



GCSE

History B (Modern World)

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

General Certificate of Secondary Education (Short Course)

Mark Scheme for June 2014

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

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

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

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Subject-specific marking instructions

- a. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
- b. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
- c. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know and can do.
- d. Marks are not cumulative. Please do not try to count up marks for 'points' made.
- e. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Supervisor immediately.
- f. All marking should be in red.
- g. Half marks should not be used.
- h. Do not transfer marks from one part of a question to another.
- i. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare to type of answer which a candidate makes with the level descriptor.
- j. If you come across an answer which is valid but does not appear to fit any of the level descriptors, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Supervisor.

- k. Where they are merited do not worry about awarding top marks in level or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- l. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.
- m. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
- n. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable.

Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6.

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

Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.

- o. The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your Supervisor should resolve the situation.
- p. Spelling, Punctuation and Grammar will be assessed in questions marked with a pencil. Please see Appendix 1 for the SPaG marking grid.

Awarding Spelling, Punctuation and Grammar to scripts with a scribe coversheet

- a. If a script has a **scribe cover sheet** it is vital to check which boxes are ticked and award as per the instructions and grid below:
- Assess the work for SPaG in accordance with the normal marking criteria. The initial assessment must be made as if the candidate had not used a scribe (or word processor) and was eligible for all the SPaG marks.
 - Check the cover sheet to see what has been dictated (or what facilities were disabled on the word processor) and therefore what proportion of marks is available to the candidate.
 - Convert the SPaG mark to reflect the correct proportion using the conversion table given below.

SPaG mark awarded	Mark if candidate eligible for one third (eg grammar only)	Mark if candidate eligible for two thirds (eg grammar and punctuation only)
0	0	0
1	0	1
2	1	1
3	1	2
4	1	3
5	2	3
6	2	4
7	2	5
8	3	5
9	3	6

- b. If a script has a **word processor cover sheet** attached to it the candidate **can** still access SPaG marks (see point a. above) unless the cover sheet states that the checking functionality is enabled, in which case no SPaG marks are available.
- c. If a script has a **word processor cover sheet** **AND** a **scribe cover sheet** attached to it, see point a. above.

- d. If you come across a typewritten script **without** a cover sheet please check with the OCR Special Requirements Team at specialrequirements@ocr.org.uk who can check what access arrangements were agreed.
- e. If the script has a **transcript, Oral Language Modifier, Sign Language Interpreter or a Practical Assistant cover sheet**, award SPaG as normal.

PART 1: SECTION A – THE INTER-WAR YEARS, 1919-39

Question			Answer	Mark	Guidance
1	a		<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>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Uses surface features of cartoon only</p> <p>e.g. 'The soldier is leaning on seven other men.'</p> <p>'The man at the back has a basket of eggs with 'British Empire' written on it.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'Germany is putting pressure on lots of other countries.'</p> <p>'Europe is going to fall like dominoes because of German actions.'</p> <p>'Britain is only interested in its Empire.'</p> <p>Germany is putting pressure on lots of other countries. I can see this because the large soldier is pushing them all over.'</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. 'Hitler will eventually turn upon Britain.'</p> <p>'Britain will be affected by German actions.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p> <p>The message is about the implications of German actions for Britain.</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Cartoonist's viewpoint identified</p> <p>Critical of British government as feels that it is not following the right course of action with its appeasement policy. The cartoonist is giving a warning about the short sightedness of British policy.</p> <p>e.g. 'Chamberlain has got it wrong. Britain is going to be in trouble if they ignore what is happening in Austria. Hitler will eventually turn upon Britain and then there will be nobody in Europe left to help them.'</p>	6	
	<p>Level 5 Explains answer using cartoonist's point of view</p> <p>e.g. 'Chamberlain has got it wrong. Britain is going to be in trouble if they ignore what is happening in Austria. Hitler will eventually turn upon Britain and then there will be nobody in Europe left to help them. Britain and France felt that the Germans and the Austrians had the right to unite even though it was banned by the Treaty of Versailles. In February 1938, Hitler had been making speeches demanding self-determination for German speakers in Austria and Czechoslovakia and increasing tension in Europe.'</p>	7	<p>Contextual knowledge must only be up to February – i.e. not the invasion of Austria; not the plebiscite.</p> <p>Contextual knowledge about appeasement is valid.</p>

