



GCSE

History B (Modern World)

General Certificate of Secondary Education (Short Course)

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

Mark Scheme for June 2013

OCR (Oxford Cambridge and RSA) is a leading UK awarding body, providing a wide range of qualifications to meet the needs of candidates of all ages and abilities. OCR qualifications include AS/A Levels, Diplomas, GCSEs, Cambridge Nationals, Cambridge Technicals, Functional Skills, Key Skills, Entry Level qualifications, NVQs and vocational qualifications in areas such as IT, business, languages, teaching/training, administration and secretarial skills.

It is also responsible for developing new specifications to meet national requirements and the needs of students and teachers. OCR is a not-for-profit organisation; any surplus made is invested back into the establishment to help towards the development of qualifications and support, which keep pace with the changing needs of today's society.

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

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

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

OCR will not enter into any discussion or correspondence in connection with this mark scheme.

© OCR 2013

PART 1: SECTION A – THE INTER-WAR YEARS, 1919–1939

1	a	<p>Study Source A. Why was this cartoon published at this time? 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>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The cartoon shows three rather large figures.'</p>	1–2	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'Russia was excluded from the League of Nations. There had been the Bolshevik Revolution and there was Civil War. Britain, France and the US were afraid of Communism and did not want the Soviet Union as members.'</p>	3	

	<p>Level 3</p> <p>Asserts message of poster but with no development</p> <p>The message of the cartoon relates to the ideological views of the West and the Soviet Union.</p> <p>eg 'The main message of the cartoon is that the League does not represent all political views.'</p> <p>eg 'The main message is that the League of Nations is an exclusive capitalist club/excluding Communism.'</p>	4	
	<p>Level 4</p> <p>Explains message of source using source or contextual knowledge</p> <p>eg 'The main message is that the League of Nations is an exclusive capitalist club. The cartoon shows the countries of France, the USA and Britain as 'fat capitalists'.'</p>	5	
	<p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>This cartoon was published in the Soviet Union and is an attempt to turn their people against the League and induce hatred of capitalism.</p> <p>eg 'The cartoon was published to influence people in the Soviet Union with regard to its exclusion from the newly formed League of Nations.'</p>	6	

	Level 6 Valid explanation of purpose eg 'The cartoon was published to influence people in the Soviet Union with regard to Russia's exclusion from the newly formed League of Nations, Russia was Communist and therefore did not want anything to do with Capitalism.'	7–8	
--	--	------------	--

Question			Answer	Marks	Guidance
1	b		<p>Study Source B.</p> <p>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>	0	
			<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>	1–2	
			<p>Level 2</p> <p>Secondary message</p> <p>eg 'Mussolini is taking the League for a ride.'</p> <p>'Italy is being aggressive.'</p>	3	
			<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>	4	

		<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>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message is that 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 is 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>	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	

1	c	<p>Study Sources C and D. How similar are these two sources? Use the sources and your knowledge to explain your answer.</p> <p>Target: AO1, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that use sources for information but no valid comparison made</p> <p>eg 'Source C says it's OK. Source D says the League has principles.'</p>	1	
		<p>Level 2</p> <p>General assertion/simplistic comparison of provenance/stock evaluation</p> <p>eg 'They say there is nothing wrong with the League.' 'They are different because they are different governments.' 'They are similar because they are about the League of Nations.'</p>	2	
		<p>Level 3</p> <p>Identifies similar OR different extracts from sources</p> <p>eg 'They are similar. Source C says 'there is nothing wrong with the Covenant of the League.' In Source D it says they are operating 'according to the Covenant of the League'.'</p>	3	

		<p>Level 4</p> <p>Compares sources for similarity OR difference with explanation</p> <p>eg 'Sources C and D are not similar. Source C gives the impression that the League's members are letting it down by working outside the Covenant. In Source C Italy says it is working within the Covenant but it is obviously not as it has invaded Abyssinia.'</p>	4–5	
		<p>Level 5</p> <p>Compares sources for similarity AND difference with explanation</p> <p>eg 'Sources C and D are not similar. Source C gives the impression that the basic idea of the League is fine but that it will never operate properly unless all the member states accept their responsibilities fully. It is likely that the source is referring to events in Abyssinia where Italy are not acting as a member of the League council should. In contrast Source D suggests that Italy is operating within the principles of the League. It is not attacking Abyssinia but hiding under the idea of civilising. This is not true. Italy carried out an invasion. Haile Selassie appealed to the League for help but it did not materialise.'</p>	6–7	

