

History B (Modern World)

General Certificate of Secondary Education

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

Mark Scheme for January 2012

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

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

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

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Subject-specific Marking Instructions

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

- k. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
- l. Please note on the script the level as well as the mark awarded for each part of each question. This MUST be shown clearly in the margin of the script towards the end of an answer, 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.

Written communication will be assessed as follows.

Candidates are expected to:

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

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

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

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

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

Question			Answer	Marks	Guidance
1	a		Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only e.g. 'An aeroplane is on the edge of a cliff.' 'The League is ready to start.'	1-2	
			Level 2 Secondary message e.g. 'The cartoon is saying there will be peace.' 'The League represents change.' 'The League might succeed.'	3	
			Level 3 Secondary message supported by details of the cartoon / contextual knowledge e.g. 'The cartoon is saying the League represents change as the plane is ready to take off.'	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The message must relate to the idea of the 'New Order of Things' – a positive future. The cartoonist is predicting an optimistic future. (Not 'the League is going to fail'.)</p> <p>e.g. 'The League represents a bright new future.' 'There is change which is wonderful and optimistic.' 'The League is leaving the 'old order' behind.' 'Things are going to get better / entering a 'new age'. 'the league is giving hope.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The main message of the cartoon is that the League is about to bring a bright new future leaving the old behind. This is shown by the aeroplane being prepared for take-off and fly towards disarmament and abolition of war as shown on the sign. The bright future is shown by the sun shining.' OR Context relates to Wilson's 'fourteen points'</p> <p>e.g. 'The treaties following the war proposed a League of Nations. The idea was that the League was to deal with disputes between countries and bring about disarmament.'</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	b		Explain why the League of Nations was unsuccessful in dealing with the Manchuria Crisis.		
			Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge e.g. 'The League failed to act with authority.' 'The League had no army.' 'The League was slow acting.' 'The USA was not a member.'	1-2	
			Level 2 Identifies AND/OR describes reasons (One mark for each point) e.g. 'Japan was determined to ignore the League's authority.' 'Britain and France did not want to impose sanctions.' 'The League had little interest in a distant country.' 'The League took the view that Japan was imposing stability.' 'Lytton took too long.'	3-4	Must relate to Manchuria. Assertion stated but not explained.

		<p>Level 3</p> <p>Explains ONE reason</p> <p>(Five marks for a basic explanation; six marks for a developed explanation.)</p> <p>e.g. 'Japan, despite being a member of the League, ignored the League's instruction to withdraw. In truth there was little the League could do as it had no way of making Japan withdraw as it did not have a standing army.'</p>	<p>5-6</p>	<p>Britain and France not wanting to upset Japan to avoid any impact on Far East colonies / trade.</p> <p>Sanctions not imposed – time of depression therefore not wanting to damage own trade / industries.</p> <p>Sanctions not imposed because USA would have negated as they would continue trading.</p> <p>Japan former ally – wanted to retain this.</p> <p>Lytton took too long and when finally reported Japan in control.</p> <p>Military sanctions not considered – to grat imposition on economy in time of depression.</p>
		<p>Level 4</p> <p>Explains more than one reason</p> <p>(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)</p>	<p>7-8</p>	

2	a		<p>What did Lloyd George want to achieve at the Paris Peace Conference?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'He wanted to reduce German power.'</p> <p>'He wanted to ensure that France did not become too powerful.'</p> <p>'Lloyd George wanted to protect British interests by ending the threat to the Navy and Empire.'</p> <p>'Lloyd George did not want Germany treated too harshly because he wanted Germany as an important trading nation with Britain.'</p> <p>'Lloyd George did not want Germany treated too harshly because it may lead to future problems domestically (communism) and internationally.'</p>	4	

2	b		<p>Explain why the 'Big Three' failed to get everything they wanted at the Paris Peace Conference.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'They were from different countries with different ideas.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>e.g. 'The others did not like Wilson's Fourteen Points.' 'Clemenceau wanted to be extremely harsh against Germany but this was opposed by both Wilson and Lloyd George.'</p>	2-3	<p>What they wanted / did not get.</p> <p>(Not why the 'Big Three' were happy.)</p>

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Clemenceau wanted France to be secure from future German attacks. This meant weakening Germany and reducing its military strength. He even wanted the break up of Germany as a state, but he was opposed by Wilson and Lloyd George who thought that this approach would cause resentment and a future war.'	4-5	They need to compare.
		Level 4 Explains TWO reasons	6	

2	c	<p>The following were equally important reasons why Germany was dissatisfied with the Treaty of Versailles: (i) war guilt and reparations; (ii) military restrictions; (iii) loss of territory.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'They are all equally important as they all affected Germany and its people in some way.'</p>	1	
		<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>e.g. 'Germany had to accept blame for the war and to pay for the damage.'</p> <p>'The army was limited to 100,000 men.'</p> <p>'Germany lost all its colonies.'</p>	2-3	

		<p>Level 3</p> <p>Explanation of ONE reason</p> <p>Developed explanation to be given two marks within L3/L4.</p> <p>e.g. 'The War Guilt clause was simple but was seen by Germans as extremely harsh. The Treaty was a 'Diktat' and Germany had no choice but to accept. This was humiliating as they believed other countries were equally responsible. Germany claimed the high reparations were an attempt to bankrupt them and again they had no choice but accept. The need for revenge built up.'</p> <p>OR</p> <p>'The treaty restricted Germany's armed forces to a level well below what they had been before the war. As they could only have six battleships and no air force it left them vulnerable to attack. The army had been their pride and joy and they could no longer use conscription to maintain its status.'</p> <p>OR</p> <p>'The loss of land meant that many Germans were no longer living in Germany despite the promise of self-determination in the Fourteen Points. The loss of land also included some of Germany's important industrial areas such as the Saar and Upper Silesia. The loss of these industrial areas made it harder for Germany to recover after the war.'</p>	4-5	
		<p>Level 4</p> <p>Explanation of two OR three reasons</p> <p>Maximum of eight marks for answer lacking balance</p>	6-9	
		<p>Level 5</p> <p>Explains with evaluation of 'equally important'</p>	10	

3	a		<p>What actions had Hitler taken by 1935 to destroy the Treaty of Versailles?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'He began re-arming in secret.'</p> <p>'In March 1935 he announced that Germany had a military air force.'</p> <p>'At the same time he introduced conscription.'</p> <p>'He agreed the Anglo-German Naval Treaty in June 1935.'</p> <p>'He re-armed openly.'</p> <p>'Failed Anschluss.'</p> <p>(Not Saar.)</p>	4	

3	b		<p>Explain why events in the Saar (1935) and the Rhineland (1936) were important to Hitler.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'They were important as he gained strength.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>(One mark for each point.)</p> <p>e.g. 'The League of Nations held the promised plebiscite in the Saar.'</p> <p>'He re-militarised the Rhineland.'</p>	2-3	
			<p>Level 3 Explains ONE reason</p> <p>e.g. 'The League of Nations held the promised plebiscite in the Saar. The vote was an overwhelming success for Hitler. Around 90% of the population voted to return to German rule. It was a real morale booster for Hitler.'</p>	4-5	
			<p>Level 4</p> <p>Explains TWO reasons</p>	6	

3	c	<p>The following were equally important in causing war in 1939: (i) Anschluss, March 1938; (ii) the Czechoslovakian Crisis, 1938-1939; (iii) the Nazi-Soviet Pact, August 1939.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'They all played a significant part.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>e.g. 'By Anschluss with Austria, Hitler continued to break the Treaty of Versailles. 'Gaining Czechoslovakia gave Hitler economic and strategic strength.' 'Gaining the Sudetenland encouraged Hitler to demand more.' 'By signing the Pact, Hitler avoided fighting on two fronts.'</p>	2-3	

		<p>Level 3 Explanation of ONE reason</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'Hitler had shown he could break the Treaty of Versailles and had begun his plan of 'Greater Germany'. He gained Austrian soldiers, weapons and rich deposits of gold and iron ore.'</p> <p>OR</p> <p>'Chamberlain and Daladier assumed that if they conceded the Sudetenland to Hitler it would reduce the chances of war. In fact, it encouraged Hitler to demand more. The appeasers, by delaying conflict over the Sudetenland and the rest of Czechoslovakia had Hitler was given more time to build up his military strength. By abandoning Czechoslovakia, Britain lost a potentially important ally against Hitler and gave him resources to fight a war e.g. Skoda works.'</p> <p>OR</p> <p>'The USSR was alarmed by the threat from Hitler. Hitler made no secret of his plans to expand eastwards. Stalin was the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. The Pact was the final cause of war as Hitler could now invade Poland without interference from Stalin. Britain and France declared war on Germany as they had guaranteed Poland's independence.'</p>	4-5	
		<p>Level 4</p> <p>Explanation of two OR three reasons</p> <p>Maximum of eight marks for answer lacking balance.</p>	6-9	
		<p>Level 5</p> <p>Explains with evaluation of 'equally important?'</p>	10	

