



SPECIMEN

General Certificate of Secondary Education
History B (Modern World)
Aspects of International Relations, and
Russia 1905–1941

A012

Specimen Paper

Time: 2 hours

Candidates answer on a separate answer booklet.
Additional materials: Answer booklet (8 pages)

INSTRUCTIONS TO CANDIDATES

- Write your name in capital letters, your centre number and candidate number in the spaces provided on the answer booklet.
- Use black ink only.
- Read each question carefully and make sure you know what to do before starting your answer.
- This paper is in two parts:

Part 1: Aspects of International Relations (Sections A and B)
and
Part 2: Depth Study Russia 1905–1941.

In Part 1: Aspects of International Relations, choose **one** of the following sections:

Either Section A: The Cold War, 1945–1975
Or Section B: A New World? 1948–2005.

Then answer **Question 1 OR Question 4** and **one** other question from the section you have chosen.

In Part 2: Depth Study, Russia 1905–1941, answer **Question 7** and **one** other question.

INFORMATION FOR CANDIDATES

- The number of marks for each question is given in brackets [] at the end of each question or part question.
- The total number of marks for this paper is **81**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: **Part 1:** Section A and B, Questions 2, 3, 5 and 6 and 9; **Part 2:** Questions 8 and 9.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **12** pages.

Part 1: Aspects of International Relations

Section A: The Cold War, 1945–1975

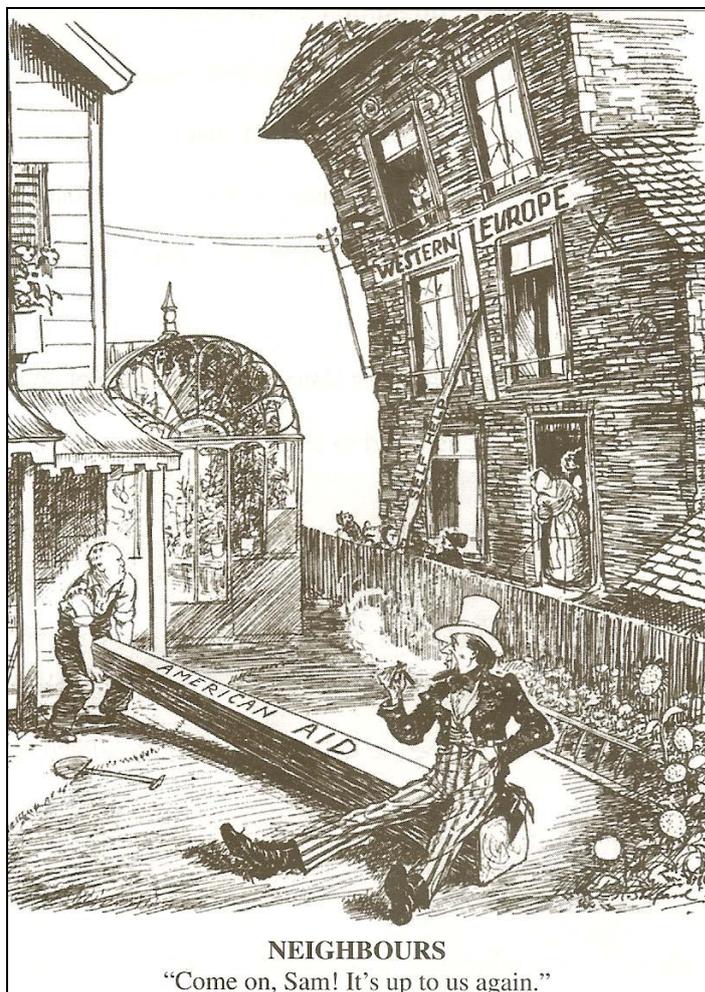
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

- 1 Study the source carefully and then answer the questions which follow.

Source A



An American cartoon about the Marshall plan, published in 1947.

- 1 (a) Study Source A.

What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]

- (b) Explain why the Soviet Union blockaded West Berlin in 1948. [8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** What happened in the Bay of Pigs invasion of 1961? [4]
- (b)** Why did Khrushchev send missiles to Cuba in 1962? Explain your answer. [6]
- (c)** 'The Cuban Missile Crisis was never a threat to world peace.' How far do you agree with this statement? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

- 3 (a)** Who were the Vietcong? [4]
- (b)** Explain the reasons why the USA became involved in Vietnam. [6]
- (c)** Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer. [10]
-  Spelling, punctuation and grammar [6]

Section A total [41]

