

## **History B (Modern World)**

General Certificate of Secondary Education (Short Course)

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

### **Mark Scheme for June 2011**

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

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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**APPLICATION OF THE MARK SCHEME****GENERAL POINTS**

1. This marking scheme has been designed to assess candidates' understanding of the key concepts of the course, and their ability to use source material to illustrate their understanding. These concepts, and the ability to interpret and evaluate source material, are central to GCSE History, and it is, therefore, upon these that the marking scheme focuses. The candidates' factual knowledge is important, but it is only rewarded if it is used to back up the demonstration of understanding of these concepts.
2. Targets, which are directly related to the Assessment Objectives for the course, are given for all questions. The marking scheme is constructed to assess the level of understanding or skill needed to approach these targets.
3. This type of marking scheme, in rewarding the level of understanding/skill reached by the candidate, demands that if a candidate reaches a particular level, s/he **MUST** be rewarded within the mark band for that level, whether or not s/he included lower level responses within that answer. A response which corresponds with a level description but which is a weak example of the level **MUST NOT** be placed in a lower level than the one to which the answer corresponds. Reward candidates for what they understand, know, and can do.
4. Marks are not cumulative. Please do not try to count up marks for 'points' made.
5. Exhaustive suggestions for factual support are not given. There will usually be a choice of factual support which a candidate may choose to deploy and so examiners should use their knowledge and discretion as to whether this is valid. Examiners who are in any doubt should contact their Team Leader immediately.

**MARKING**

1. All marking should be in red.
2. Half marks should not be used.
3. Do not transfer marks from one part of a question to another.
4. Examples of responses which are given within levels are intended to act as examples only. They are not prescriptive or fully developed at the higher levels, and there may be other answers which correspond to each level. The important aspect of each level is the level descriptor. Do not try to match the words of the example with the words of the candidate. Instead, compare the type of answer which a candidate makes with the level descriptor.
5. If you come across an answer which is valid but does not appear to fit any of the level descriptions, you should try and find the level which demonstrates an equivalent level of understanding. If in any doubt, contact your Team Leader.
6. Where they are merited do not worry about awarding top marks in levels or for complete questions. You should also, where appropriate, not hesitate to award bottom marks or even no marks at all. Avoidance of awarding top marks in particular will lead to a bunching or an unnatural depression of marks.
7. Please note on the script the level as well as the mark awarded for each part of each question. This **MUST** be shown clearly in the margin of the script towards the end of an answer, e.g. L3/8.

8. It is important once you have mastered the marking scheme that you maintain the same standard of marking throughout all batches of your scripts.
9. The mark scheme allows for the assessment of written communication in those parts of a question where written communication is applicable. Written communication will be assessed in the (c) part of questions 2, 3, 5 and 6. Written communication will be assessed as follows. Candidates are expected to:
- Present relevant information in a form that suits its purpose;
  - Ensure that text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear.
- The quality of written communication, covering clarity of expression, structure of arguments, presentation of ideas, grammar, punctuation and spelling is one of the criteria used to determine the placing of a response within a level in mark schemes. Candidates' answers should first be placed in the appropriate level in the mark scheme. Where there is a range of marks in the level, the quality of the candidates' written communication should be one of a number of factors used in determining which mark to award a response. In general, an answer displaying good quality written communication skills should score more marks than an answer displaying poor communication skills.
- 10 The standardisation meeting will include discussion of the range of acceptable responses. Where you are uncertain of how the mark scheme should be applied to a particular response a telephone call to your team leader should resolve the situation.

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

## QUESTION 1

1(a) Study Source A.

**Why was this cartoon published in 1919? 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 [1]**

e.g. 'The source shows a bridge with a gap in it.'  
'Uncle Sam is sitting at the side of the bridge leaning on a piece from the bridge.'

**Level 2 Focus on context of source with no valid message or purpose [2]**

e.g. 'Wilson the USA President had been very keen on the League and had set it up. Many Americans were concerned about both the financial and military costs of being involved in European affairs. Also many were against the Treaty of Versailles and the League was supposed to uphold the Treaty. These opposition groups put forward powerful pressure not to join.'

**Level 3 Asserts message of the cartoon but with no development [3]**

e.g. 'The League will fail / is weak without the USA.'  
'The US is integral to the success of the League.'  
'America does not care about the League.'

**Level 4 Explains message of the poster [4]**

OR

**Asserts purpose of the poster but with no development [5]**

e.g. 'The message of this source says that the League of Nations will fail as it remains incomplete as the absence of the USA which is a weakening blow to its structure and it will collapse as it lacks strength because the keystone is missing.'

OR

'To encourage the USA to join the League.'  
'To encourage the US to change their attitude towards the League.'  
'To support Wilson's drive to convince American's.'

**Level 5 Valid explanation of purpose [6]**

e.g. 'The cartoon was published to encourage the USA to join the League.' It is showing the consequences of the USA not becoming a member and by doing this hopes it will get America to change its mind.'