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

1	a	<p>Study Source A. What is the message of this cartoon? 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>e.g. 'The source shows a scarecrow looking like a soldier.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Communism is a threat / on top.' America is unsuccessful.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'Communism is a threat. This is shown in the cartoon by the scarecrow representing American policy being attacked by crows representing Communist forces.'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>(Note the cartoon is critical of US policy)</p> <p>e.g. 'The American policy of Vietnamisation is in ruins.'</p> <p>'Communism is stronger than American policy of Vietnamisation.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The American policy of Vietnamisation is in ruins. The cartoon supports this message by showing a scarecrow representing the American policy of Vietnamisation in tatters as it is being attacked by Communist forces.'</p> <p>OR</p> <p>e.g. 'The main message of this cartoon is that the American policy of Vietnamisation is in tatters. Nixon came to power in 1968 with the intention of ending the war in Vietnam. He could not surrender as since 1965 the American government had been persuading people at home that the war was just and vital. He decided to put more of the burden of war on the shoulders of the government of South Vietnam who should do more of the fighting so American troops could be withdrawn. The trouble was that South Vietnam could not win the war on its own.'</p>	6	Context – Nixon and his policy of Vietnamisation.
		<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	b		<p>Explain why American involvement in Vietnam increased between 1954 and 1964.</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>e.g. 'Because of the concern about events in Vietnam.'</p>	1-2	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>e.g. 'To contain the spread of Communism.'</p> <p>'To keep the support of France against Communism in Europe.'</p> <p>'Because China had become Communist.'</p> <p>'To support the setting up of the Republic of South Vietnam.'</p> <p>'Because of the Gulf of Tonkin incident.'</p>	3-4	

		Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) e.g. 'In August 1964 North Vietnamese patrol boats opened fire on US ships in the Gulf of Tonkin. The U S Congress passed a resolution which gave power to Johnson to enter into full scale war.'	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>What decisions about Germany were taken at Yalta and Potsdam?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'That Germany should be divided up into zones of occupation.'</p> <p>'It was agreed that Berlin, which was deep in the Soviet zone, would also be divided into four similar sections.'</p> <p>'It was agreed to hunt down and punish German war criminals.'</p> <p>'It was agreed that the Allies should receive reparations from Germany.'</p> <p>'It was agreed that Germans living in Poland, Hungary and Czechoslovakia would be sent back to Germany.'</p> <p>'The Nazi Party was banned and its leaders were to be tried as war criminals.'</p> <p>'It was agreed at Yalta that Germany should be divided into zones of occupation, one controlled by USSR, one by the USA, one by Britain and one by France.'</p>	4	

2	b		<p>Explain why the wartime allies disagreed about Poland in 1945.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'Because Poland was an important area.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>One mark for each point.)</p> <p>e.g. 'Stalin wanted to keep the parts of Poland he had won in the Nazi-Soviet Pact of 1939.'</p> <p>'Stalin wanted to change Poland's boundaries.'</p> <p>'Because Stalin wanted to make sure Poland had a pro-Soviet government.'</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>e.g. 'Because Stalin wanted to make sure Poland had a pro-Soviet government. Stalin already had a government in exile (the Lublin Poles) ready to take over. But Roosevelt and Churchill supported another group, the strongly anti-communist 'London Poles.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

2	c	<p>The following were equally to blame for increasing Cold War tensions before 1950: (i) Soviet expansion in Eastern Europe; (ii) the Truman Doctrine and the Marshall Plan; (iii) the Berlin Blockade; How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'Each contributed to escalating tension.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes events</p> <p>e.g. 'Between 1945 and 1948 the Soviet Union made sure that every country in Eastern Europe had a government that was communist.'</p> <p>'The Marshall Plan was seen by the USSR as an aggressive act against communism.'</p> <p>'The Berlin Blockade was an attempt to provoke the Allies into war.'</p>	2-3	

		<p>Level 3</p> <p>Explains ONE reason</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'Between 1945 and 1948 the Soviet Union made sure that every country in Eastern Europe had a government that was communist. Stalin believed this to be a defensive measure, creating a buffer zone between the USSR and the West. The USA, however, did not believe the USSR was acting defensively. They thought it was the first step to world domination and a threat to the Western way of life.'</p> <p>OR</p> <p>'The Truman Doctrine stated that the USA was prepared to give help to any country under threat from communism. Aid was given under the Marshall Plan to help the crumbling economies of Europe and therefore to increase trade opportunities. Stalin did not see it quite the same way developing Cominform and Comecon.'</p> <p>OR</p> <p>'Stalin was concerned about increasing prosperity in West Berlin. This was aimed at the Allies leaving Berlin but the Allies were fearful of Stalin making other demand if they did. It strengthened the Allies resolve and brought about NATO.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO or THREE reasons</p> <p>Maximum of eight marks for answer lacking balance.</p>	6-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how far'</p>	10	

3	a		<p>Describe the US reactions to the Cuban Revolution.</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'The USA was concerned over the establishment of friendly relations with the Soviet Union.'</p> <p>'In July 1960 the US stopped buying Cuban sugar.'</p> <p>'Later in 1960 the US banned all trade with Cuba.'</p> <p>'In January 1961 the US broke off all diplomatic relations with Cuba.'</p> <p>'The US was trying to starve Castro into submission.'</p> <p>'The CIA planned to overthrow Castro.'</p> <p>'In April 1961, the Bay of Pigs invasion took place.'</p> <p>'Stopped economic aid.'</p>	4	No credit for dates.

3	b		<p>Explain why Khrushchev placed missiles in Cuba.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'To give support to Cuba.'</p> <p>'It is not clear why they did it.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point)</p> <p>e.g. 'To bargain with the USA.'</p> <p>'To test the will of Kennedy.'</p> <p>'To gain the upper hand in the arms race.'</p> <p>'To defend Cuba.'</p> <p>'To extend communism.'</p>	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'In the context of the Cold War, Khrushchev was trying to see how strong the USA really was and to test the new President. Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from Turkey.'	4-5	
		Level 4 Explains TWO reasons	6	

3	c	<p>The outcomes of the Cuban Missile Crisis were equally successful for: (i) the USA; (ii) the USSR; (iii) Cuba. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'Both the USA and the USSR had successful outcomes.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes outcomes</p> <p>e.g. 'The US was obliged to remove missiles in Turkey.' 'Kennedy showed that he meant business.' 'Khrushchev's downfall evolved from the Crisis.' 'Cuba remained a Communist state.' 'The Soviets maintained considerable influence in Cuba.'</p>	2-3	

		<p>Level 3</p> <p>Explains impact on ONE country</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'The US foreign policy of containment was not successful because Cuba remained a Communist state despite the removal of missiles, the Bay of Pigs incident and the withdrawal of trade. The price the USA had to pay for the removal of Soviet missiles was the secret removal of US missiles in Turkey, thus weakening US containment policy. Kennedy could claim that he had stood up to Khrushchev and his decisive action removed the threat of a nuclear base in Cuba.'</p> <p>OR</p> <p>'In the USSR, the fact that Khrushchev had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted. The crisis damaged Khrushchev's prestige, despite the fact he claimed the crisis was a victory for the USSR. 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> <p>OR</p> <p>'Cuba considered itself a strong ally of the USSR and could depend on it for protection and considerable aid. Cuba remained an important base for Communist supporters. Castro kept control of the American companies and other economic resources he had nationalised.'</p>	4-5	
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			Level 4 Explains impact on TWO or THREE countries Maximum of eight marks for answer lacking balance.	6-9	
			Level 5 Explains with evaluation of 'how far'	10	

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

1	a		Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Uses surface features of cartoon only e.g. 'The source shows two Soviet soldiers. I can see one has just fired a gun and killed a young woman.'	1-2	
			Level 2 Secondary message e.g. 'The cartoon suggests don't oppose the Russians.' 'Czechoslovakia wants freedom.' 'Czechoslovakia has been crushed.'	3	
			Level 3 Secondary message supported by details of the source / contextual knowledge e.g. 'Czechoslovakia has been crushed. The cartoon supports this by showing destruction and a dead girl.'	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is critical of USSR brutality. It criticises its excuse for invading Czechoslovakia.</p> <p>e.g. 'The main message of this cartoon is that the USSR's excuse for invading is not justified.'</p> <p>'USSR control is underpinned by violence.'</p> <p>'Freedom has been crushed.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The message of this cartoon is that the USSR is using unnecessary force. It shows the USSR has used tanks to enter Czechoslovakia. The Soviet soldiers are heavily armed. The opposition is not strong yet they have brought havoc.'</p> <p>OR</p> <p>e.g. 'The message of this cartoon is that the USSR is using unnecessary force. In January 1968 moderate communists had come to power in Czechoslovakia. They increasingly democratised through the 'Prague Spring'. The Soviets did not like this threat and occupied Czechoslovakia by force.'</p>	6	Context – USSR's reaction to the 'Prague Spring'.
		<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	b		Explain why the ‘Solidarity’ movement was important.		
			Target: AO1, 2		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge e.g. ‘It was important as it helped the workers.’	1-2	
			Level 2 Identifies AND/OR describes e.g. ‘It highlighted the failings of Communism.’ ‘It showed that it was possible to resist a Communist government.’ ‘It inspired others to protest.’ ‘It achieved support in the capitalist world.’	3-4	
			Level 3 Explains ONE reason (Five marks for a basic explanation; six marks for a developed explanation.) e.g. ‘The 1989 elections in Poland, in which anti-communist candidates won a striking victory, sparked off a succession of peaceful anti-communist revolutions in East Germany, Hungary, Czechoslovakia and Bulgaria. Solidarity’s example was instrumental in the fall of the Berlin Wall in 1989 and the Eastern Bloc’s effective dismantling and subsequent collapse of the Soviet Union in the early 1990s.’	5-6	