Question			Answer	Mark	Guidance
1	b		<p>Study Sources B and C</p> <p>How similar is Source B and Source C? Use the sources and your knowledge to explain your answer.</p> <p>Target : A01, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Unsupported assertions/surface features of source</p> <p>e.g. 'I think they are similar because they both talk about Chamberlain.'</p> <p>Level 2 Identifies/explains similarities and/or differences based on provenance</p> <p>e.g. 'Source B is written at the time of Munich but Source C is written in 1979.'</p> <p>Level 3 Identifies/explains similarities OR differences based on content of sources</p> <p>e.g. 'They both say that Chamberlain thought he had achieved peace.'</p> <p>'Source B thinks that Chamberlain is a hero whereas Source C thinks that he has failed.'</p> <p>'They both say that there was a real danger of war before Chamberlain went to Munich.'</p> <p>'They both say that Chamberlain thought he had achieved peace. Source B says Chamberlain's 'conquests are mighty' making millions happy, and</p>	<p>0</p> <p>0</p> <p>1</p> <p>2</p> <p>3-4</p>	<p>Reward at a higher mark those who explain similarities OR differences</p>

Question	Answer	Mark	Guidance
	<p>Source C talks about the ‘almost hysterical majority’ who thought that Chamberlain had done great things and preserved peace.’</p> <p>Level 4 Identifies/explains similarities AND differences based on content</p> <p>Both sides of Level 3</p> <p>Level 5 Compares differences in attitudes/perspective of author</p> <p>e.g. ‘Both of the sources acknowledge that the threat of war had been averted but whereas Source B credits Chamberlain for this, Source C is very scathing about his role as a peacemaker. He is a single individual writing with the value of hindsight whereas the newspaper is speaking to a large readership at the time and reflected the general view of the time that Chamberlain had saved the country from imminent war.’</p>	5-6	Reward at a higher mark those who explain similarities AND differences

Question			Answer	Mark	Guidance
1	c		<p>Study Sources D</p> <p>Why was this poster published in 1938? Use the source and your knowledge to explain your answer</p> <p>Target : A01, 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</p> <p>e.g. 'There is a wolf about to attack three men in top hats.'</p> <p>Level 2 Focus on context not getting to message or purpose</p> <p>e.g. 'Hitler had said he only wanted the Sudetenland when it was obvious that he wanted all of Czechoslovakia. He was not going to stand by what was agreed at Munich.'</p> <p>Level 3 Message identified/explained</p> <p>e.g. 'Russia cannot trust the West.'</p> <p>'This poster is saying that Russia was betrayed by the West and that the western powers cannot be trusted because they are encouraging Nazi Germany to expand Eastwards by giving in to Hitler's demands at Munich.'</p>	<p>0</p> <p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>Reward at a higher mark those who explain message</p>

Question	Answer	Mark	Guidance
	Level 4 Purpose identified e.g. 'This poster was published to warn the Russian people and make them understand that that the western powers were not to be trusted and that appeasement was an anti-Soviet policy.'	6	
	Level 5 Purpose explained e.g. 'This poster was published to warn the Russian people and make them understand that that the western powers were not to be trusted and that appeasement was an anti-Soviet policy. Hitler had been appeased by Britain and France at Munich, and Stalin had not been consulted, increasing Soviet mistrust of the West's motives. Stalin believed that giving into Hitler's demands over the Sudetenland meant that they were encouraging him to expand eastwards towards the USSR.'	7	

Question			Answer	Mark	Guidance
1	d		<p>Explain why Hitler wanted the Sudetenland area of Czechoslovakia in 1938.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hitler was greedy.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>e.g. 'Hitler wanted a Greater Germany.'</p> <p>'Hitler thought that the USSR might invade Germany through Czechoslovakia.'</p> <p>'The Sudetenland had lots of wealth and resources.'</p> <p>'He thought there were a lot of Germans living there.'</p> <p>"This was part of his policy of reversing the Treaty of Versailles."</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Hitler wanted a Greater Germany and the Sudetenland contained a lot of German speakers who Hitler wanted to unite with Germany.'</p> <p>'Hitler thought that the USSR might invade Germany through Czechoslovakia and the Sudetenland contained most of Czechoslovakian defences.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p>

Question	Answer	Mark	Guidance
	<p>'The Sudetenland had lots of wealth and resources. It had the Skoda works in Pilsen and large deposits of coal and lignite.'</p> <p>Level 4 Explains more than one reason</p>	7-8	Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.

