

History B (Modern World)

General Certificate of Secondary Education

Unit **A971/11-17**: Modern World History

Mark Scheme for June 2013

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PART 1: SECTION A – THE INTER-WAR YEARS

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The source shows the League being pulled along by a fierce dog (Mussolini).'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg 'Mussolini is taking the League for a ride.' 'Italy is being aggressive.'</p> <p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'Mussolini is taking the League for a ride. Mussolini is shown as a dog pulling the League representatives who are on roller skates.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The artist is critical of a weak League failing to stand-up to Mussolini.</p> <p>eg 'The main message is that the cartoonist is poking fun at the League by showing it is unable to stand firm in the face of Italian aggression.'</p> <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 the cartoonist is poking fun at the League by showing it is unable to stand firm in the face of Italian aggression. Mussolini is shown as a dog pulling the League representatives who are on roller skates.'</p> <p>OR</p> <p>Context must relate to the immediacy of the Italian invasion of Abyssinia</p> <p>eg 'The main message is that the cartoonist is poking fun at the League by showing it unable to stand firm in the face of Italian aggression. During 1935 there was increasing anger towards Italy. They were almost ready with their preparations to launch a full-scale invasion of Abyssinia. In Britain the League was being encouraged to stand firm and get tough.'</p> <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>	<p>5</p> <p>6</p> <p>7</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the League of Nations was dominated by Britain and France.</p> <p>Target: AO1, 2</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They dominated because they were important members of the League.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>eg 'They were founder members of the League.'</p> <p>'Britain and France were the most powerful members in the League.'</p> <p>'The USA was not a member.'</p> <p>'Germany and the USSR were not allowed to join at the start.'</p> <p>'Britain and France wanted the Treaty upheld.'</p> <p>'The League's headquarters were in Europe.'</p> <p>'Japan, Italy and Germany all withdrew from the League.'</p> <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 'Britain and France had agreed with Wilson's 14th Point - to establish the League. They were both founder members and as the USA never joined the League this left Britain and France as the most powerful and dominant members.'</p>	<p>1–2</p> <p>3–4</p> <p>5–6</p>	

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	

Question		Answer	Marks	Guidance
2	(a)	<p>What difficulties faced the 'Big Three' at the Paris Peace Conference?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'They were under pressure to produce a fair treaty.'</p> <p>'How to punish Germany.'</p> <p>'To reach agreement between the 'Big Three.'</p> <p>'On which areas to compromise.'</p> <p>'Deciding the size of reparations.'</p> <p>'How to avoid hostilities breaking out again.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Wilson wanted a 'league of nations'.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To improve relations.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'Wilson was a peace-loving man and the League would support this view.'</p> <p>'He wanted to avoid another world war.'</p> <p>'He wanted to build a better and more peaceful world.'</p> <p>'To encourage nations to work together.'</p> <p>'To help to make the world safe for democracy.'</p> <p>'To put right any problems with the peace treaties.'</p> <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 'Wilson was a peace-loving man and an idealist who wanted to find solutions to problems. He felt that, if there was an organisation with most of the countries in the world as members, nations could co-operate to achieve world peace and build a better standard of living for all its citizens.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
2	(c)	<p>Who was more satisfied with the Treaty of Versailles: (i) Clemenceau or (ii) Lloyd George? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The Treaty left both with reservations.'</p> <p>Level 2</p> <p>Identifies AND/OR describes examples satisfaction/dissatisfaction</p> <p>(One mark for each point)</p> <p>eg 'France wanted revenge, this to some extent was gained, making Clemenceau satisfied.'</p> <p>'They were not satisfied because of not meeting the expectations of public opinion in their own countries.'</p> <p>'Lloyd George thought the Treaty was too harsh and so was not satisfied.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation of satisfaction/dissatisfaction - Clemenceau OR Explanation of satisfaction/dissatisfaction – Lloyd George</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘France had seen most of the fighting in Western Europe suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau’s tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war and, because of this, to pay high reparations.’ ‘Although originally wanting Germany broken up into smaller states, Clemenceau accepted the de-militarisation of the Rhineland and the reduction in German military as being a way of ensuring France’s safety.’</p> <p>OR</p> <p>eg ‘Lloyd George wanted to protect British interests but was aware that treating Germany too harshly would store up trouble for the future. He was forced by the British people to be harsh, going against his idea of restoring trading with Germany.’</p>	4–6	
			<p>Level 4</p> <p>Explanation of satisfaction/dissatisfaction - Clemenceau AND Explanation of satisfaction/dissatisfaction – Lloyd George</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for an answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>As Level 4 with evaluation of ‘satisfaction’</p> <p>Must have both sides of argument.</p> <p>As Level 4 plus eg ‘Both had reservations about the Treaty. Clemenceau was being pushed by the French public to destroy Germany for what they had done to France but he felt this had not been achieved as he had to compromise his views. An example was reparations which he wanted to be much higher. Because of this he lost his position.’</p>	10	
			Spelling, Punctuation and Grammar	6	

Question			Answer	Marks	Guidance
3	(a)		<p>What was the policy of appeasement followed by Britain in the 1930s?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A policy of giving Hitler what he wanted.'</p> <p>'A policy of delaying the inevitable – war.'</p> <p>'It was a policy to try and rectify part of the unfair Treaty of Versailles.'</p> <p>'There was more concern about Communism and Hitler was a buffer.'</p> <p>'A delaying tactic to allow time to increase armaments.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Hitler took action against the Treaty of Versailles between 1933 and 1938.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Hitler took action to destroy it.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'So that he could begin to rearm.'</p> <p>'He was a gambler and wanted to see what he could get away with.'</p> <p>'To regain what had been lost by Germany.'</p> <p>'To make Germany more powerful.'</p> <p>'To fulfil his personal ambitions – 'Mein Kampf'.'</p> <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 'Like many Germans, Hitler believed that the Treaty of Versailles was unjust. It was a constant reminder to Germans of their defeat and humiliation by the Allies. He promised that when he came to power he would reverse it. He came to power in 1933 and immediately introduced conscription and began to re-arm.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
3	(c)	<p>How far was the policy of appeasement justified? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was justified as it bought time.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'It was justified as it was right to try to avoid war.'</p> <p>'It was justified as Britain was not ready militarily for war.'</p> <p>'It was justified as the Treaty of Versailles had been harsh.'</p> <p>'It cannot be justified as it was giving in to a bully.'</p> <p>'It cannot be justified as it was morally wrong.'</p> <p>'It was not justified as it resulted in excellent chances to stop Hitler being missed.'</p> <p>'It cannot be justified as it failed to prevent war.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing why appeasement was justified OR Explanation showing why appeasement was not justified</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Treaty of Versailles had been harsh on Germany and it seemed right to try to settle grievances by negotiation. Britain and France were happy as Hitler was only rightfully getting back what belonged to Germany.'</p> <p>OR</p> <p>'Appeasement was wrong and could never be justified. It allowed Hitler to break international relations to give him what he wanted. They were prepared to give away parts of other countries and by abandoning Czechoslovakia, an important ally was lost.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing why appeasement was justified AND Explanation showing why appeasement was not justified</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	
			<p>Level 5</p> <p>As Level 4 with evaluation of 'how far'</p> <p>Must have both sides of argument.</p> <p>As level 4 plus eg 'Appeasement was justified in that it meant that war could be delayed until Britain was ready. However, it could never be justified as it meant</p>	10	

Question			Answer	Marks	Guidance
			giving in to a bully and an untrustworthy person. Many thought this was morally wrong especially when it involved other countries.'	6	
			Spelling, Punctuation and Grammar		

PART 1: SECTION B – THE COLD WAR, 1945-1975

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only eg 'The cartoon shows Stalin watching birds flying over Berlin.'</p> <p>Level 2 Secondary message eg 'The allies are defying Stalin.' 'Stalin is angry.'</p> <p>Level 3 Secondary message supported by details of the source/contextual knowledge eg 'The allies are defying Stalin. They are getting round the blockade by flying in supplies.'</p> <p>Level 4 Main message of cartoon identified The cartoonist is making fun of Stalin. He is putting Stalin down/saying Stalin has been made to look foolish.' eg 'The main message is that the Allies actions have created indecision/frustration in the mind of Stalin and he does not know what to do.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p> <p>5</p>	

Question			Answer	Marks	Guidance
			<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 the Allies have created indecision/frustration in the mind of Stalin and he does not know what to do. The Allies are shown flying in supplies which is defeating Stalin’s blockade. He looks as though he wants to take action and start to shoot.’</p> <p>OR</p> <p>The context should be the response to Stalin’s blockade.</p> <p>eg ‘The main message is that the Allies have created indecision/frustration in the mind of Stalin and he does not know what to do. Stalin wanted to force the Allies to leave Berlin. If the tanks were used this would be seen by Stalin as an act of war. Truman wanted Berlin to remain a symbol of freedom behind the Iron Curtain and so the only way was by air. There was a fear Stalin would shoot the planes down.’</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	

Question	Answer	Marks	Guidance
(b)	<p>Explain why Marshall Aid was offered to countries in Europe.</p> <p>Target: AO1, 2</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because of the state of Europe.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Because of Europe's ruined economy.'</p> <p>'To help fight Communism.'</p> <p>'To improve US trade opportunities.'</p> <p>'They introduced Marshall Aid when the Communists took over Czechoslovakia.'</p> <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 'Marshall Aid was motivated by American self-interest. They wanted to create new markets for American goods as they still remembered the disastrous effects of the Depression and Truman wanted to prevent another worldwide slump.'</p> <p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	<p>1–2</p> <p>3–4</p> <p>5–6</p> <p>7–8</p>	

Question		Answer	Marks	Guidance
2	(a)	<p>Describe relations between Cuba and the USA between 1959 and the Bay of Pigs invasion of 1961.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It was tense/frosty/hostile.'</p> <p>'It was tense as the USA had supported Batista, but he had been overthrown by Castro.'</p> <p>'In January 1961, the USA broke off diplomatic relations.'</p> <p>'The USA refused to buy Cuban sugar from July 1960 and in Oct 1960 ended all trade with Cuba.'</p> <p>'It was hostile as Kennedy supported exiles who tried to overthrow Castro in the Bay of Pigs incident.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the USA was concerned about Soviet Missiles in Cuba.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'Russian missiles were close and therefore a threat to the USA.'</p> <p>'A nuclear attack could be imminent.'</p> <p>'It gave strength to Cuba.'</p> <p>'It was a challenge to Kennedy.'</p> <p>'It was a threat to world peace.'</p> <p>'Communism could spread.'</p> <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 'Khrushchev was anxious to defend Cuba and as a result the US felt it increased the chance for the spread of Communism in the region where Cuba had already become Communist. The USSR was now in 'Uncle Sam's backyard' and was within striking distance of America.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question		Answer	Marks	Guidance
2	(c)	<p>'Khrushchev handled the Cuban Missile Crisis very well.' 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg. 'Yes he did as war was avoided.'</p> <p>Level 2</p> <p>Identifies AND/OR describes Khrushchev's handling of crisis</p> <p>(One mark for each point)</p> <p>eg. 'He was successful as he ensured communism remained close to the USA.'</p> <p>'He became the peacemaker with his offer.'</p> <p>'Khrushchev put himself in a position where he had to back down quickly.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	<p>Note: from 14th October onwards is the 'crisis'.</p>