			Level 4 Explains more than one reason (Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)	7-8	
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2	a	<p>What were the main causes of terrorism between 1969 and 2005?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'A desire for the return of land.'</p> <p>'Existence of poverty and deprivation.'</p> <p>'Fundamentalist religious beliefs.'</p> <p>'Factors affecting individual persons (motives).'</p> <p>'To strive against perceived injustice and inequality.'</p> <p>'To defeat unjust policies imposed by governments.'</p> <p>'Terrorist groups like Al-Qaeda have used a fundamentalist form of Islam to justify an unholy war of terrorism.'</p>	4	

2	b		Why was Arafat important to the Palestinian Liberation Organisation? Target: AO1, 2 Written communication to be assessed in this question.		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge e.g. 'He gave leadership.'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) e.g. 'He founded the Fatah movement.' 'He was a clever and charismatic leader.' 'He pulled together the various Palestinian movements under his command.' 'He was recognised as the leader of the overall 'umbrella' movement.' 'He linked the Intifada to the PLO for strength.' 'He accepted the right of Israel to exist to enable peace negotiations to take place.'	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'He was a clever and charismatic leader. He set up Black September to carryout attacks which the official PLO could deny if it suited them. One such attack was at the Munich Olympic Games in 1972.'	4-5	
		Level 4 Explains TWO reasons	6	

2	c	<p>The following have been equally effective in achieving their aims: (i) the Provisional IRA; (ii) the PLO; (iii) Al-Qaeda.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'There has been limited success.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes impact / aims</p> <p>e.g. 'The Provisional IRA has reduced foreign influence.'</p> <p>'Palestinians have gained some self-rule.'</p> <p>'Al-Qaeda has failed in its stated aim of ending foreign influence.'</p>	2-3	

		<p>Level 3</p> <p>Explains effectiveness of ONE group</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'The central aim of the Provisional IRA, namely a united Ireland, had not been realised. However, the Good Friday Agreement did not rule this out. The Agreement did reduce the influence of the British in NI and led to measures regarding human rights. This undoubtedly helped the Catholic Community. Some former members of the PIRA would be released from prison.'</p> <p>OR</p> <p>'The PLO's fundamental aim was to provide Palestinian Arabs with a country of their own in Palestine. To some extent this came about with the Palestinians gaining self-rule in the Gaza Strip and the Jericho area with the withdrawal of Israeli forces from these areas. The PLO had not achieved its stated aim as it had formally recognised the right of Israel to exist in peace and security.'</p> <p>OR</p> <p>'Although Al-Qaeda had brought about a great amount of instability in the world it has been almost totally unsuccessful in its stated aim of ending foreign influence in Muslim countries. Indeed a consequence of its actions has been an increasing amount of foreign influence. It has also failed in its intention to destroy the state of Israel.'</p>	4-5	
		<p>Level 4</p> <p>Explains effectiveness of TWO OR THREE groups</p> <p>Maximum of eight marks for answer lacking balance.</p>	6-9	

			Level 5	10	
			Explains with evaluation of 'how far'		

3	a	<p>Describe the main features of Saddam Hussein's regime in Iraq.</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'The regime was involved in many human rights abuses including chemical attacks and a campaign of extermination against the Kurds.'</p> <p>'There was mass murder, high levels of torture and the death penalty for criminal offences such as theft.'</p> <p>'Full political participation was limited to members of the Ba'ath Party. This meant it was impossible for the Iraqi citizens to change their government.'</p> <p>'Many people lived in poverty because of the sanctions. He did not care as they did not affect him or his family.'</p>	4	

3	b	<p>Explain why weapons of ‘mass destruction’ were an important issue in the years before the invasion of Iraq.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. ‘They were seen as a threat to peace.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. ‘They were weapons which posed an immediate threat to the world.’</p> <p>‘They were weapons that the USA believed Saddam was capable of using.’</p> <p>‘The weapons were never found.’</p> <p>‘It was thought the weapons could be deployed in 45 minutes.’</p> <p>‘They were used to strengthen the case for war against Saddam.’</p> <p>‘That the WMDs linked Saddam to terrorist movements.’</p>	2-3	

		<p>Level 3</p> <p>Explains why</p> <p>(Four marks for a basic explanation; five marks for a developed explanation.)</p> <p>e.g. 'Saddam's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world. Despite the fact that the UN weapons Inspection Team had not finally concluded there were WMDs in Iraq, the USA and UK were convinced that Saddam had them and they were worried he might use them.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

3	c	<p>The following were equally important problems in Iraq between 2003 and 2005: (i) Iraqi insurgency; (ii) human rights abuses by the multinational force; (iii) the weakness of the Transitional Government. How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'All three were serious problems for Iraq.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. 'The Iraqi state collapsed with much looting and ransacking.'</p> <p>'The Iraqis thought the US did not care and had plunged them into anarchy.'</p> <p>'Many Iraqis were held without trial. People in detention were being abused and tortured.'</p> <p>'There was disagreement over the new Constitution with Shi'ah and Sunni Muslims arguing with the Kurds'</p> <p>'Corruption in government developed.'</p>	2-3	

		<p>Level 3</p> <p>Explains ONE consequence</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'Immediately Iraq had been liberated, the reality was that law and order had quickly broken down. There was a significant amount of looting accompanied by a great deal of violence which rendered areas such as Baghdad and Basra unsafe. Important services such as hospitals were targeted. There was a humanitarian crisis as it became too dangerous for relief agencies. The result was that Iraqis directed their anger at the Coalition forces.'</p> <p>OR</p> <p>'There were reports of human rights abuses against US and UK military. This included reports of torture of Iraqi prisoners in Abu Ghraib prison. These accusations resulted in a number of charges against military personnel. The actions of a small minority made the military work more difficult, turning public opinion in Iraq and other countries against the occupation.'</p> <p>OR</p> <p>'Many Shi'ah and Sunni Muslims argued that Iraq's new constitution should be based on Islamic shari'ah law. However the Kurds favoured a non-religious federation of states rather than a single, unified state. There were many educated women who were anxious that the new constitution did not restrict the freedom they had enjoyed under Saddam's secular rule.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO OR THREE consequences</p> <p>Maximum of eight marks for answer lacking balance.</p>	6-9	

			Level 5	10	
			Explains with evaluation of 'how far'		

PART 2: DEPTH STUDY – GERMANY, 1918-1945

4	a		Study Source B. Why was this poster published in Germany in 1932? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Surface use of source for information / general assertions e.g. 'The poster was published to show that people were miserable and fed-up.'	1	
			Level 2 Focus on context of source with no valid message or purpose e.g. 'The German people were going through a depression. Many had lost their jobs, were homeless, starving and desperate.'	2	
			Level 3 Asserts message of the poster but with no development e.g. 'The message of the poster is that Hitler will help you.' 'The people should look to Hitler if they are to improve their plight.'	3	Must relate to Hitler and the Nazis improving your life.

		<p>Level 4</p> <p>Explains message of source</p> <p>e.g. 'The message of the poster is to tell people that Hitler will help them and that they should look to him if they are to improve their plight. The German people were going through a depression. Many had lost their jobs, were homeless and starving. The government had done little to help them and Hitler was their last hope.'</p>	4	
		<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>e.g. 'The purpose of the poster was to persuade people to vote for, and support, Hitler.'</p> <p>'To encourage people not to vote for other parties such as the Communists.'</p>	5	
		<p>Level 6</p> <p>Valid explanation of purpose</p> <p>e.g. 'The purpose of the poster was to persuade people to vote for, and support, Hitler. If they voted for Hitler employment would increase and the economic problems of the Weimar would be solved. Employment would be increased.'</p>	6	Must relate to gaining election support for Hitler and the Nazis.
		<p>Level 7</p> <p>Level 6 + context of 1932</p> <p>May use reference to the elections of July and / or November of that year.</p>	7	Allow Presidential election / quoting numbers of seats

4	b	<p>Study Source C. Do you think Hitler would have been happy with the message of this cartoon? Use the source and your knowledge to explain your answer. Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Unsupported assertions / uses surface features of the cartoon only</p> <p>e.g. 'Hitler is shown sitting on the spike of a helmet.' 'Hitler is very uncomfortable.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Hitler would not be pleased as he is shown as weak.' 'No he would not be pleased as it makes him look stupid.' 'Making fun of Hitler.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'No he would not be pleased as it makes him look stupid being shown as small sitting in an uncomfortable position on helmet representing the German Chancellorship.'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is asserting / mocking that Hitler is not up for the job.</p> <p>e.g. 'Hitler would not be happy as he wanted the position and yet the cartoon is showing him to be not up to the job.'</p> <p>'It suggests the job of Chancellor was too big for Hitler.'</p>	5	<p>A small man in a big job</p> <p>Going to come unstuck.</p>
		<p>Level 5</p> <p>Main message supported by details of the cartoon to show why not pleased</p> <p>'Hitler would not be happy as he wanted the position and yet the cartoon is suggesting he is being used and not up to the job. He is shown as being small (unimportant) compared to the size of the helmet which shows the importance of the position.'</p>	6	
		<p>Level 6</p> <p>Uses contextual knowledge combined with message to show why not pleased</p> <p>e.g. 'Hitler would probably not be happy. The cartoon suggests that by making him Chancellor, Hitler is being used and being put in an uncomfortable / difficult position. Papen and Hindenburg think they can control Hitler and his extreme policies by limiting the number of Nazis in the Cabinet. Thus after the power struggle Hitler has taken the 'hot (Uncomfortable) seat. Hitler had wanted the position since the July election and would probably feel aggrieved he is being shown in this way when he knew he would not be controlled and was ultimately aiming for full power.'</p>	7	