Question			Answer	Mark	Guidance
2	a		<p>What terms of the Treaty of Versailles aimed to increase French security?</p> <p>Target : A01</p> <p>Level 0 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>‘The German army was limited to 100,000 men.’</p> <p>‘The League of Nations was established.’</p> <p>‘The Rhineland, the border between France and Germany, became a demilitarised zone which meant no troops or weapons were allowed.’</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
2	b		<p>Explain why Wilson was not satisfied with parts of the Treaty of Versailles.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'He did not think it did what he wanted.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Treaty of Versailles did not follow Wilson's 14 points.'</p> <p>'The treaty did not allow self-determination for countries.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'The Treaty of Versailles did not follow Wilson's 14 points. Wilson had wanted freedom of the seas but Britain was unhappy with this and made sure that it did not become part of the Treaty. They made sure that Germany's navy was limited so that the British still ruled the seas after the war.'</p> <p>'The treaty did not allow self-determination for some countries which Wilson wanted for all countries. Large areas of land were given to Poland even though in some areas the majority of inhabitants were German.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>Aims only to credited at Level 1</p> <p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
2	c		<p>'The territorial losses in the Treaty of Versailles upset the Germans more than reparations.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Germans did not like what had been done to them.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Germans hated the fact that their Empire was taken away from them and given to the British and French to run as mandates.'</p> <p>'The loss of the Saar upset the Germans because it was a rich industrial area.'</p> <p>'The Germans resented the loss of 10% of land and 12.5% of their population.'</p> <p>'It was unfair to have to pay £6,600 million in reparations when the Germany economy was so weak after the war.'</p> <p>'Germans felt that the reparations unfairly punished the new Weimar government who weren't responsible for the war.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	One mark for each identification/description.

Question	Answer	Mark	Guidance
	<p>Level 3 Explanation of why territorial losses OR Reparations upset the Germans</p> <p>e.g. 'The Germans hated the fact that their Empire was taken away from them and given to the British and French to run as mandates. They felt that the British and French were increasing their empires when Germany was having to give up hers when she had not acquired them because of the war.'</p> <p>OR</p> <p>'It was unfair to have to pay £6,600 million in reparations when the Germany economy was so weak after the war. There was starvation and huge unemployment after the war and Germany was unable to pay such a large sum of money. They would have been paying for the next 60 years and it would cripple them.'</p>	4-6	Developed explanation to be given two marks within Level 3.
	<p>Level 4 Explanation of why territorial losses AND Reparations both upset the Germans</p> <p>Both sides of Level 3</p>	7-9	Maximum of 8 marks for answers lacking balance.
	<p>Level 5 Explains with evaluation of 'How Far...'</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>'On balance, in could be argued that the reparations was more upsetting for the Germans because it affected everyone and the country was in a dreadful state after four years of war. Germans felt they would be paying for a war they did not feel they should be blamed for. Whereas the territorial terms, although humiliating, only affected a minority of German people.'</p>	10	Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.
	<p>Spelling, punctuation and grammar.</p>	6	

Question			Answer	Mark	Guidance
3	a		<p>What actions could the League of Nations take to solve international disputes?</p> <p>Target : A01</p> <p>Level 0 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>e.g. 'The League would discuss the situation to sort out who was to blame.'</p> <p>'In a border dispute they would decide who should have the land such as in the Aaland Islands.'</p> <p>'The League would condemn the aggressor and tell them to stop.'</p> <p>'They could impose economic sanctions and stop trading with the aggressor.'</p> <p>'Finally, the League could use collective security where they would send troops from League countries to stop the fighting.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
3	b		<p>Explain why Mussolini invaded Abyssinia in 1935. Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was what he wanted to do.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Mussolini wanted to expand Italy's empire in Africa.'</p> <p>'He invaded because of the Great Depression.'</p> <p>'Italy wanted revenge for Adowa.'</p> <p>'Abyssinia was a very fertile land with lots of mineral wealth.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Mussolini wanted to expand Italy's empire in Africa. Italy already had Eritrea and Italian Somaliland which bordered Abyssinia, so this was an ideal choice for further expansion.'</p> <p>'Mussolini wanted to use the invasion to divert Italians from the problems of the economy due to the Great Depression. There was a large amount of unemployment and success abroad would help to deflect discontent at home.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
3	c		<p>'In the 1930s, the League of Nations failed in Manchuria for the same reasons it failed in Abyssinia.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The League didn't know what to do about Manchuria.'</p> <p>Level 2 Identifies similarities and/or differences OR describes reasons for the League's failure</p> <p>e.g. 'The League had no army to enforce peace on either of them.'</p> <p>'The League failed to impose sanctions on Japan.'</p> <p>'America wasn't a member so couldn't help deal with them.'</p> <p>'Lord Lytton took a year to make his report on Manchuria to the League.'</p> <p>'In Abyssinia the League failed to include oil in the sanctions.'</p> <p>'Britain and France wanted to keep Mussolini as an ally against Hitler.'</p>	<p>0</p> <p>1</p> <p>2-3</p>	<p>One mark for each identification/description.</p> <p>Do not credit descriptions of the invasions</p>