**Level 6 Why 1919? [7]**

As level 5 plus  
e.g. 'Wilson toured the US in 1919 to try to change public opinion but when Congress voted in late 1919 he was defeated.'

1(b) Study Sources B and C.

Does Source C prove that the speaker in Source B was wrong to be concerned?  
Use the sources 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 General assertion [1]**

Yes, Source C proves Source B is wrong.'

**Level 2 Answers based on provenance/ stock evaluation [2]**

e.g. 'Source C proves Source B wrong as Source C was written a number of years after the League had started its work whilst Source B was at the very first meeting.'  
 'Source C must prove Source B wrong as it is written by the Prime Minister of a leading country of the League.'  
 'Source C proves Source B is wrong because Source B is a biased view.'

**Level 3 Summary / paraphrase of each source – no comparison made [3]**  
 OR

**Summary / paraphrase of each source – comparison made [4]**

e.g. 'Source B says that we should be concerned as the League is being run by the people who took Europe to war.'  
 'Source C says the League is gaining in strength and will soon be a force to be reckoned with.'

**Level 4 Evaluation of Source B with no valid reference to Source C – purpose / language / tone / context [5]**

e.g. 'The writer of Source B was expressing the concern of many non-European countries at the euro-centric undemocratic control of the League that whilst they should feel confident in the ability European statesmen they have a fear that because they are from the same countries as those who had taken them to a bloodbath of a war five years earlier. So why should they feel confident?'

**Level 5 Argues 'yes' based on content of sources [6-7]**

e.g. 'I think C proves B is wrong (or right). Source B is arguing that the League will not be successful whilst it is run by those who contributed to the bloodbath of the Great War. However, Source C is saying that these fears were unfounded as the League is 'growing in moral courage' in its ability to deal with issues as time goes on.'

**Level 6 Evaluation of Source C to comment on B [8]**

e.g. (Purpose) 'Source C does not prove Source B is wrong. Source C is the British Prime Minister speaking and as Britain is a leading member of the League he will want to push forward the value of the League to make it look as successful as possible.'  
 (Tone / language) 'Source C does not prove B is wrong. It could be taken to suggest that the League is perhaps not working properly yet and is still trying to establish itself.'  
 (Context) Source C does not prove Source B wrong. It says the League is growing in courage and yet in 1923 the League was unable to deal with Italy.'

- 1(c) **Study Source D.**  
**What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.**

Target: AO 1, 2, 3

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

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

e.g. 'In the cartoon I can see a number of judges and a person holding a gun.'  
 'Japan is being tried by the League.'

**Level 2 Secondary message [3]**

e.g. 'Japan is showing aggression.'  
 'There is confusion over Lytton.'

**Level 3 Secondary message supported by details of the source / contextual knowledge [4]**

e.g. 'Japan is showing aggression towards the League. The cartoon supports this by showing Japan in court in front of a number of judges with Japan holding a gun.'

**Level 4 Main message of cartoon identified [5]**

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations.' (Under-mining, ignoring, mocking, disrespectful to, showing contempt)  
 'The League is weak and ineffectual.' (powerless, a failure, lacks control)

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

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations. I can tell this from the cartoon because you can see that Japan is making a face and holding a gun and all the lawyers can do is look fearful and read the Lytton Report.'

**OR**

Contextual knowledge should relate to the League's response to the Japanese invasion of Manchuria.

e.g. 'The main message of the cartoon is that Japan is defying the League of Nations. The Lytton Commission looked into the Japanese invasion and produced a report condemning Japan's actions. This report took twelve months to produce. Japan just ignored the League.'

**Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 5.

**1(d) Explain why the League of Nations was a failure in Abyssinia, 1935-1936.**

Target: AO1, 2

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

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

e.g. 'The League failed to act with authority.'

e.g. 'The League had no army / the US did not join.'

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

(One mark for each point)

e.g. 'Sanctions did not include restrictions on oil.'

'The League was discredited by the Hoare-Laval Pact.'

'Britain and France wanted to retain Mussolini's friendship.'

'Collective security of the League was shown as empty promises.'

'The league failed to close the Suez Canal.'

**Level 3 Explains ONE reason [5-6]**

(Five marks for a basic explanation; six marks for a developed explanation.)

e.g. 'The League agreed that sanctions should be imposed but these had to be imposed quickly and decisively. An immediate ban was put on arms sales, rubber, tin and metals to Italy. What the League did was to delay the decision for two months in relation to oil, coal and iron exports to Italy. This allowed time for Mussolini to build up a stock-pile.'

'The League agreed that sanctions should be imposed but these had to be imposed quickly and decisively. An immediate ban was put on arms sales, rubber, tin and metals to Italy. What the League did was to delay the decision for two months in relation to oil, coal and iron exports to Italy. This allowed time for Mussolini to build up a stock-pile. The League failed to act because it feared the Americans would not support the sanctions. Also the British government feared that 30,000 coal miners would lose their jobs.'