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing a positive view of Khrushchev OR Explanation showing a negative view of Khrushchev</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Khrushchev was able to claim a personal triumph as Cuba remained a useful Communist ally close to the USA.’</p> <p>OR</p> <p>‘The crisis damaged Khrushchev’s prestige as he put himself in a position where he had to back down. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev’s dismissal in 1964.’</p>	4–6	
			<p>Level 4</p> <p>Explanation showing a positive view of Khrushchev AND Explanation showing a negative view of Khrushchev</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 with evaluation of 'how far'</p> <p>Must have both sides of argument.</p> <p>As Level 4 plus eg 'Khrushchev did not handle the crisis well. Although Cuba remained Communist. Khrushchev put himself in a position where he had been humiliated and forced to back down over the missiles and this led to his removal from office. At the same time the removal of missiles from Turkey was kept secret and so he gained nothing.'</p> <p>Spelling, Punctuation and Grammar</p>	<p>10</p> <p>6</p>	


Question		Answer	Marks	Guidance
3	(a)	<p>Who were the Vietcong?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'National Front for the Liberation of South Vietnam.'</p> <p>'South Vietnamese opponents of the government.'</p> <p>'Large number of Communist North Vietnamese.'</p> <p>'A group of Communist Guerrillas.'</p> <p>'A group based in South Vietnam.'</p> <p>'A group supported by Vietnamese peasants.'</p> <p>'They wanted to overthrow Diem.'</p> <p>'They received supplies from North Vietnam.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the USA became involved in Vietnam up to and including 1965.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To help South Vietnam.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'To stop the spread of Communism.'</p> <p>'To enforce American policy.'</p> <p>'A warship was attacked in the Gulf of Tonkin.'</p> <p>'Congress authorised support.'</p> <p>'There was a change of President.'</p> <p>'In February 1965 the Vietcong attacked American air bases.'</p> <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 'South Vietnamese commandos helped by the US warship Maddox attacked North Vietnamese radar stations. The Maddox was then attacked by three North Vietnamese torpedo boats. There were no losses. The captain of the Maddox then reported he had been attacked. As an election was imminent Johnson wanted to get tough on communism. Johnson ordered American planes to bomb North Vietnam naval bases.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question	Answer	Marks	Guidance
(c)	<p>'The most important reason for the America's withdrawal from Vietnam was military failure.' 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No it was because people in America were more aware of events.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'American military tactics such as bombing were failing.'</p> <p>'Loss of life for military personnel was increasing.'</p> <p>'The Tet Offensive had a great impact.'</p> <p>'Public opinion was changing as television began to broadcast raw accounts of war.'</p> <p>'Americans began to protest about war – the student movement.'</p> <p>'Commentators were beginning to consider the war unwinnable.'</p> <p>'People began to object to the 'draft.'</p> <p>'The cost of war was increasing.'</p> <p>'There was a change in government policy, eg Vietnamisation.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was military failure OR Explanation showing it was other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'There were nearly 500,000 troops in Vietnam and the US was spending \$20 billion a year on the war. Despite this the Communists had been able to launch a major offensive. Many felt that the money could be better spent at home.'</p> <p>OR</p> <p>eg 'Public opinion changed and 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 troopers opened fire and killed four students. The press were horrified.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing it was military failure AND Explanation showing it was other reasons</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 with evaluation of ‘how far’</p> <p>Must have both sides of argument.</p> <p>Level 4 plus eg ‘Throughout the campaign US military tactics were questionable and mainly unsuccessful and President Johnson recognised the war could not be won militarily. However, the greatest influence came from at home. Johnson announced he would not contest the Presidential election and both Republican and Democrats candidates campaigned to end US involvement. If they had supported the war they would not have been elected.</p>	10	
			Spelling, Punctuation and Grammar	6	

PART 1: SECTION C – A NEW WORLD, 1948-2005

Question		Answer	Marks	Guidance
1	(a)	<p>Study Source A. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg. 'The cartoonist has shown the Soviet tank pointing at Solidarity.'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg. 'Solidarity is small and not powerful.' 'The Soviet Union is powerful.'</p> <p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'The Soviet Union is powerful as it has tanks as weapons pointing at a person representing Solidarity.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The artist is commenting on the threat/strength of the Soviet Union towards the limitations of Solidarity – Communism through the barrel of a gun.</p> <p>eg ‘The Soviet Union will not tolerate any challenge to their authority.’ ‘How brave is little Solidarity in defying brutal tyranny.’</p> <p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg ‘The main message of the cartoonist is that the Soviet Union will not tolerate any challenge to their authority. The threat is great as shown by the darkening sky whilst ‘30 years of Communism’ suggests this is how we always deal with threats.’</p> <p>OR</p> <p>The context can relate to specifics of December 1981 or to examples of previous Soviet dealings with specific threats (Hungary/Czechoslovakia).</p> <p>eg ‘The main message of the cartoonist is that the Soviet Union will not tolerate any challenge to their authority. At that time the Soviet Union had told the Polish government that if they did not deal with the threat of Solidarity the Soviet Union would.’</p> <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>	<p>5</p> <p>6</p> <p>7</p>	

Question		Answer	Marks	Guidance
1	(b)	<p>Explain Gorbachev's role in the collapse of communism in Eastern Europe.</p> <p>Target: AO1, 2</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'He changed things.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'Gorbachev introduced reform too quickly.'</p> <p>'He developed links with the West.'</p> <p>'Red Army support was withdrawn.'</p> <p>'He introduced 'perestroika' and 'glasnost'.'</p> <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 'Gorbachev proposed many changes that the hard-line communists found difficult to accept. Gorbachev proposed that the Soviet economy should be improved by "perestroika" – restructuring, including capitalist practices. There should be more "glasnost" – openness to restoring faith in government and end corruption. People who criticised the government should no longer be persecuted.'</p> <p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	<p>1–2</p> <p>3–4</p> <p>5–6</p> <p>7–8</p>	


Question			Answer	Marks	Guidance
2	(a)		<p>Describe the terrorist methods used by the Palestine Liberation Organisation (PLO).</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A war of attrition against Israel.'</p> <p>'Artillery attacks against Israeli settlements.'</p> <p>'Fedayeen attacks against civilians.'</p> <p>'The taking of hostages.'</p> <p>'Intifada – civil disobedience and violence.'</p> <p>'Plane hijacking.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain the role of religion in terrorism. Use examples from terrorist groups you have studied to support your answer.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge eg 'It justifies actions.'</p> <p>Level 2</p> <p>Identifies AND/OR describes role (One mark for each identification/description) eg 'To give a sense of purpose.' 'It highlights extremist religious views.' 'To gain support for a particular interpretation of their faith.' 'To help justify their actions.'</p> <p>Level 3</p> <p>Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'In recent years, some terrorist groups have used their interpretation of a religion to justify their actions. For example, despite Islamic teachings against suicide and the killing of innocent people in battle, terrorist groups like Al-Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
2	(c)	<p>‘The Provisional IRA was more successful than Al-Qaeda.’ 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘The PIRA has achieved more of its aims.’</p> <p>Level 2</p> <p>Identifies AND/OR describes achievements/failures</p> <p>(One mark for each point.)</p> <p>eg ‘The aim of the PIRA was to end the influence of the British in Northern Ireland.’</p> <p>‘It wanted to create an all-island Irish state.’</p> <p>‘To defend the Catholic community in its desire for further civil rights.’</p> <p>‘The PIRA has reduced British influence.’</p> <p>‘Al-Qaeda has aimed to end foreign influence in Muslim countries.’</p> <p>‘Al-Qaeda has failed to destroy Israel.’</p> <p>‘Failed to topple pro-Western dictatorships around the Middle East.’</p> <p>‘Failed to unite all Muslims behind the principle of an Islamic nation.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing achievements of PIRA OR Explanation showing achievements of Al-Qaeda</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The PIRA has achieved some aims. It has dramatically reduced British influence in Northern Ireland and this has led to some measures, concerned with human rights and equality, which have undoubtedly helped the Catholic community. It has not achieved its ultimate goal of a united Ireland.'</p> <p>OR</p> <p>'The main aim of Al-Qaeda has been to end foreign influence in Muslim countries, the consequences of its actions has resulted in the opposite. The amount of foreign influence in Afghanistan and Iraq has increased. It has failed to destroy the state of Israel and it has increased world instability. Therefore, Al-Qaeda has been almost totally unsuccessful.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing achievements of PIRA AND Explanation showing achievements of Al-Qaeda</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			Level 5 Level 4 with evaluation of 'more successful' Must have both sides of argument. As Level 4 plus eg 'Both organisations place people under threat with their terrorist activities but it is clear that when measured against their aims the PIRA has been more successful as it has reduced British influence in Northern Ireland whereas the actions of Al Qaeda has brought increased action against them in an effort to destroy the organisation.'	10	
			Spelling, Punctuation and Grammar	6	

Question		Answer	Marks	Guidance
3	(a)	<p>Describe Saddam Hussein's treatment of the Iraqi people.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Political participation was limited.'</p> <p>'Shi'a Arabs were subject to a massacre at Dujail where 148 people were killed.'</p> <p>'He carried out a chemical attack in March 1988 on the Kurds.'</p>	0	
		<p>'He was not concerned about the hardship caused by the economic sanctions imposed by the UN.'</p> <p>'Saddam carried out an extermination campaign against the Kurds.'</p>	4	

Question	Answer	Marks	Guidance
(b)	<p>Explain why there was international opposition to the Iraq War of 2003.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Nobody wanted a war.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg ‘Different standards were being applied to Iraq than to Israel.’</p> <p>‘The questionable validity of the case for war.’</p> <p>‘Many wanted to see the back of Saddam but not brought about by the USA.’</p> <p>‘The absence of WMDs.’</p> <p>‘Concerns for the safety of Iraqi civilians.’</p> <p>‘It was diverting attention away from the real threat of terrorism.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<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 'The key issue for many Muslim countries was the apparent use of different standards for Iraq compared to the USA's ally Israel. Iraq was being attacked because there was the possibility of nuclear weapons. It was well-known that Israel was in possession of nuclear weapons and yet the US and the UN had done anything about this.'</p>	4–5	
			<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
3	(c)	<p>‘The most important consequence of the invasion and occupation of Iraq was damage to the international reputations of both the United States and Britain.’ 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Security issues remained.’</p> <p>Level 2</p> <p>Identifies AND/OR describes consequences</p> <p>(One mark for each point)</p> <p>eg ‘It soured relations between the USA and both France and Russia.’ ‘It increased the threat of militant Muslims.’ ‘Increased democracy came about in neighbouring countries.’ ‘Nothing was planned for Iraq when Saddam was removed.’ ‘Baghdad descended into anarchy.’ ‘Human rights abuses took place.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing loss of popular support OR Explanation showing other consequences</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘The governments of the USA and UK have lost popular support with traditional alliances and influences among other states being damaged. Their standing in the UN has been decreased and might affect their ability to exert international pressure in the future.’</p> <p>OR</p> <p>‘Whilst Iraq had been liberated, the reality was that law and order had broken down. There was a significant amount of looting and violence rendering areas such as Baghdad and Basra extremely unsafe.’</p> <p>Level 4</p> <p>Explanation showing the weakness of the Iraqi military AND Explanation showing other consequences</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	<p>4–6</p> <p>7–9</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 with evaluation of ‘how far’</p> <p>Must have both sides of argument. Level 4 plus eg ‘Whilst their standing in the UN has been decreased and might affect their ability to exert international pressure in the future the most important consequence must be the impact on the people of Iraq of the removal of Saddam. It was as if no one expected events to move so quickly leaving Iraq in chaos and without any plan for restructure and so this was of greater consequence in affecting the international standing of particularly the USA.’</p>	10	
			Spelling, Punctuation and Grammar	6	

