khrushchev very suspicious of US policy.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'The half-hearted invasion suggested to the Soviet Union that despite its opposition to Communism in Cuba, the USA was unwilling to get directly involved in Cuba. The Soviet leader was scornful of Kennedy's pathetic attempt to oust Communism from Cuba.'

'Under the guise of protecting Cuba, significant quantities of Soviet arms flooded into Cuba making Cuba the best equipped army in Latin America. The US watched this with great alarm. This alarm was increased significantly when nuclear weapons were sent.'

Level 5 Adds further explanation to Level 4 [6]

Offers three basic explanations **or** one developed with one basic explanation.

2(c) 'The Cuban Missile Crisis was a victory for the Soviet Union.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Yes it was as the USA felt threatened.'

Level 2 Identifies AND/OR describes [2-3]

e.g. 'It ensured communism remained close to the USA.'

'Khrushchev became the peacemaker with his offer.'

'No, as Kennedy took a firm line with the USSR.'

Level 3 Explains either a victory for the Soviet Union OR other results [4-6]

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

e.g. 'In public Khrushchev was able to highlight his role as a responsible peacemaker, willing to make the first move towards compromise by writing letters and withdrawing missiles.'

'Keeping Cuba safe from America was a major achievement for the Soviets. Cuba was a valuable ally and a useful base to support Communists in South America. The US had to accept that Castro's Cuba would remain a Communist state in America's backyard.'

'The crisis exposed the USA to criticism with arguments about the USA being unreasonable in having missiles in Turkey and then objecting to Soviet Missiles in Cuba.'

OR

'The crisis damaged Khrushchev's credibility, despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. This played a significant part in Khrushchev's dismissal in 1964.'

'Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.'

'The USA agreed to withdraw its nuclear missiles from Turkey. However the withdrawal had to be kept secret so it could not be used for propaganda purposes.'

Level 4 Explains both [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [10]

QUESTION 3**3(a) What was the 'domino theory'?**

Target: AO1

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

Credit to be given in relation to Asia rather than Europe.'

e.g. 'The American believed that if one country in South East Asia turned communist all the others would fall to communism, one after another, like a row of dominoes.' (2)

'They were afraid that if communists took over South Vietnam, communism would go on to take over the world.'

'In addition to Vietnam, the countries under threat were Laos, Cambodia, Thailand, Malaya, Indonesia and Japan.' (1 mark for one country; 2 marks for two or more.)

'It was related to the USA's Cold War containment policy.'

3(b) Explain why the Vietnam War became unpopular in the USA.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of the human effect.'

Level 2 Identifies AND/OR describes [2-3]

e.g. 'The level of casualties was high.'

'The economic cost of war was high.'

'The use of horrific weapons and the use of certain military tactics.'

'Stories of drug addiction.'

'US atrocities committed against the Vietnamese people.'

Level 3 Explains ONE reason [4]

e.g. 'The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war. The use of horrific weapons such as napalm against civilians shocked people.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'By 1968 the war was costing \$30,000 million each year. This meant cutbacks at home on spending on social reform which left many American very unhappy.'

'US atrocities against the Vietnamese shocked Americans. An example was the village of My Lai where 300 were massacred. The Americans sprayed chemical defoliants which destroyed vegetation, polluted the land and poison people and this horrified people.'

'Casualties were high. Over 50,000 troops were to lose their lives. By 1968, 300 were dying each week. Most Americans knew a relative or friend who had died, was affected mentally or on drugs.'

Level 5 Adds further explanation to Level 4 [6]Offers three basic explanations **or** one developed with one basic explanation.

- 3(c) **'The tactics of the USA were the main reason for its failure in the Vietnam War.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Yes because the US had not given thought to how they should fight.'

Level 2 Identifies AND/OR describes [2-3]

e.g. 'Communist guerrilla tactics brought low morale.'
 'The guerrillas merged with the people and the jungle.'
 'There was constant fear of attack.'
 'The underground tunnels helped the Vietcong.'
 'American tactics were extremely costly.'