**Level 4 Explains more than one reason [7-8]**

(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)

**2(a) What did Wilson want to achieve at the Paris Peace Conference?**

Target: AO1

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

e.g. 'A better and more peaceful world.'

'To punish Germany.'

'To strength German democracy.'

'He believed nations should co-operate to achieve world peace.'

'He wanted his fourteen points.'

'He wanted a League of Nations.'

He wanted self-determination for the peoples of eastern Europe.'

'He wanted to punish Germany but not too harshly so that it would want revenge in the future.'

**2(b) Explain why Germany objected to the Treaty of Versailles.**

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'They felt they were being unjustly treated.'

Straight listing of terms should be placed in this level.

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

(One mark for each point)

e.g. 'They were forced to accept the blame for war (War Guilt Clause).'

'They were forced to accept the terms (diktat).'

'They feared reparations would cripple them.'

'Because of the territorial losses imposed, such as the Saar.'

'They hated having to disarm.'

'They were excluded from the League of Nations.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for a basic explanation; five marks for a developed explanation.)

e.g. 'Germany hated having to disarm. Having an army of 100,000 was very small for a country of Germany's size and left it vulnerable against neighbouring states.'

e.g. 'Germany hated having to disarm. The army was a symbol of German pride. Having an arm of 100,000 was very small for a country of Germany's size and left it vulnerable against neighbouring states. Despite Wilson's Fourteen Points calling for disarmament, none of the Allies disarmed to the extent that Germany was forced to accept.'

**Level 4 Explains TWO reasons [6]**

2(c) How satisfied were the 'Big Three' with the Treaty of Versailles? Explain your answer.

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Not at all because each wanted different outcomes.'

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

(One mark for each point)

e.g. 'France wanted revenge and as this to some extent was gained, Clemenceau was satisfied.'

'They were not satisfied because of not meeting the expectations of public opinion in their own countries.'

'Clemenceau was satisfied because Germany was punished harshly.'

**Level 3 Explains satisfaction OR dissatisfaction [4-6]**

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

e.g. 'France had seen most of the fighting in Western Europe suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau's tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war (war guilt) and because of this to pay high reparations.'

'Although originally wanting Germany broken up into smaller states Clemenceau accepted the de-militarisation of the Rhineland and the reduction in German military as being a way of ensuring France's safety.'

**OR**

'Wilson was not satisfied. He thought the Germans should not have signed it. He feared that Germany's harsh treatment would result in further conflict. All the time he had counselled for a less harsh approach.'

'Lloyd George wanted to protect British interests such as its colonies and sea power but was aware that treating Germany too harshly would store up trouble for the future. He was forced by the British people to be harsh which was against his idea of restoring trading with Germany.'

**Level 4 Explains satisfaction AND dissatisfaction [7-9]**

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

**Level 5 Explains with evaluation of 'how satisfied' [10]**

**3(a) Describe Hitler's foreign policy aims.**

Target: AO1

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

- e.g. 'To make Germany a world power.'
- 'To establish a large empire in Eastern Europe for lebensraum.'
- 'To achieve Anschluss with Austria.'
- 'To unite all Germany speaking people in a Greater Germany.'
- 'To destroy the USSR and communism.'
- 'To regain the Saar and re-militarise the Rhineland.'
- 'To build up his armed forces.'

**3(b) Explain why Austria became part of Germany in 1938.**

Target: AO1, 2

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

- e.g. 'Because the two states belonged together.'

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

(One mark for each point.)

- e.g. 'To fulfil one of Hitler's foreign policy aims.'
- 'Because it was Hitler's birth place.'
- 'Because by language and culture Austria is German.'
- 'To access Austria's raw materials and military strength.'

Any attempt to describe 'how' to be placed in this level.

**Level 3 Explains ONE reason [4-5]**

- e.g. 'Hitler wanted to break the Treaty of Versailles and part of that Treaty banned Anschluss with Austria. Hitler's desire to break the Treaty and unite all Germans was well known. Indeed a strong Nazi Party already existed in the country.'

- e.g. 'Hitler wanted to break the Treaty of Versailles and part of that Treaty banned Anschluss with Austria. The language and culture of Austria was German and Hitler's desire to unite all Germans was well known. Indeed a strong Nazi Party already existed in the country. Even when writing Mein Kampf Hitler had made it clear that he felt the two states belonged together.'

**Level 4 Explains TWO reasons [6]**

3(c) 'The outbreak of war in 1939 was mainly due to the policy of appeasement.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

**Level 1** General answer lacking specific contextual knowledge [1]

e.g. 'Yes, appeasement contributed to the outbreak of war.'

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

e.g. 'Appeasement gave Hitler a feeling of confidence.'  
 'War was caused by Hitler's aggressive foreign policy.'  
 'The Treaty of Versailles left a simmering resentment in some German people.'  
 'The Nazi-Soviet Pact contributed to war breaking out.'  
 'The Nazi invasion of Poland was a short-term cause.'

