



SPECIMEN

General Certificate of Secondary Education
History B (Modern World)
Aspects of International Relations, and
Mao's China c. 1930–1976

A014

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 Mao's China c. 1930–1976.

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

Either Section A: The Inter–War Years, 1919–1939
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, Mao's China c. 1930–1976, 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, **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 Inter-War Years, 1919–1939

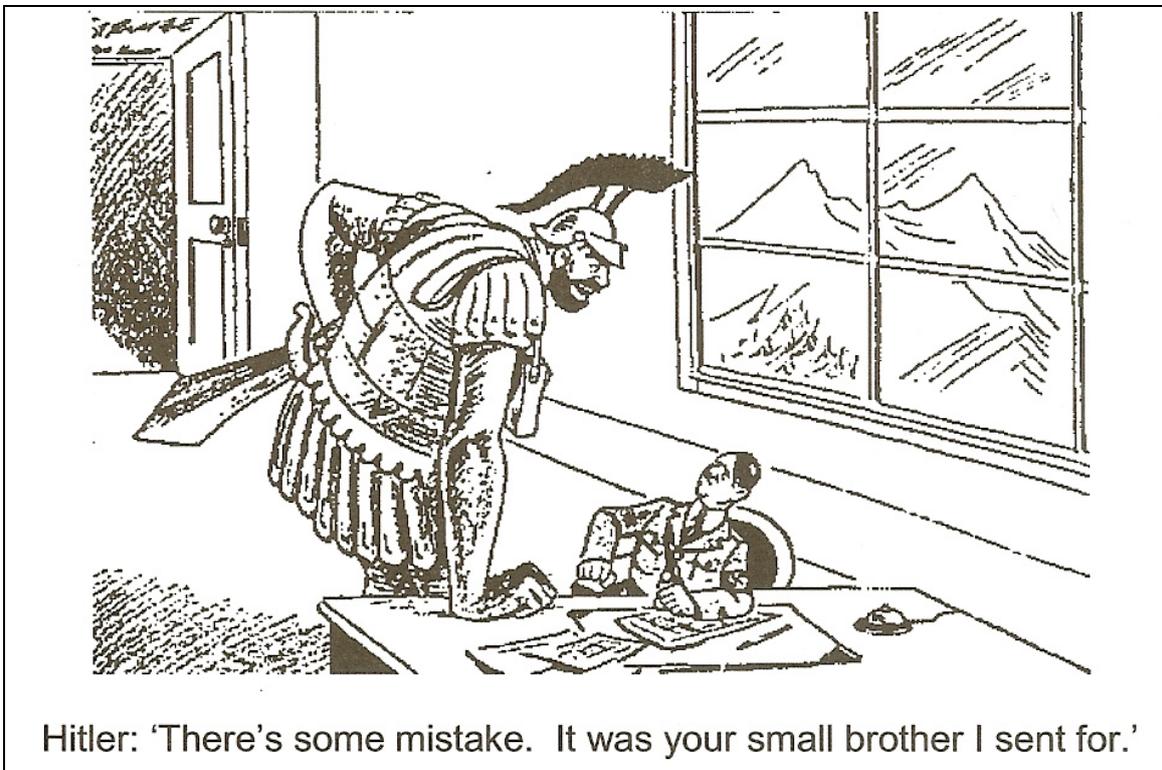
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

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



A cartoon from a British newspaper, 6 September 1939, three days after Britain and France declared war on Germany. It shows Hitler speaking to Mars, the great god of war.

- 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 Nazi–Soviet Pact (1939) was signed.

[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)** In what ways did the Treaty of Versailles punish Germany? **[4]**
- (b)** Explain what Wilson hoped to achieve at the Paris Peace Conference. **[6]**
- (c)** How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**
- 3 (a)** What were the main aims of the League of Nations? **[4]**
- (b)** Why did the League of Nations achieve some successes in the 1920s? Explain your answer. **[6]**
- (c)** How far can the failure of the League in the 1930s be blamed on the Great Depression? 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 the 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 [41]**

Part 2: Depth Study**Mao's China c. 1930–1976**

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 photograph of the terraced fields of Dazhai Commune. Dazhai was used by the Chinese government as an example of how successful communes were. It was later revealed that Dazhai had received millions of dollars of government aid and that the work had been done by soldiers.