Level 3 Explains tactics of USA OR other reasons [4-6]

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

e.g. 'American technology and firepower were totally superior and under normal fighting conditions would have been successful. For example the bombing tactics could not defeat the Communists, only slow them down. Bombing often affected those the Americans wanted on their side.'
 'The policy of search and destroy, bombing and the use of chemical weapons failed and Johnson changed the policy after the Tet Offensive as he realised the war could not be won militarily.'

OR

'The cost of war was highlighted by 'The Tet Offensive. There were nearly 500,000 troops in Vietnam and America was spending between \$20 and \$30 billion a year yet little impression was being made and the Vietcong were able to launch major offensives. This huge spending meant cutbacks in spending on social reform. In 1967 'Life Magazine' calculated it cost \$400,000 for each Vietcong guerrilla killed.'

'The Vietcong were no match for the American forces in open warfare and so developed guerrilla tactics. The principles were simple. Retreat when the enemy attacks, raid when the enemy camps, attack when the enemy tires and pursue when the enemy retreats.'

'The Vietcong tactics were a nightmare the US soldiers. Guerrillas did not wear uniform and did not have base camps or headquarters. They were hard to tell from the peasants in the villages. They attacked and then disappeared into the jungle.'

'Their aim was to wear down the enemy soldiers and reduce morale. US soldiers lived in constant fear of attack.'

Level 4 Explains tactics of USA AND other reasons [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [10]

SECTION C: A NEW WORLD? 1948–2005

QUESTION ONE**1(a) Study Sources A and B.**

Does Source B prove that the broadcaster in Source A is lying? Use the sources and your knowledge to explain your answer.

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Unsupported assertions / surface features of sources [1]

e.g. 'No he is not lying they are different as they are from different points of view.'

Level 2 Writes about one source but fails to use the other [2]

e.g. 'Presumably the broadcaster can see what is happening and is just reporting that, so he is not lying.'

Level 3 Undeveloped use of purpose [3-4]

e.g. 'In Source A, the broadcaster is appealing for help from the world as he sees that Hungary is to lose its freedom to Communism. In Source B the Soviet official is reporting what has happened from the Soviet point of view.'

Level 4 Lying? – based on comparison of information in the two sources [5-6]

e.g. 'The Soviets were asked to explain to the United Nations what had happened in Hungary. It suggests that there had been an uprising in a Communist country and that to solve the situation the Hungarian government had requested that the Soviets help to deal with the situation. The Broadcaster is fearful about how the Soviets are dealing with the situation and is using emotive language to paint a picture on the radio of the hopelessness of the situation from the Hungarian point of view.' and is therefore not lying.

Level 5 Lying? – contextual knowledge used to explain either the context or the motives [7-8]

e.g. 'Nagy wanted Hungary to move away from the Warsaw Pact and Soviet Power. The Soviets saw this as a threat to their power and if successful might lead to others following. Because of this the Soviets moved thousands of troops and tanks into Hungary and bitter fighting followed. The UN failed to support Hungary as did the Western Powers because they were busy with the Suez Crisis. This situation is what prompted the situation in Source A. Hungary was being invaded and the citizens would respond with fear hence the emotive language. However, the Soviet Union would put out a different version so as to ensure they did not receive world condemnation of their actions. So I think it fair to say he was not lying.'

- 1(b) **Study Source C.**
Why was this drawing produced in 1968? Use the source and your knowledge to explain your answer.

Target: AO1, 3

Level 0 No evidence submitted or response does not address the question [0]

Level 1 Surface use of source for information / general assertions [1]

e.g. 'A girl is offering a soldier flowers.'

Level 2 Answers that identify message [2]

e.g. 'The message of the drawing is that the relationship between the Czechs and the Soviets is no longer a friendly one.'

Level 3 Answers that identify purpose of the drawing [3]

e.g. 'The purpose is to increase realisation that times have changed and that in 1968 the Soviets are in Czechoslovakia for a different reason and that the Czechs should be ready for a different relationship and violence.'
 'To show Czechoslovakia's innocence in the two events.'

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose [4]

e.g. 'In 1945 the Soviets had entered Czechoslovakia and freed the country from the tyranny of Hitler and the Nazis. They were welcomed as they came peacefully as shown by the girl and the flowers. In 1968 Dubcek had upset the Soviets with the Prague Spring and they had responded with force.'