PART 2: DEPTH STUDY – GERMANY, 1918-1945

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>eg 'The cartoon shows Hitler with a gun and the SA saluting with both hands.' 'Goering is shown as Thor, the war god.'</p> <p>Level 2 Secondary message</p> <p>eg 'The SA has surrendered to Hitler.' 'The SA has lost power.' 'Hitler is ruthless.' 'Hitler is untrustworthy.'</p> <p>Level 3 Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'The cartoonist is suggesting that the SA has lost power. They are shown with their hands raised, whilst Hitler has shot their leaders whose feet are shown at the bottom of the cartoon. The army looks on.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is commenting on Hitler turning on his own people.</p> <p>eg 'The cartoonist wanted to express the view that Hitler was ruthless as he has turned on his own supporters the SA to maintain his position.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The cartoonist wanted to express the view that Hitler is ruthless as he has turned on his own supporters. The cartoonist has shown the SA saluting Hitler with both hands whilst Hitler has shot their leaders whose feet are shown at the bottom of the cartoon.'</p> <p>OR</p> <p>The context relates to the Night of the Long Knives.</p> <p>eg 'The cartoonist wanted to express the view that Hitler is ruthless as he has turned on his own supporters. Once in power the SA was becoming a problem for Hitler as they wanted to be merged with the German army to be controlled by Röhm. He had the leading figures of the SA arrested. Up to 400 were executed.'</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	

Question		Answer	Marks	Guidance
4	(b)	<p>Study Source C. Why did the Nazis publish this photograph? 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> <p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The photograph was published to show Hitler with children.' eg 'The photograph was published as propaganda.' eg 'To make him popular.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>Context – Volksgemeinschaft</p> <p>eg 'It was the Nazi belief that all Germans should think of themselves as part of a national community with their first loyalty to Germany and the Führer. Children were an important part of this as they were the future and this is why Hitler was in the presence of children.' eg 'This photograph is typical of Nazi propaganda at the time.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Asserts message of the photograph but with no development</p> <p>eg 'The message is that Hitler is a kind father figure.'</p> <p>'The message is that children are important to the continuance of the Nazi state.'</p> <p>'Hitler is caring.'</p> <p>'Hitler believed in traditional values.'</p> <p>Level 4</p> <p>Explains message of source</p> <p>eg 'The message is that Hitler is a kind father figure. This is shown by the children offering flowers to Hitler and Hitler showing a warm and caring personality.'</p> <p>Level 5</p> <p>Asserts purpose of the photograph but with no development</p> <p>This is a propaganda photograph encouraging a change in attitudes.</p> <p>eg 'The purpose of the photograph is that the Nazis wanted to encourage and develop a strong national pride and loyalty towards Hitler.'</p> <p>'The purpose of the photograph is to reinforce the image of Hitler as father of the nation.'</p> <p>'The purpose of the photograph is to encourage and develop the importance of young people within the Nazi regime.'</p> <p>'This photograph was published to encourage people to adopt more traditional values.'</p>	<p>4</p> <p>5</p> <p>6</p>	

Question			Answer	Marks	Guidance
			<p>Level 6</p> <p>Valid explanation of purpose</p> <p>Context should be the Nazi policy/propaganda/reasons for the need to build up birth rate/Cult of Personality.</p> <p>eg 'The purpose of the photograph is that the Nazis wanted to encourage and develop a strong national pride and loyalty towards Hitler. It was the Nazi belief that all Germans should think of themselves as part of a national community with their first loyalty to Germany and the Führer. Children were an important part of this as they were the future.'</p>	7	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am not surprised that it was serious.' 'I am surprised a German is writing to the British.' 'I am surprised as civil disobedience was not allowed in Nazi Germany.' 'I not surprised that the SS were involved.' 'I am not surprised as Hitler hated the Jews.'</p> <p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am surprised that a German civil servant would want to inform the British representative in Berlin as to who he thought was responsible for Kristallnacht.'</p> <p>OR</p> <p>'This is an account of what happened to many German Jews following the shooting of a German diplomat in Paris by a Jew.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Surprised OR not surprised – checks content against contextual knowledge</p> <p>eg ‘I am surprised at the scale of this violence as the Nazi placed great importance on ensuring that there was law and order in Germany. This is what the Nazi popularity was based on.’</p> <p>OR</p> <p>‘I am not surprised as Hitler was anti-Semitic and had voiced his views in the past about his hatred of the Jews and blaming them for all that was wrong in Germany. He had taken an opportunity with the shooting of a German diplomat in Paris by a Jew. Over 7,000 Jewish businesses were destroyed and over 30,000 Jews sent to concentration camps.’</p>	4	
			<p>Level 4</p> <p>Surprised AND not surprised – checks content against contextual knowledge</p> <p>Both sides of Level 3.</p>	5	
			<p>Level 5</p> <p>Surprised based on provenance and content</p> <p>eg ‘I am surprised that German civil servant is willing to say this and risk severe punishment for passing information to the British and indeed holding views in opposition to the Nazi regime. It is also surprising that a civil servant was aware of such detail.’</p>	6	

Question		Answer	Marks	Guidance
5	(a)	<p>Describe what happened to the Nazi Party in the five years after the Munich Putsch of 1923?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'There was little support because of the success of Stresemann's policies.'</p> <p>'The leader of the Party, Hitler, was in prison until 1924.'</p> <p>'The Party's newspaper in Munich was banned.'</p> <p>'The Nazi Party was banned until 1925.'</p> <p>'Hitler decided to win power by legal means.'</p> <p>'Hitler was banned from public speaking for two years.'</p> <p>'The Party began increasing support in the 34 districts they had created.'</p> <p>'The original 25-point programme was re-adopted.'</p> <p>'By the end of 1926, the Party had 50,000 members.'</p> <p>'The Nazis held the first Nuremberg rally in 1927.'</p> <p>'In the 1928 election the Nazis won 12 seats.'</p> <p>'SS set up in 1925.'</p> <p>'Hitler Youth set up.'</p> <p>'Goebbels took over propaganda.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Marks	Guidance
	(b)		<p>Explain why the Nazi Party became increasingly popular between 1929 and 1932.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge eg 'They campaigned effectively.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each point.) eg 'Because they were anti-communist.' 'They promised to reverse the Treaty of Versailles.' 'They promised to tackle unemployment.' 'The attraction of discipline.' 'The blaming of the Jews.'</p> <p>Level 3</p> <p>Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) eg 'The Nazi Party was anti-communist. It appealed to all those who feared what communism might bring, particularly the industrialists, who feared a loss of their businesses. By dropping the social elements of the Nazi programme they won the support of the industrialists.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
5	(c)	<p>‘The Reichstag Fire was more important than the Night of the Long Knives for Hitler.’ 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Yes it was the fire as it came first.’</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg ‘After the Reichstag Fire Hitler was able to gain an important emergency decree.’</p> <p>‘It helped Hitler to accuse Communists of plotting to seize power.’</p> <p>‘It helped Hitler in the elections.’</p> <p>‘The Night of the Long Knives enabled Hitler to remove the threat of the SA.’</p> <p>‘The Night of the Long Knives secured control of the army for Hitler.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains importance of Reichstag Fire OR Explains importance of the Night of the Long Knives</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Hitler and the Nazis hated the Communists and the arrest of Van der Lubbe gave Hitler evidence that the Communists were plotting against his government. On the night of the fire 4,000 leading Communists were arrested and imprisoned to remove the threat. To increase Nazi control, the next day Hitler persuaded the President to pass an emergency decree suspending all articles in the constitution’</p> <p>OR</p> <p>‘Despite the removal of much political opposition Hitler still did not feel secure. He felt threatened by Röhm and the SA. Hitler had to choose between the army and the SA. He acted ruthlessly against the SA with many being executed. This removed the threat from the SA and the army swore an oath of loyalty to Hitler.’</p>	4–6	

Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Explains importance of Reichstag Fire AND Explains importance of the Night of the Long Knives</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4. Maximum of eight marks for answer lacking balance.</p> <p>Level 5</p> <p>Both sides of level 4 with evaluation of 'how far'</p> <p>As Level 4 plus eg 'The Reichstag Fire was more important as it started off a chain of events which enabled Hitler to deal with the Communists and other parties. Once this had happened he was able to ensure the Enabling Act was passed, effectively making him dictator.'</p>	<p>7–9</p> <p>10</p>	

Question			Answer	Marks	Guidance
6	(a)		<p>Describe the activities of the Hitler Youth.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It provided leisure activities.'</p> <p>'Weekend trips, camps, walking and sports.'</p> <p>'Taught young people to accept Nazi ideas with loyalty and obedience to Hitler.'</p> <p>'They trained for the army with physical activity and military drills.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Marks	Guidance
	(b)		<p>Explain why women were important in Hitler's plans for Germany.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They were important for the future.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'They were important as he wanted an increased birth rate.'</p> <p>'They could be removed from employment.'</p> <p>'They were important in helping the establishment of traditional views.'</p> <p>'They became important as part of the war effort.'</p> <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 'The Nazis preferred women to adopt a more traditional role of wife and mother. Unemployment was high and Hitler wanted to get men into employment and so women were encouraged not to go out to work'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
6	(c)	<p>How far did Hitler's economic policies make the lives of all German people better up to 1939? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Only some of them benefitted.'</p> <p>Level 2</p> <p>Identifies AND/OR describes successes</p> <p>eg 'Unemployment was reduced.'</p> <p>'There were increased opportunities in the military.'</p> <p>'The cost of living increased during the 1930s.'</p> <p>'Schacht's policies funded a programme of work creation.'</p> <p>'Wages remained comparatively low.'</p> <p>'Women had to leave their employment.'</p> <p>'There was a shortage of consumer goods.'</p> <p>'Goering's Four Year Plan benefitted male workers.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains the positive impact of Hitler’s economic policies OR Explains negative impact of Hitler’s economic policies</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Schacht organised Germany’s finances to fund a huge programme of job creation on public works projects. A network of motorways was built, the railways were extended and there were major house building programmes. All this helped to reduce unemployment dramatically.’</p> <p>OR</p> <p>‘More jobs were created, but there was no improvement in the standard of living. People’s working week increased and yet wages were lower in 1935 than they had been in 1928. Also all basic groceries, except fish, cost more in 1939 than in 1933.’</p>	4–6	
			<p>Level 4</p> <p>Explains the positive impact of Hitler’s economic policies AND Explains negative impact of Hitler’s economic policies</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>As Level 4 plus evaluation of 'how far'</p> <p>As Level 4 plus eg 'Clearly the Nazis reduced unemployment but at what cost? Compared with other European countries this was not quite what it seemed as unemployment was falling elsewhere. Also the benefits of having a job had not translated in to improvements. Wages were lower than in 1928, hours of work were increasing and the right to a trade union was lost. Stability had been achieved but at the cost of a totalitarian regime.'</p>	10	