Source B

I saw a large pile of ripe crops lying on the ground, with no one taking care of it. Eventually I found an old peasant who explained that everyone was busy increasing steel production. When I said, "You can't eat steel", he agreed and replied, "But who can stand up against the wind?"

A comment made by a member of the Chinese government after visiting a commune in 1958.

Source C



A poster published by the Chinese government in the late 1970s. The caption of the poster reads, 'What a pleasure it is not to have to bend our backs while planting rice.'

7 (a) Study Source A.

How is this source useful as evidence for historians studying the Great Leap Forward? Use the source and your knowledge to explain your answer. [6]

(b) Study Source B.

'The Great Leap Forward was a complete disaster.' How far do you agree with this interpretation? Use the source and your knowledge to explain your answer. [7]

(c) Study Source C.

Why do you think this poster was published? 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) Describe the Long March of 1934–35. [4]
- (b) Explain the importance of the Long March. [6]
- (c) How far do you agree that the military tactics used by the communists enabled them to win the Civil War? Explain your answer. [10]
- 9 (a) Describe Communist China's relations with Taiwan between 1951 and 1971. [4]
- (b) Explain why China became involved in the Vietnam War. [6]
- (c) The following are reasons why China had become a world power by 1976:
- (i) its growing military strength
 - (ii) its increased economic strength
 - (iii) its entry into the United Nations Organisation.
- Which do you think was the most important? 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): From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p 50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

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

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SPECIMEN

...day June 2015 – Morning/Afternoon

GCSE HISTORY B

A014

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 Inter–War Years, 1919–1939

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 understanding of the source and knowledge and understanding of the period. They interpret the cartoon and produce a developed response to identify and explain its main message.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the cartoon and produce a basic response to identify and explain a valid sub-message.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge of the period. They describe the cartoon and produce a simple response.</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 this cartoon, 3 days after war was declared, is that Hitler had underestimated the size of the conflict. This is why he is depicted so small in comparison to Mars, the great god of war and why he says that he sent for Mars’s ‘small brother’ so he didn’t have to fight a massive war. Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany because they had previously not taken any action against Hitler’s aggressive foreign policy. He had thought it would be a quick invasion and short war against Poland and now he found that he was in a great war with Britain and France.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
1 (b)		8	
	<p>Q: Explain why the Nazi-Soviet Pact (1939) was signed.</p> <p>Level 3 (6–8 marks) Candidates demonstrate sound knowledge in order to explain why the 1939 Nazi-Soviet Pact was signed. 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 the 1939 Nazi-Soviet Pact was signed. They produce a single-causal explanation.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the 1939 Nazi-Soviet Pact.</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>Hitler and Stalin signed the Nazi-Soviet Pact in 1939 because it was beneficial to both sides. The Pact benefited Hitler because he was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any immediate interference from Stalin. Stalin signed the Pact because he felt let down by Britain and France, who had signed the Munich agreement without Russia. Stalin had made several attempts to reach an agreement with Britain and France, but they had rejected them. Stalin thought Britain and France could not stop Hitler and so he thought he had better sign the Pact to make sure Germany did not go to war with Russia. It would also give him part of Poland. Stalin and the USSR held the key to Poland.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (a)		4	
	<p>Q: In what ways did the Treaty of Versailles punish Germany?</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>It limited the size of Germany's army.</i> • <i>Germany was forbidden to join with Austria.</i> • <i>Germany had to accept the 'War Guilt' clause.</i> • <i>Its overseas empire was taken away.</i> • <i>Germany had to pay reparations to the Allies for the damage they had caused.</i>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Explain what Wilson hoped to achieve at the Paris Peace Conference.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining more than one of these hopes.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding of what President Wilson hoped to achieve at the Paris Peace Conference and produce a response explaining one of these hopes.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Paris Peace Conference.</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>President Wilson hoped to achieve several things at the Paris Peace Conference. Wilson felt that nations had to work together in order to achieve world peace. He hoped to achieve this by setting up an international body called the League of Nations. His hope was that in the future nations would settle international disputes through negotiation rather than war. He also believed in self-determination – the idea that nations should rule themselves. He wanted the different peoples of Eastern Europe, such as the Poles, to rule themselves and not be part of Austro-Hungarian empire.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
2 (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: How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the Treaty of Versailles in order to explain how far Clemenceau was satisfied with it. 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 Treaty of Versailles in order to explain both sides of the argument about how far Clemenceau was satisfied with it. 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 Treaty of Versailles in order to give one side of the argument about how far Clemenceau was satisfied with it. 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>Clemenceau was dissatisfied with the Treaty of Versailles although there were many terms which did please him.</i></p> <p><i>Clemenceau was pleased with some of the territorial terms of the Treaty, such as Alsace-Lorraine being given back to France. The French always regarded Alsace-Lorraine as their territory despite it being seized by Germany in 1870. He was very satisfied he had reclaimed it from Germany.</i></p> <p><i>However, Clemenceau was dissatisfied that Germany was able to keep the Rhineland. It was demilitarised but it would return to Germany at a later date, and Germany was still able to use its economic resources. Clemenceau had hoped to make the Rhineland into an independent country.</i></p> <p><i>Overall, the treaty was never going to fully satisfy everyone as it was a compromise between very different positions. However, Clemenceau felt more bitterness with the outcome because although Germany had the size of its army reduced and had lost some territory, he felt that Germany was still strong enough to rise up and threaten France again in the future.</i></p>