**Level 3** Explains agreement OR disagreement [4-6]

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

e.g. 'Appeasement showed a desire for peace by Britain and France as they wished to avoid the horrors of another war. However, it put too much trust in Hitler's promises which he often went back on. It was based on the mistaken idea that Hitler was trustworthy. Instead it encouraged him to take greater risks including taking Czechoslovakia.'

**OR**

'The Nazi-soviet Pact gave Hitler confidence that he would not have to fight a war on two fronts and therefore he invaded Poland. Britain and France were allied to Poland and had to take some action. This action was an ultimatum to Hitler which was ignored and so war against Germany was declared.'

**Level 4** Explains agreement AND disagreement [7-9]

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

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

**PART 1: SECTION B – THE COLD WAR, 1945-1975****1(a) Study Sources A and B.**

**Does Source A make you surprised by Source B? Use the sources 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 Unsupported assertion [1]**

e.g. 'A British journalist would not agree with the Americans.'

**Level 2 Paraphrases / copies / surface features /stock evaluation [2]**

e.g. 'No, one source is from a book by an American and the other a British journalist speaking on television.'

**Level 3 Answers which select relevant detail but leave comment on surprise implicit OR**

**Answers which write about one / both sources but fail to address the question [3]**

e.g. 'Source A is about the military strength of the Americans whilst Source B is about the strength of the Vietcong.'

**Level 4 Argues surprise / not surprised based on contrasting content of sources [4-5]**

e.g. 'I am surprised by Source B. Source A indicates the might of the American resources giving them tremendous firepower and so should have wiped out the Vietcong. However, Source B suggests that this was not the case because of their tunnel complex and their determination'

**Level 5 Not surprised about Source B – but ignores Source A [6]**

e.g. 'I am not surprised about Source B. The Americans would try to claim that their greater firepower was successful but the Vietcong had underground tunnels which the USA firepower failed to breach. The Vietcong were also determined, not demoralised' and that American would not gain their country.'

**Level 6 Surprised OR not surprised evaluating sources in context [7]**

e.g. 'Source A is by an American writing mainly for an American audience and therefore he is going to promote the strength of his own country's military to show what was available to the soldier fighting in Vietnam. So I am not surprised by the first part of Source B. With all the fire-power mentioned in Source A it is not surprising the Vietcong would want to take evasive action and that they were demoralised. This was being emphasised as a victory.'

**OR**

e.g. 'I am surprised that America did not recognised that even with all their military might they were fighting a different war from previous ones. The Vietcong had prepared well to get over the significant difference in military might by realising the importance of working to their strengths and using their tunnel system for food and military supplies. This reflected their intention not to succumb but to look for victory.'

**Level 7 Both surprised and not surprised – in context [8]**

Both sides of Level 6.

- 1(b) **Study Source C.**  
**Why was this photograph published? 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 [1]**

e.g. 'The picture was taken to show Vietcong fighters in the jungle of South Vietnam.'

**Level 2 Focus on context of source with no valid message or purpose [2]**

e.g. 'The Vietcong were fighting for their own country and used guerrilla warfare. This was conducted in the jungle.'

**Level 3 Asserts message of source but with no development [3]**

e.g. 'This source was published to show the existence of armed Vietcong in the jungle.'  
 'The Vietcong are giving the message that young men and women will defend Vietnam.'

**Level 4 Explains message using source or contextual knowledge [4]**  
**OR**

**Asserts purpose of the source but with no development [5]**

e.g. 'Vietcong guerrilla fighters exist in the jungle, that they are armed. This is shown by the patrol of Vietcong men and women with weapons.'

**OR**

e.g. 'The purpose of the photograph is to instil fear into young American troops.'  
 'To gain sympathy / encourage support for the Vietcong.'  
 'To increase recruitment.'

**Level 5 Valid explanation of purpose [6-7]**

e.g. 'The purpose of the photograph is to instil fear into young American troops. It emphasises the view that the Americans will not win the ground war emphasising the ideas of Mao and the use of guerrilla warfare. It shows the determination of the Vietcong men and women at a time when 'Operation Rolling Thunder' was at its height attempting to destroy the supply chain to South Vietnam.'

- 1(c) **Study Source D.**  
**What is the message of this cartoon? Use the source your knowledge to explain your answer.**

Target: AO 1, 2, 3

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

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

e.g. 'Nixon is trying to control two horses.'  
 'Nixon is being pulled between his two policies.'

**Level 2 Secondary message [3]**

e.g. 'Nixon is having problems.'  
 'Nixon is being torn in two.'  
 'Vietnamisation will fail.'

**Level 3 Secondary message supported by details of cartoon or contextual knowledge [4]**

e.g. 'Nixon is having problems. This is supported by the cartoon showing him being stretched between the two horses which have his policies written on them.'