PART 2: DEPTH STUDY – RUSSIA, 1905-1941

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. How useful is this source as evidence about Lenin in 1917? Use details of 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> <p>Level 1</p> <p>Unsupported assertions/paraphrases/copies/surface features</p> <p>eg ‘Lenin came out with his April Theses.’</p> <p>Level 2</p> <p>Asserts source is useful OR Asserts useful OR not useful using provenance</p> <p>eg ‘It tells us that Lenin had the ear of the man in the street.’ ‘It is only the view of one revolutionary therefore not that useful.’ ‘It is not useful as it was written long after the event.’</p>	<p>0</p> <p>1</p> <p>2</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Asserts source is not useful because of lack of information</p> <p>‘The source is not that useful because it doesn’t explain how Lenin led the Bolshevik Party.’</p>	3	
			<p>Level 4</p> <p>Useful/not useful as evidence – focus on message/purpose/tone of source</p> <p>eg ‘Its usefulness is questionable as it is written by a Bolshevik who obviously supported Lenin and wanted people when reading his memoirs to know about the great qualities Lenin possessed.’</p>	4	
			<p>Level 5</p> <p>Useful OR not useful – checks against contextual knowledge</p> <p>eg ‘The source is useful because it explains how Lenin’s April Theses appealed to the ordinary Russians with his slogans of ‘Peace, Bread and Land.’ This appealed to soldiers, workers and peasants who began to support the Bolsheviks in increasing numbers.’</p> <p>OR</p> <p>‘The source is not that useful because it doesn’t explain how Lenin led the Bolshevik Party and gave them a clear strategy by refusing to cooperate with the Provisional Government. This made them increasingly popular as the Provisional Government’s policies lost them the support of the people.’</p>	5	

Question			Answer	Marks	Guidance
			Level 6 Useful because of its content AND not useful because of limitations Both sides of Level 5	6	

Question		Answer	Marks	Guidance
	(b)	<p>Study Source C. Why was this photograph published in 1917? 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> <p>Level 1</p> <p>Uses surface features of source only/general assertions</p> <p>eg 'To show Kerensky.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'Kerensky was the Minister for War and decided to launch an offensive in June in an attempt to win the war against Germany.'</p> <p>Level 3</p> <p>Asserts message of the photograph but with no development</p> <p>eg 'The message of the source is that Kerensky is a strong military leader.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains message of photograph eg 'The message of the source is that Kerensky is at the front and commanding the troops. It shows Kerensky as a strong military leader. Kerensky was the Minister for War and a leading figure in the Provisional Government.'	4	
			Level 5 Asserts purpose of the photograph but with no development eg 'It was published to show that Kerensky was a strong military leader in order to raise morale before the June Offensive.'	5	
			Level 6 Valid explanation of purpose eg 'It was taken to show that Kerensky was a strong military leader, to raise morale before the June Offensive. At this time the morale of the Russian Army was collapsing because of continual defeat against the Germans. Many soldiers were deserting and simply wanted peace.'	6-7	

Question			Answer	Marks	Guidance
	(c)		<p>Study Source D What is the artist's message? 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> <p>Level 1</p> <p>Uses surface features of source only</p> <p>eg 'It shows Trotsky using a spear against a snake.'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg 'The message is that Trotsky is a strong communist leader.' 'The Whites are evil.'</p> <p>Level 3</p> <p>Secondary message supported by details of the poster OR contextual knowledge</p> <p>eg 'The message is that Trotsky is a strong communist leader. He is shown in the poster as a heroic knight.'</p>	<p>0</p> <p>1-2</p> <p>3</p> <p>4</p>	

Question	Answer	Marks	Guidance
	<p>Level 4</p> <p>Main message identified</p> <p>The message should relate to the artist's positive portrayal of Trotsky.</p> <p>eg 'The message is that under Trotsky's leadership the Reds will triumph over the Whites.'</p> <p>'Trotsky will slay the White capitalists.'</p>	5	
	<p>Level 5</p> <p>Main message supported by details of the poster OR by contextual knowledge</p> <p>eg 'The message is that under Trotsky leadership the Reds will triumph over the Whites. This is shown by Trotsky being shown as a heroic knight with the communist symbol on his shield, slaying the evil snake which by wearing a top hat represents the Whites and capitalism.'</p> <p>OR</p> <p>'The message is that under Trotsky's leadership the Reds will triumph over the Whites. In 1918 the Civil War was taking place and the Bolsheviks needed to keep the support of the people. Bolshevik propaganda always depicted the Whites as capitalists who wanted to turn Russia back to the old regime. This made them unpopular.'</p>	6	
	<p>Level 6</p> <p>Main message supported by details of the poster AND by contextual knowledge</p> <p>Both sides of Level 5</p>	7	

Question			Answer	Marks	Guidance
5	(a)		<p>Describe the leadership problems caused by Lenin's death.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
			<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'No obvious successor.'</p> <p>'There was a power struggle within the Party.'</p> <p>'Lenin had not chosen a successor.'</p> <p>'Trotsky was seen as a threat by other leaders.'</p> <p>'There were arguments about the NEP.'</p> <p>'Lenin's Testament was critical of all the leadership contenders.'</p>	4	

Question			Answer	Marks	Guidance
5	(b)		<p>Explain why Trotsky failed to succeed Lenin as leader of the USSR.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because he was disliked.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>eg 'He was not trusted by the other Bolshevik leaders.'</p> <p>'His ideas about world revolution were not popular.'</p> <p>'He was outmanoeuvred by Stalin.'</p> <p>'Stalin allied with Zinoviev and Kamenev.'</p> <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 'He was not trusted by the other Bolshevik leaders because he had only joined the Party in 1917 as was seen as an opportunist. They feared that he might use his position as Head of the Red Army to create a dictatorship.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question		Answer	Marks	Guidance
	(c)	<p>How far was terror the most effective method Stalin used to control the USSR? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Terror was very effective.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>eg 'Terror led to fear of being sent to the gulag.'</p> <p>'People were scared of being denounced.'</p> <p>'The secret police had informers everywhere.'</p> <p>'Show Trials set an example.'</p> <p>'Millions of kulaks perished.'</p> <p>'The cult of personality was rapidly developed.'</p> <p>'Propaganda images reinforced support.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains the importance of terror OR other factors</p> <p>Developed explanation to be given two marks within Level 3.</p> <p>eg 'Terror led to fear of being sent to the gulag. People knew that the penalties for being identified as an 'enemy of the people' were severe with thousands sent to work in the labour camps where the conditions were terrible and the death rate was high. The secret police were constantly using informers to identify 'enemies' and this made most people scared to oppose the regime in any way.'</p> <p>OR</p> <p>'Stalin used the cult of personality very effectively to control the Russian people. His image was everywhere in posters and statues constantly reinforcing the idea that he was the rightful successor to Lenin and that he was almost a superhuman genius who would lead the USSR to a perfect communist future. Most Russians believed this propaganda because there was no alternative message.'</p>	4–6	
			<p>Level 4</p> <p>Explains the importance of terror AND other factors</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>As Level 4 plus eg 'Whilst fear and paranoia became dominant features of life in Russia enforcing obedience to Stalin's rule there were many who genuinely believed in Stalin and it was this which led many people to denounce each other feeling it was their patriotic duty.'</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>Describe how Stalin's Five Year Plans were meant to change Russia's heavy industries.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It was important to utilise the natural resources of the USSR.'</p> <p>'Utilisation of natural resources involved the building of industrial centres in remote places.'</p> <p>'Targets were set to make increases in coal, iron, oil, and electricity.'</p> <p>'The aim was to make a modern state to rival the USA and to create industry capable of producing arms to fight a modern war.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Marks	Guidance
6	(b)		<p>Why was Stalin unpopular with the Kulaks?</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because he treated them badly.'</p> <p>Level 2</p> <p>Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>eg 'He introduced collectivisation.'</p> <p>'They were being asked to produce to support industry.'</p> <p>'Stalin wanted to take away the land they owned.'</p> <p>'The kulaks were sent to labour camps.'</p> <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 'The kulaks owned their own land which went against communist principles. They refused to allow Stalin to take the land they owned and so they were arrested and sent to labour camps.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
	(c)	<p>How successful were Stalin's economic policies in the 1930s? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge eg 'Production increased.'</p> <p>Level 2</p> <p>Identifies AND/OR describes One mark for each point. eg 'New industrial centres were created.' 'Heavy industry increased rapidly.' 'Steel, coal and oil production increased.' 'Prestige projects were completed.' 'Farm machinery was produced.' 'Production figures were falsified.' 'Few consumer goods were produced.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains success OR lack of success.</p> <p>Developed explanation to be given two marks within Level 3.</p> <p>eg 'There was rapid expansion of heavy industries with focus on coal, steel, oil and electricity production. New cities were created around these industries which were located where the raw materials could be acquired. Stalin was able to boast that the targets set by GOSPLAN had been met in four years and as the new industries expanded they provided work for millions of people so that there was no unemployment in the USSR.'</p> <p>OR</p> <p>'Targets set by Stalin were over ambitious and the figures were falsified so that they could be used as propaganda. The concentration on heavy industry meant that there were few consumer goods produced. Life was harsh for the workers in the new industrial centres and overcrowding was common because not enough new houses were built. Wages also fell between 1928 and 1937 meaning that the standard of living was actually going down.'</p>	4–6	
			<p>Level 4</p> <p>Explains success AND lack of success.</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how successful'</p> <p>Level 4 plus eg 'Although the official figures were heavily falsified to give an unrealistic impression of industrial progress and the quality of much of what was poor, the achievements of the Five Year Plans were truly remarkable, ultimately giving the USSR the means to withstand the Nazi invasion and eventually triumph.'</p>	10	

Part 2: Depth Study USA, 1919-1941

Question			Answer	Marks	Guidance
4	(a)		<p>Study Source B. How surprised are you by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'Very as it does not say nice things about a judge.' 'I am not surprised as many Americans held strong views at that time.' 'I am surprised that a lawyer would think a judge to be racial.'</p> <p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am surprised a judge with limited ability was in charge of a case.' 'Sacco and Vanzetti were high-profile victims of the Red Scare. They were arrested and tried for armed robbery and murder. The trial was more a trial of their radicle ideas but they were convicted.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

[illegible]

Question	Answer	Marks	Guidance
(b)	<p>Study Source C. Why was this cartoon published at this time? Use details of the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon for information/general assertions</p> <p>eg 'The cartoon shows a row of men each with one hand behind their back.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message OR purpose</p> <p>eg 'This cartoon was published at the time of Prohibition when officials were trying to deal with the enforcement of the law.'</p> <p>Level 3</p> <p>Asserts message of cartoon but with no development</p> <p>eg 'The carton considers that the law enforcement officers are corrupt.'</p> <p>Level 4</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The carton considers that those involved nationally in enforcing Prohibition are corrupt. This is shown by them facing away and holding out their hand to receive a bribe. Too few Prohibition agents and enforcement officers were appointed and they were often open to bribes.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Asserts purpose of cartoon but with no development</p> <p>eg 'The purpose of the cartoon is to raise public awareness of why Prohibition is failing.'</p>	6	
			<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The purpose of the cartoon is to raise public awareness of why Prohibition is failing. At that time the number of officials taking bribes was increasing leading to violence. Although the consumption of alcohol did decline, opponents of Prohibition argued that it engendered crime, corruption, and a disregard for law. Organized crime flourished around the profits to be made from selling illegal alcohol, and politicians and police were bought off wholesale.'</p>	7	