Level 5 Answers that use contextual knowledge to explain purpose of the drawing [5-6]

e.g. 'The purpose is to increase realisation that times have changed and that in 1968 the Soviets are in Czechoslovakia for a different reason and that the Czechs should be ready for a different relationship and violence. In 1945 the Soviets had entered Czechoslovakia and freed the country from the tyranny of Hitler and the Nazis. They were welcomed as they came peacefully as shown by the girl and the flowers. In 1968 Dubcek had upset the Soviets with the Prague Spring and they had responded with force.'

Level 6 As for Level 5 but in addition explains why the drawing was published in 1962 [7]

e.g. As for Level 5

- 1(c) **Study Source A.**
What is the message of this cartoon? 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 [1-2]

e.g. 'Khrushchev is shown smiling on top of the Berlin Wall.'

Level 2 Interpretation only [3]

e.g. 'People have died on the wall.'

Level 3 Main message of cartoon identified [4]

e.g. 'The message the artist of the cartoon wanted to give is that Khrushchev / USSR is prepared to kill to stop people from fleeing to the West.'
 'Khrushchev is telling lies / is brutal and cannot be trusted.'

Level 4 Main message supported by details of the cartoon OR by contextual knowledge [5-6]

e.g. 'The message the artist of the cartoon wanted to give is that Khrushchev is saying that the people of Communist East Germany are quite happy and do not want to escape over the wall. Khrushchev is saying look how many stay on our side not wanting to go to the west but there are a number of bodies along the wall suggesting that not everybody was happy. The reality is that those who tried to escape have been shot. '

OR

'The message the artist of the cartoon wanted to give is that Khrushchev is saying that the people of Communist East Germany are quite happy and do not want to escape over the wall. The wall created a barrier between West and East Germany cutting off the people in the east from the influence of the west. Khrushchev saw this division as protecting his Communist part of Germany from undue western influence.'

Level 5 Main message supported by details of the cartoon AND by contextual knowledge [7]

Both sides of Level 4.

1(d) Explain why Soviet control in eastern Europe collapsed.

Target: AO1,2

Level 0 No evidence submitted or response does not address the question [0]**Level 1 General answer lacking specific contextual knowledge [1-2]**

e.g. 'Because of changes in Soviet policy.'

Level 2 Identifies policies AND/OR describes why [3-4]

(One mark for each point)

e.g. 'Gorbachev introduced 'perestroika' which was an attempt to introduce capitalist ideas and methods into the Soviet Union.'

'He allowed criticism of the Soviet government.'

'He established friendly relations with the West.'

'The impact of 'Solidarity' in Poland.'

Level 3 Explains ONE reason [5]

e.g. 'Hard-line communists could not believe what was going on. Gorbachev seemed to be abandoning all the ideas on which Soviet power was based. His reforms were introduced too quickly and this plunged the Soviet Union into confusion.'

Level 4 Explains TWO reasons OR develops ONE explained reason [6]

e.g. "Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.'

'In March 1985 Gorbachev spoke to the leaders of the Warsaw Pact countries to explain his idea of being non-interventionist in the affairs of their countries. He made it clear they were responsible for their own fates. The mainly hard line leaders thought Gorbachev's ideas insane. As the reforms in the Soviet Union impacted the demand for change in Eastern Europe rose as people were sick of poor, harsh conditions. East mingled with west, free elections were held in Poland and the Berlin Wall was demolished.'

Level 5 Explains THREE or more reasons OR develops TWO explained reasons [7-8]

(One mark within level for each basic explanation; full marks for development of two explanations.)

QUESTION 2**2(a) Describe the aims of al-Qaeda.**

Target: AO1

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

e.g. 'To destroy American influence in all Muslim countries.'

'To destroy Israel.'

'To stop American influence in Saudi Arabia.'

'Destabilise and overthrow pro-Western governments in Muslim states.'

'To resist attacks by taking part in jihad.'

'Jihad in any form against Western democracies, Communism, Jews and the state of Israel and weak Muslim governments.'

2(b) Explain why Osama bin Laden was important to the emergence of al-Qaeda.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because he set up their aims.'

Level 2 Identifies AND/OR describes [2-3]

e.g. 'It follows his beliefs and experiences.'