1	d	Explain why the League of Nations was dominated by Britain and France. Target: AO1, 2		
		Level 1 General answer lacking specific contextual knowledge eg 'They dominated because they were important members of the League.'	1–2	
		Level 2 Identifies AND/OR describes reasons (One mark for each point) eg 'They were founder members of the League.' 'Britain and France were the most powerful members in the League.' 'The USA was not a member.' 'Germany and USSR were not allowed to join at the start.' 'Britain and France wanted the Treaty upheld.' 'The League's headquarters were in Europe.' 'Japan, Italy and Germany all withdrew from the League.'	3–4	
		Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) eg 'Britain and France had agreed with Wilson's 14 th 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.'	5–6	

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

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

2	b	Explain why Wilson wanted a 'league of nations'. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'To improve relations.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) eg 'Wilson was a peace-loving man and the League would support this view.' 'He wanted to avoid another world war.' 'He wanted to build a better and more peaceful world.' 'To encourage nations to work together.' 'To help to make the world safe for democracy.' 'To put right any problems with the peace treaties.'	2–3	

		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg '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>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The Treaty left both with reservations.'</p>	1	
		<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 and, 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>	2–3	

	<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.'</p> <p>'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 answer lacking balance.</p>	7–9	

	<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> <p>Spelling, Punctuation and Grammar</p>	10	
--	---	-----------	--

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>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A policy of giving Hitler what he wanted.' 'A policy of delaying the inevitable – war.' 'It was a policy to try and rectify part of the unfair Treaty of Versailles.' 'There was more concern about Communism and Hitler was a buffer.' 'A delaying tactic to allow time to increase armaments.'</p>	4	

3	b	<p>Explain why Hitler took action against the Treaty of Versailles between 1933 and 1938. Target: AO1, 2</p>		
		<p>Level 0 No evidence submitted or response does not address the question</p>	0	
		<p>Level 1 General answer lacking specific contextual knowledge eg 'Hitler took action to destroy it.'</p>	1	
		<p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) eg 'So that he could begin to rearm.' 'He was a gambler and wanted to see what he could get away with.' 'To regain what had been lost by Germany.' 'To make Germany more powerful.' 'To fulfil his personal ambitions – 'Mein Kampf'.'</p>	2–3	

		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg '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>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It was justified as it bought time.'</p>	1	
		<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.' 'It was justified as Britain was not ready militarily for war.' 'It was justified as the Treaty of Versailles had been harsh.' 'It cannot be justified as it was giving in to a bully.' 'It cannot be justified as it was morally wrong.' 'It was not justified as it resulted in excellent chances to stop Hitler being missed.' 'It cannot be justified as it failed to prevent war.'</p>	2–3	

	<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 giving into a bully and an untrustworthy person. Many thought this was morally wrong especially when it involved other countries.'</p> <p>Spelling, Punctuation and Grammar</p>	10	
--	--	-----------	--

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

1	a	<p>Study Source A. Why was this cartoon published in February 1945? Use details of the poster 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>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'It was published to show the three leaders together.' 'It shows three men doing a jigsaw.' 'It shows three men looking at a map of Europe.'</p>	1–2	
		<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 the Yalta Conference. The conference was headed by the three leaders as shown. They were deciding how Europe should be re-organised.'</p>	3	

	<p>Level 3</p> <p>Asserts message of cartoon but with no development</p> <p>The message relates to the difficult decisions to be made at the end of the war.</p> <p>eg 'Europe has been changed by war.'</p> <p>'The task of sorting Europe was difficult.'</p>	4	
	<p>Level 4</p> <p>Explains message of cartoon</p> <p>eg 'The message the cartoonist wanted to give is that the task of sorting Europe was difficult as they are having trouble piecing the parts together.'</p>	5	
	<p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>This poster was published to alert the British people to the way in which 'new' Europe was being influenced by Stalin.</p> <p>'The purpose of the cartoon is to change people's attitudes towards Stalin.'</p>	6	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The purpose of the cartoon is to change people's attitudes towards Stalin. The poster was published to increase awareness about the dangers of Communism spreading. At a meeting that was held, Stalin was starting to influence the map of Europe as he was attempting to change his boundaries. The cartoonist wanted to increase awareness by influencing attitudes.'</p>	7–8	