Question		Answer	Marks	Guidance
4	(c)	<p>Study Source D. How useful is this source as evidence about American society at this time? 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> <p>Level 1</p> <p>Surface use of source for information/general assertions eg 'It is useful as it shows a film star.'</p> <p>Level 2</p> <p>Asserts source is useful for information eg 'It is useful as it tells us that there were films about black Americans.' 'It is useful as it suggests that black Americans were not used in films.' 'It is of limited use because of the attitude towards black Americans.'</p> <p>Level 3</p> <p>Asserts source is not useful because of lack of information eg 'It is not really useful as it only tells us about one film/one type of entertainment.' 'It is not really useful as it does not tell you about intolerance.'</p> <p>Level 4</p> <p>Useful/not useful as evidence of American society – focus should be on message/purpose eg 'It is really useful as it is a comment on the increasing influence of jazz and black American culture giving rise to concern about morals.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3–4</p> <p>5</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Useful OR not useful – checks against contextual knowledge</p> <p>eg ‘The movie industry was big business in America with the Hollywood studios developing and creating many movie stars. The cinema provided escapism.’</p> <p>OR</p> <p>‘Whilst it is useful for looking at the cinema, there were many other aspects of American society that were changing. One change was in the role of some women who became much freer in the way they conducted their lives spending money on clothes, make-up, cigarettes and going to dance clubs without chaperones.’</p>	6	
			<p>Level 6</p> <p>Useful AND not useful – checks against contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question			Answer	Marks	Guidance
5	(a)		<p>Describe how an assembly line operated.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The assembly line brought the work to the worker.'</p> <p>'The worker would only carry out one task before the line moved the work on to the next worker.'</p> <p>'The key was to keep, as Ford put it, 'everything in motion.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why some US industries did not benefit from the economic prosperity of the 1920s.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because they had traditional approaches.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'The traditional industries lost markets.'</p> <p>'People spent their money on cheaper products.'</p> <p>'Cleaner fuels were used.'</p> <p>'World trade declined.'</p> <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 'In the long-established traditional industries consumer demand did not grow as fast. The markets for these goods were long established and the products were not new and exciting.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question		Answer	Marks	Guidance
	(c)	<p>‘The impact of the First World War was the most important cause of the economic boom of the 1920s.’ 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘No, it was government policy.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘The government believed in laissez-faire.’ ‘Taxation was low.’ ‘Tariffs protected home produced goods.’ ‘Trade unions were discriminated against.’ ‘New technology created consumer goods.’ ‘Credit facilities became readily available.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explanation showing impact of First World War OR Explanation showing other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The war had aided the US chemical industry which now far outstripped Germany. It stimulated the growth of by-products which became industries in their own right. Plastics was one such development.'</p> <p>OR</p> <p>'Presidents Harding and Coolidge believed in a policy of laissez- faire or not interfering with the economy. Instead, they encouraged the growth of industry by low taxes. This encouraged business owners to invest and give consumers more money to spend.'</p>	4–6	
	<p>Level 4</p> <p>Explanation showing impact of First World War AND Explanation showing other reasons</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	
	<p>Level 5</p> <p>As Level 4 with evaluation of 'how far'</p> <p>As Level 4 plus eg 'An economic boom is not brought about by one cause. Even the First World War influence had a number of aspects. When these were put into a climate of change supported by government then economically a country develops. This can then be added to the influence of available markets for the productions producing an economic cycle of prosperity.'</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>What were Roosevelt's 'fire-side chats'?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Communication by radio.'</p> <p>'It was a way of communicating with the people.'</p> <p>'It started during the banking crisis.'</p> <p>'The 'chats' were important for keeping Americans in touch with what the government was doing.'</p> <p>'They kept the whole nation informed.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why Roosevelt dealt with the banking crisis as soon as he became President in 1933.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To solve the crisis quickly.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>eg 'To get people to invest again.' 'To regain people's confidence in the banks.' 'To remove some of the banks.'</p> <p>Level 3</p> <p>Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Roosevelt needed to decide which banks were capable of continuing in business. He, therefore, forced all banks to close for four days. Those whose finances were completely hopeless were closed permanently, while others gained more public confidence.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question			Answer	Marks	Guidance
	(c)		<p>‘The most serious opposition to the New Deal came from the Supreme Court.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘The business community was against it.’ ‘The Republicans were against the New Deal.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘The Supreme Court thought parts of the New Deal were unconstitutional.’ ‘The business community resented the government’s interference in the economy.’ ‘Radical leaders complained that the New Deal did not go far enough.’ ‘Republicans still believed in ‘rugged individualism’.’ ‘The wealthy thought the government was giving their money away.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing opposition from the Supreme Court OR Explanation showing other opposition</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company. This was because the NRA was unconstitutional.'</p> <p>OR</p> <p>'Radical leaders such as Father Coughlin complained that the New Deal did not go far enough in helping the USA's poor. He complained that Roosevelt was trying to preserve society rather than change it. He set up the National Union for Social Justice and he attacked Roosevelt on his own radio programme.'</p>	<p>4–6</p>	
			<p>Level 4</p> <p>Explanation showing opposition from the Supreme Court OR Explanation showing other opposition</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	<p>7–9</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>As Level 4 with evaluation of 'how far'</p> <p>Must have both sides of argument.</p> <p>As Level 4 plus eg 'There was much opposition to the New Deal but in the eyes of many Americans the opposition by the Supreme Court was the most serious as it could have caused a constitutional crisis. This was because Roosevelt threatened its authority by announcing he would create new judges who would be more sympathetic. There was talk of Roosevelt being a dictator or communist. On the other hand objections were more personal and depended on a point of view. This did not threaten the Constitution.'</p>	10	

Part 2: Depth Study – Mao’s China, c.1930-1976

Question			Answer	Marks	Guidance
4	(a)		<p>Study Source B. How useful is this source as evidence of the success of Mao’s first Five Year Plan? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features only</p> <p>eg ‘It is useful as it gives important information.’</p> <p>Level 2</p> <p>Asserts usefulness of content (unsupported) AND/OR Asserts source is useful/not useful at face value because of bias/purpose/provenance (unsupported)</p> <p>eg ‘It is useful because it tells us that China set targets and also gives output figures.’</p> <p>AND/OR</p> <p>eg ‘It is useful as it gives official figures from the Chinese government.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Uses content of source to comment on useful/not useful in relation to question</p> <p>eg 'The source is useful. It tells us that targets were set and that for each of the three heavy industries the targets were far exceeded.'</p> <p>'The source is not useful as it does not give information about all the industries affected such as electricity and oil.'</p> <p>Level 4</p> <p>Useful/not useful as evidence – focus on message/purpose/provenance</p> <p>eg 'These figures might not be useful. Ambitious figures were set and according to the source been exceeded by 1957. These figures were published by the Chinese government and their method of collection was unreliable as they depended on local officials who had an obvious interest in inflating the figures.'</p> <p>Level 5</p> <p>Useful/not useful – checks against contextual knowledge</p> <p>eg 'This source is useful as it shows that China's industrial targets were exceeded and this resulted in China having a railway system to move goods and raw materials over vast distances. In addition the population of the towns and cities soared as peasants moved to jobs created by the new industry.'</p> <p>OR</p> <p>eg 'This source is not really useful as it presents a limited view. Workers lacked the necessary skills and expensive modern equipment was ruined through poor installation and lack of maintenance. Also the emphasis was on quantity rather than quality.'</p>	<p>4</p> <p>5</p> <p>6</p>	

Question			Answer	Marks	Guidance
			Level 6 Useful AND not useful – checks against contextual knowledge Both sides of Level 5.	7	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C. How far are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am not surprised that a display is put on for Mao.' 'I am surprised that agriculture is left to the elderly.' 'I am not surprised the people were giving Mao the impression that production was at a high level.'</p> <p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR</p> <p>Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am surprised that a person so close to Mao would make this implied criticism.'</p> <p>OR</p> <p>'Under the Great Leap Forward many small factories proved to be inefficient and wasteful and what was produced was low quality. The work took many away from agriculture.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Surprised OR not surprised – supported by context</p> <p>‘I am surprised that even though Mao is passing through the party chief would risk the crop just to please Mao as food was in short supply.’</p> <p>OR</p> <p>eg ‘I am not surprised with the account. People were hungry and many starved because there was no food available. Yet the figures report to Mao showed food to be plentiful.’</p>	4	
			<p>Level 4</p> <p>Surprised AND not surprised – supported by context</p> <p>Both sides of Level 3</p>	5	
			<p>Level 5</p> <p>Surprised by provenance/tone/purpose/reliability</p> <p>eg ‘I am surprised by this source. What does Mao’s personal Physician hope to gain? Also, whilst the first paragraph is factual, how did he know about what he describes? This casts some doubts about the source.’</p>	6	

Question		Answer	Marks	Guidance
	(c)	<p>Study Source D. Why was this source published in 1964? 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> <p>Level 1</p> <p>Surface use of source for information/general assertions eg 'To show members of the commune hard at work.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message or purpose eg 'This source was published by Mao as part of his campaign to encourage communes.'</p> <p>Level 3</p> <p>Asserts message of the poster but with no development eg 'The message is do what Mao is saying. You will be happy.' 'Dazhai is a success.'</p> <p>Level 4</p> <p>Explains message of source eg 'The message is do what Mao is saying should happen. This was part of a 'Learn from Dazhai in Agriculture' campaign of posters following Mao's supreme directive.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>It is supporting Mao in relation to communes.</p> <p>eg 'The poster was published as part of propaganda campaign. It was exhorting other communes to copy/change attitudes, and follow what was happening at Dazhai.'</p> <p>'It was published to change people to what Mao said was good agricultural practice.'</p>	5	
			<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The poster was published as part of a propaganda campaign. It was exhorting other communes to copy what was happening at Dazhai. It was an attempt to suggest that success was due to putting into practice the thoughts of Mao. Dazhai was a remote region which appeared to have developed an excellent agricultural system as part of a commune.'</p>	6–7	