**Level 4 Main message of cartoon identified [5]**

The cartoon is critical of Nixon and so candidates might offer:.

e.g. 'The message is that Nixon is indecisive.' (not in control)  
 'Neither of Nixon's policies is suitable.' (conflicting policies)  
 'Nixon's choices are limited.'

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

e.g. 'Nixon's is indecisive and being pulled in opposite directions. This is shown in the source as the 'no surrender' horse is running away from him and the 'Vietnamisation' horse is on its knees signifying the cartoonist views this as a policy that will fail.'

**OR**

Contextual knowledge should relate to Nixon's policies.

'The main message of the cartoon is that Nixon is indecisive. 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. but they were not strong enough.'

**Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 5.

**1(d) Explain why the war in Vietnam became increasingly unpopular in America.**

Target: AO1, 2

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

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

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

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

'The economic cost of war was high.'

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

'Stories of drug addiction.'

'Because of US atrocities committed against the Vietnamese people.'

'Because American people were increasingly aware of what was happening in Vietnam.'

**Level 3 Explains ONE reason [5-6]**

(Five marks for a basic explanation; six marks for a developed explanation.)

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

e.g. 'The Vietnam War was the first televised war and because it received so much media coverage brought home to Americans the stark reality of war. They were able to see the use of horrific weapons such as napalm against civilians. US atrocities against the Vietnamese shocked Americans. An example was the village of My Lai where 300 were massacred. The Americans sprayed chemical defoliants which destroyed vegetation, polluted the land and poison people and this horrified people.'

**Level 4 Explains more than one reason [7-8]**

(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)

**2(a) Describe what happened at the Potsdam Conference.**

Target: AO1

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

e.g. There was a meeting of three world leaders who were different from Yalta.'  
'Divisions between the Soviet Union and Britain and the USA were much more apparent.'  
'Truman informed Stalin that his country had an atomic bomb.'  
'It was confirmed that Germany would be divided as agreed at Yalta.'  
'The Nazi Party was banned and its leaders were to be tried as war criminals.'  
'Germans living in Poland, Hungary and Czechoslovakia were to return to Germany.'  
'Poland's eastern border would be moved west to the rivers Oder and Neisse.'

**2(b) Explain why the USA-USSR alliance had broken down by 1947.**

Target: AO1, 2

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

e.g. 'They fell out.'

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

(One mark for each point.)

e.g. 'The aims of war no longer held them together.'

'Truman had informed Stalin that the USA had an atomic bomb.'

'The USSR began imposing Communist rule in Eastern Europe.'

'Both sides had differing views about Germany.'

'Western concerns over Poland's borders.'

'Truman did not tell Stalin that the USA intended to drop an atomic bomb on Japan.'

'Suspicion existed on both sides of each other's motives.'

'Because of the Truman Doctrine (Marshall Aid).'

'There were no free elections.'

'The impact of Churchill's speech.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for a basic explanation; five marks for a developed explanation.)

e.g. 'Stalin was annoyed with the USA because Truman had not told Stalin he was going to use the atomic bomb. Stalin was convinced that the USA would use the bomb to win worldwide power.'

e.g. 'Stalin was annoyed with the USA because Truman had not told Stalin he was going to use the atomic bomb. Stalin was convinced that the USA would use the bomb to win worldwide power. The USA also refused to tell Stalin how to make a bomb but Stalin decided his scientists would develop a bomb. The USA felt threatened by this.'

**Level 4 Explains TWO reasons [6]**

2(c) **Which country had the more successful policies in Europe between 1945 and 1949: the USA or the USSR? Explain your answer.**

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'The USSR was more successful.'

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

e.g. 'Stalin was able to spread Communism across Eastern Europe.'

'The USA successfully introduced the Marshall Plan.'

'Stalin prevent free elections in eastern European countries.'

'The USSR was less successful in Yugoslavia.'

'The USSR failed in Greece.'

'Czechoslovakia was taken over by the Communists.'

'Berlin was a success for the USA.'

**Level 3 Explains USA OR USSR - success or failure [4-6]**

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

e.g. 'The USSR began to impose Communist rule on the countries it had occupied rather than allowing free elections. Stalin had removed non-Communist leaders in Poland replacing them with Communists.'

**OR**

'The USSR was less successful in Yugoslavia where Tito applied Communism in his own way and Greece where the Communist takeover was unsuccessful.'

**Level 4 Explains USA AND USSR – success or failure [7-9]**

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

**Level 5 Explains with evaluation of 'more successful' [10]**

**3(a) Describe how Cuba changed under Castro.**

Target: AO1

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

- e.g. 'He replaced Batista.'
- 'He removed political opponents who were a threat.'
- 'He won over the majority of Cubans.'
- 'He took over American businesses.'
- 'In 1960 he allied Cuba with the USSR.'
- 'Diplomatic relations with the USA were broken off in January 1961.'
- 'Castro sold his sugar to the USSR rather than the USA.'