'He was exiled from Saudi Arabia and looked to ways of gaining revenge on his enemies.'

Level 3 Explains ONE reason [4]

e.g. 'Bin Laden was appalled in 1990 by the arrival of foreign troops in his home land of Saudi Arabia. He was exiled and stripped of his citizenship. He used his allies in the Taliban movement to help develop al-Qaeda.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'He was involved in the Afghan War against the Soviet Union seeing it as a jihad. He came under the influence of Abdullah Azzam a radical Muslim preacher who argued that Islam was under threat from Western democracies, Communism and the state of Israel.'

'He developed the idea that Islam was under threat from enemies everywhere but particularly the Western democracies and he was appalled by any western interference and developed a base in Afghanistan from which to launch attacks against the enemies of Islam.'

Level 5 Adds further explanation to Level 4 [6]

Offers three basic explanations **or** one developed with one basic explanation.

2(c) 'Terrorism is never successful.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some aspects have removed threats.'

Level 2 Identifies how to judge success AND/OR describes activities [2-3]

e.g. 'Aim to bring political change.'
 'Try to make their case impossible to ignore.'
 'Considers impact.'
 'Can lead to compromise.'

Level 3 Explains by agreeing OR disagreeing [4-6]

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

NOTE: To consider relative success needs the establishment of criteria against which to be judged.

Examples considered might include:
 Al-Qaeda and the attack on New York.
 IRA attempts to remove British troops from Northern Ireland.
 The activities of the PLO to create a Palestinian state.

Level 4 Explains by agreeing AND disagreeing [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' [10]

QUESTION 3**3(a) Describe the part played by the United Nations in the lead up to the invasion of Iraq in 2003.**

Target: AO1

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

e.g. 'They demanded the destruction of all Iraqi weapons of destruction.'
 'Saddam had to allow UN investigating teams search for weapon sites.'
 'The UN was to destroy all chemical weapons found.'
 'Tough economic sanctions, mainly on oil sales, were imposed.'
 'The UN called upon Saddam to stop opposing his own people.'
 'They passed a resolution calling on Saddam to disarm or 'face serious consequences'.
 'Under resolution 1441 Bush and the UK attacked Iraq.'

3(b) Explain why Iraq was invaded 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 [1]**

e.g. 'To deal with Saddam.'

Level 2 Identifies AND/OR describes why [2-3]

e.g. '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.'

Level 3 Explains ONE reason [4]

e.g. 'Terrorist acts by al-Qaeda on Sept 11 convinced American politicians that the USA had to take action in the Middle East. There were successful in Afghanistan in early 2002 and thought they could do the same in Iraq.'

Level 4 Explains TWO reasons OR develops ONE explained reason [5]

e.g. 'Bush was impatient with the fact that Saddam was still in power. He was prepare 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. In January 2002 he made a speech describing Iraq (along with Iran and north Korea0 as an 'axis of evil'.'

Level 5 Adds further explanation to Level 4 [6]

Offers three basic explanations or one developed with one basic explanation.

3(c) How far was the invasion of Iraq a success for the USA? Explain your answer.

Target: AO1, 2

Level 0 No evidence submitted or response does not address the question [0]

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a success as Baghdad was reached.'

Level 2 Identifies AND/OR describes [2-3]

e.g. 'Success was hindered by a lack of planning.'
 'The infrastructure collapsed.'
 'There was large-scale insurgency.'
 'WMD were not found.'

Level 3 Explains success OR failure [4-6]

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

e.g. 'If success is to be viewed in terms of defeating and removing Saddam then the invasion was a success as Baghdad was captured, and after going into hiding, so was Saddam. He was tried and executed for his crimes against humanity and so a tyrant had been removed.'

OR

'After gaining Baghdad, major problems followed with the city descending into anarchy. Looting followed and Government Ministries ransacked. At the same time old feuds emerged. The 6000 US troops in Baghdad were totally unprepared for this and simply stood by and watched. Water and electricity supplies failed. Day-to-day life for the ordinary Iraqis was soon worse than it had been under Saddam.'

Level 4 Explains success AND failure [7-9]

Both sides of Level 3.

Level 5 Explains with evaluation of 'how successful' [10]

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