Question			Answer	Marks	Guidance
5	(a)		<p>What did Mao hope to achieve when he visited Stalin in 1949?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'He wanted friendship/relationship/respect.'</p> <p>'He wanted an alliance.'</p> <p>'Mao hoped for loans and some technical help to carry out the reforms which were needed in China.'</p> <p>'Mao wanted parity for China with the Soviet Union. He did not want the USSR dominating the Chinese Revolution.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Marks	Guidance
	(b)		<p>Explain why China's relations with the USSR changed in the 1950s and 1960s.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Mao disapproved of what Khrushchev was doing.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'Khrushchev had been appointed.'</p> <p>'Khrushchev was friendlier to the West.'</p> <p>'The USSR was not in touch with the people.'</p> <p>'The USSR would not help China militarily.'</p> <p>'There were armed clashes between Soviet and Chinese troops.'</p> <p>'China tested its own atomic bomb.'</p> <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 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question		Answer	Marks	Guidance
5	(c)	<p>How far did China's relations with neighbouring states, other than the USSR, change between 1950 and 1976? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Some have changed more than others.'</p> <p>Level 2</p> <p>Identifies AND/OR describes extent of change</p> <p>(One mark for each point)</p> <p>eg 'Taiwan has remained independent.'</p> <p>'Tibet has rebelled against China.'</p> <p>'China's view of Vietnam changed in the 1970s.'</p> <p>'Hong Kong has remained capitalist under Britain.'</p> <p>'There were skirmishes on the China/India border.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing relations with some countries did not change OR Explanation showing change of relations with other countries</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'In 1950 Mao's troops invaded Tibet. As this meant it was part of the PRC Tibetan resistance tried to overthrow PRC control. In 1958 a Tibetan rebellion against control was put down. Full scale resistance to control followed but failed. The Chinese tried to destroy the power of the Tibetan religion and that of the Dalai Lama. This was offensive to a deeply religious people and many thousands of Tibetans fled.'</p> <p>OR</p> <p>'In Vietnam the Chinese Communists supported the Vietnamese Communists. In the 1970s China's relations with Vietnam seriously deteriorated as China increasingly viewed Vietnam as a potential Soviet instrument to encircle China. Vietnam was concerned at China's support for the communist ruling political support of Cambodia.'</p>	<p>4–6</p>	
			<p>Level 4</p> <p>Explanation showing change of relations with some countries did not change AND Explanation showing change of relations with other countries</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>	<p>7–9</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far' As Level 4 plus eg 'It is fair to say that with many neighbouring states there was little change. There were uprisings and then lulls. Relations with Tibet changed to hostility driving out the Dalai Lama. This was one of the most significant of changes although hostility with India brought increases in military standing and remained a threat to peace.'</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>Who were the Red Guards?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Students from the closed schools and universities.'</p> <p>'Followers of Mao.'</p> <p>'Students who took part in the Cultural Revolution.'</p> <p>'Students who terrorised capitalists.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Marks	Guidance
6	(b)		<p>Explain why Mao introduced the Hundred Flowers Movement.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'He wanted to change things.'</p> <p>'To give the opportunity for the expression of views.'</p> <p>'Mao wanted praise for progress made.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'An opportunity for free discussion and criticism of the government.'</p> <p>'To find out what the educated classes thought.'</p> <p>'To assess the work of the Party cadres.'</p> <p>'To heal the rift between the Party cadres and the technical experts.'</p> <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 'Mao felt that, under his leadership, China had recovered from the ravages of wars, improved communications, brought inflation under control and established a more healthy economy. Mao hoped for some praise and re-assurance that the people supported his measures.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question			Answer	Marks	Guidance
6	(c)		<p>The Cultural Revolution was a success.’ 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘It was a failure.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘Mao’s purge of the Party succeeded.’</p> <p>‘An effort was made to provide every peasant with primary schooling.’</p> <p>‘Industrial production fell.’</p> <p>‘Formal education was seriously interrupted.’</p> <p>Level 3</p> <p>Explanation showing success</p> <p>OR</p> <p>Explanation showing lack of success</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘For Mao personally, the Cultural Revolution can be viewed as a success. His purge of the Party succeeded. Liu Shaoqi, Deng Xiao-ping and several other leading</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–6</p>	

Question	Answer	Marks	Guidance
	<p>members of the Politburo had been humiliated and removed from office. The Politburo itself had ceased to have any real power; its place had been taken by a smaller standing committee.'</p> <p>OR</p> <p>'Education was seriously disrupted and this damaged the long term prospects of millions of young Chinese people. In the summer of 1966 all universities were closed and they did not reopen for two years.'</p> <p>Level 4</p> <p>Explanation showing success AND Explanation showing lack of success</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Level 5</p> <p>As Level 4 plus evaluation of 'how far'</p> <p>Level 4 plus eg 'In terms of the people of China it cannot be considered a success. China was on the verge of civil war as the cultural Revolution was rapidly spinning out of control. A whole generation lost its education and industrial production fell. Even if you analyse Mao's reasons it is difficult to argue that it was successful although it might be argued that his aims and what happened did not match.'</p>	<p>7–9</p> <p>10</p>	

Part 2: Depth Study – Causes and Events of the First World War, 1890-1918

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. What is the German cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only eg 'The cartoon shows a skeleton of a horse.'</p> <p>Level 2 Secondary message eg 'Horses are ineffective against barbed-wire.' 'The methods used by the British/French brought death.' 'Germany were confident they would win.'</p> <p>Level 3 Secondary message supported details of the cartoon/contextual knowledge eg 'Germany were confident they would win. This is shown by the skeleton of a horse entangled in barbed-wire.'</p> <p>Level 4 Main message of cartoon identified The German cartoonist is critical of British military methods. eg 'The German cartoonist's message is that British military thinking is outdated and will fail.' 'Using cavalry will bring failure.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p> <p>5</p>	

Question			Answer	Marks	Guidance
			<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 British military thinking is outdated and will fail. This is shown in the cartoon by a skeleton of horse which has been trying to cross no-man’s land. Here it has become impaled on the barbed-wire.’</p> <p>OR</p> <p>eg ‘The main message is that British military thinking is outdated and will fail. Trench warfare was a new kind of fighting and yet the Generals fell back on successful ideas from years ago, that of the use of cavalry.’</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	

Question	Answer	Marks	Guidance
(b)	<p>Study Source C. How surprised are you by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am surprised that Haig says everything went like 'clockwork'.'</p> <p>'I am not surprised Haig was saying everyone was 'full of confidence'.'</p> <p>'I am surprised that Haig appears to think that the Germans are under-strength and that they were not prepared for the battle.'</p> <p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance OR Comments on context of source but fails to explain surprised/not surprised</p> <p>eg 'I am not surprised as Haig is commenting on his own tactics.'</p> <p>OR</p> <p>eg 'The Battle of the Somme in 1916 was a massive battle with horrific numbers of casualties. It began at dawn with the expectation there would be little resistance as soldiers went 'over the top'. The pace of advance for the British was slow.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains surprised OR not surprised – checks against contextual knowledge/provenance</p> <p>eg ‘I am surprised Haig was claiming that the preparations had gone well. The artillery fire had in fact tangled the barbed-wire rather than broken it and the shelling had little effect on the German positions which were well-fortified.’</p> <p>‘I am surprised that Haig felt that the first day had gone well. The slow pace of the British advance because of the wire left them as sitting targets for the German machine-gunners. There were around 57,000 casualties on the first day. There was chaos as many officers were killed leaving soldiers confused as to what to do.’</p> <p>Level 4</p> <p>Explains surprised AND not surprised – checks against contextual knowledge/provenance</p> <p>Both sides of Level 3.</p>	4-5	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D. Why was this cartoon published in 1917? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Surface use of source for information/general assertions eg 'The source shows Germany struggling against the heavy seas.'</p> <p>Level 2 Focus on context of source with no valid message or purpose eg 'Increasingly the allies thought the war of attrition was moving towards them and that they were capable of lasting longer. Early in 1917 the number of successes increased but even so it looked like the war was destined to continue for some time. The Americans had been providing supplies and equipment to the allies but Germany began to sink passenger ships. America joined the war in 1917.'</p> <p>Level 3 Asserts message of the cartoon but with no development eg 'The message is that it's all up for Germany.' 'Britain is going to defeat Germany.'</p> <p>Level 4 Explains message of source eg 'The message is that it's all up for Germany. It is hard enough fighting against Britain and France shown by the heavy seas. On the horizon is the rising storm of America.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>eg 'This cartoon was published to boost the morale of the British people and fighting forces.'</p>	5	
			<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'This cartoon was published to boost the morale of the British people and fighting forces. This is shown in the cartoon by showing Germany struggling against overwhelming odds. The waves relating to Britain and France are almost impossible to row against whilst in the distance is now the rising threat of America.'</p>	6	
			<p>Level 7</p> <p>Level 6 + Why 1917? As Level 6 plus eg 'America joined the war in April 1917.'</p>	7	

Question			Answer	Marks	Guidance
5	(a)		<p>Describe the colonial rivalry between the Great Powers by 1900.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The Kaiser wanted his 'place in the sun'.'</p> <p>'Britain and France already had large empires compared to Germany. Kaiser Wilhelm was determined to build up the German empire.'</p> <p>'A large empire would provide Germany with a market for her growing industries.'</p> <p>'It would be a status symbol showing Germany's greatness and gaining it respect.'</p> <p>'There was support for Kruger in South Africa.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the Kaiser's actions over Morocco increased tension in Europe.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because the Kaiser was seen as a threat.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'The Kaiser interfered over Morocco.'</p> <p>'He annoyed France.'</p> <p>'Britain and France stood together.'</p> <p>'The Kaiser lost face at the Conference.'</p> <p>'The Kaiser sent a gunboat to Agadir in 1911 as a threat.'</p> <p>'The Kaiser was trying to gain land.'</p> <p>'The Kaiser was testing the Entente.'</p> <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 'The Kaiser wanted to test the strength of the Entente and he visited Tangiers where in a speech (1905) he said Morocco should be independent of France. France was supported by Britain and would not back down.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question	Answer	Marks	Guidance
(c)	<p>How far did problems in the Balkans cause the First World War? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Problems in the Balkans brought war closer.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘Austria was alarmed at Serbia’s growing power in the Balkans.’</p> <p>‘Austria had added Bosnia-Herzegovina to its empire.’</p> <p>‘Russia supported Serbia, while Germany supported Austria.’</p> <p>‘The assassination of Franz Ferdinand triggered the war.’</p> <p>‘Naval rivalry between Britain and Germany.’</p> <p>‘Colonial rivalry between Britain and Germany.’</p> <p>‘The rival alliances caused tension.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing it was the Balkans OR Explanation showing there were other reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Serbians wanted to make Bosnia part of a 'greater Serbia' but Austria-Hungary added Bosnia-Herzegovina to its own empire in 1908. The Serbians asked Russia for help and Russia called for an international conference to discuss Austria's action. Austria refused to attend and Germany supported Austria. Russia backed down. Russia drew closer to France and Britain.'</p> <p>OR</p> <p>'The naval race between Britain and Germany in the twenty years before war became intense. The building of dreadnoughts on both sides increased the tension.'</p>	4–6	
			<p>Level 4</p> <p>Explanation showing it was the Balkans AND Explanation showing there were other reasons</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	
			<p>Level 5</p> <p>As Level 4 plus evaluation of 'how far'</p> <p>As Level 4 plus eg 'Yes the Balkans were a problem, but really the militaristic nature of Germany was a much greater cause. This started with the Kaiser's intervention in Morocco which annoyed Britain and France, developed through the arms race and affected how Austria acted against Serbia thus bringing Russia into war. Events in the Balkans were serious but not as much as the impact of the Kaiser.'</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>Describe the British naval blockade of Germany?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It prevented Germany importing food and materials by sea.'</p> <p>'Created unrest among German sailors.'</p> <p>'It was easy to enforce as Germany's coastline is small.'</p> <p>'Resulted in starvation.'</p> <p>'It related to control of the seas.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why the British navy introduced the convoy system.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'To help shipping.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>eg 'To protect the merchant fleet.' 'To escort merchant vessels.' 'To prevent shipping losses.' 'To ensure supplies reached Britain.' 'To combat submarine warfare.'</p> <p>Level 3</p> <p>Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg 'Germany introduced unrestricted submarine warfare in attempt to gain control of the seas. To combat this approach the British navy introduced a system of convoys where groups of ships travelled together.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question	Answer	Marks	Guidance
6 (c)	<p>'The main aim of the Gallipoli campaign was to defeat Turkey.' 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'I agree that this was important.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'It was to attack a German ally.'</p> <p>'They needed a break through in the war.'</p> <p>'To open a sea route to the Russian Front.'</p> <p>'To establish a new front.'</p> <p>'To relieve pressure on Russian forces.'</p> <p>Level 3</p> <p>Explanation showing Turkey as important</p> <p>OR</p> <p>Explanation showing other reasons</p> <p>Developed explanation to be given two marks within L3.</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–6</p>	