Question	Answer	Mark	Guidance
	<p>Level 3 Explanation of similarities OR differences as to why the League failed</p> <p>e.g. ‘The League failed for the same reasons in both Manchuria and Abyssinia because of the membership of the League. In Manchuria, the League would have needed to have used a Pacific power, such as American and USSR, to deal with Japan as it was too distant for Britain and France and they were worried about their Far Eastern colonies. Neither America nor USSR were members of the League so the League was unable to use their strength.’</p> <p>OR</p> <p>‘The League failed for different reasons over the use of sanctions. In Manchuria the League failed to impose sanctions on Japan but in Abyssinia they did impose sanctions but failed to impose them on oil because of the economic difficulties caused by the Great Depression. This allowed Italy to continue with the invasion virtually unchecked.’</p>	<p>4-6</p>	<p>Developed explanation to be given two marks with Level 3.</p>
	<p>Level 4 Explanation of similarities AND differences as to why the League failed</p> <p>Both sides of Level 3</p>	<p>7-9</p>	<p>Maximum of 8 marks for answer lacking balance.</p>
	<p>Level 5 Explains with evaluation of ‘How Far...’ As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. ‘The League of Nations did fail for the same reason of the self interest of Britain and France in Abyssinia and Manchuria. In Manchuria they did not want to damage their own economies by considering sanctions, and in Abyssinia they did not want to drive Mussolini into the arms of Hitler. Although the focus of their self interest was different, it was this reason which undermined the League.’</p>	<p>10</p>	<p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	<p>Spelling, punctuation and grammar.</p>	<p>6</p>	

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

Question			Answer	Mark	Guidance
1	a		<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: A0 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>e.g. 'The horse is named Vietnam.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'The Vietnam war was exhausting for the Americans.'</p> <p>'The Vietnam war was exhausting for the Americans. I can see this because it is taking a lot of effort for the cowboy to control the horse which represents the Vietnam war.'</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. 'The situation in Vietnam is difficult to control.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p> <p>The message will focus on dilemma of America's involvement in the war.</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Cartoonist's viewpoint identified</p> <p>Cartoonist is highly critical of America's role in the Vietnam War.</p> <p>e.g. 'America's Vietnam policy is a mess. The cartoonist is accusing America of not being in control of the situation.'</p> <p>Level 5 Cartoonist's viewpoint explained</p> <p>e.g. 'America's Vietnam policy is a mess. The cartoonist is clearly showing that President Johnson is not in control of this situation by making him look ridiculous, and unable to leave Vietnam despite wanting to. It was clear that American military strategy was not effective. The tactics of Operation Rolling Thunder and 'search and destroy' raids were alienating the Vietnamese, making it easier for the Vietcong to win their hearts and minds. Despite having promised Americans that it was a just a winnable war, and committed so many resources to the war, Johnson couldn't simply withdraw.</p>	<p>6</p> <p>7</p>	

Question			Answer	Mark	Guidance
1	b		<p>Study Sources B and C</p> <p>How similar is Source B and Source C? Use the sources and your knowledge to explain your answer.</p> <p>Target : A01, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Unsupported assertions/surface features of source</p> <p>e.g. 'They both talk about the same thing.'</p> <p>Level 2 Identifies/explains similarities and/or differences based on provenance</p> <p>e.g. 'They are both written at the time of the Vietnam War.'</p> <p>Level 3 Identifies/explains similarities OR differences based on content of sources</p> <p>e.g. 'Both believe that the government of South Vietnam is weak.'</p> <p>'The sources differ in what they think the US strategy should be post-Tet.'</p> <p>'Both believe that the government of South Vietnam is weak. Source B says that their efforts are futile and that they cannot be independent whilst Source C says that their ability to 'restore order and morale in the people' is limited.'</p> <p>OR</p> <p>'The sources differ in what they think US strategy should be post-Tet. Source</p>	<p>0</p> <p>0</p> <p>1</p> <p>2</p> <p>3-4</p>	<p>Reward at a higher mark those who explain similarities OR differences</p>

Question	Answer	Mark	Guidance
	<p>B says that the USA cannot help the South Vietnamese beat the North. Whilst Source C thinks the answer is to put in lots more troops in order to beat the North.'</p> <p>Level 4 Identifies/explains similarities AND differences based on content</p> <p>Both sides of Level 3</p> <p>Level 5 Compares differences in attitudes/perspective of author</p> <p>e.g. 'Although both believe that the government of South Vietnam is weak, their attitudes are very different. Source B clearly believes that the war cannot be won and that the timer has come to recognise the opposition they face. Source thinks that this is just a temporary setback and the solution is to be more aggressive, not less.'</p>	<p>5-6</p> <p>7-8</p>	<p>Reward at a higher mark those who explain similarities AND differences</p>