4	c		Study Source D. Are you surprised by this newspaper report? Use the source and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 Answers that copy / paraphrase the source OR unsupported assertions e.g. 'The evidence was looked at in a ruthless manner.'	1	
			Level 2 Surprised / not surprised – general claims AND / OR Unexplained provenance AND / OR Context without 'surprise' / not surprised e.g. 'I am not surprised that Van der Lubbe was guilty as it suggests the evidence was overwhelmingly against him.' 'I am not surprised Hitler took the opportunity to blame the Communists.' I am surprised he was found guilty as there was some doubt.'	2-3	

		<p>Level 3</p> <p>Explains surprised OR not surprised with context</p> <p>e.g. 'I am not surprised. The source tells you that a Communist committed arson. The police had found a Dutch Communist inside the building with matches and firelighters. He was put on trial. Hitler was delighted as it gave him evidence of what he had saying for years – that the Communists were trying to gain power by violent revolution and the opportunity was taken to denounce the Communists and take action against them. The courts were controlled by the Nazis and so the judge would be acting under instructions.'</p> <p>OR</p> <p>e.g. 'It is surprising that as early as December 1933 the Nazis have taken over control of the courts and can use them for their own purpose such as publically condemning Communism.'</p>	4-5	
		<p>Level 4</p> <p>Explains surprised AND not surprised AND/OR Explains provenance</p> <p>Both sides of Level 3.</p>	6	

5	a		<p>Describe the Spartacist uprising of January 1919.</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'It was an uprising by the left-wing group led by Liebknecht and Luxemburg.'</p> <p>'They wanted a Germany ruled by workers' councils or soviets.'</p> <p>'They made a bid for power in early 1919.'</p> <p>'There was bitter street-fighting between Spartacists and Freikorps, with casualties high.'</p> <p>'The Freikorps won and the Spartacist leaders were murdered.'</p>	4	

5	b		<p>Explain why the Weimar Republic faced an economic crisis in 1923.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'The economy was failing.'</p>	1	
			<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. 'Because of the occupation of the Ruhr.'</p> <p>'Because of hyperinflation.'</p> <p>'Germany said they could not pay reparations.'</p> <p>'Businesses went bankrupt and people's savings were wiped out.'</p> <p>'Goods were not being produced for sale.'</p>	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Germany delayed paying reparations and French and Belgian troops occupied the important industrial area of the Ruhr. The German workers were ordered to go on strike and the government printed money to pay them. They had no money as goods were not produced and were not being sold. The longer the problem continued the more money was printed until it became worthless.'	4-5	
		Level 4 Explains TWO reasons	6	

5	c		<p>To what extent did the Weimar Republic recover in the period 1923-1929? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'It recovered as life improved for many Germans.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes extent</p> <p>e.g. 'It successfully ended hyperinflation.'</p> <p>'Germany was accepted back into the international community.'</p> <p>'There was political stability in the middle of the 1920s.'</p> <p>'The farmers' lot was not improved.'</p> <p>'Some thought there was moral decline.'</p> <p>'Germany was affected badly by the Great Depression.'</p>	2-3	

			Level 3 Explains recovery OR failure Developed explanation to be given two marks within L3 and L4. e.g. 'Hyperinflation was ended and confidence returned with the introduction of a new currency and reduction in government spending. Between 1924 and 1929 Germany received over 25 billion marks in loans from the USA under the Dawes Plan. With this German industry was re-built thus raising the standard of living.' OR 'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'	4-6	
			Level 4 Explains recovery AND failure Both sides of Level 3. Maximum of eight marks for answer lacking balance.	7-9	
			Level 5 Explains with evaluation of 'to what extent'	10	

6	a		<p>Describe the events of the ‘Night of the Long Knives’.</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. ‘On 30 June 1934 Hitler arrived at a hotel in Bad Wiessee with heavily armed SS.’</p> <p>‘He informed Röhm and other SA leaders they were under arrest.’</p> <p>‘The SA leaders were taken to Munich where they were shot.’</p> <p>‘Over the next four days other leaders were arrested by the SS and shot.’</p> <p>‘Up to 200 were killed including von Schleicher.’</p>	4	

6	b	<p>Explain why the work of Goebbels was important to the Nazis.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'He was able to keep people informed.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>e.g. 'He promoted Hitler to the people through his role as Minister for People's Enlightenment and Propaganda.'</p> <p>'He got the Nazi message across to the people through mass rallies.'</p> <p>'He controlled the press and areas of culture.'</p> <p>'He organised poster campaigns.'</p> <p>'He made cheap radios available.'</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>e.g. 'Goebbels passionately believed in Hitler as the saviour of Germany. His mission was to make sure others believed it. To do this he continually bombarded the German people with the Nazi message ensuring that Hitler had popular support. At the same time he ensured that views hostile to Nazism were suppressed.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

6	c	<p>How successful was the Nazi regime in dealing with opposition? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'The Nazi regime was very successful in dealing with opposition as it ended up with very few opponents in Germany.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes successes</p> <p>e.g. 'There was little opposition because of the SS and the Gestapo.'</p> <p>'The Nazis controlled the courts.'</p> <p>'Opposition was sent to concentration camps.'</p> <p>'They unearthed opposition using informers.'</p> <p>'Political parties and public meetings were banned.'</p> <p>'There were opposition groups like Swing and the Edelweiss Pirates, the White Rose Group.'</p> <p>'Passive resistance and non-cooperation existed.'</p> <p>'They were successful with propaganda / brainwashing.'</p>	2-3	

		<p>Level 3</p> <p>Explains success in dealing with opposition OR failures</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'The Nazis were mostly very successful at getting rid of opposition. The SS went round terrorising people into obedience. They could arrest people without trial and put them into concentration camps where people were tortured or indoctrinated. The Gestapo spied on people. They had informers everywhere and encouraged people to inform on their neighbours and children to inform on their parents. They also tapped phones. All this meant that for a long time the Nazis did not have many opponents.'</p> <p>OR</p> <p>'The Navajos gang and the Edelweiss Pirates were generally regarded as delinquents but during the war they got involved in spreading anti-Nazi propaganda and in 1944 took part in an attack in which a Gestapo officer was killed.'</p>	4-6	
		<p>Level 4</p> <p>Explains success in dealing with opposition AND failures</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how successful'</p>	10	

PART 2: DEPTH STUDY – RUSSIA, 1905-1941

4	a	<p>Study Source B. Why was this cartoon published at that time? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'To show the different layers of people.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'Tsarist Russia was a society of have and have-nots. There was great wealth for the minority and poverty and misery for the mass of the people of whom over 80% were peasants, whose lives were affected by famine, heavy taxation and the cruelty of landlords.'</p>	2	
		<p>Level 3</p> <p>Asserts message of the poster but with no development</p> <p>e.g. 'The message of the cartoon is that Russia has an unfair social system. '</p>	3	

		<p>Level 4</p> <p>Explains message of source using source / contextual knowledge</p> <p>e.g. 'Russia has an unfair social system as shown by the cartoon. The smaller groups have more power with the biggest group, the peasants at the bottom. The peasants made up 80% of the population and yet they do everything for the smaller groups.'</p>	4	
		<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>e.g. 'To raise awareness that Russian society is unequal and unfair' 'To highlight the injustice of Tsarist Russia.' 'To turn people against the Tsar by showing the unfairness of Russian society.'</p>	5	
		<p>Level 5</p> <p>Valid explanation of purpose</p> <p>e.g. 'It was published, to turn people against the Tsar by showing the unfairness of Russian society which was a society of have and have-nots. Members of the Social Democratic Party had been exiled and forced to live abroad as their organisation had been made illegal by the Tsar. They wanted to create a revolution against the Tsar and so they highlighted the inequalities.'</p>	6	

4	b	<p>Study Source C. What is the message of this cartoon? 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 detail of cartoon only</p> <p>e.g. 'The cartoon shows a large menacing figure surrounded by important people.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Rasputin is an evil figure.' 'The Tsar looks small and weak.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'The Tsar looks small and weak. The cartoon shows him as much smaller than the figure of Rasputin and with his hand on Rasputin's knee.'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>e.g. 'Rasputin is more important than the Tsar and is in control.'</p> <p>'Rasputin is an evil influence over the Tsar.'</p> <p>'Rasputin is a corrupting influence at court.'</p> <p>'The Tsar and Tsarina are under the evil influence of Rasputin.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'Rasputin is an evil and corrupting influence over the Tsar and court and is effectively in control. This is shown by the depiction of Rasputin as a large menacing figure surrounded by admiring figures from the Russian court. The Tsar is depicted as a weak dependent childlike figure with his hand on Rasputin's knee, and the Tsarina as an immoral figure looking at Rasputin. The other aristocratic figures also looking on.'</p> <p>OR</p> <p>e.g. 'Rasputin is an evil and corrupting influence over the Tsar and court and is effectively in control. Rasputin was seen as a corrupting influence at court where he had a great deal of power over the Tsar and Tsarina having apparently cured their son of haemophilia. The ordinary people saw him as a Devil figure and were unhappy with the power he exerted over the Tsar. There were rumours of an affair with the Tsarina who also became deeply unpopular as a consequence.'</p>	6	