Question	Answer	Marks	Guidance
	<p>eg 'The intention was to attack a more vulnerable German ally. The war planners were particularly attracted to delivering a knock-out blow to Turkey, which had joined the Central Powers in November 1914, and was seen as its weakest member.'</p> <p>OR</p> <p>'It was an attempt to reduce pressure on the Western Front by establishing another front that would divert troops away from the Western or Eastern Fronts leaving a weakened army in these areas.'</p> <p>Level 4</p> <p>Explanation showing Turkey as important AND Explanation showing other reasons</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p> <p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>As level 4 plus eg 'By 1915 casualties were mounting on the Western Front and British government ministers in London could see no end to the stalemate. The war planners were attracted to the idea of a knock-out blow against Turkey, one of Germany's more vulnerable allies. It was hoped that this would divert German troops from the Russian Front. This was the main reason, but a secondary reason was to try to find a way of gaining sea route access to get supplies to the Russian Front.'</p>	<p>7–9</p> <p>10</p>	

Part 2: Depth Study - End of Empire, 1919-1969

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. How useful is this source as evidence about Kenya in the 1950s? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The source is useful as it says that people can forget some things but not others.'</p> <p>Level 2</p> <p>Asserts source is useful/not useful for information</p> <p>eg 'The source is useful as it is spoken by a Kenyan.' 'It is less useful as it contains biased views.' 'It is being said to a supporter so he would say what this supporter wanted to hear.'</p> <p>Level 3</p> <p>Asserts source is not useful because of lack of information</p> <p>eg 'The source has its limitations as it does not say who is stealing the land, or why.' 'There is nothing in the source about growing nationalism/independence.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p>	

Question			Answer	Marks	Guidance
			<p>Level 4</p> <p>Useful/not useful as evidence of Kenya in the 1950s – focus should be on message/purpose /tone of source</p> <p>eg ‘Its use might be limited as it is being said to a British Labour MP and they would be granting independence so all the Kikuyu elder is doing is confirming what the MP already thinks.’</p> <p>‘The source is very useful as it shows the bitterness felt by the Kikuyu over the loss of their lands.’</p>	4	
			<p>Level 5</p> <p>Useful OR not useful – checks against contextual knowledge</p> <p>eg ‘The source is accurate as it comments on the impact of white settlers who took over the most fertile land in the Aberdare Highlands. This was the traditional home of the Kikuyu tribe. This is an elder giving this as a reason for fighting for independence. Part of the fight was through the Mau Mau.’</p> <p>OR</p> <p>eg ‘This source is really not useful as it does not consider the introduction of segregation and discrimination by white settlers. Black Kenyans could not use the same facilities and services as white people and were forced to live in poor housing.’</p>	5	
			<p>Level 6</p> <p>Both sides of Level 5</p>	6	

Question		Answer	Marks	Guidance
	(b)	<p>Study Source C. What is the cartoonist's message? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'A British administrator is hunting the Mau Mau.'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg 'Britain has experience of dealing with uprisings.'</p> <p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'Britain has experience of dealing with uprisings. The source mentions some of the uprisings including India, and the reference to salt.'</p> <p>Level 4</p> <p>Main message of cartoon identified</p> <p>eg 'The main message is that the British government should learn from its mistakes.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p> <p>5</p>	

Question			Answer	Marks	Guidance
			<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 the British government should learn from its mistakes. The government is prone to rushing in as seen by the official on roller skates.'</p> <p>OR</p> <p>eg 'The main message is that the British government should learn from its mistakes. At that time the Mau Mau were using terrorist tactics. They were attacking white settlers and collaborators. The country was close to civil war and the British had declared a state of emergency.'</p>	6	
			<p>Level 5</p> <p>Main message supported by details of the cartoon AND by contextual knowledge</p> <p>Both sides of Level 5.</p>	7	

Question	Answer	Marks	Guidance
(c)	<p>Study Source D. How far does this source prove that the British response to the Mau Mau rebellion was effective? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Uses surface features/general assertions eg ‘Yes it does as it shows Kenyans being detained.’</p> <p>Level 2</p> <p>Undeveloped comments based on provenance or nature of source eg ‘This is a photograph and so cannot prove anything.’ ‘This is a photograph published in America to show how well the British are doing.’</p> <p>Level 3</p> <p>Asserts useful/not useful based on content of source and/or CK eg ‘The source proves the British response was successful as it shows that they had rounded up large numbers of suspects and detained them in a camp.’ ‘No it does not prove anything as it is just one group of detainees. The British government tried to starve the Mau Mau by cutting off supplies from the Kikuyu. By 1956 the support was dwindling as many Kikuyu lived in fear of being arrested.’</p> <p>Level 4</p> <p>Argues yes AND no based on content of source and/or CK Both sides of Level 3</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6–7</p>	

Question			Answer	Marks	Guidance
5	(a)		<p>Describe General Dyer's actions in Amritsar in 1919?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Dyer banned public meetings.'</p> <p>'He arrested local politicians.'</p> <p>'Dyer's troops lined up and opened fire on the crowd.'</p> <p>'His troops killed over 350 people and many were injured.'</p> <p>'Following the massacre he imposed martial law.'</p> <p>'Some of those involved were publically flogged.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why the pressure for independence from within India increased between the wars.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because more people wanted it.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'Nationalism was increasing.'</p> <p>'There was increasing opposition to unjust British rule.'</p> <p>'Gandhi was influencing the views of the Indian population.'</p> <p>'Salt was taxed.'</p> <p>'The Act of 1935 failed to satisfy the nationalists.'</p> <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 'The government of India Act of 1935 gave concessions but stopped short of dominion status as had been granted to the 'white' members of the British Empire such as Canada and Australia.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question		Answer	Marks	Guidance
	(c)	<p>How important was mass civil disobedience in India's progress towards independence? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It helped to a certain extent.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'It resulted in blood-shed at Amritsar.'</p> <p>'Gandhi was the prime mover.'</p> <p>'There was a boycott of foreign cloth.'</p> <p>'The methods attracted the sympathy of the foreign press.'</p> <p>'The Salt March was non-violent.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing effectiveness of mass civil disobedience OR Explanation showing failure/explanation of their reasons</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘Gandhi marched to the sea in 1930 to protest about the injustice of British rule as the British were taxing salt, an essential commodity in India. One of the major achievements of this civil disobedience was the sympathy it attracted from the world’s media. Despite attempts to censor American journalists the issue was raised in America. Britain began to feel the pressure and Gandhi was invited to discuss his concerns with the British.’</p> <p>OR</p> <p>‘An act of civil disobedience in Amritsar resulted in death and injury. Here unarmed Sikhs met but this was considered blatant defiance and Dyer ordered the military to open fire. Lives were lost.’</p>	4–6	
			<p>Level 4</p> <p>Explanation showing effectiveness of mass civil disobedience AND Explanation showing failure</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	
			<p>Level 5</p> <p>Level 4 plus evaluation of ‘how important’</p> <p>Level 4 plus eg ‘It was very important as it raised awareness of just how strong feeling was. This, together with the idea that it was peaceful, was more important than the violence which some displayed.’</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>What impact did the new Labour government of 1945 have on India?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'It was less inclined to preserve the Empire.'</p> <p>'Money was not available for the Empire.'</p> <p>'They did not hold imperialist views.'</p> <p>'There was increased rapport between Congress and Labour.'</p> <p>'An India Committee was set up.'</p> <p>'It paved the way for independence.'</p>	<p>0</p> <p>4</p>	

Question	Answer	Marks	Guidance
(b)	<p>Explain why India was partitioned.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Because there was no agreement.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>eg 'Because of Jinnah.'</p> <p>'Because of strong religious differences.'</p> <p>'Because of the domination of Congress by Hindus.'</p> <p>'Because of the Direct Action campaign.'</p> <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 'There were strong religious differences that could not be settled. Jinnah and the Muslim League launched a Direct Action campaign in order to pressurise the British government for a separate Muslim state. Strikes and protests soon led to violence with followers of Congress.'</p> <p>Level 4</p> <p>Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p> <p>6</p>	

Question		Answer	Marks	Guidance
	(c)	<p>‘How well did Britain manage the end of its rule of India? 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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘They must have been as it happened.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘They tried to avoid civil war by bringing forward the date of independence.’</p> <p>‘The process was chaotic and resulted in significant loss of life.’</p> <p>‘They used the diplomatic skills of Mountbatten to good effect.’</p> <p>‘Nehru and Gandhi worked well with Mountbatten.’</p> <p>‘They failed to convince Jinnah that one state was the best option.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explanation showing they were successful OR Explanation showing it was not a success</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'The Indian princes retained a degree of sovereignty and saw a chance to claim independence thus creating some 500 princely states, and chaos. Mountbatten used his considerable personal skills on behalf of the British government to convince the princes of their obligations to their people to ensure a safe transition and also pointed out the cost if they were independent. They saw Mountbatten as their equal and were willing to accept his advice.'</p> <p>OR</p> <p>eg 'Atlee original decided to withdraw from India in 1948. However, with the threat of violence and civil war, they decided that the situation called for action and brought forward the date to 1947. Critics claimed this decision was done in haste and that preparations were not sufficient to ensure a calm and stable transition period. When rioting broke out there were not enough British soldiers in place to deal with the situation. The whole process was chaotic and resulted in the loss of millions of lives.'</p> <p>Level 5</p> <p>Level 4 plus evaluation of 'how well'</p> <p>As Level 4 plus eg 'It was not handled very well. The decision to grant independence was rushed forward. The British hand was forced by India being on the verge of civil war and the decisions taken were rushed.'</p>	<p>4–6</p> <p>10</p>	

Part 2: Depth Study The USA, 1945-1975: Land of Freedom?