Part 1: Aspects of International Relations

Section B: A New World? 1948–2005

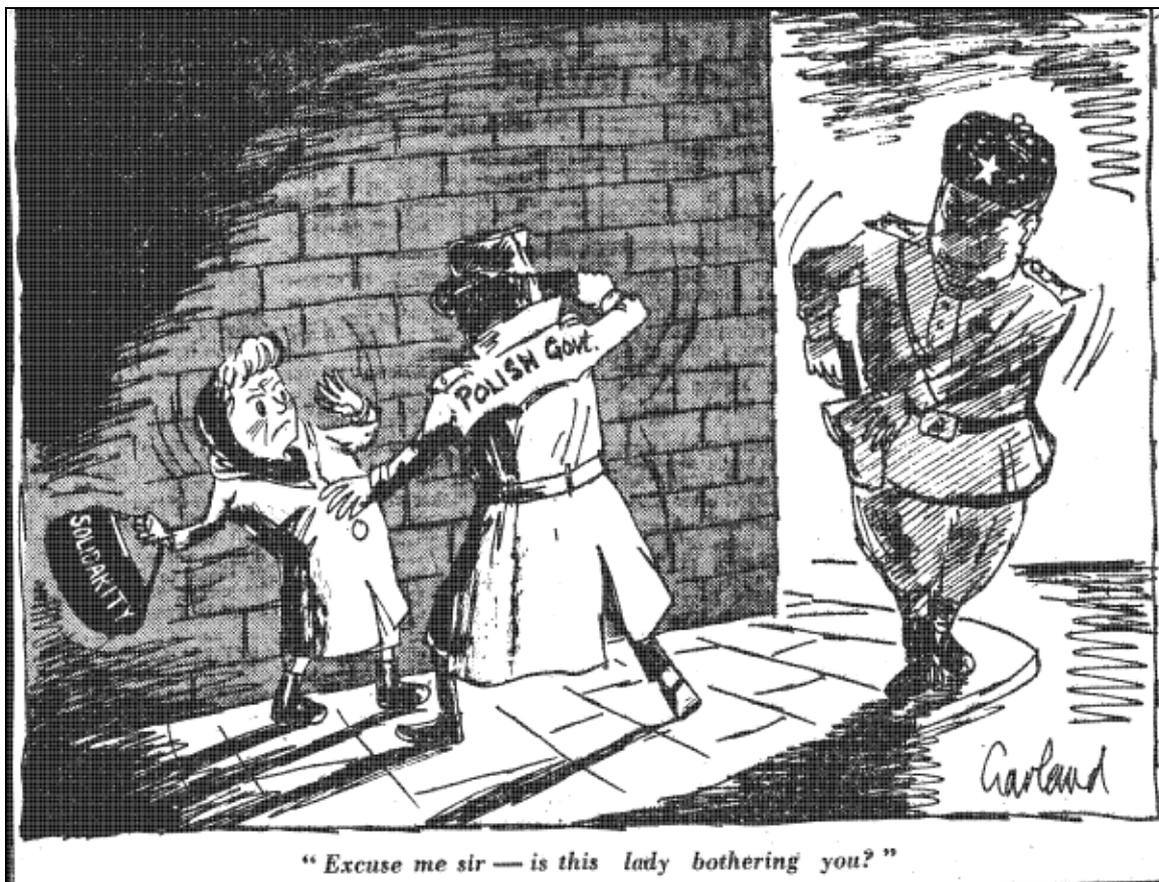
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 4 and EITHER Question 5 OR Question 6.

You should spend about 15 minutes on Question 4.

- 4 Study the source carefully and then answer the questions which follow.

Source A



A cartoon published in an English newspaper, December 1980.

- 4 (a) Study Source A.

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

[7]

- (b) Explain why communism collapsed in Eastern Europe during the 1980s.

[8]

Answer ONE question.

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 5 (a)** What were the main aims of the Provisional IRA? [4]
- (b)** Explain why the Palestine Liberation Organisation (PLO) used terror and violence. [6]
- (c)** How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer. [10]

 Spelling, punctuation and grammar [6]

- 6 (a)** Describe the main events in the invasion of Iraq in 2003. [4]
- (b)** Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer. [6]
- (c)** 'The most important reason why the multi-national force invaded was the oil in Iraq.' How far do you agree with this statement? Explain your answer. [10]

 Spelling, punctuation and grammar [6]

Section B total [35]

Part 2: Depth Study

Russia 1905–1941

Some of the questions require you to use sources. In these questions, you will need to use your knowledge of the topic to interpret and evaluate the sources.

You should spend about 70 minutes on this section.

Answer Question 7 and ONE other question.