1	b	<p>Study Sources B and C. How far does Source B prove that Source C is wrong? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General assertion OR gives summary source(s) for information</p> <p>eg 'Source B does not prove Source C wrong because this is what was going on.' 'Source B says Churchill is a warmonger but Source C says the USSR is not co-operating.'</p>	1	
		<p>Level 2</p> <p>Undeveloped comments on provenance</p> <p>eg 'Source B cannot prove Source C wrong as Source C is written two years later.' 'Source B cannot prove Source C wrong as they are different types of source - one is Stalin speaking and the other is from a report.' 'Source B cannot prove Source C wrong as the writer of Source B, Stalin, cannot be trusted.'</p>	2	
		<p>Level 3</p> <p>Selects contrasting issues but does not address issue of proof</p> <p>eg 'Source B says that the Soviet Union is protecting itself whereas Source C says that it is preparing to extend its influence.'</p>	3	

		<p>Level 4</p> <p>Evaluation of Source C with no valid reference to Source B</p> <p>eg 'It could be that Source C is wrong. It appears to be a biased source as its title is 'The Threat to Civilisation'. It is heavily weighted against the Soviet Union.'</p>	4	
		<p>Level 5</p> <p>Argues YES or NO based on content of sources</p> <p>eg 'I think Source B does prove Source C to be wrong. Source C says that the Soviet Union is actively preparing to extend its influence over the remainder of Europe but Source B shows this is not right as it gives the impression that the Soviet Union is trying to ensure its safety by ensuring countries close by become loyal to the Soviet Union.'</p>	5	
		<p>Level 6</p> <p>Evaluation of Source B to comment on Source C</p> <p>eg 'Source B does not prove Source C to be wrong. The purpose of Source B is to play down the fears expressed by Churchill about the threat of the Soviet Union and to justify the actions taken by Stalin. The tone of Source B changes very quickly from threatening to something much softer.'</p>	6	
		<p>Level 7</p> <p>Relevant evaluation of Source B and C</p> <p>eg 'Source B does not prove Source C to be wrong. It proves that the stance of the West is directly the opposite of the stance of the Soviet Union. Source B is reflecting a response to Churchill's speech saying that he has got the Soviet Union stance completely wrong and that what they are doing is ensuring their safety. Source C seems to follow Churchill's theme and effectively suggest that the Soviet Union is not being truthful.'</p>	7	

1	c	<p>Study Source D. 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>	0	
		<p>Level 1</p> <p>Uses surface features of cartoon only</p> <p>eg 'The cartoon shows Stalin watching birds flying over Berlin.'</p>	1–2	
		<p>Level 2</p> <p>Secondary message</p> <p>eg 'The allies are defying Stalin.' 'Stalin is angry.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source/contextual knowledge</p> <p>eg 'The allies are defying Stalin. They are getting round the blockade by flying in supplies.'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoonist is supporting western powers. He is making fun of Stalin. He is putting Stalin down.</p> <p>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>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message is that 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	

1	d		Explain why Marshall Aid was offered to countries in Europe. Target: AO1, 2		
			Level 1 General answer lacking specific contextual knowledge eg 'Because of the state of Europe.'	1–2	
			Level 2 Identifies AND/OR describes reasons (One mark for each point) eg 'Because of Europe's ruined economy.' 'To help fight Communism.' 'To improve US trade opportunities.' 'They introduced Marshall Aid when the Communists took over Czechoslovakia.'	3–4	
			Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) 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.'	5–6	

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

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>	0	
		<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 October 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>	4	

2	b		Explain why the USA was concerned about Soviet Missiles in Cuba. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) eg 'Russian missiles were close and therefore a threat to the USA.' 'A nuclear attack could be imminent.' 'It gave strength to Cuba.' 'It was a challenge to Kennedy.' 'It was a threat to world peace.' 'Communism could spread.'	2–3	

		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg '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>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Yes he did as war was avoided.'</p>	1	
		<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.' 'He became the peacemaker with his offer.' 'Khrushchev put himself in a position where he had to back down quickly.'</p>	2-3	

	<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	

	<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>	10	
		6	

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

3	b		Explain why the USA became involved in Vietnam up to and including 1965. Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge eg 'To help South Vietnam.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) eg 'To stop the spread of Communism.' 'To enforce American policy.' 'A warship was attacked in the Gulf of Tonkin.' 'Congress authorised support.' 'There was a change of President.' 'In February 1965 the Vietcong attacked American air bases.'	2–3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) 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.'	4–5	
		Level 4 Explains TWO reasons	6	