**3(b) Explain Kennedy's options after missile sites were discovered in Cuba.**

Target: AO1, 2

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

- e.g. 'He had a number of options that were risky.'

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

(One mark for each point)

- e.g. 'He had the option to do nothing as the USA was the greater power.'
- 'To begin an immediate air attack to destroy the missile bases.'
- 'To carry-out an invasion of Cuba by air and sea.'
- 'To put on diplomatic pressure such as UN.'
- 'To introduce a blockade to prevent further military supplies coming into Cuba.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for a basic explanation; five marks for a developed explanation.)

- e.g. 'Kennedy could enforce a blockade which would prevent further military supplies reaching Cuba. This would show the USA was serious, but it would not be an act of war. It would put the burden on Khrushchev as to what to do next.'

Kennedy could enforce a blockade which would prevent further military supplies reaching Cuba. This would show the USA was serious, but it would not be an act of war. It would put the burden on Khrushchev as to what to do next. This would not solve the main problem – the missiles were already on Cuba and could be used within a week.'

**Level 4 Explains TWO reasons [6]**

**3(c) 'The USA was more responsible for causing the Cuban Missile Crisis than the USSR.' How far do you agree with this statement? Explain your answer.**

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Both sides carried out acts which caused the crisis.'

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

e.g. 'The USSR had made Kennedy look weak in relation to the Berlin Wall and they were pushing him further.'

'Khrushchev sent missiles to Cuba.'

'The USA had missiles threatening the USSR.'

'A policy of containment was operated by the USA.'

'The Bay of Pigs incident increased Soviet action.'

**Level 3 Explains agreement OR disagreement [4-6]**

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

e.g. 'The USA was concerned about the coming to power of Castro and tried to remove him with the Bay of Pigs operation. This was a total failure and Kennedy was humiliated. It resulted in Castro moving even closer to the USSR who began to place missiles on Cuba.'

**OR**

'The Berlin Crisis and the building of the Wall in 1961 greatly increased the tension between the superpowers. As Kennedy was seen to be weak by not taking action in Berlin, Khrushchev tested him further by placing missiles as close as possible to the USA to increase the Communist sphere of influence. This was one of the reasons for the crisis.'

**Level 4 Explains agreement AND disagreement [7-9]**

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

**Level 5 Explains with evaluation of 'more responsible' [10]**

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

- 1(a) **Study Source A.**  
**Why was this poster published? 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 [1]**

e.g. 'The poster was published to show a gun.'  
 'It shows that terrorists use cars and guns.'

**Level 2 Focus on context of source with no valid message or purpose [2]**

e.g. 'At that time the use of car bombs by the paramilitary was increasing and that it was always stolen cars that were used. Sometimes people were forced to drive these cars to their destination packed with explosive.'

**Level 3 Asserts message of poster but with no development [3]**

e.g. 'The message is to warn the public to be vigilant.'  
 'Terrorists are using car bombs.'

**Level 4 Explains message of source [4]**

**OR**

**Asserts purpose of the poster but with no development [5]**

e.g. 'The message is a warning to the public about terrorist activities. Terrorists are stealing cars. The poster is urging care – 'don't let him have your car'. Cars are being stolen for planting bombs.'

**OR**

e.g. 'The purpose of this poster was to change attitudes (stop terrorist activities) and encourage people to be more careful with their personal property, particularly cars. 'It was published to encourage increased vigilance.'  
 'To get the public to change their attitude to their property.'  
 'To encourage people to be more careful.'

**Level 5 Valid explanation of purpose [6-7]**

e.g. 'The purpose of this poster was to encourage people to be more careful with their personal property, particularly cars. They were being encouraged to be more security conscious. At that time the use of car bombs by the paramilitary was increasing and that it was always stolen cars that were used. Sometimes people were forced to drive these cars to their destination packed with explosive.'

1(b) **Study Source B.**

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

Target: AO 1, 2, 3

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

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

e.g. 'The cartoon shows television cameras.'  
'It shows an IRA funeral.'

**Level 2 Secondary message [3]**

e.g. 'The IRA is gaining publicity.'  
'The cartoon is mocking IRA/media/British government.'

**Level 3 Secondary message supported by details of the cartoon or contextual knowledge [4]**

e.g. 'The IRA is gaining publicity. This can be seen by the TV cameras being present.'

**Level 4 Main message of cartoon identified [5]**

e.g. 'The IRA is manipulating the media.'  
'Hunger strikers are martyrs.'  
'The IRA is 'getting one over' the British government.'  
'The IRA is winning the propaganda war.'  
'The media are being too sympathetic towards the IRA.'

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

e.g. 'The message of this cartoon is that the IRA are manipulating the media. This cartoon supports this view as it shows a television camera representing the world media filming a funeral of a hunger striker. The cartoon suggests it is by special arrangement by the words 'By Appointment to the IRA'. This can be seen from the notice on the television camera which states 'By appointment to the IRA'.