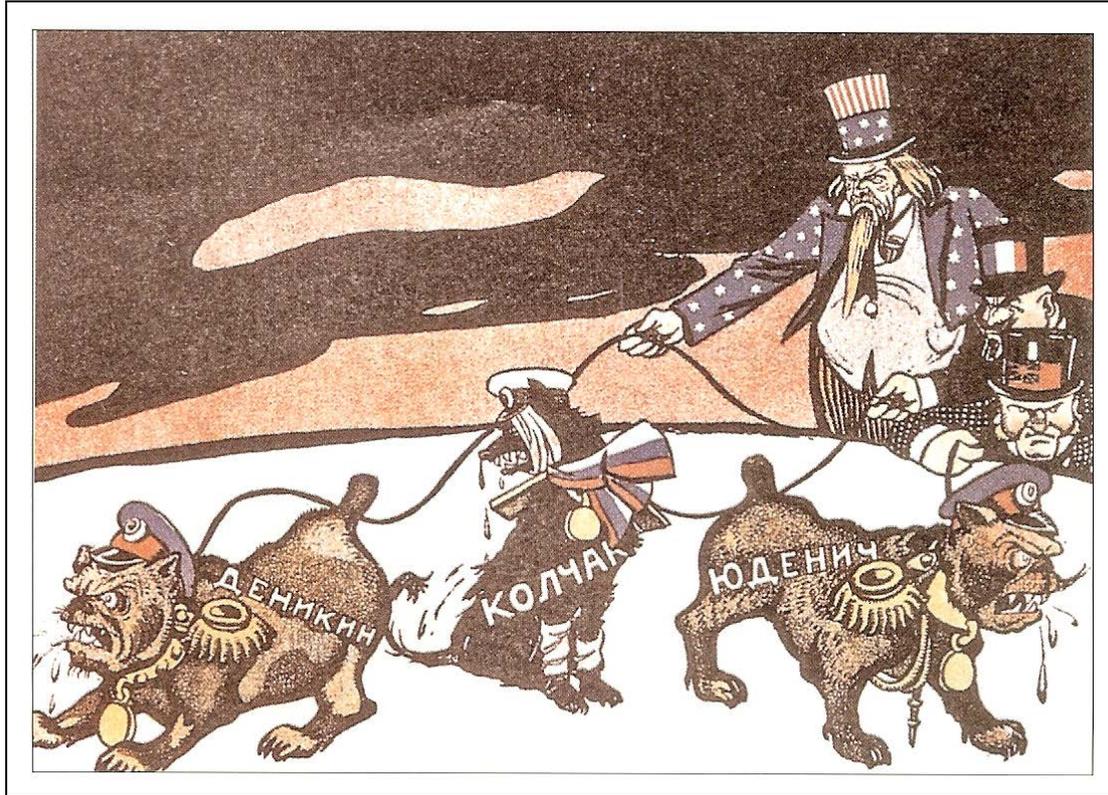
- 7 Study the sources carefully and then answer the questions which follow.

Source A



*A Bolshevik poster published in 1919.
The slogan says 'Shoulder to shoulder in defence of Petrograd'.*

Source B



A Bolshevik cartoon published in 1919. The people represent the USA, France and Britain and the dogs represent the White Army generals.

Source C

Trotsky paid a visit to the front lines. He made a speech. We were lifted by his energy. The situation, which had been disastrous 24 hours earlier, was improved by his coming as though by a miracle.

Comments of a Red Army soldier about Trotsky's visit to the front line.

7 (a) Study Source A.

Why did the Bolsheviks publish this poster in 1919? Use the source and your knowledge to explain your answer. [7]

(b) Study Source B.

What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6]

(c) Study Source C.

'The Bolsheviks won the Civil War because of Trotsky.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. [7]

Choose ONE of the following two questions.

You must answer ALL parts of the question you choose.

- 8 (a) What happened on Bloody Sunday, January 1905? [4]
- (b) Why did Nicholas II survive the 1905 revolution? Explain your answer. [6]
- (c) How far do you agree that the main reason why Tsarist rule ended in 1917 was because of the influence of Rasputin? Explain your answer. [10]
- 9 (a) Describe the main features of the Five-Year Plans. [4]
- (b) Explain why Stalin introduced the Five-Year Plans. [6]
- (c) The following brought misery to the Soviet people during the 1930s:
- (i) the secret police
 - (ii) the purges
 - (iii) collectivisation.
- Which of these do you think brought the greatest misery? Explain your answer referring only to (i), (ii) and (iii). [10]

Part 2 total [40]

Paper Total [81]

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Copyright Acknowledgements:

Sources:

Section A 1(a): Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980

Section B 4(a): From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, 1999, p 208

Russia 1905–1941

7(a): From *Russia and the USSR 1905–1941*, Terry Fiehn, John Murray, 1996

7(b): From *Modern World History*, Ben Walsh, John Murray, 2001, © David King

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A012

MARK SCHEME

Duration: 2 hours

MAXIMUM MARK 81

SPECIMEN

This document consists of 36 pages

Assessment Objectives (AOs)

Candidates are expected to demonstrate their ability to:

| | |
|------------|---|
| AO1 | Recall, select, use and communicate their knowledge and understanding of history. |
| AO2 | Demonstrate their understanding of the past through explanation and analysis of: <ul style="list-style-type: none">• key concepts: causation, consequence, continuity, change and significance within an historical context• key features and characteristics of the periods studied and the relationships between them. |
| AO3 | Understand, analyse and evaluate: <ul style="list-style-type: none">• a range of source material as part of an historical enquiry• how aspects of the past have been interpreted and represented in different ways as part of an historical enquiry. |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 1 (a) | | 7 | |
| | <p>Q: Study Source A. What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon by explaining the main message and produce a sound response in context.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the cartoon is that Europe should be receiving help from the USA. Western Europe is shown as an old, falling-down house propped up by a thin plank of wood labelled 'self help', indicating that Europe is having a struggle supporting itself. American aid on the other side of the fence is shown as the strong support needed to keep the house up. Europe was exhausted and poor after the Second World War. In these conditions it was thought communism would flourish and so Truman decided the USA would offer help to stop the spread of communism. This cartoonist is clearly arguing that America has very good reasons for coming to the aid of Europe.</i></p> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|---|-------|---|
| 1 (b) | | 8 | |
| | <p>Q: Explain why the Soviet Union blockaded West Berlin in 1948.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why the Soviet Union blockaded West Berlin in 1948. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge and understanding of why the Soviet Union blockaded West Berlin in 1948. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the Soviet Union blockaded West Berlin in 1948.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In 1945 Berlin was divided into zones run by Britain, France, the USA and the USSR. Stalin blockaded West Berlin in 1948 because he hoped to drive the Western Powers out of Berlin altogether. Stalin opposed the introduction of a new currency and economic recovery in the Allied zones. The Soviets were concerned that the Allies were trying to create a new Germany that was wealthier than the Soviet Eastern Germany. He wanted the Western Allies to pull out after Germany had been starved into surrender leaving it dependent on the USSR. Stalin believed the Western Allies had no right to be in Berlin. They saw them as a threat to the communist way of life and this was emphasised by showing off the capitalist way of life. Stalin saw this as a threat as Germany would become strong and threaten the USSR.</i></p> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|---|-------|---|
| 2 (a) | | 4 | |
| | <p>Q: What happened in the Bay of Pigs invasion of 1961?</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>A force of 1,400 exiles landed on Cuba.</i> • <i>Met by 20,000 Cuban troops.</i> • <i>The exiles were captured or killed.</i> • <i>Kennedy was humiliated.</i> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 2 (b) | | 6 | |
| | <p>Q: Why did Khrushchev send missiles to Cuba in 1962? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why Khrushchev sent missiles to Cuba in 1962 and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why Khrushchev sent missiles to Cuba in 1962 and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge about missiles in Cuba in 1962.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Khrushchev sent nuclear missiles to Cuba in 1962 because he wanted the missiles as bargaining power. If he had missiles on Cuba threatening America, he could agree to remove them in return for American concessions in Turkey. Also, he wanted to test the inexperienced Kennedy and push him as far as possible. Kennedy already had suffered an embarrassment with regard to the Bay of Pigs. Khrushchev was so concerned about the missile gap between the USSR and the USA that he would seize any opportunity he could to close it.</i></p> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|--|---|-------|---|
| 2 (c)  | | 16 | <p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.</p> |
| | <p>Q: ‘The Cuban Missile Crisis was never a threat to world peace.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Cuban Missile Crisis in order to explain how far they agree that it was never a threat to world peace. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the Cuban Missile Crisis in order to explain both sides of the argument about whether it was never a threat to world peace. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the Cuban Missile Crisis in order to give one side of the argument about whether it was never a threat to world peace. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are</p> | 10 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is probably not right to say that the Cuban Missile Crisis was never a threat to world peace at all. In fact it could be argued that the threat was very real. When the Americans discovered the missile sites on Cuba they wanted the warheads on Cuba to be dismantled immediately or else they would attack Cuba. At this stage there was a real fear of a nuclear war starting. Castro actually suggested that Khrushchev should get in the first strike. Following the first letter from Khrushchev, the Americans did not know what to do. The military leaders recommended an immediate air attack on Cuba and Robert Kennedy gave the Soviet Ambassador an ultimatum that if the missiles were not removed the US would attack Cuba.</i></p> <p><i>However, it could be argued that Khrushchev never really intended to go to war and so the crisis was not really a threat to world peace. Khrushchev himself stated that he just wanted to protect Cuba following the Bay of Pigs incident. Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to John F Kennedy. Kennedy as well bought time in delaying his reply to the first letter in the hope that any war could be avoided and the Russians would back down. This all suggests that neither side really wanted war.</i></p> <p><i>On balance, it would seem that even though both sides faced huge pressures which could have pushed them towards war, both actually chose less hostile measures, which suggests that world peace was not threatened – Kennedy could have chosen to invade but did not whilst Khrushchev was merely pushing for concessions from the US.</i></p> |

| Q | Answer | Marks | Guidance |
|--|--|-------|----------|
| 2 (c)  | <p>mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to identify reasons for why the crisis was/was not a threat to world peace and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Cuban Missile Crisis.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|---|-------|---|
| 3 (a) | | 4 | |
| | <p>Q: Who were the Vietcong?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>Soldiers.</i> • <i>Fighters that used guerrilla tactics.</i> • <i>Communists.</i> • <i>South Vietnamese.</i> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 3 (b) | | 6 | |
| | <p>Q: Explain the reasons why the USA became involved in Vietnam.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why the USA became involved in Vietnam. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the USA became involved in Vietnam and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of why the USA was involved in Vietnam.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The USA became involved in Vietnam because US governments were afraid that communism would spread from Vietnam across all of Asia. This was known as the Domino Theory. This said that if one country became communist it would spread to the next country and then to the next. They were worried that if South Vietnam was taken over by the Vietcong and North Vietnam became communist then it would spread to nearby countries and before long the whole of South-East Asia would become communist. Another reason why the USA got involved was the Cold War. This was a struggle between East and West which was often fought out between countries other than Russia and America and this is what was happening in Vietnam.</i></p> |