Q	Answer	Marks	Guidance
2 (c) 	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge to show how far Clemenceau was satisfied with the Treaty of Versailles 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 Treaty of Versailles.</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 Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (a)		4	
	<p>Q: What were the main aims of the League of Nations?</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>It aimed to uphold the Treaty of Versailles.</i> • <i>It encouraged international co-operation, especially through trade.</i> • <i>The League's aim was to encourage nations to disarm.</i> • <i>It aimed to settle disputes peacefully.</i> • <i>It aimed to maintain international peace through collective security.</i>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Why did the League of Nations achieve some successes in the 1920s? Explain your answer.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge in order to explain why the League of Nations was able to achieve some successes in the 1920s. 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 League of Nations was able to achieve some successes in the 1920s. They produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge of the League of Nations.</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 League of Nations achieved a number of important successes in the 1920s partly because of its own actions and partly because in the 1920s nations respected its authority. The First World War had just ended and countries did not want to return to the horror of war and so there was almost total goodwill towards the League from most governments. Another reason is that many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement. For example, Finland and Sweden accepted the League's judgement when they had a dispute over the Aaland Islands in 1920. The League listened, judged and had its decision accepted. This established confidence in the League's ability.</i></p>

Part 1: Section A – The Inter–War Years, 1919–1939

Q	Answer	Marks	Guidance
3 (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 can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the failure of the League in the 1930s to explain how far it could be blamed on the Great Depression. They produce a fully 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 failure of the League in the 1930s in order to explain both sides of the argument about whether it could be blamed on the Great Depression. They produce a well developed response that demonstrates good 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 failure of the League in the 1930s in order to give one side of the argument about whether it could be blamed on the Great Depression. They produce a response that demonstrates some understanding of the past.</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>In some ways the Great Depression was to blame for the failure of the League in the 1930s because it led to the rise of extremist regimes which were prepared to go to war for what they wanted, particularly Japan, Germany and Italy.</i></p> <p><i>The Great Depression was responsible for millions losing their jobs in many countries. In desperation they turned to extreme political parties. In Italy, a fascist leader, Mussolini came to power. He wanted to make Italy into a great nation again. Part of this was to have an overseas empire and this is why he invaded Abyssinia. This presented a real problem to the League of Nations. Italy was a member of the League and its invasion of Abyssinia demonstrated a failure of the League of Nations.</i></p> <p><i>However, the Great Depression cannot be entirely blamed for the League's failure and it was in some ways just too weak. It had no army and in remote parts of the world like Manchuria, it was happy for Japan to maintain stability. When Japan invaded Manchuria in 1931, the League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. The Lytton Committee reported a year later in 1932 condemning Japan's actions. Britain and France were not prepared to back tough action and the League's actions failed and so it lost its credibility.</i></p> <p><i>Overall, the Depression was a key factor in the failure of the League but was not the only factor. The League was weak to begin with, due to absent powers like the USA and its lack of armed forces; it could only really impose sanctions which either weren't used or didn't work. This means that if there had been no Depression, the League would still have been a failure because of its intrinsic weaknesses.</i></p>