		Level 6 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 5.	7	
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4	c		Study Source D. Are you surprised by this source? Use the source and your knowledge to explain your answer. Target: AO 1, 2, 3		
			Level 0 Response does not address the question	0	
			Level 1 Answers that express surprise using surface features of source e.g. 'I am not surprised that the Tsarina was writing to the absent Tsar.'	1	
			Level 2 General claims about surprise / not surprised OR Context without surprised / not surprised e.g. 'I am not surprised as the Tsarina listened to everything Rasputin said.' 'I am not surprised Rasputin was referred to as a 'friend.'	2-3	

		<p>Level 3</p> <p>Explains surprised OR not surprised in context</p> <p>e.g. 'I am surprised that the Tsarina is interfering with Russian military strategy by telling the Tsar what Rasputin has been dreaming and that Rasputin was aware of such detail.'</p> <p>OR</p> <p>e.g. 'It is not surprising that the Tsarina was communicating this information to the Tsar because when the Tsar left for the front in 1915, he effectively left the running of the government to the Tsarina and Rasputin. Rasputin was the guiding influence over government policy and the thoughts of the Tsarina. The Tsar was equally impressed by Rasputin and would have taken such advice albeit from a dream quite seriously. It shows the level of inappropriate influence of Rasputin.'</p>	4-5	
		<p>Level 4</p> <p>Explains surprised OR not surprised in context</p> <p>Both sides of Level 3</p>	6-7	

5	a		What was the Provisional Government? Target: A0 1 Written communication to be assessed in this question.		
			Level 0 No evidence submitted or response does not address the question	0	
			One mark for each relevant point; additional mark for supporting detail. e.g. 'It was a temporary government after the Tsar abdicated', until they could hold elections.' 'It was set up after the February Revolution.' 'It was led by Prince Lvov and later by Kerensky.' 'It was not elected.' 'Its members had no experience of government.' 'It was dependent on the goodwill of the Petrograd Soviet.'	4	

5	b		<p>Explain why the Provisional Government became unpopular.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'It failed to deal with important issues.'</p>	1	
			<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. 'It decided to continue the war to honour Russia's commitments to Britain and France.'</p> <p>'It failed to solve food shortages.'</p> <p>'It failed to carryout land reform.'</p> <p>'It did not gain control of the armed forces.'</p> <p>'By increasing democracy it allowed people to criticise it.'</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>e.g. 'It decided to continue the war to honour Russia's commitments to Britain and France. These countries had threatened to stop loans and supplies. The Russian armies launched an offensive in June. This was disastrous resulting in the collapse of military morale and increasing support for the Bolsheviks who demanded peace.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

5	c	<p>‘Lenin was the main reason why the Bolsheviks were able to seize power in 1917.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO1, 2</p> <p>Written communication to be assessed in this question.</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</p> <p>e.g. ‘Lenin was very popular.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>e.g. ‘Lenin’s return weakened the Provisional Government.’ ‘Lenin offered ‘Peace, Bread and Land.’ ‘He persuaded the Bolsheviks to work towards overthrowing the Provisional Government.’ ‘The Bolsheviks gained in strength in the Petrograd soviet.’ ‘Trotsky made detailed plans for military operations.’</p>	2-3	

		<p>Level 3</p> <p>Explains importance of Lenin OR other reasons for the Bolsheviks seizing power</p> <p>e.g. 'Lenin offered Peace, Bread and Land which were the most important issues for the people. The Russian people had war fatigue, were suffering from food shortages and wanted a solution to the land issue. Lenin's strategy was to gain power in the Soviets so that there would be a revolution to bring reform and improvements.'</p> <p>OR</p> <p>'The Provisional Government failed to offer land reform which was the most important issue for the mass of the Russian people who were mostly peasants. They expected the Land issue to be tackled by the Provisional Government, but the Government wanted to hold elections to a Constituent assembly before dealing with these were delayed until the War was over. This lost the Provisional Government a great deal of support.'</p>	4-6	
		<p>Level 4</p> <p>Explains importance of Lenin AND other reasons for the Bolsheviks seizing power</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains both sides with evaluation of 'how far'</p>	10	

6	a		What was Collectivisation? Target: A0 1 Written communication to be assessed in this question.		
			Level 0 No evidence submitted or response does not address the question	0	
			One mark for each relevant point; additional mark for supporting detail. e.g. 'Stalin's plan to modernise agriculture.' 'To combine individual holdings into large units of product.' 'Abolishing of private ownership of land and force peasants into large state owned farms.' 'A plan to increase the yield from farms.' 'A plan to modernize farming so that labour could be released from the countryside for the Five Year Plans.' 'To increase grain production so that it could be exported to get money to finance the Five Year Plans.'	4	

6	b		Explain why Stalin introduced the Five-Year Plans. Target: AO 1, 2 Written communication to be assessed in this question.		
			Level 0 No evidence submitted or response does not address the question	0	
			Level 1 General answer lacking specific contextual knowledge e.g. 'To make the USSR strong'	1	
			Level 2 Identifies AND/OR describes reasons (One mark for each point.) e.g. 'To modernize Russian industry.' 'To turn Russia into a modern industrial power comparable to the West.' 'To build socialism.'	2-3	
			Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Stalin wanted to reverse Russian backwardness and turn the USSR into a modern industrial power in a short space of time. By planning heavy industrial projects with clear targets he hoped to catch up with the West.'	4-5	
			Level 4 Explains TWO reasons	6	

6	c	<p>How far did the lives of ordinary Russians improve in the 1930s under Stalin's rule? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'There was little improvement.'</p>	1	
		<p>Level 2 Identifies AND/OR describes</p> <p>e.g. 'There were new job prospects under Stalin's plans.'</p> <p>'Literacy levels improved.'</p> <p>'Electrification helped peasants' living standards.'</p> <p>'New machinery made farming more productive.'</p> <p>'People lived in fear of the secret police/GPU/NKVD.'</p> <p>'The kulaks suffered appallingly.'</p> <p>'Millions died from famine.'</p>	2-3	

		<p>Level 3</p> <p>Explains improvement OR lack of improvement</p> <p>e.g. ‘Stalin’s new industrial projects provided new exciting prospects for ordinary Russians. Many moved to the new industrial projects where new skills were acquired. Technical colleges provided the new labour force with a chance to develop literacy and numeracy skills. This upward mobility was particularly exciting for the young who saw themselves as the builders of a modern Russia.’</p> <p>OR</p> <p>‘The kulaks paid a terrible price in Stalin’s drive for Collectivisation. Although there were very few well-off peasants, those who resisted Collectivisation were labelled as kulaks and class enemies and used as scapegoats. In the campaign to liquidate the kulaks as a class, many thousands were rounded up and transported to labour camps where the death rate was dreadful.’</p>	4-6	
		<p>Level 4</p> <p>Explains improvement AND lack of improvement</p> <p>Both sides of Level 3</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of ‘how far’</p>	10	

PART 2 – DEPTH STUDY - USA, 1919-1941

4	a	<p>Study Source B. What is the message of this cartoon? 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 detail of cartoon only</p> <p>e.g. 'People are going up stairs.' 'The source shows a man has fallen off.' 'The average guy investing / speculating on the stock market.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Stocks and shares do not rise for ever.' 'People lost money.' 'The value of shares can go down.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'People lost money as Wall Street crashed.'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>Must be about the risk faced by the average guy.</p> <p>e.g. 'The message of the cartoon is that the average guy will suffer if he speculates.'</p> <p>'Mr average guy should not invest on the stock market as it is 'bad news'.'</p> <p>'Speculating in stocks and shares is dangerous.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The message of the cartoon is that speculating in stocks and shares is dangerous.' The cartoon supports this saying there is 'stock market fever' which will bring an abrupt fall as shown by Mr Average in the cartoon.'</p> <p>OR</p> <p>e.g. 'Everybody was buying more and more shares because the prices increased. The aim was to make a quick profit. The investment was not made because companies were strong. This was called speculation. Shares were often bought on the margin and so when the crash occurred so suddenly investors lost everything as they were left in debt.'</p>	6	Context – buying on the margin, speculation, Wall Street Crash.
		<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	

4	b	<p>Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that copy / paraphrase the source OR unsupported assertions</p> <p>e.g. 'I am surprised the soldiers had bombs and bayonets.'</p>	1	
		<p>Level 2</p> <p>Surprised / not surprised – general claims OR Context without surprised / not surprised</p> <p>e.g. 'I am surprised a fellow human would condone such an attack.' 'I am surprised that war veterans were treated like this.' I am surprised that a President should choose this action against his citizens.' 'I am surprised they were being called revolutionaries.'</p>	2-3	