Part 1: Section A – The Cold War, 1945–1975

| Q | Answer | Marks | Guidance |
|--|--|-------|---|
| 3 (c)  | | 16 |  This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks. |
| | <p>Q: Which was more important in bringing about the USA's failure in Vietnam: the military tactics of the North Vietnamese or public opinion in the USA? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain which was the more important factor in the USA's failure in Vietnam. They produce a well developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the military tactics of the Vietcong and public opinion in the USA in order to explain both sides of the argument about which was the more important factor in the USA's failure in Vietnam. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of the USA's failure in Vietnam to explain either the military tactics of the Vietcong or public opinion in the USA was the most important</p> | 10 | <p><i>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</i></p> <p><i>There is no doubt that both factors are important. Vietcong tactics and public opinion in the USA both played a role in the USA's failure in Vietnam.</i> <i>The tactics of the Vietcong were important because the Americans were not used to fighting against a force using guerrilla tactics which meant avoiding conventional big battles. The American army wasn't trained to deal with these tactics and they had difficulty distinguishing Vietcong from ordinary villagers. The Vietcong knew the countryside well and could launch surprise attacks and then disappear. This was why the Americans were losing the war. Their weapons were too big and clumsy to deal with these tactics. Americans made enemies of the South Vietnamese who then helped the guerrillas even more.</i></p> <p><i>However, public opinion was also important. Public opinion turned against the war, there were anti-war protests and thousands of students refused to serve in Vietnam when they were called up. By 1967 journalists began to ask difficult questions about the likelihood of American success. The Tet Offensive had a profound impact on attitudes towards American involvement in South East Asia and many Americans were disillusioned. Without the support of the public and media a victory would not be possible. In election campaigns both Republican and Democrat candidates campaigned to end US involvement in Vietnam because anti-war feeling was so strong they knew they would not be elected otherwise.</i></p> <p><i>Overall, I believe that the Vietcong tactics were the more important factor. These tactics forced the Americans into actions which alienated public opinion back home. If the Americans had been able to defeat the Vietcong they would not have lost support at home.</i></p> |

| Q | Answer | Marks | Guidance |
|--|--|-------|----------|
| 3 (c)  | <p>factor. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates demonstrate basic knowledge of the USA’s failure in Vietnam. They produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the USA’s failure in Vietnam.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 4 (a) | | 7 | |
| | <p>Q: Study Source A. What is the message of this cartoon? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the main message and produce a sound response in context.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (1 mark) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The English cartoon is criticising the USSR and to a lesser extent the Polish government. It is saying that Solidarity was not a threat and was not doing anything wrong. It is the man representing the Polish government who has been aggressive not the poor woman representing Solidarity. It is saying that the USSR represented by the large man drawing a pistol was trying to claim that Solidarity was a threat when it wasn't and would take action on behalf of the Polish government. Solidarity was just a trade union trying to win demands off the Polish government like the right to strike. At this stage, 4 months after its formation, it was not viewed by its members as an alternative to the Communist Party.</i></p> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 4 (b) | | 8 | |
| | <p>Q: Explain why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge to explain why communism collapsed in Eastern Europe during the 1980s. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (3–5 marks) Candidates demonstrate some knowledge of why communism collapsed in Eastern Europe during the 1980s. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why communism collapsed in Eastern Europe during the 1980s.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 8 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>There were a number of reasons why communism collapsed in Eastern Europe during the 1980s but the key reason was that the Soviet leader Mikhail Gorbachev decided that he would not use force to keep countries in Eastern Europe under Soviet control. He knew that the USSR could not afford to do this anymore. As soon as it was clear these countries would not be supported by Russia communism would not survive long. This led to the people tearing down the Berlin Wall and communist governments collapsing. This would not have happened without Gorbachev letting everyone know that he would not defend the communist governments. Also popular movements such as Solidarity contributed to instability within communist countries. In Poland the communist authorities had to make many concessions to Solidarity and this meant that communism was collapsing from within.</i></p> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|--|-------|---|
| 5 (a) | | 4 | |
| | <p>Q: What were the main aims of the Provisional IRA?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>To get the British army and government out of Northern Ireland.</i> • <i>To unite Northern Ireland with the rest of Ireland.</i> • <i>To protect Catholics against discrimination.</i> • <i>To reinvigorate the IRA.</i> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 5 (b) | | 6 | |
| | <p>Q: Explain why the Palestine Liberation Organisation (PLO) used terror and violence.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why the PLO used terror and violence and produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why the PLO used terror and violence and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge and understanding of why the PLO used terror and violence.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The reasons why the PLO used terror and violence were complex. The PLO believed that they had a right to an Arab Palestine state. They were promised one after the end of the Second World War; however, this did not happen. As a result, many Palestinians became refugees living in refugee camps. As Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies, they have used other ways. The PLO believed that the only way that they would get Palestine back as their own country is by using violence. Others had different views for example, diplomacy and international negotiation.</i></p> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|--|---|-------|--|
| 5 (c)  | | 16 | <p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks.</p> |
| | <p>Q: How far do you agree that different terrorist groups have used the same methods since 1969? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of different terrorist groups and their methods in order to explain how far they agree that different terrorists have used the same methods since 1969. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of different terrorist groups and their methods in order to explain both sides of the argument about whether different terrorist groups have used the same methods since 1969. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of different terrorist groups and their methods in order to give one side of the argument about whether different terrorist groups have used the same methods since 1969. They produce a response that demonstrates some understanding of the past. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 10 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It is not correct to say that different terrorist groups all use the same methods. In fact there are clear differences between the methods of particular terrorist groups. For example, some Palestinian terrorists believe that it is a good thing to die for a just cause. They believe that they will become martyrs and go to paradise if they die fighting the enemies of their religion. This has led to some becoming suicide bombers and being used to kill people in Israel. Hamas has used this tactic against Jewish settlers in the Gaza strip. The IRA have not used suicide bombers because they do not have the same religious beliefs. But some IRA terrorists have gone on hunger strike, like Bobby Sands, when they have been in prison. He died of his hunger strike.</i></p> <p><i>On the other hand, there are also similarities. For example, the main methods of the IRA throughout the 1970s and 1980s were shootings and bombings which have harmed civilians. In 1996 they set off huge bombs in London and Manchester. These kinds of tactics have also been used by al-Qaeda, who have set off bombs inside US embassies and twice attacked the World Trade Centre. Overall, although there might be some differences in the methods used by terrorist groups, they have one fundamental thing in common. This is that they are acting outside the law and they believe they have to do this because they think they have no means of bringing about change through the political system.</i></p> |