Question		Answer	Marks	Guidance
4	(a)	<p>Study Source B. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>Answers that copy/paraphrase the source OR unsupported assertions</p> <p>eg 'I am surprised they travelled a thousand miles.' 'I am surprised white people were involved in the Freedom Rides.'</p> <p>Level 2</p> <p>Surprised/not surprised – based on undeveloped comment on provenance</p> <p>eg 'I am not surprised as Pegler is right-wing and would say that.' 'I am surprised that some people wanted to go to a segregated South.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Surprised OR not surprised – checks against contextual knowledge/provenance</p> <p>eg ‘I am surprised that white people were still involved in the Freedom Rides by the time they reached Jackson in Mississippi. They had faced violence in Birmingham, Alabama, when members of the Ku Klux Klan got on their bus, beat up some of the Freedom Riders and slashed the tyres of the bus. I am surprised they did not give up at this point because it was so dangerous.’</p> <p>OR</p> <p>‘I am not surprised that some of the Freedom Riders were in jail in Jackson. In the Deep South white people would have been against any attempts to test the Supreme Court decision that racial segregation on interstate buses and in their terminals was illegal. They would have viewed the Freedom Riders, both white American and African American, as troublemakers and would have imprisoned them.’</p> <p>Level 4</p> <p>Surprised AND not surprised – checks against contextual knowledge/ provenance</p> <p>Both sides of Level 3.</p>	<p>4-5</p> <p>6</p>	

Question		Answer	Marks	Guidance
	(b)	<p>Study Source C. What is the cartoonist's message? Use the cartoon 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> <p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'In the cartoon I can see an African American family watching a fireworks display.'</p> <p>Level 2</p> <p>Secondary message</p> <p>eg 'The cartoonist's message is that the Civil Rights Bill is a reason for African Americans to celebrate.'</p> <p>Level 3</p> <p>Secondary message supported by details of the source/contextual knowledge</p> <p>eg 'The cartoonist's message is that the Civil Rights Bill is a reason for African Americans to celebrate. This is shown by the fireworks in the sky.'</p> <p>Level 4</p> <p>Main message of cartoon identified</p> <p>The message is one of approval of the Civil Rights Bill.</p> <p>eg 'The cartoonist's main message is that African Americans can look forward to a brighter future.'</p>	<p>0</p> <p>1–2</p> <p>3</p> <p>4</p> <p>5</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The cartoonist's main message is that African Americans can look forward to a brighter future. This is shown in the cartoon by the words Independence Day and the bright firework.'</p> <p>OR</p> <p>eg 'The cartoonist's main message is that African Americans can look forward to a brighter future. The Civil Rights Bill stated that segregation in public places like hotels, motels, lunch counters, restaurants and theatres would be banned.'</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	

Question	Answer	Marks	Guidance
(c)	<p>Why was this poster displayed in 1965? 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> <p>Level 1</p> <p>Surface features of source only/general assertions</p> <p>eg 'The poster shows black and white people at a meeting.'</p> <p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'Martin Luther King is shown in the poster as being at a 'Communist Training School.'</p> <p>Level 3</p> <p>Asserts message of source but with no development</p> <p>eg 'The message of this poster is that Martin Luther King is a traitor.'</p> <p>'The message of this poster is that Martin Luther King cannot be trusted as he is a communist.'</p> <p>Level 4</p> <p>Explains the message of the source using the source details/contextual knowledge</p> <p>eg 'The message of this poster is that Martin Luther King is a traitor. This is shown by the words 'Martin Luther King at Communist Training School'. Americans hated communism.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3</p> <p>4</p>	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Asserts the purpose of the source but with no development</p> <p>eg 'This poster was displayed to discredit Martin Luther King and therefore stop people listening to and supporting his campaign for civil rights.'</p>	5	
			<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'This poster was displayed to discredit Martin Luther King and therefore stop people listening to and supporting his campaign for civil rights. The poster suggests that Martin Luther King is working with the communists to take over America. Many people in the south were very concerned about the progress being made by civil rights activists and thought they were a threat to American values just like the communists.'</p>	6	
			<p>Level 7</p> <p>As Level 6 plus why 1965</p> <p>Level 6 plus eg 'In 1965 the Voting Rights Act had been passed, which meant that states could no longer impose their own literacy tests or other rules to prevent black voter registration.'</p>	7	

Question			Answer	Marks	Guidance
5	(a)		<p>Describe what happened during the investigation into Alger Hiss.</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'Whittaker Chambers told the HUAC that Alger Hiss was a communist.'</p> <p>'Richard Nixon (a member of the HUAC) found debatable evidence that Hiss had passed information to the USSR during World War Two.'</p> <p>'Hiss was arrested and put on trial in 1948 for unpatriotic activities while he was a State Department official.'</p> <p>'Hiss was found guilty of lying to the court and was sent to prison for five years.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why the Rosenberg Case caused so much fear in the USA.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'They did not know who to trust.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg 'The Rosenbergs passed information about the atomic bomb to the USSR.'</p> <p>'It showed there were spies living in America.'</p> <p>'The Rosenbergs seemed like an ordinary family but they were a threat to Americans.'</p> <p>'The Rosenbergs were communists.'</p> <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 'The Rosenberg Case caused so much fear in the USA because it showed that communists were living in ordinary communities in the USA. This frightened Americans because they did not know who to trust; people like the Rosenbergs could be living and working in their own communities and passing information of national importance to the USSR.'</p>	<p>0</p> <p>1</p> <p>2–3</p> <p>4–5</p>	

Question			Answer	Marks	Guidance
			Level 4 Explains TWO reasons	6	

Question	Answer	Marks	Guidance
(c)	<p>'The following were equally important in causing the Red Scare in the 1950s: Joseph McCarthy; (ii) international events. How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</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> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'International events showed communism was everywhere.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'McCarthy claimed there were communists in the state department.'</p> <p>'McCarthy claimed that a professor at one of the top American universities was the top Russian spy.'</p> <p>'McCarthy and the FBI investigated American libraries and found 30,000 books with communist links.'</p> <p>'In 1949 China became a communist country.'</p> <p>'Stalin left his troops in Eastern European countries after liberating these countries from Nazi occupation.'</p> <p>'The Berlin Blockade showed the determination of the Soviet Union.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<p>Level 3</p> <p>Explains McCarthy OR international events</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg 'In 1950 Joseph McCarthy stated that he had the names of 205 communists who were working in the state department, dealing with foreign policy. American people were extremely worried by this as these communists could undermine the security of America. They believed McCarthy and supported his efforts to root out communists from any job that influenced government policy.'</p> <p>OR</p> <p>eg 'At the end of the Second World War Soviet troops had liberated many countries in Eastern Europe. Instead of then withdrawing his troops, Stalin left them there. Soon there were Communist governments established in Czechoslovakia, Hungary, Poland, Bulgaria and Romania. Americans were alarmed by this rapid communist takeover of Eastern Europe and feared that Stalin intended to spread communism even further and could even threaten America.'</p>	4–6	
			<p>Level 4</p> <p>Explains McCarthy AND international events</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7–9	

Question			Answer	Marks	Guidance
			<p>Level 5</p> <p>Level 4 plus evaluation of 'how far'</p> <p>As Level 4 plus eg 'Americans internationally were concerned about the increasing threat of Communism and so this was very important in influencing their attitudes. Internally these attitudes were fired even more by McCarthy who was determined to expose the threat and so both were important.'</p>	10	

Question			Answer	Marks	Guidance
6	(a)		<p>What were the terms of the Civil Rights Acts of 1957 and 1960?</p> <p>Target: AO1</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'The 1957 Act established a Civil Rights Division in the Justice Department.'</p> <p>'A Civil Rights Commission was established to monitor race relations.'</p> <p>'The 1960 Act made it a federal crime to obstruct court-ordered school desegregation.'</p> <p>'There were penalties for those who tried to prevent black Americans voting.'</p>	<p>0</p> <p>4</p>	

Question		Answer	Marks	Guidance
	(b)	<p>Explain why the actions of Rosa Parks were important to African Americans in the 1950s.</p> <p>Target: AO1, 2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg ‘Rosa Parks showed them they could take action.’</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>eg ‘Her actions led to the Montgomery Bus boycott.’</p> <p>‘Her actions were given publicity in the national press.’</p> <p>‘Her actions helped to raise awareness of racial hatred in the south of America.’</p> <p>‘The Supreme Court declared segregation was unconstitutional.’</p> <p>‘Her actions showed that a peaceful approach could be successful.’</p> <p>‘The results of her actions gave hope to those who were campaigning for improved civil rights.’</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question			Answer	Marks	Guidance
			<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 'After refusing to give up her seat on the bus to a white man, Rosa Parks was arrested and fined. In support of Rosa's actions against segregation on transport the Montgomery Bus Boycott was organised. African Americans found that a peaceful approach could be successful as their boycott gained a lot of publicity, both in America and worldwide. The Supreme Court felt compelled to act and in December 1956 segregation on buses was ruled unconstitutional.'</p>	4–5	
			<p>Level 4</p> <p>Explains TWO reasons</p>	6	

Question		Answer	Marks	Guidance
6	(c)	<p>The following were equally important in the struggle for civil rights in the 1950s: (i) Brown v. Topeka Board of Education in 1954; (ii) events at Little Rock High School in 1957. How far do you agree with this statement? Explain your answer, referring only to (i) and (ii).</p> <p>Target AO1,2</p> <p>Level 0</p> <p>No evidence submitted or response does not address the question</p> <p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The Brown v. Topeka case helped African American students.'</p> <p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>eg 'In May 1954 the Supreme Court ruled that all school segregation was unconstitutional.'</p> <p>'500 school districts in the North and upper South of America desegregated.'</p> <p>'White Citizens' Councils opposed desegregation.'</p> <p>'President Eisenhower was forced to act due to Little Rock.'</p> <p>'Events at Little Rock were shown on television and in newspapers across the world.'</p> <p>'States could be overruled by the federal government over civil rights issues when necessary.'</p>	<p>0</p> <p>1</p> <p>2–3</p>	

Question	Answer	Marks	Guidance
	<p>Level 3</p> <p>Explains Brown v. Topeka OR Little Rock</p> <p>Developed explanation to be given two marks within L3.</p> <p>eg ‘The Brown v. Topeka case was important because it challenged segregation in schools. Linda Brown’s parents wanted her to attend a neighbourhood school rather than the school for black Americans which was further away from her home. Lawyers from the NACCP presented evidence to the Supreme Court, arguing that separate education was damaging to the achievement of black American children. As a result of the case the Supreme Court ruled that school segregation was unconstitutional.’</p>	4–5	
	<p>OR</p> <p>eg ‘Events at Little Rock were important because they were shown on television and in newspapers across the world. The treatment of the black students was a great embarrassment to a country that claimed to be the champion of freedom and equality. Black Americans were definitely not being treated equally at Little Rock. President Eisenhower had to intervene to protect the black students and this showed that civil rights issues could not be ignored.’</p>		
	<p>Level 4</p> <p>Explains Brown v. Topeka AND Little Rock</p> <p>Both sides of Level 3.</p> <p>Developed explanation to be given two marks within L4.</p> <p>Maximum of eight marks for answer lacking balance.</p>	<p>7–9</p> <p>10</p>	

Question			Answer	Marks	Guidance
			Level 5 Level 4 plus evaluation of 'how far' As level 4 plus some justification for judgement as to most important, eg Events at Little Rock were the most important as they became known of by the fact that they were televised. Also they must have been very important as the President became involved.'		

APPENDIX 1

Spelling, punctuation and grammar (SPaG) Assessment Grid

<i>High performance 5–6 marks</i>
Candidates spell, punctuate and use rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision.
<i>Intermediate performance 3–4 marks</i>
Candidates spell, punctuate and use rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility.
<i>Threshold performance 1–2 marks</i>
Candidates spell, punctuate and use rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately.

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