		<p>Level 3</p> <p>Explains surprised OR not surprised</p> <p>e.g. 'I am surprised that war veterans were treated like this. It was a time of great financial hardship during the Depression and the Marchers were only trying to get what was theirs.'</p> <p>OR</p> <p>e.g. 'I am not surprised the government was worried by their presence. The government was finding it difficult to deal with the Depression and it is possible to see the veterans as a revolutionary threat as he claimed and that they were seen as communists.'</p>	4-5	
		<p>Level 4</p> <p>Explains surprised AND not surprised</p> <p>Both sides of Level 3.</p>	6	

4	c	<p>Study Source B. Why was this poster published in America in 1932? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'The poster was published to show a man smiling.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'It was published at a time when America had fallen into Depression following the Wall Street Crash. People had lost there jobs and homes and were feeling miserable and this was to cheer them up.'</p>	2	

		<p>Level 3</p> <p>Asserts message of the poster but with no development</p> <p>The cartoon is discrediting Hoover.</p> <p>e.g. 'The message is the Democrats are a better option than the Republicans.'</p> <p>'Hoover has little to offer.'</p>	3	
		<p>Level 4</p> <p>Explains message of source</p> <p>e.g. 'The message is that Hoover has little to offer and the source is discrediting Hoover as it is suggesting that if you smile all will be improved.'</p>	4	
		<p>Level 5</p> <p>Asserts purpose of the poster but with no development</p> <p>'This poster was published to persuade people to support Roosevelt and the Democrats.'</p> <p>This poster was published to discredit Hoover and the Republicans persuade people to vote against Hoover / Republicans.'</p>	5	

		<p>Level 6</p> <p>Valid explanation of purpose</p> <p>e.g. 'This poster was published to discredit Hoover and the Republicans. It was an election poster published by the Democrats to persuade voters to vote against the Republicans. At that time America had fallen into Depression following the Wall Street Crash. The Democrats were trying to discredit Hoover by blaming him for the misery and to persuade people to vote for Roosevelt. The policy of discrediting was led by Charles Michaelson.'</p>	6	
		<p>Level 7</p> <p>Level 6 + why 1932?</p> <p>Must refer to the Presidential election of that year.</p>	7	

5	a	<p>Describe the American cinema and movie industry in the 1920s.</p> <p>Target: AO 1</p> <p>Written communication to be assessed in this question.</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>e.g. 'A major film industry was developing in Hollywood.'</p> <p>'Its popularity soared in the 1920s.'</p> <p>'95 million a week went to the cinema in 1929.'</p> <p>'The first 'talkie' was released in 1927.'</p> <p>'The stars included Chaplin, Pickford and Swanson.'</p>	4	List of stars max 2.

5	b	<p>Explain why there was a 'Red Scare' in America in the 1920s.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'Because there were disturbances.'</p>	1	
		<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'There was an increased fear of Bolshevism / Communism.'</p> <p>'The wave of strikes and race riots were thought to be Communist based.'</p> <p>'Many immigrants had strong political beliefs and were rounded up.'</p> <p>'J Edgar Hoover carried out purges fuelling speculation.'</p> <p>'Because of the Palmer Raids.'</p>	2-3	

		Level 3 Gives ONE explanation (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'In the USA in the 1920s there was an increased fear of Communism. The USA had watched with alarm as Russia became Communist after the Russian Revolution of 1917. It feared that many of the more recent immigrants from eastern Europe and Russia were bringing similar radical ideas with them to the USA.'	4-5	
		Level 4 Gives TWO explanations	6	

5	c	<p>How far did the lives of American women change in the 1920s? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'Considerably because life was freer.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. 'Some became flappers.'</p> <p>'They gained the right to vote.'</p> <p>'They became more financially independent.'</p> <p>Went to work in the new industries.'</p> <p>'They changed the way they dressed wearing more daring clothes.'</p> <p>'Liberated by labour-saving gadgets and cars.'</p> <p>'Increased decision making in the home.'</p> <p>'The tight restriction of the Churches' traditional attitude changed.'</p> <p>'Opportunities for divorce increased.'</p> <p>'Inequality still existed in pay and politics.'</p> <p>'Many were still busy raising a family.'</p>	2-3	

		<p>Level 3</p> <p>Explains change OR lack of change</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'For younger urban women, many of the traditional roles of behaviour were eased allowing women to smoke and drink in public. In these areas more women took on jobs in the new industries such as the mass production of consumer goods. This gave them more independence.'</p> <p>OR</p> <p>'Despite the stories of flappers, most were not flappers but housewives raising a family. This was particularly true for those living away from towns where a greater control by the churches was exercised. The flapper was the outrageous party girl. In reality only a few women were like this.'</p>	4-6	
		<p>Level 4</p> <p>Explains change AND lack of change</p> <p>Both sides of Level 3</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how far'</p>	10	

6	a	<p>Describe the work of ONE 'alphabet' agency. Remember to state which alphabet agency you are writing about.</p> <p>Target: AO 1</p> <p>Written communication to be assessed in this question.</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>		
		<p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Reward any relevant detail relating to an identified Agency. If Agency not identified the maximum score is ONE.</p>	4	One mark for stating the full name of the agency.

6	b	<p>Explain why Republicans opposed the New Deal.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'Because they did not like it.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'They objected to people being helped by the state. It was the opposite of their policies - 'rugged individualism'</p> <p>'They objected to the rise in taxation as it was expensive for some of their supporters.'</p> <p>'They thought it was a waste of money.'</p> <p>'They believed It created unnecessary jobs.'</p> <p>'They said Roosevelt was behaving like a dictator.'</p>	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'The Republicans argued the New Deal was making people too dependent upon the state. They believed in 'rugged individualism' where individuals helped themselves rather than being helped by the state.'	4-5	
		Level 4 Explains TWO reasons	6	

6	c	<p>How far did all Americans benefit from the New Deal? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'It helped most Americans.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes benefits / limitations</p> <p>e.g. 'It created jobs for the unemployed.' 'It introduced social welfare.' 'Worker's rights improved.' 'The government became more involved in people's lives.' 'Some farmers did not benefit.' 'Black Americans saw little benefit.' 'Unemployment was not solved.'</p>	2-3	

		<p>Level 3 Explains benefits OR limitations</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs. These included construction work on dams and roads which helped the future development of industry. This raised the morale and confidence of many and they began to believe in themselves again.'</p> <p>OR</p> <p>'Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs. It took the coming of war to remove unemployment. The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'</p>	4-6	
		<p>Level 4</p> <p>Explains both sides</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how far'</p>	10	

PART 2 - DEPTH STUDY – THE CAUSES AND EVENTS OF THE FIRST WORLD WAR

4	a	<p>Study Source B. What is the cartoonist's message? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface detail of cartoon only</p> <p>e.g. 'The source shows the Kaiser dressed in military uniform.'</p> <p>'Britain and France are walking away arm in arm.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'Britain and France are in a relationship.'</p> <p>'The Kaiser is militaristic.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'Britain and France are in a relationship. The cartoonist shows this by then walking away linking arms.'</p>	4	

		<p>Level 4</p> <p>Main message of the cartoonist identified</p> <p>The cartoon is about the relationship between the three countries.</p> <p>e.g. 'The message of this cartoon is that the Kaiser is pretending not to care about Britain and France's relationship when really he disapproves.'</p> <p>'Britain and France are a little smug about Germany not being in their relationship.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The message of this cartoon is that the Kaiser is pretending not to care about Britain and France's relationship. This is shown by the facial expression (nose in the air) of the Kaiser. However, the sword peeping out under the German's coat implies a potential resort to force. The relationship is shown by John Bull, representing Britain, walking off arm in arm with Marianne (France), shown as a 'trollop' dressed in a short skirt.'</p> <p>OR</p> <p>e.g. 'The message of this cartoon is that Germany is pretending not to care about Britain and France being together in a strengthening relationship. Britain and France had signed the Entente Cordiale in 1904. This was France beginning to seek support against Germany who had been threatening them since 1870.'</p>	6	

			Level 6 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 4.	7	
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4	b	<p>Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Answers that express surprise / not surprised using surface features of source</p> <p>e.g. 'It is surprising that the Kaiser thinks only great naval powers will be listened to.'</p>	1	
		<p>Level 2</p> <p>Surprised / not surprised – general claims about purpose of the source OR Context without surprised / not surprised</p> <p>e.g. 'I am not surprised as the Kaiser is trying to divert attention away from his actions.'</p>	2-3	

		<p>Level 3</p> <p>Surprised – that the Kaiser takes the British people to be naïve OR Not surprised – purpose / motives of the source</p> <p>e.g. 'It is surprising that he might think the British public are so naïve that when an arms race has started and there is an increasing threat to peace that the Kaiser is just talking about trade and empire. He is referring to Japan and China and yet his greatest threat at that time was in Europe where the 'rival gangs' are beginning to shape up and there were problems in the Balkans.'</p> <p>OR</p> <p>e.g. 'It is not a surprise from a point of view of motives. It is from a British newspaper and the Kaiser saw this as an opportunity to justify his position, allay British fears and convinced Britain that he was a growing threat and that Britain should consider being on his side rather than against Germany.'</p>	4-5	
		<p>Level 4</p> <p>Surprised – that the Kaiser takes the British people to be naïve AND Not surprised – purpose / motives of the source</p> <p>Both sides of Level 3</p>	6	