Question			Answer	Mark	Guidance
1	c		<p>Study Source D</p> <p>Why was this cartoon published in 1966? Use the source and your knowledge to explain your answer</p> <p>Target : A01, 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</p> <p>e.g. 'The President is offering money to the mother.'</p> <p>Level 2 Focus on context not getting to message or purpose</p> <p>e.g. 'The US dropped two thirds of their bombs on South Vietnam killing half a million Vietnamese.'</p> <p>Level 3 Message identified/explained</p> <p>e.g. 'The cartoon is saying that the American government is hypocritical and uncaring.'</p> <p>'The cartoon is saying that the American government is hypocritical and uncaring. As the cartoon states, they give \$34 a head for people they have killed by mistake yet spend \$40 million to kill them. Johnson seems to think the woman is being greedy, not being grateful.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>Reward at a higher mark those who explain message</p>

Question	Answer	Mark	Guidance
	Level 4 Purpose identified e.g. 'It was published to turn the American people against the Vietnam War.'	6	
	Level 5 Purpose explained e.g. 'It was published to turn the American people against the Vietnam War and put pressure on the government to end it. The cost was making people think twice about whether the war was worth it. President Johnson had started the bombing campaign named Operation Rolling Thunder and the cost was massive. This was money that could be spent on his Great Society programme to solve the social problems America had at home.'	7	

Question			Answer	Mark	Guidance
1	d		<p>Explain why America withdrew from the Vietnam War.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The war had become impossible to win.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'US soldiers dying for an unwinnable war.'</p> <p>'The war cost too much money.'</p> <p>"The government had lost public support for the war."</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'People didn't like spending so much money on a war they were clearly not winning. In 1968 \$2000 million a month was being spent on the war. This money could have been spent in the US by President Johnson on his Great Society programme which had to be cancelled because they could not afford it because of the cost of the war. Public opinion against the war grew, forcing the American government to look for an exit strategy.'</p> <p>Level 4 Explains more than one reason</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p> <p>Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.</p>

Question			Answer	Mark	Guidance
2	a		<p>What is meant by the term 'Cold War'?</p> <p>Target : A01</p> <p>Level 0 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>e.g. 'A state of great tension between the West and the Soviet Union.'</p> <p>'It was capitalism versus communism.'</p> <p>'It is psychological rather than conventional warfare.'</p> <p>'It is an ideological conflict.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
2	b		<p>Explain the reasons for the Berlin Airlift.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They wanted to help people.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'It was a response to Stalin's blockade of Berlin.'</p> <p>'They knew that Stalin was in no position to stop the planes coming in.'</p> <p>'To stop 2 million West Berliners from starving.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'It was a response to Stalin's blockade of Berlin. He had stopped all road and rail traffic into Berlin and they felt that they had to help West Berlin survive. For the next ten months they supplied West Berlin with all that it needed. The Western powers thought Stalin was trying to force them out of Berlin and it was vital that the presence of the Western Powers was preserved in West Berlin.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
2	c		<p>How far was the USA responsible for the start of the Cold War? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Both sides were to blame.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The Marshall Plan upset the USSR.'</p> <p>'The Truman Doctrine meant that the USA was now interfering directly in European affairs.'</p> <p>'The Russians did not allow free elections in Poland.'</p> <p>Level 3 Explanation of US role OR other factor(s)</p> <p>e.g. 'The USA gave aid to Europe via the Marshall Plan which upset the USSR. They felt the Americans were just looking after their own economic interests in Europe as the Marshall Aid came with strings attached such as using US companies. Although they gave \$17 billion in aid to help European recovery, the Soviet Union simply saw this as 'dollar imperialism'.'</p> <p>OR</p> <p>'The Russians did not allow free elections in Poland as they had agreed at</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>Yalta. They also set up Soviet controlled communist governments in Romania, Hungary and Bulgaria. This confirmed American suspicions that Stalin was engaged in Soviet expansion in Europe and they were determined to resist this with a policy of containment, worsening relations between East and West.'</p> <p>Level 4 Explanation of US role AND other factor(s)</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of 'How Far....'</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. 'Although the actions of the USA and USSR caused mutual mistrust, it is not possible to blame the USA alone because the ideological divisions were so great that it was very difficult for the two sides to peacefully co-exist. Once the common enemy of Nazism had been extinguished, divisions between the two superpowers were bound to surface.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