| Q | Answer | Marks | Guidance |
|--|--|-------|----------|
| 5 (c)  | <p>Level 2 (3–4 marks) Candidates use some relevant knowledge of different terrorist groups and their methods and they produce a basic response. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of different terrorist methods. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 6 (a) | | 4 | |
| | <p>Q: Describe the main events in the invasion of Iraq in 2003.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>The invasion started in March.</i> • <i>The first stage was a missile attack (on the presidential palace) in Baghdad.</i> • <i>This was followed up with air-strikes.</i> • <i>Baghdad was captured in April.</i> • <i>British troops went into Basra.</i> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|-------|---|-------|---|
| 6 (b) | | 6 | |
| | <p>Q: Why was there a breakdown in law and order in Iraq after the invasion? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why there was a breakdown in law and order in Iraq after the invasion. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why there was a breakdown in law and order in Iraq after the invasion and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the invasion of Iraq.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Law and order broke down in Iraq after the 2003 invasion because the coalition invasion successfully destroyed the power of Saddam Hussein's regime but it did not have enough resources to control Iraq once Saddam had fallen. The situation was made worse because both the Iraqi army and police force were disbanded. Another reason was that many of those who supported Saddam Hussein went underground and started fighting back as terrorists. Many were Sunni and the worst trouble came in the Sunni triangle. The Iraqi terrorists were helped by foreign Islamic extremists. They used roadside car bombs and suicide bombers. They were determined to get the Americans and British out of the country. The Americans disbanded the army because the army might have caused trouble if it had been kept. But now there were lots of young men with weapons released onto the streets with no one to control them.</i></p> |

Part 1: Section B – A New World? 1948–2005

| Q | Answer | Marks | Guidance |
|--|--|-------|---|
| 6 (c)  | | 16 |  This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 34 to allocate SPaG marks. |
| | <p>Q: ‘The most important reason why the multi-national force invaded was the oil in Iraq.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain how far they agree that oil was the most important reason for the invasion. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why the multi-national force invaded Iraq in order to explain both sides of the argument about whether oil was the most important reason for the invasion. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of why the multi-national force invaded Iraq in order to give one side of the argument that oil was the most important reason for the invasion. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly</p> | 10 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Oil was one factor in explaining the coalition invasion of Iraq but there were other factors as well. Certainly critics of the war said that attacking Iraq had nothing to do with terrorism, it was about justifying a huge rise in defense spending and gaining control of Iraq’s oil. Iraq held one of the world’s largest reserves of oil. US oil companies like Halliburton profited massively from the US invasion of Iraq as they got very profitable drilling contracts. However, there were other reasons apart from oil. For instance, George W Bush wanted to get rid of Saddam Hussein who had been causing problems for America. They were worried that he was building up nuclear weapons and germ warfare and that he could threaten the rest of the world with these. They were also worried by the fact that he had committed lots of human rights abuses in his own country. No political parties were allowed and opponents were tortured. Whole communities were wiped out. Britain and America decided on ‘regime change’. Also, if the government in Iraq was more co-operative with the West this would also be beneficial. On the whole, I think that oil and Saddam Hussein were equally important, because if Saddam Hussein had been friendly to the West, this would have meant that the West would have access to the oil, and the invasion would not have been necessary.</i></p> |