3	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 No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'No it was because people in America were more aware of events.'</p>	1	
		<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.' 'Loss of life for military personnel was increasing.' 'The Tet Offensive had a great impact.' 'Public opinion was changing as television began to broadcast raw accounts of war.' 'Americans began to protest about war – the student movement.' 'Commentators were beginning to consider the war unwinnable.' 'People began to object to the 'draft'. 'The cost of war was increasing.' 'There was a change in government policy, eg Vietnamisation.'</p>	2–3	

	<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	

	<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> <p>Spelling, Punctuation and Grammar</p>	10	
--	--	-----------	--

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

1	a	<p>Study Source A. Why was this cartoon published in October 1956? 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>	0	
		<p>Level 1</p> <p>Surface use of source for information/general assertions</p> <p>eg 'The 'Jugoslavia' pedestal is shown as empty.' 'Khrushchev is holding a whip.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>eg 'When Nagy came to power in Hungary he began to make plans to hold free elections and demand the withdrawal of the Soviet army. He also planned to take Hungary out of the Warsaw Pact. Yugoslavia was not a member of the Pact.'</p>	2	

	<p>Level 3</p> <p>Asserts message of poster but with no development</p> <p>The message of the cartoon relates to the idea of Soviet control.</p> <p>eg 'The main message of the cartoon is that Khrushchev is having a problem trying to control countries in Eastern Europe.'</p>	3	
	<p>Level 4</p> <p>Explains message of source using source or contextual knowledge</p> <p>eg 'The main message of the cartoon is that Khrushchev is having a problem trying to control countries in Eastern Europe. This is shown by Khrushchev holding a whip whilst Hungary is leaving its pedestal.'</p>	4	
	<p>Level 5</p> <p>Asserts purpose of the cartoon but with no development</p> <p>This cartoon was published in Britain to discredit the Soviet Union and its relations with its European states.</p> <p>eg 'The cartoon was published to encourage the British people to look down on Soviet lack of control.'</p>	5	
	<p>Level 6</p> <p>Valid explanation of purpose</p> <p>eg 'The cartoon was published to discredit Soviet policy in the eyes of the British. The cartoon shows the countries as bears (how Russia was depicted) with Khrushchev holding a whip. Despite this attempt at control Yugoslavia has 'escaped' and Hungary is just leaving its pedestal.'</p>	6–7	

1	b	<p>Study Sources B and C. Is either of these two sources more reliable? Use the sources 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>	0	
		<p>Level 1</p> <p>General assertion OR gives summary source(s) for information</p> <p>eg 'Source B is more reliable than Source C.' 'Source C is more reliable as it is explaining events.'</p>	1–2	
		<p>Level 2</p> <p>Undeveloped comments on provenance/stock evaluation</p> <p>eg 'Neither Source is reliable because they give a biased view being written by the Czechoslovakian leader and by the Soviet news agency.'</p>	3	
		<p>Level 3</p> <p>Uses inference(s) from source(s) to judge reliability but no valid comparison made</p> <p>eg 'Source B is not reliable as it contains Dubček's personal views which give the idea of hope which could never be the case.'</p>	4	

		<p>Level 4</p> <p>Goes beyond content of sources using tone, language, purpose but makes no valid comparison</p> <p>eg 'Source C is not reliable as it the Soviet explanation of why they sent tanks into Czechoslovakia. This was issued to cover the real reasons. Although the passage suggests the actions were peaceful the last sentence is more of a threat – 'nobody will ever be allowed...''</p>	5	
		<p>Level 5</p> <p>Compares sources for reliability based on context</p> <p>eg 'Both sources are about events in Czechoslovakia in 1968. In that sense neither can be considered reliable. In Source B surely even all those years later Dubček could not have thought that people would believe that the Soviet Union would not react to a threat to their power? Is he just trying to justify his actions? Source C cannot be reliable as there is no evidence from the time that the Soviets had been requested to help they just wanted to ensure that the Prague Spring would not result in their loss of power.'</p>	6–7	
		<p>Level 6</p> <p>Comparison of reliability of both sources based on context/knowledge/language/purpose/tone with conclusion</p> <p>Combines L4 and L5.</p>	8	

Question			Answer	Marks	Guidance
1	c		<p>Study Source A.</p> <p>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>	0	
			<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>	1–2	
			<p>Level 2</p> <p>Secondary message</p> <p>eg 'Solidarity is smaller and not as powerful.'</p> <p>'The Soviet Union is more powerful.'</p>	3	
			<p>Level 3</p> <p>Secondary message supported by details of the cartoon/contextual knowledge</p> <p>eg 'The Soviet Union is more powerful as it has tanks with weapons pointing at an unarmed person representing Solidarity.'</p>	4	