Question			Answer	Mark	Guidance
3	a		<p>Describe American involvement in the Bay of Pigs incident in 1961.</p> <p>Target : A01</p> <p>Level 0 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>e.g. 'It was a plan to invade Cuba set up by Eisenhower, approved by Kennedy.'</p> <p>'It was a CIA backed invasion of Cuba by 1400 Cuban exiles.'</p> <p>'America wanted to overthrow Castro.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
3	b		<p>Explain why President Kennedy took action against Soviet missile bases in Cuba in 1962.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'He did not think they should do this.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Cuba was too close to the USA.'</p> <p>'The Soviets would be intruding on the USA's 'sphere of influence'.'</p> <p>'Kennedy wanted to show he was a strong President.'</p> <p>'To make up for the Bay of Pigs fiasco.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'As Cuba was so close to the USA, if Kennedy did not take action, Soviet missiles would be located only 90 miles from America. This would mean that most major US cities were vulnerable to nuclear attack. The Americans would only have 3 minutes to prepare. Kennedy needed to act quickly before the missiles were fully operational.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
3	c		<p>How far was the Cuban Missile Crisis a failure for the USSR? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The USSR did well in the crisis.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'The USSR had managed to prevent an American invasion of Cuba.'</p> <p>Level 3 Explanation of failure OR success for USSR</p> <p>e.g. 'Khrushchev had been forced to back down as a result of the naval blockade. Although missiles were removed from Turkey as part of the deal to remove the missiles from Cuba, Khrushchev was unable to make this public, making Kennedy look like had got the upper hand. Public opinion turned against Khrushchev in the USSR, and in 1964 he was removed from office.'</p> <p>OR</p> <p>'Khrushchev had managed to prevent an American invasion of Cuba. Although the USSR had been forced to remove the missiles Cuba still had Soviet aid and protection. The Americans would no longer threaten to invade which was a major achievement for the Soviets. Cuba was a useful base for promoting Soviet influence in South America.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Explanation of failure AND success for USSR</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of 'How Far...'</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. 'Ultimately the Cuban Missile Crisis was not a failure for the USSR because Kennedy had promised never to invade Cuba. The main reason for Khrushchev attempting to place missiles in Cuba was to protect a Communist ally in the western hemisphere. Although the weapons were removed, his goal of consolidating Castro's regime was realised.'</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

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

Question			Answer	Mark	Guidance
1	a		<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: A0 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>e.g. 'There are two American soldiers and a shot out vehicle.'</p> <p>Level 2 Secondary message identified AND/OR explained</p> <p>e.g. 'The message is that the US army are powerful / intimidating.'</p> <p>Level 3 Main message of cartoon identified</p> <p>e.g. 'Iraq is not being liberated by the Americans.'</p> <p>Level 4 Cartoonist's viewpoint identified</p> <p>The cartoonist is critical of the US presence in Iraq believing that it has only made matters worse.</p> <p>e.g. 'The Americans are being hypocritical when they say that they are freeing the country because they are actually harming the Iraqi people.'</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5</p> <p>6</p>	<p>Award 3 marks for secondary message identified. Award 4 marks for secondary message explained or two secondary messages identified.</p>

Question	Answer	Mark	Guidance
	<p>Level 5 Cartoonist's viewpoint explained</p> <p>e.g. 'The Americans are being hypocritical when they say that they are freeing the country because they are actually harming the Iraqi people. They are bringing violence into the country. In the immediate aftermath of the invasion, many innocent Iraqi civilians were killed at American checkpoints as American soldiers suspected them of being insurgents. The cartoonist's view is that the Americans were too trigger happy.'</p>	7	

Question			Answer	Mark	Guidance
1	b		<p>Study Sources B and C</p> <p>How similar is Source B and Source C? Use the sources and your knowledge to explain your answer.</p> <p>Target : A01, 3</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 Unsupported assertions/surface features of source</p> <p>e.g. 'President Bush is saying why he invaded Iraq in 2003.'</p> <p>Level 2 Identifies/explains similarities and/or differences based on provenance</p> <p>e.g. 'Both are from 2003.'</p> <p>Level 3 Identifies/explains similarities OR differences based on content of sources</p> <p>e.g. 'They both say the idea is to get rid of a government. President Bush says that they want to 'end Saddam's support for terrorism and to free the Iraqis'. Source C says US foreign policy is to 'undermine the stability of governments' and to 'overthrow them'.</p> <p>OR</p> <p>'They disagree over whether the US has support of other countries. President Bush says that it isn't just the US, it is over 40 countries in the coalition, but Source C says that Bush's 'refusal to participate as an equal partner' means it is just the US without any broad support.'</p>	<p>0</p> <p>1</p> <p>2</p> <p>3-4</p>	<p>Reward at a higher mark those who explain similarities OR differences</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Identifies/explains similarities AND differences based on content</p> <p>Both sides of Level 3</p> <p>Level 5 Compares differences in attitudes/perspective of author</p> <p>e.g. 'The attitude of these two sources is very different as they are for different audiences. In Source B Bush is positive about the invasion and is trying to justify his actions to the American people. However, Source C's attitude is very negative and completely opposes US actions in the Middle East. It says he is acting like a bully, resorting to force to impose American ideas on the world.'</p>	<p>5-6</p> <p>7-8</p>	<p>Reward at a higher mark those who explain similarities AND differences</p>