4	c	<p>Study Source D. Why was this cartoon published in 1912? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Surface use of source for information / general assertions</p> <p>e.g. 'There are problems in the Balkans.'</p>	1	
		<p>Level 2</p> <p>Focus on context of source with no valid message or purpose</p> <p>e.g. 'The Balkan League had been formed as Russia hoped this would block an Austrian takeover. This followed the actions of Austria in 1908 when Germany made it clear they supported Austria's actions and Russia had to back down. Now Austria feared the growing Serbia, following a number of local wars, and the Balkan League was now threatening peace in the area.'</p>	2	
		<p>Level 3</p> <p>Asserts message of the poster but with no development</p> <p>e.g. 'The Balkans is going to trigger war.'</p>	3	

		Level 4 Explains message of source e.g. ‘. They are shown sat on a boiling pot with looks of concern on their faces as the lid is going to come off.’	4	
		Level 5 Asserts purpose of the poster but with no development ‘The purpose of the cartoon was to warn the British people that there is an imminent danger of war.’	5	
		Level 6 Valid explanation of purpose e.g. ‘The purpose of the cartoon was to warn people that war had become a step closer as the Great Powers are struggling to keep the lid on the Balkan troubles. Following a number of local wars Serbia had emerged as the most powerful country in the Balkans. This was serious for Austria who decided the Serbs should be dealt with and they believed they would have German support.’	6	
		Level 6 Level 5 + why 1912? ‘In 1912 Serbia, Greece, Bulgaria and Montenegro formed a group called the Balkan League. In October of that year the armies of this League attacked the Turks to drive them out of the small area they controlled.’	7	

5	a	<p>What was the Schlieffen Plan?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'Germany's plan for victory.'</p> <p>'Planning to avoid fighting on two fronts against France and Russia.'</p> <p>'Under the plan Germany would go quickly through Belgium and attack and defeat France.'</p> <p>'After defeating France the attack would focus on Russia.'</p> <p>'It was based on the gamble that Russia would be slow to mobilise.'</p>	4	

5	b	<p>Explain why Franz Ferdinand was assassinated.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'To gain publicity.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes reasons</p> <p>(One mark for each point.)</p> <p>e.g. 'It stemmed from disputes early in the century.'</p> <p>'Austria wanted an excuse to deal with Serbia.'</p> <p>'It was set up to aid Austria.'</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>e.g. 'A group of Serbian terrorists planned to kill him to publicise their opposition to Bosnia being part of Austria-Hungary. The assassin was a member of the 'Black Hand Gang' with the aim to unite all Serbs to be achieved through a campaign of violence. With Germany's backing Austria now felt secure enough to deal with the Serbian problem. There is much evidence to suggest that Franz-Ferdinand was set up to be assassinated to provide Austria with an excuse to invade Serbia.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

5	c	<p>‘The actions of Germany were more responsible for the outbreak of war in 1914 than the actions of any other country.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: A O1, 2</p> <p>Written communication to be 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>e.g. ‘Germany was behaving war-like.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. ‘Germany’s aggressive militarism was responsible for war.’ ‘Germany entered into an arms race.’ ‘Germany supported Austria.’ ‘Austria felt threatened by Serbia.’ ‘Britain and France had humiliated the Kaiser.’</p>	2-3	

		<p>Level 3</p> <p>Explains agreement OR disagreement</p> <p>Developed explanation to be given two marks within L3 / L4.</p> <p>e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy as well. Britain saw this as a threat to their control of the seas and their empire.'</p> <p>OR</p> <p>'In 1908 Austria-Hungary had added Bosnia-Herzegovina to its empire. The Serbians were furious because they had hoped to make Bosnia part of the greater Serbian state. They asked Russia for help but this did not materialise. Serbia was furious with Austria and wanted revenge together with the return of Bosnia. In 1912 the Balkan League was established. The League attacked the Turks. Austria was alarmed by this as Serbia emerged as the strongest Balkan state. By 1913, Serbia had gained even more land. Serbia was now almost twice as large and even more determined to unite with the Serbs in the Austrian Empire. Serbia was now a much greater threat to Austria. Austria was even more determined to crush Serbia. Following the assassination of F-F, Austria blamed the Serbs, gained German support, declared war and invaded Serbia.'</p>	4-6	
		<p>Level 4</p> <p>Explains agreement AND disagreement</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance.</p>	7-9	

			Level 5	10	
			Explains with evaluation of 'how far'		

6	a		<p>What was 'no man's land?</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>e.g. 'The land that separated the forward trenches of both sides. It was protected by barbed wire.'</p> <p>'It was the land that had to be crossed to reach the enemy.'</p> <p>'It was ground protected by fire from machine guns that could wipe out a whole company of soldiers in minutes.'</p> <p>'It was open land that was covered in shell holes which were often water filled.'</p>	4	

6	b	<p>Explain why trench warfare was introduced in the early months of the First World War.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'As a form of defence.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Germany failed to achieve their expected initial quick victory.'</p> <p>'France opted for a more defensive approach.'</p> <p>'For protection against snipers and shell fire.'</p> <p>'Because of the failure of both sides to break through the other's defences.'</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>e.g. 'The German's decided to march into Paris from the east rather than as originally planned. The French quickly moved their troops into defensive positions and combining with the British stopped the Germans along the line of the River Marne. They then pushed the Germans back to the Aisne. As neither side could make progress they dug trenches to protect themselves from snipers and shell fire.'</p>	4-5	
		<p>Level 4</p> <p>Explains TWO reasons</p>	6	

6	c	<p>‘America’s enter into the war was the main reason for Germany’s defeat.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. ‘There was more than one reason for the defeat of Germany.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. ‘It was the failure of the Ludendorff Offensive’ ‘Germany had nothing left to offer.’ ‘The people of Germany were losing the will to support the war.’ ‘The Somme was devastating.’ ‘The Kaiser abdicated.’</p>	2-3	

		<p>Level 3</p> <p>Explains agreement OR disagreement</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'The German U-boat campaign increased food shortages in Britain but had an even greater effect – it brought the USA into the war. Germany could never succeed in a long drawn out struggle with the might of America. It increased the morale of the allied troops.'</p> <p>OR</p> <p>'German troops were switched from the Eastern to the Western Front. In March 1918 Ludendorff launched the great gamble to win the war. It was going well with the Germans breaking through the front line. However they had lost 400,000 men and had no reserves. They were ill-disciplined. By late September the Germans were in full retreat. Germany's army had nothing else to offer and so an armistice was asked for.'</p>	4-6	
		<p>Level 4</p> <p>Explains agreement AND disagreement</p> <p>Both sides of Level 3.</p> <p>Maximum of eight marks for answer lacking balance</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how far'</p>	10	

PART 2: DEPTH STUDY – THE USA, 1945-1975: LAND OF FREEDOM?

4	a	<p>Study Source B. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of the cartoon only</p> <p>e.g. 'The cartoon shows a white man pushing a black man.'</p>	1-2	
		<p>Level 2</p> <p>Secondary message</p> <p>e.g. 'White people do not like black people.' 'Black people are not wanted in this area.'</p>	3	
		<p>Level 3</p> <p>Secondary message supported by details of the source / contextual knowledge</p> <p>e.g. 'Black people are not wanted in this area. The artist shows this in the cartoon by the words on the buildings such as 'Job Opportunities (Restricted).'</p>	4	

		<p>Level 4</p> <p>Main message of cartoon identified</p> <p>The cartoon is critical of the lack of progress in race relations.</p> <p>e.g. The message of the cartoon is that black Americans are not having a chance to improve.'</p> <p>'The message of the cartoon is that many white Americans are still against African Americans gaining civil rights.'</p> <p>'The message of the cartoon is that African Americans are not making much progress in their struggle for civil rights.'</p>	5	
		<p>Level 5</p> <p>Main message supported by details of the cartoon OR by contextual knowledge</p> <p>e.g. 'The message of the cartoon is that African Americans are not making much progress in their struggle for civil rights. A white American is pushing an African American into the street and telling him that protest is useless. The cartoon shows many restrictions still in place for African Americans – school restrictions, housing restrictions and restrictions on job opportunities.'</p> <p>OR</p> <p>e.g.' The message of the cartoon is that African Americans are not making much progress in their struggle for civil rights. In 1963 when the cartoon was published the Jim Crow segregation laws were still in place in the southern states of America. In Albany, Georgia schools were still segregated in the 1960s even after the Brown case and the Supreme Court ruling that segregation in schools should end.'</p>	6	

		Level 6 Main message supported by details of the cartoon AND by contextual knowledge. Both sides of Level 5.	7	
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4	b	<p>Study Source C. Are you surprised by this source? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Unsupported assertions OR paraphrases / copies source</p> <p>e.g. 'I am not surprised because maybe Malcolm X does have some of the answers.'</p> <p>'I am not surprised because Martin Luther King does not like Malcolm X.'</p> <p>'I am surprised because violence is not going to solve the problem.'</p>	1-2	
		<p>Level 2</p> <p>Surprised AND / OR not surprised – general claims</p> <p>e.g. 'I am surprised that Martin Luther King said Malcolm X does have some of the answer because people said Malcolm X's methods were violent.'</p> <p>'I am not surprised that Martin Luther King wished Malcolm X would use less violence as Martin Luther King thought that peaceful protest was best.'</p>	3	