| Q | Answer | Marks | Guidance |
|--|--|-------|----------|
| <p>6 (c)</p>  | <p>accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why the multi-national force invaded Iraq and they produce a basic response. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of why the multi-national force invaded Iraq. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 7 (a) | <p>Q: Study Source A. Why did the Bolsheviks publish this poster in 1919? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the situation in Russia in 1919. They interpret the purpose of the poster to produce a response explaining its intended impact in the context of 1919.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the situation in 1919. They interpret the message of the poster and produce a response explaining why this message was published in the context of 1919.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the Bolsheviks in 1919, but they do not relate to the message or purpose of the poster or they explain the message or purpose of the poster without setting it in the context of 1919.</p> <p>Level 1 (1 mark) Candidates describe the poster and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The Bolsheviks published this poster in 1919 to encourage the workers to support them. It was the time of the Civil War and the Bolsheviks needed the support of the working classes as they wanted to defeat the White Army. One way to do this was to be united. In 1919, the White Army under General Yudenich, and supported by the Allies, came within 30 miles of Petrograd. Trotsky increased the number of defending Red Army troops and the approaching White Army decided to call off the siege of Petrograd.</i></p> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 7 (b) | <p>Q: Study Source B. What is the message of this cartoon? Use the source and your knowledge to explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the period. They interpret the cartoon, explain the main message and produce a sound response in context.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the cartoon, explain a valid sub-message and produce a response in context.</p> <p>Level 1 (1–2 marks) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of this cartoon is that the White Army generals are weak as they are being controlled by foreign powers. This is clear from the cartoon because the man in the top hat representing the USA has a dog on a leash as do the men representing France and Britain. The three Whites generals named in the cartoon failed to co-ordinate their approach and this allowed the Reds to pick off the White armies one by one. The USA, Britain and France were angered by Russia's desertion from the First World War. The preaching of world communism meant foreign powers sent troops and supplies to the White armies thus having some control as shown by the linking to the dogs in the cartoon.</i></p> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 7 (c) | <p>Q: Study Source C. ‘The Bolsheviks won the Civil War because of Trotsky.’ How far do you agree with this interpretation? Use the source and your knowledge to explain your answer.</p> <p>Level 4 (6–7 marks) Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that the Bolsheviks won the Civil War because of Trotsky.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the Bolsheviks won the Civil War because of Trotsky.</p> <p>Level 2 (2–3 marks) Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the Bolsheviks won the Civil War because of Trotsky.</p> <p>Level 1 (1 mark) Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 7 | <p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>I partly agree with the interpretation. The source partly explains the success of the Bolsheviks during the Civil War, and claims that The Red Army was brilliantly led by Trotsky. He was ruthless, determined and had charisma that made him an ideal leader. He travelled around by train to meet the troops and spur them on to greater efforts, as shown in the source. The source also shows what a positive effect Trotsky had on army discipline; a Red Army soldier is unlikely to speak negatively of the leadership, which shows how tightly the army was run.</i></p> <p><i>However, there are ways in which I disagree with the interpretation. This is because the success of the Bolsheviks was down to other things as well. For example, Lenin introduced War Communism. This system allowed Reds total control over people’s lives and possessions in order to win the war. Ruthless discipline was introduced into the factories. Food was taken from peasant farmers by force. Strict rationing was introduced and the CHEKA was used to terrify opponents. This policy ensured the Red Army was kept supplied. The White Armies were divided between themselves and were too reliant on support from the West.</i></p> <p><i>Therefore I don’t completely agree with the interpretation because although Trotsky was important it was crucial to win the Civil War that the Red Army was kept fed and that was due to War Communism.</i></p> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|---|
| 8 (a) | <p>Q: What happened on Bloody Sunday, January 1905?</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>In January 1905 about 200,000 unarmed peaceful workers marched on the Tsar's Winter Palace in St Petersburg to petition the Tsar.</i> • <i>The march was led by Father Gapon.</i> • <i>Troops panicked and opened fire on the marchers, killing and injuring hundreds.</i> • <i>The Tsar was not in the palace having left to avoid the trouble.</i> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 8 (b) | | 6 | |
| | <p>Q: Why did Nicholas II survive the 1905 revolution? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why Nicholas II survived the 1905 revolution. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why Nicholas II survived the 1905 revolution and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the 1905 revolution.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Nicholas II survived the 1905 Revolution for a number of reasons. Firstly, the October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties. It promised elections and a parliament called a Duma. This meant that people were willing to give Nicholas II some time to see if the reforms were carried out. Also the revolutionaries were not co-ordinated. There was no one single group that led the revolution and co-ordinated the strikes, Soviets and peasants uprisings.</i></p> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|---|
| 8 (c) | | 10 | |
| | <p>Q: ‘How far do you agree that the main reason Tsarist rule ended in 1917 was because of the influence of Rasputin?’ Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the reasons why the Tsarist rule ended in 1917. They explain the influence of Rasputin and at least one other factor as reasons for the end of Tsarist rule. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks) Candidates demonstrate sound knowledge and understanding of the reasons why the Tsarist rule ended in 1917. They explain the influence of Rasputin and at least one other factor as reasons for the end of Tsarist rule. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks) Candidates demonstrate some knowledge and understanding of why the Tsarist rule ended in 1917. They explain the influence of Rasputin or one other factor as the reason for the end of Tsarist rule. They produce a response that</p> | 10 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The end of Tsarist rule in 1917 was partly due to the influence of Rasputin but there were other factors involved as well.</i></p> <p><i>The influence of Rasputin was one reason. Rasputin had a strong influence over the royal family and in particular the Tsarina. He undermined the power of the Tsar. He even gave advice on who should be appointed to the government. Under his influence, which increased when the Tsar went to lead the army, corruption grew. The Tsar’s opponents seized on Rasputin as a sign of the Tsar’s weakness and inability to rule Russia.</i></p> <p><i>However, there were other reasons as well. For instance, the Russian army was badly led and treated appallingly by their officers. They were short of rifles and ammunition and many did not have boots to wear. The Tsar took personal command but this made little difference and the huge defeats continued. By 1917 there was deep discontent and desertions with many soldiers becoming supporters of the Bolshevik party. Additionally, agricultural and industrial collapse led to food shortages and strikes. In 1917 strikes broke out all over Russia and there were demands for the government to provide bread. The army refused to put down the revolts.</i></p> <p><i>In conclusion, I would disagree that Rasputin’s influence was the main reason for the end of Tsarist rule. Concerns over Rasputin’s influence were serious and led to his murder, but these came from aristocrats rather than the army or ordinary people, who led the strikes in March 1917. The disaster for Russia in the First World War was far more important as a factor that affected the morale of the army and the Russian people.</i></p> |