Question			Answer	Mark	Guidance
1	c		<p>Study Source D</p> <p>Why was this photograph published in Britain in 2004? Use the source and your knowledge to explain your answer</p> <p>Target : A01, 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</p> <p>e.g. 'It shows a man standing on a box.'</p> <p>Level 2 Focus on context not getting to message or purpose</p> <p>e.g. 'This photograph was published the year after the invasion in 2003 when the coalition forces were trying to deal with the aftermath of the collapse of internal order in Iraq.'</p> <p>Level 3 Message identified/explained</p> <p>e.g. 'The message of the photograph is that the coalition troops were torturing Iraqi prisoners.'</p> <p>'The message of the photograph is that the coalition troops were torturing Iraqi prisoners. The US had put around 10,000 Iraqis in their detention camps. In the Abu Ghraib prison camp US soldiers had taken photographs of themselves humiliating and torturing the Iraqi prisoners. Some of these were leaked to the press.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p>	<p>Reward at a higher mark those who explain message</p>

Question	Answer	Mark	Guidance
	<p>Level 4 Purpose identified</p> <p>e.g. 'The purpose of this photograph was to stir up anti-Iraq war feelings amongst the British people.'</p> <p>Level 5 Purpose explained</p> <p>e.g. 'The purpose of this photograph was to stir up anti-Iraq war feelings amongst the British people and alert them to what was going on in the detention camps to Iraqi prisoners who were being tortured and humiliated. Bush had claimed that the invasion was 'just', and photographs like these exposed the reality of what the invasion meant for some Iraqis.'</p>	<p>6</p> <p>7</p>	

Question			Answer	Mark	Guidance
1	d		<p>Explain why the invasion of Iraq had important international consequences.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The invasion upset a lot of people in the world.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'It caused deep divisions with the USA and the UK between the governments and their people.'</p> <p>'The invasion increased support for militant Islam around the world.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'It caused deep divisions with the USA and the UK between the governments and their people. There were massive protests in both countries with over 2 million people marching in London on February 15. Even within the government there were opposition to Blair's decision, Robin Cook and Clare Short resigned from the Cabinet because they believed that the invasion needed UN approval.'</p> <p>Level 4 Explains more than one reason.</p>	<p>0</p> <p>1-2</p> <p>3-4</p> <p>5-6</p> <p>7-8</p>	<p>One mark for each identification/description.</p> <p>Five marks for a basic explanation, six marks for a developed explanation.</p> <p>Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.</p>

Question			Answer	Mark	Guidance
2	a		<p>Describe Gorbachev's policies towards Eastern Europe.</p> <p>Target : A01</p> <p>Level 0 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>e.g. 'Gorbachev stopped Soviet interference in Eastern European states.'</p> <p>'He said he would withdraw most of the Red Army from Eastern Europe.'</p> <p>'Gorbachev told the Warsaw Pact leaders that they would no longer be propped up by the Red Army.'</p> <p>'In the 'Sinatra Doctrine' he said that Warsaw Pact countries could make changes to their own countries without outside influence.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
2	b		<p>Explain why Solidarity was successful in Poland in the 1980s.</p> <p>Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They did lots of good things.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Solidarity was successful because it was backed by massive public opinion.'</p> <p>'Solidarity showed that there were organisations that could resist the Communist government.'</p> <p>'Solidarity had the backing of the Catholic Church.'</p> <p>Level 3 Explains ONE reason</p> <p>e.g. 'Solidarity was successful because it contained over 1 million members. Over half of all workers belonged to Solidarity, which made it difficult for the government to ban. The union was strong in important industries such as shipbuilding and heavy industry. The Polish government could not deal with a massive strike in these crucial areas, which would have happened if they had tried to crush the movement.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
2	c		<p>'The Hungarian uprising of 1956 was more of a threat to the Soviet Union than the 'Prague Spring' of 1968.' How far do you agree with this statement? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hungary upset the Soviet Union more.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'In Hungary, Nagy made plans for free elections.'</p> <p>'Czechoslovakia threatened to replace the communist party with a party of their own.'</p> <p>Level 3 Explanation of threat caused by Hungarian uprising OR 'Prague Spring'</p> <p>e.g. 'In Hungary, Nagy made plans for free elections and to leave the Warsaw Pact and make Hungary neutral. The Soviets could not allow this as it might cause the entire Eastern bloc to leave the Pact. Khrushchev needed to consolidate his own power in Russia and couldn't show weakness. He saw that Britain and France were distracted by Suez so unlikely to interfere so timing was right.'</p> <p>OR</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>‘Czechoslovakia threatened to replace the communist party with a party of their own. The ideas of the Prague Spring of less censorship and openness meant that the control of the communist party was threatened and they were openly criticised. Czechoslovakia was too close to the West to let them get away with this. Czechoslovakian ideas might spread to the Soviet bloc and under pressure from other Communist leaders, particularly East Germany and Poland; the Soviets had to do something.’</p> <p>Level 4 Explanation of threat caused by Hungarian uprising AND ‘Prague Spring’</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of ‘How Far...’</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. ‘The Hungarian Uprising was more of a threat because Hungary wanted to leave the military alliance of the Warsaw Pact, whereas Dubcek was only trying to achieve a milder form of communism. He was not proposing to end communist rule completely. The threat to the Soviet Union was far greater in Hungary which can be seen by their more violent response in 1956, and their execution of Nagy.’</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answers lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