Q	Answer	Marks	Guidance
3 (c) 	<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 how far the failure of the League of Nations in the 1930s could be blamed on the Great Depression 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 failure of the League of Nations and the Great Depression.</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	 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: 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.</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 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.</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 different terrorist groups and their methods in order to give</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>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.</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 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</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
6 (c) 	<p>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 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.</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 why the multi-national force invaded Iraq.</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: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (a)		6	
	<p>Q: Study Source A. How is this source useful as evidence for historians studying the Great Leap Forward? 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 Great Leap Forward. They interpret the source, explaining why it is, and is not, useful for historians and produce a thorough response in context.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the Great Leap Forward. They evaluate the source, explaining why it is useful for historians and produce a sound response in context.</p> <p>Level 1 (1–2 marks) Candidates demonstrate limited knowledge and understanding of the period. They evaluate the source, explaining either why it is or is not useful for historians and produce a basic 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 source is useful for historians studying the Great Leap Forward (1958–61) for the following reasons. First of all it is an example of the kind of changes Mao wanted to bring to China. During the period of Mao's rule he wanted to change from the vast industrial projects of the first Five-Year Plan to get the ordinary Chinese people who lived in towns and villages involved in small-scale industry and farming. Farmers' co-operatives were joined together as communes who had targets. Dazhai was one of these communes and the photograph shows how Dazhai was held up as an example to all of China.</i></p> <p><i>However, the source is not very useful because it is propaganda. The Great Leap Forward and the communes led to millions of people starving to death and there were no communes like the one shown in the photograph. This is propaganda by the communist government trying to show people that the Great Leap Forward was a success.</i></p>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (b)		7	
	<p>Q: Study Source B. 'The Great Leap Forward was a complete disaster.' 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 Great Leap Forward was a complete disaster.</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 Great Leap Forward was a complete disaster.</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 Great Leap Forward was a complete disaster.</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 agree with the interpretation, and the source can be used to support this. It tells us that diverting peasants away from the fields and into backyard furnaces was a disaster. The crops were left untended, people starved, because of the time they had to spend in backyard furnaces. The fact that this source is from a government official who is willing to report this means that it is more likely to be true.</i></p> <p><i>The Great Leap Forward started with great hopes. Mao forecast that China's steel production would overtake that of the UK. The Politburo in 1958 claimed that steel production was doubling within 12 months. This might suggest that the Great Leap Forward was not a total failure in this respect, but my knowledge tells me that much of the steel produced was unusable. The government built up such a massive deficit that it ended up having to cut industrial investment which was the opposite to what Mao had intended.</i></p> <p><i>Despite claims made by Mao and his supporters I agree with the interpretation that the Great Leap Forward was a complete disaster. It led to dreadful famines and some estimate that over 40 million people died.</i></p>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
7 (c)		7	
	<p>Q: Study Source C. Why do you think this poster was published? 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 why the poster was published. They interpret the purpose of the poster to produce a response explaining its intended purpose in the context of the period.</p> <p>Level 3 (4–5 marks) Candidates demonstrate some understanding of the source and some knowledge and understanding of the period. They interpret the message of the poster and produce a response explaining why this message was published in the context of the period.</p> <p>Level 2 (2–3 marks) Candidates demonstrate limited knowledge and understanding of the period. They describe the poster and produce a basic response.</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 poster showing the use of agricultural machinery being used in paddy fields was published in the late 1970s in order to get people to support Deng's programme to modernise China. The poster shows an example of how he wanted to do this – by bringing modern machinery into farming. Deng was modernising China after the death of Mao. The message of the poster was that China was beginning to reject Mao's ideas. This can be seen by the introduction of modern machinery designed to help the peasant to be more efficient. Deng believed that China had to modernise its industry, technology and agriculture. He knew he had to support the huge Chinese population through incentives. Agriculture became mechanised to enable the state to pay peasants for the grain they produced. Peasants were allowed to grow more and sell their surplus at market value. Agricultural markets grew, enabling farmers to sell their produce privately.</i></p>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (a)		4	
	<p>Q: Describe the Long March of 1934–1935.</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>Rather than risk being wiped out, the communists escaped from Kiangsi.</i> • <i>The aim of the 100,000 people who escaped was to march to a communist base in Northern Shensi at Yen-an.</i> • <i>To evade the following Kuomintang a zig-zag course was followed through wild country.</i> • <i>They averaged 24 miles a day.</i> • <i>Fewer than 30,000 survived.</i>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (b)		6	
	<p>Q: Explain the importance of the Long March.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to 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 importance of the Long March.</p> <p>Level 2 (3–4 marks) Candidates demonstrate some knowledge and understanding in order to explain one reason for the importance of the Long March.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of the Long March.</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 Long March, between 1934–1935 in China, was important because it ensured that the communists survived in their war against Chiang Kai shek's Nationalists. The March allowed them to establish a new base for their party. They had been in desperate trouble in their old base where they were surrounded by Nationalist forces.</i></p> <p><i>Another reason for the importance of the Long March is that it consolidated Mao's position as leader of the communists, because he had led the march. So it would be his ideas that would be followed in the struggle to take control of China. It gave something to the Chinese to be proud of after many years of little achievement, defeat and humiliation. Chinese people now had something remarkable and heroic. This increased communist support.</i></p>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
8 (c)		10	
	<p>Q: How far do you agree that the military tactics used by the communists enabled them to win the Civil War? Explain your answer.</p> <p>Level 5 (10 marks) Candidates demonstrate comprehensive knowledge and understanding of the communist victory in the Civil War. They explain the importance of military tactics and at least one other factor as reasons for the communist victory. 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 communist victory in the Civil War. They explain the importance of military tactics and at least one other factor as reasons for the communist victory. 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 the communist victory in the Civil War. They explain the importance of military tactics or one other factor as reasons for the communist victory. 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>Military tactics were important to enable the communists to win the Civil War but so were other factors such as the support of the Chinese people.</i></p> <p><i>The communist army was much smaller but very well disciplined, well fed and cared for, with high morale and efficient organisation. They used guerrilla warfare which negated the modern equipment of the Kuomintang (KMT). They had extremely good leaders who had effective control and good tactical sense. KMT generals were not respected.</i></p> <p><i>However, military tactics weren't everything. They cared for the peasants and treated the population fairly with equal rationing and maintaining law and order. This gained popular support in contrast to the looting, raping and corruption of the KMT. High inflation in the KMT areas ruined many families and turned the middle classes against Chiang. Chiang was blamed for not having fought strongly enough against the Japanese. This counted heavily against him.</i></p> <p><i>Overall, I think their policies towards the peasants were more important than the tactics of guerrilla warfare. To carry out guerrilla warfare they needed the support of the peasants. Without this support, this tactic would not have worked.</i></p>