		<p>Level 3</p> <p>Explains surprised OR not surprised</p> <p>e.g. 'I am surprised because this source concentrates only on Malcolm X and violence. Martin Luther King was essentially a peaceful man. He wanted to improve the lives of black Americans and he used sermons, speeches and writing to advertise and encourage debate about race issues. He was the person who drew attention to the dreadful conditions in America's ghettos and he became a role model for black youth.'</p> <p>OR</p> <p>e.g. 'I am not surprised because Martin Luther King believed that Malcolm X encouraged violence in his speeches, sermons and writing. He thought that violence would make it less likely that black Americans would improve their civil rights. Martin Luther King believed that the way to achieve civil rights was by using non-violent protest like bus boycotts, civil rights marches and sit-ins.'</p>	4-5	
		<p>Level 4</p> <p>Explains surprised AND not surprised</p> <p>Both sides of Level 3.</p>	6	

4	c	<p>Study Source D. Why do you think this photograph was published? Use the source and your knowledge to explain your answer.</p> <p>Target: AO 1, 2, 3</p>		
		<p>Level 0</p> <p>No evidence submitted or response does not address the question</p>	0	
		<p>Level 1</p> <p>Uses surface features of photograph only</p> <p>e.g. 'To show a man pouring something on the white woman's head.'</p>	1	
		<p>Level 2</p> <p>Focus on the context with no valid message or purpose.</p> <p>e.g. 'It was published to show what happened during sit-ins. During sit-ins both black and white students were faced with violence and assault from white people. Thousands of students used the tactic of sit-ins and many shops with lunch counters had to end segregation or lose so much business that they would have to close down.'</p>	2-3	

			Level 3 Asserts message of photograph but with no development e.g. 'Segregation is still an issue.'	4	
			Level 4 Explains message of photograph e.g. 'Segregation is still an issue. The source shows white people tipping food and drink over both white and black people.'	5	
			Level 5 Asserts purpose of photograph but with no development e.g. 'The purpose is to encourage people to continue with their peaceful protests to stop desegregation in spite of the unpleasant and sometimes violent treatment they face.'	6	
			Level 5 Valid explanation of purpose e.g. 'The purpose of this photograph is to celebrate the actions of the SNCC and their success in desegregation of lunch counters. It is encouraging ordinary people, both black and white, to continue with their peaceful protests in spite of the unpleasant and often violent treatment they face. The SNCC used sit-ins as a peaceful protest in segregated areas such as lunch counters, refusing to move until managers agreed to desegregation. They gained publicity for the civil rights movement when television showed the non-violence of the protestors in the face of violence from their white opponents. The success of their actions encouraged them to organise kneel-ins at churches, wade-ins at beaches, read-ins at libraries and sleep-ins at motels.'	7	

5	a	<p>Describe the work of the FBI and Hoover in the early 1950s</p> <p>Target: AO 1</p> <p>Written communication to be assessed in this question.</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>e.g. 'Hoover's FBI Loyalty Boards investigated government employees to see if they were members of the Communist Party.'</p> <p>'Hoover and the FBI carried out detailed investigations into any well-known person thought to hold dangerous political views.'</p> <p>'They asked Americans to inform them of any evidence of spies and saboteurs.'</p> <p>'They arrested Julius and Ethel Rosenberg.'</p> <p>'They supplied information to the HUAC.'</p>	4	

5	b	<p>Explain why the House Un-American Activities Committee (HUAC) was set up.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'To look at un-American activities.'</p> <p>'To protect Americans.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>(One mark for each correct point.)</p> <p>e.g. 'To look for Russian spies living in the USA.'</p> <p>'To find out if there were communists in the government.'</p> <p>'To find and punish people who held views considered un-American.'</p> <p>'To find any propaganda that criticised America.'</p> <p>'To find people who were suspected of involvement in plots to overthrow the US government.'</p> <p>'To find anti-American and/or pro-communist activities.'</p>	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'The HUAC was set up to look for Russian spies and those who were trying to spread anti-American propaganda. They investigated the Hollywood Motion Picture Industry because they believed that communists could easily use films to spread pro-communist ideas amongst ordinary Americans. They had to be stopped.'	4-5	
		Level 4 Explains TWO reasons	6	

5	c	<p>How far was McCarthy supported by the American people up to the mid 1950s? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. 'Some people supported his ideas but many didn't.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. 'Anti-communist groups supported him.'</p> <p>'People who were scared about Russian spies supported him.'</p> <p>'Many Republican senators supported him.'</p> <p>'Some of Hollywood's well-known stars protested against McCarthy's actions.'</p> <p>'Newspapers such as the Washington Post, the New York Times and the Milwaukee Journal published articles that damaged McCarthy's credibility.'</p> <p>'Senators spoke up against McCarthy, including the Republican Senator Ralph Flanders from Vermont.'</p>	2-3	

		<p>Level 3</p> <p>Explains support OR lack of support</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. 'People in America were scared about the threat of communism. Between 1947 and 1954 about 50 films openly showing the communists as enemies of America were shown. People supported McCarthy because they felt he was trying to deal with the problem by exposing and punishing communists.'</p> <p>OR</p> <p>'McCarthy lost support when he began to investigate possible communists in the army. The American public saw the hearings on television and watched McCarthy bullying army officers such as General Zwicker, a World War Two hero admired by many Americans. McCarthy's accusations now seemed ridiculous and unbelievable.'</p>	4-6	
		<p>Level 4</p> <p>Explains support AND lack of support</p> <p>Both sides of Level 3.</p> <p>Maximum of 8 marks to be given to answers lacking balance.</p>	7-9	
		<p>Level 5</p> <p>Explains with evaluation of 'how far'</p>	10	

6	a	<p>Describe the position of black Americans in 1945.</p> <p>Target: AO1</p> <p>Written communication to be assessed in this question.</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>'Southern states still had laws to enforce segregation.'</p> <p>'Black Americans were often prevented from voting – usually by the threat of violence.'</p> <p>'Law officers did not stop physical attacks on black Americans and sometimes joined in with the attacks.'</p> <p>'The Jim Crow Laws were still fully enforced in many states.'</p> <p>'In the south white teachers earned 30% more than black teachers.'</p>	4	

6	b	<p>Explain why the 1957 Civil Rights Act was important.</p> <p>Target: AO1, 2</p> <p>Written communication to be 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>e.g. 'It was important because it helped improve civil rights.'</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>(One mark for each correct point.)</p> <p>e.g. 'It established the Civil Rights Division in the Justice Department.'</p> <p>'It stressed that all people, regardless of colour or race, had the right to vote.'</p> <p>'It gave federal government the right to intervene.'</p> <p>'It wanted to ensure all African Americans could exercise their right to vote.'</p> <p>'It was a symbol of commitment to the cause of civil rights.'</p>	2-3	

		Level 3 Explains ONE reason (Four marks for a basic explanation; five marks for a developed explanation.) e.g. 'Up to 1957 only 20% of African Americans were registered to vote; this was because of intimidation, especially in the south. The 1957 Civil Rights Act aimed to increase the number of registered black American voters by giving federal government the power to intervene if individuals were prevented from registering to vote.'	4-5	
		Level 4 Explains TWO reasons	6	

6	c	<p>‘Events at Little Rock were more important than the Montgomery Bus Boycott in the struggle for civil rights in the 1950s.’ How far do you agree with this statement? Explain your answer.</p> <p>Target: AO 1, 2</p> <p>Written communication to be 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>e.g. ‘They were both very important.’</p>	1	
		<p>Level 2</p> <p>Identifies AND/OR describes</p> <p>e.g. ‘Little Rock forced the president to act.’ ‘Events at Little Rock were damaging the USA’s reputation abroad.’ ‘Events at Little Rock were televised and showed American citizens the racial hatred that existed in the southern states.’ ‘The Montgomery Bus Boycott showed how powerful peaceful direct action could be.’ ‘As a result of the Montgomery Bus Boycott the Supreme Court declared Montgomery’s bus laws to be illegal.’ ‘Success in Montgomery encouraged other groups to organise similar direct action.’</p>	2-3	

		<p>Level 3</p> <p>Explains Little Rock OR the Montgomery Bus Boycott</p> <p>Developed explanation to be given two marks within L3 and L4.</p> <p>e.g. ‘Events at Little Rock were important because they forced the president to act, thus showing that civil rights was an issue that could no longer be ignored. Television and newspaper coverage showing black students being intimidated by a large crowd of white people was embarrassing for the USA, a country that claimed to encourage freedom and equality. The president had to use the National Guard and federal troops to protect the black students.’</p> <p>OR</p> <p>‘The Montgomery Bus Boycott showed the power of united direct action by black Americans. For 12 months over 17,000 black Americans in Montgomery refused to use the bus service, almost bankrupting the bus company. As a result of their action the US Supreme Court made bus segregation illegal. This encouraged black Americans in their struggle for further civil rights.’</p>	4-6	
		<p>Level 4</p> <p>Explains Little Rock AND the Montgomery Bus boycott</p> <p>Both sides of Level 3.</p> <p>Maximum of 8 marks to be given to answers lacking balance.</p>	7-9	

			Level 5	10	
			Explains with evaluation of ‘how far’		

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