**OR**

e.g. 'The message of this cartoon is that the actions of the IRA are gaining world-wide recognition. At that time republican prisoners went on strike in the Maze prison demanding to be treated as political prisoners and hoping that Margaret Thatcher would change her policy. These people were prepared to die for their beliefs. Probably the most well-known was Bobby Sands.'

**Level 6 Main message supported by details of the cartoon AND by contextual knowledge [7]**

Both sides of Level 5.

1(c) **Study Sources C and D.**  
**How similar are the views expressed in these two sources? Use the sources and your knowledge to explain your answer.**

Target: AO1, AO2, AO3

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

**Level 1 General assertion OR Simplistic comparison of provenance [1-2]**

e.g. 'They are similar as they are about troubles in Ireland.'

'They are different as Source C is by a member of the British Parliament and Source D by a father who has lost his daughter.'

**Level 2 Summary / paraphrase of each source – no valid comparison [3-4]**

e.g. 'Source C is saying that things cannot improve whilst British troops are in Northern Ireland. There has got to be discussion as the present peacekeeping policy has failed.'

'Source D says that the ordinary people want the political leaders to get together and talk. The ordinary people are prepared to compromise and so should the politicians in a bid to achieve peace.'

**Level 3 Compares content of source for similarity (message)**

**OR**

**Compares content of source for difference (purpose) [5]**

e.g. 'In a number of ways these sources are similar. Both sources say that its time that politicians sat down and discussed the issues so as to move on from the present situation which as no future. Source C supports this by saying the British governments policy of the 'presence of British troops' has no future with Source D saying 'politicians (should) stop playing politics..'

**OR**

'Both sources want to bring about / influence change but suggest different ways. The sources do differ to an extent in terms of the solution to the problem. Source C is still looking for the use of military peacekeeping – 'Maybe the United Nations has got a role to play'. Source D looks to build on the humanitarian side where people might compromise. This needs 'political leaders to listen to others' and understand differences.'

**Level 4 Compares content of source for similarity (message)**

**AND**

**Compares content of source for difference (purpose) [6]**

Both sides of Level 3.

**Level 5 Compares content of sources for similarity AND difference (motives) [7-8]**

e.g. 'These sources are different because they are looking at the problem from different perspectives / motives. The speaker in Source C being a member of the British parliament will not want to lose control and so sees removing British troops and replacing them with another peacekeeping force as the solution. Source D has the human element of listening to people as there has been personal involvement.'

**1(d) Explain why the Good Friday Agreement of 1998 was signed.**

Target: AO1,2

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

e.g. 'To reduce violence.'

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

e.g. 'To ensure the peace process continued.'

'To establish a Northern Ireland Assembly with power-sharing executive.'

'To enable the Irish government to remove the claim for the North as part of their territory.'

'To allow for the decommissioning of paramilitary weapons.'

'So that a review could take place of policing in Northern Ireland.'

'To allow the early release of paramilitary prisoners.'

**Level 3 Explains ONE reason [5-6]**

(Five marks for a basic explanation; six marks for a developed explanation.)

e.g. 'On April 10, 1998, the Good Friday Agreement was signed by the United Kingdom and Sinn Fein (along with the United States as an intermediary) with the intent of ending the violence in Northern Ireland. The Agreement is designed to give Northern Ireland limited autonomy in exchange for peace with the United Kingdom.'

e.g. 'On April 10, 1998, the Good Friday Agreement was signed by the United Kingdom and Sinn Fein (along with the United States as an intermediary) with the intent of ending the violence in Northern Ireland. It allows for the decommissioning of paramilitary weapons as part of that process. The Agreement is designed to give Northern Ireland limited autonomy in exchange for peace with the United Kingdom. The Agreement also gives Northern Ireland the opportunity, in the future, to separate from the United Kingdom and join the Republic of Ireland through democratic means.'

**Level 4 Explains more than one reason [7-8]**

(Seven marks for two basic explanations; eight marks for three basic explanations or development of two explanations.)

**2(a) Describe the events in Hungary in 1956.**

Target: AO1

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

e.g. 'In June Rákosi was opposed by a group within the Hungarian Communist Party.'

'Rákosi appealed to Moscow for help. This was refused and he was 'retired'.'

'Gero replaced him and following a huge demonstration on 23 October he was replaced by Nagy.'

'The Soviet tanks began to withdraw but Nagy announced that Hungary was to leave the Warsaw Pact and that there would be free democratic elections.'

'The troops and tanks returned but the Hungarians fought back.'

'In two weeks of fighting, 3,000 Hungarians were killed.'

'Hard-line Soviet control was re-established under Kádár and Nagy was captured and hanged.'

**2(b) Explain why there was opposition within Czechoslovakia to Soviet control in 1968.**

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because many Czechoslovakians wanted change.'

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

(One mark for each point.)

e.g. 'The Czechoslovakian economy was in a bad state.'