Question			Answer	Mark	Guidance
3	a		<p>What were the aims of the Palestinian Liberation Organisation (PLO)?</p> <p>Target : A01</p> <p>Level 0 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>e.g. 'The Palestine Liberation Organisation wanted the creation of a Palestinian State.'</p> <p>'The PLO wanted the destruction of the state of Israel.'</p> <p>'The PLO wanted to keep the Palestinian problem live within the wider Arab, Muslim community.'</p> <p>'They wanted to raise profile of Palestinian people in the world.'</p>	<p>0</p> <p>4</p>	

Question			Answer	Mark	Guidance
3	b		<p>Explain why the British government found it difficult to defeat the Provisional IRA? Target A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'They did not know who they were.'</p> <p>Level 2 Identifies AND/OR describes e.g. 'The Provisional IRA had significant international support.' 'They often had the support of the local community.' 'They operated in cells.'</p> <p>Level 3 Explains ONE reason e.g. 'The Internment policy of 1971 which imprisoned suspected republican terrorists without charge of trial was an attempt by the British government to get tough. This policy failed, as it became a massive propaganda tool for the Provisional IRA. It led to Bloody Sunday in 1972, which was a march against the policy of Internment. The killing of 13 civilians on that day became the biggest recruiting tool for the Provisional IRA and strengthened anti-British nationalist sentiment throughout Northern Ireland.'</p> <p>Level 4 Explains TWO reasons</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-5</p> <p>6</p>	<p>One mark for each identification/description</p> <p>Four marks for a basic explanation; five marks for a developed explanation.</p>

Question			Answer	Mark	Guidance
3	c		<p>Who was more effective in achieving his aims, Yasser Arafat or Osama Bin Laden? Explain your answer.</p> <p>Target : A01, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were both effective.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'Yasser Arafat gained international credibility.'</p> <p>'Yasser Arafat negotiated the Oslo Accords in 1993.'</p> <p>'Bin Laden did not manage to get rid of western influences in Arab states.'</p> <p>'Bin Laden gave Al Qaeda a massive international profile.'</p> <p>Level 3 Explanation of effectiveness of Arafat OR Bin Laden</p> <p>e.g. 'Yasser Arafat was able to change his ideas to achieve what his people wanted and gained international credibility. He showed that he was prepared to change when he accepted that Israel had a right to exist in 1981. This meant that the international community could work towards achieving his ideal of a Palestinian state via the Oslo Accords rather than having to dismiss him as a terrorist. However, Arafat, lost control of the situation when groups like Hamas began to challenge his leadership as being too close to the USA.'</p>	<p>0</p> <p>1</p> <p>2-3</p> <p>4-6</p>	<p>One mark for each identification/description.</p> <p>Developed explanation to be given two marks within Level 3.</p>

Question	Answer	Mark	Guidance
	<p>OR</p> <p>‘Osama Bin Laden was effective because he had a set of beliefs that were taken up by dissidents across the Arab world which helped him create an international terrorist organisation that was very difficult to deal with. The attacks are all carried out by splinter groups such as the bombings in Kenya rather than centrally led.’</p> <p>Level 4 Explanation of effectiveness of Arafat AND Bin Laden</p> <p>Both sides of Level 3</p> <p>Level 5 Explains with evaluation of ‘How Far...’</p> <p>As Level 4 but with attempt to achieve a judgement.</p> <p>e.g. ‘Yasser Arafat was much more successful in achieving his aims because he achieved international credibility. He became the recognised spokesman for the Palestinian people and was taken seriously by world leaders, leading to the recognition of the Palestinian cause. However Osama Bin Laden’s actions alienated the majority of world opinion. He did create a climate of fear, but failed to diminish western power in the Arab world.’</p>	<p>7-9</p> <p>10</p>	<p>Maximum of 8 marks for answer lacking balance.</p> <p>Must have clinching argument for Level 5; conclusion which only summarises points already made stays in Level 4.</p>
	Spelling, punctuation and grammar.	6	

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