		<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 'Freedom will be crushed.' 'The Soviet Union will not tolerate any challenge to their authority.' 'How brave is little Solidarity in defying brutal tyranny'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>eg 'The main message 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>	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	

1	d		Explain Gorbachev's role in the collapse of Communism in Eastern Europe. Target: AO1, 2		
			Level 1 General answer lacking specific contextual knowledge eg 'He changed things.'	1–2	
			Level 2 Identifies AND/OR describes reasons (One mark for each point) eg 'Gorbachev introduced reform too quickly.' 'He developed links with the West.' 'Red Army support was withdrawn.' 'He introduced 'perestroika' and 'glasnost'.'	3–4	
			Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) 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.'	5–6	

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

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>	0	
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>eg 'A war of attrition against Israel.' 'Artillery attacks against Israeli settlements.' 'Fedayeen attacks against civilians.' 'The taking of hostages.' 'Intifada – civil disobedience and violence.' 'Plane hijacking.'</p>	4	

2	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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'It justifies actions.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes role</p> <p>(One mark for each identification/description)</p> <p>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>	2–3	

		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>eg '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>	4–5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

2	c	<p>'The Provisional IRA has been 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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'The PIRA has achieved more of its aims.'</p>	1	
		<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.' 'It wanted to create an all-island Irish state.' 'To defend the Catholic community in its desire for further civil rights.' 'The PIRA has reduced British influence.' 'Al-Qaeda has aimed to end foreign influence in Muslim countries.' 'Al-Qaeda has failed to destroy Israel.' 'Failed to topple pro-Western dictatorships around the Middle East.' 'Failed to unite all Muslims behind the principle of an Islamic nation.'</p>	2–3	

	<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	

	<p>Level 5</p> <p>Level 4 with evaluation of 'more successful'</p> <p>Must have both sides of argument.</p> <p>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.'</p> <p>Spelling, Punctuation and Grammar</p>	10	
		6	

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>	0	
		<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> <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	

3	b	Explain why there was international opposition to the Iraq War of 2003. Target: AO1, 2		
		Level 0 No evidence submitted or response does not address the question	0	
		Level 1 General answer lacking specific contextual knowledge eg 'Nobody wanted a war.'	1	
		Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) eg 'Different standards were being applied to Iraq than to Israel.' 'The questionable validity of the case for war.' 'Many wanted to see the back of Saddam but not brought about by the USA.' 'The absence of WMDs.' 'Concerns for the safety of Iraqi civilians.' 'It was diverting attention away from the real threat of terrorism.'	2–3	
		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) 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 not done anything about this.'	4–5	

		Level 4 Explains TWO reasons	6	
--	--	---	----------	--

3	c	<p>'The most important consequence of the invasion and occupation of Iraq was damage to the international reputation 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>	0	
		<p>Level 1</p> <p>General answer lacking specific contextual knowledge</p> <p>eg 'Security issues remained.'</p>	1	
		<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.' 'Increased democracy came about in neighbouring countries.' 'British ministers Cook and Short resigned.' 'There were severe doubts among US politicians.' 'Nothing was planned for Iraq when Saddam was removed.' 'Baghdad descended into anarchy.' 'Human rights abuses took place.'</p>	2–3	

	<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>	4–6	
	<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>	7–9	

	<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 '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.'</p> <p>Spelling, Punctuation and Grammar</p>	10	
		6	

Appendix 1**Spelling, punctuation and grammar (SPaG) Assessment Grid****High performance 5–6 marks**

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.

Intermediate performance 3–4 marks

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.

Threshold performance 1–2 marks

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.

OCR (Oxford Cambridge and RSA Examinations)
1 Hills Road
Cambridge
CB1 2EU

OCR Customer Contact Centre

Education and Learning

Telephone: 01223 553998
Facsimile: 01223 552627
Email: general.qualifications@ocr.org.uk

www.ocr.org.uk

For staff training purposes and as part of our quality assurance programme your call may be recorded or monitored

Oxford Cambridge and RSA Examinations
is a Company Limited by Guarantee
Registered in England
Registered Office; 1 Hills Road, Cambridge, CB1 2EU
Registered Company Number: 3484466
OCR is an exempt Charity

OCR (Oxford Cambridge and RSA Examinations)
Head office
Telephone: 01223 552552
Facsimile: 01223 552553

© OCR 2013