'There was a large amount of censorship.'

'Dubček came to power with a new model of socialism.'

'They were prevented from having a free vote.'

'Because of the use of the secret police.'

**Level 3 Explains ONE reason [4-5]**

(Four marks for a basic explanation; five marks for a developed explanation.)

e.g. 'People in Czechoslovakia were fed up with Soviet control of their economy. The USSR forced Czech industry to produce those raw materials which the Soviet economy needed, such as steel. They wanted more influence on the way their factories were run.'

e.g. 'People in Czechoslovakia were fed up with Soviet control of their economy. The USSR forced Czech industry to produce those raw materials which the Soviet economy needed, such as steel. They wanted more influence on the way their factories were run. This control stopped factories producing consumer goods and as a result the Czechs had a low standard of living.'

**Level 4 Explains TWO reasons [6]**

2(c) 'The Soviet Empire collapsed because of 'Solidarity' in Poland.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'No it was other reasons.'

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

e.g. 'Solidarity set an example to others.'  
 'Gorbachev introduced perestroika and glasnost.'  
 'Afghanistan was a big issue.'  
 'Gorbachev's reforms caused decline.'

**Level 3 Explains impact of 'Solidarity' OR other reasons [4-6]**

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

e.g. 'Solidarity had forced a strong Soviet union backed Communist government to give way through the action of industrial workers backed by popular opinion and the use of non-violent methods. The government in Poland had lost the confidence of the people and Solidarity showed that a Communist government could not solve Poland's economic problems thus ideas spread.'

**OR**

'Gorbachev's reforms including the freedom of speech allowed discontent to grow. Many wanted to see the collapse of Communism as Gorbachev's reforms were not working as food shortages remained and prices were high. Communism was seen by many as corrupt and Soviet industry and agriculture inefficient.'

**Level 4 Explains impact of 'Solidarity' AND other reasons [7-9]**

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

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

**3(a) Describe how Saddam Hussein treated different groups within Iraqi society.**

Target: AO1

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

e.g. 'Full political participation at national level was restricted to members of the Ba'ath Party.'

'Iraqi citizens were unable to change their government or establish new political parties.'

'Shi'a Arabs were subject to a massacre at Dujail where 148 people were killed.'

'A chemical attack in March 1988 left around 5,000 Kurds dead and 7,000 with long-term illnesses.'

'He was not concerned about the hardship caused by the economic sanctions imposed by the UN.'

'Saddam wanted to rid Iraq of the Kurds. A campaign of extermination against them between 1986-89 left over 50,000 civilians dead.'

3(b) Explain why the issue of 'weapons of mass destruction' was important in relation to Iraq.

Target: AO1, 2

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

**Level 1 General answer lacking specific contextual knowledge [1]**

e.g. 'Because of the fear they caused.'

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

(One mark for each point.)

e.g. 'That Saddam might use them.'

'That they could not be found.'

'That the WMDs linked Saddam to terrorist movements.'

'To strengthen the case for war against Saddam.'

**Level 3 Explains why [4-5]**

(Four marks for a basic explanation; five marks for a developed explanation.)

e.g. 'In America's eyes Saddam Hussein's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world as it was thought that Saddam might use them as he had used poison gas in the past.'

e.g. 'In America's eyes Saddam Hussein's possession and continued pursuit of weapons of mass destruction posed an immediate threat to the world as it was thought that Saddam might use them. One of the reasons why the USA thought Saddam was capable of using these weapons was the belief that his regime had links with terrorist associations, including Al-Qaeda.'

**Level 4 Explains TWO reasons [6]**

3(c) 'American policies were to blame for the breakdown in law and order in Iraq after the invasion.' How far do you agree with this statement? Explain your answer.

Target: AO1, 2

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

**Level 1** General answer lacking specific contextual knowledge [1]

e.g. 'No, it was what happened in Iraq.'

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

e.g. 'There were not enough troops to control Iraq.'  
 'Planning did not include what to do after victory.'  
 'Many saw Iraq as being an American colony.'  
 'The wrong people were appointed to deliver the wrong policies.'  
 'Government was from the relative security of the Green Zone.'  
 'The USA failed to win hearts and minds.'  
 'The invasion caused the Iraqi state to collapse.'  
 'Iraqis were freed from control to carry out looting.'  
 'Rival communities attacked each other.'

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

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

e.g. 'The US military carried out detailed planning on how to invade Iraq but they did not start planning how to run Iraq afterwards until January 2003. Many experts thought somewhere around 300,000 troops would be needed to control Iraq but only 160,000 were sent.'

**OR**

e.g. 'Days after the American capture of Baghdad the city descended into anarchy. This was revenge on the harshness of the Saddam regime and also the opportunity for the impoverished Iraqis to get their hands on anything of value. With the security forces gone the different Iraqi communities attacked each other.'

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

Both sides of Level 3.

Maximum of eight marks for answer lacking balance.

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

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