| Q | Answer | Marks | Guidance |
|-------|--|-------|----------|
| 8 (c) | <p>demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show why the Tsarist regime ended in 1917 and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the end of the Tsarist rule in 1917.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|---|-------|--|
| 9 (a) | | 4 | |
| | <p>Q: Describe the main features of the Five-Year Plans.</p> <p>One mark for each relevant point; additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p> | 4 | <p>Answers could include</p> <ul style="list-style-type: none"> • <i>The plans were for industrial improvement with the first one dealing with vital heavy industry.</i> • <i>The plans were started by Stalin.</i> • <i>The first plan started in 1928.</i> • <i>They were drawn up by Gosplan.</i> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|---|-------|---|
| 9 (b) | | 6 | |
| | <p>Q: Explain why Stalin introduced the Five-Year Plans.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding to explain why Stalin introduced the Five-Year Plans. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of why Stalin introduced the Five-Year Plans and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Five-Year Plans.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | 6 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Stalin introduced the Five-Year Plans, a series of centralised economic plans designed for the whole of the Soviet Union, for a number of reasons. Firstly, he believed that the Five-Year Plans were the only way to transform a backward Soviet Union into an industrial power in a short period of time. It focused on improving heavy industry, in particular steel production. He also feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened. Secondly, he wanted to reduce the power of the peasants, whom he deeply mistrusted, by turning them into industrial workers whilst at the same time broadening the support for communism among the people of the Soviet Union.</i></p> |

Part 2: Russia 1905–1941

| Q | Answer | Marks | Guidance |
|-------|--|-------|--|
| 9 (c) | | 10 | |
| | <p>Q: The following brought misery to the Soviet people during the 1930s: (i) the secret police; ii) the purges; iii) collectivisation.</p> <p>Which of these do you think brought the greatest misery? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Level 5 (10 marks)</p> <p>Candidates demonstrate comprehensive knowledge and understanding of the three factors. They produce a well developed response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts, and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (7–9 marks)</p> <p>Candidates demonstrate sound knowledge and understanding of two of the three factors. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (5–6 marks)</p> <p>Candidates demonstrate some knowledge and understanding of one of the three factors. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> | 10 | <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>All three factors brought misery to the Soviet people during the 1930s. Firstly, Stalin increased the size of the secret police and used it to hunt down and destroy his opponents and terrorise ordinary people into obedience. People found guilty of opposition or disobedience were sentenced to death, exile or hard labour.</i></p> <p><i>Secondly, the Purges were equally terrible for the Soviet people. In 1934 Stalin had Kirov murdered and then began a wholesale purge of his opponents. At ‘show trials’ loyal Bolsheviks ‘confessed’ to being traitors. Around 50,000 party members were arrested, charged with anti-Soviet activities and sent to gulags. One in five of army officers were removed. One of the most frightening aspects was the unpredictability. Arrests were made in the middle of the night and victims were tortured. By 1937, 18 million had been transported to labour camps. The army purges proved almost fatal in 1941 when Hitler invaded.</i></p> <p><i>Finally, collectivisation affected the peasants negatively. Soviet peasants used old fashioned, inefficient farming methods and were not producing enough food for the city workers. Stalin introduced collective farms where the state provided machinery and bought the produce at a low fixed price. This change brought confrontation between the government and the kulaks. Kulaks were arrested and sent to labour camps. Under these conditions food production fell and there was a famine in 1932–33.</i></p> <p><i>I think that on balance misery was spread equally by these three factors. The millions in labour camps suffered terribly and it was said that every family lost someone to the Purges. The purges wouldn’t have taken place without the secret police. Yet collectivisation helped to bring about a famine which killed millions as well – its impact can be seen in the fact that the German invasion of 1941 was actually welcomed at first.</i></p> |

| Q | Answer | Marks | Guidance |
|-------|--|-------|----------|
| 9 (c) | <p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show what brought the greatest misery to the Soviet people during the 1930s and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the Soviet people in the 1930s.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 (0 marks) No response or no response worthy of credit.</p> | | |

Spelling, punctuation and grammar (SPaG) assessment grid

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

| Question | AO1 | AO2 | AO3 | SPaG | Total |
|---|-----------|-----------|-----------|----------|-----------|
| 1/4 (a) | 1 | 2 | 4 | | 7 |
| 1/4 (b) | 4 | 4 | 0 | | 8 |
| 2/3/5/6 (a) | 4 | 0 | 0 | | 4 |
| 2/3/5/6 (b) | 3 | 3 | 0 | | 6 |
| 2/3/5/6 (c)  | 4 | 6 | 0 | 6 | 16 |
| 7 (a) | 1 | 2 | 4 | | 7 |
| 7 (b) | 1 | 2 | 3 | | 6 |
| 7 (c) | 1 | 2 | 4 | | 7 |
| 8/9 (a) | 4 | 0 | 0 | | 4 |
| 8/9 (b) | 3 | 3 | 0 | | 6 |
| 8/9 (c) | 4 | 6 | 0 | | 10 |
| Totals | 30 | 30 | 15 | 6 | 81 |

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