Q	Answer	Marks	Guidance
8 (c)	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge of the military tactics used by the communists in the Civil War 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 communist victory in the Civil War.</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: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
9 (a)		4	
	<p>Q: Describe Communist China's relations with Taiwan between 1951 and 1971.</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>Relations were poor.</i> • <i>Chiang fled to Taiwan after the Civil War.</i> • <i>Taiwan threatened to re-invade China.</i> • <i>There were disputes over the ownership of Taiwan.</i> • <i>There were clashes between China and Taiwan.</i>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
9 (b)		6	
	<p>Q: Explain why China became involved in the Vietnam War.</p> <p>Level 3 (5–6 marks) Candidates demonstrate sound knowledge and understanding in order to explain why China became involved in the Vietnam War. 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 sound knowledge and understanding in order to explain why China became involved in the Vietnam War and produce a single-causal response.</p> <p>Level 1 (1–2 marks) Candidates demonstrate only limited knowledge of Chinese involvement in the Vietnam War.</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>China became involved in the Vietnam War because of the wider context of the Cold War. In the 1950s, China and the USSR were continually under pressure from the USA, which opposed communism. After the Second World War, the Cold War developed as a struggle between communism and capitalism. This was fought out in many parts of the world including Vietnam, so China would naturally support North Vietnam.</i></p> <p><i>China also wanted to spread communist ideas and to have neighbouring countries which were also communist. As China saw it, in the 1950s and especially the 1960s North Vietnam was a small independent communist state that was being attacked by the USA. As a fellow communist state China could not allow the USA to invade North Vietnam and banish communism entirely. China supported the North Vietnamese with arms and supplies as well as military advisers and equipment.</i></p>

Part 2: Mao's China c. 1930–1976

Q	Answer	Marks	Guidance
9 (c)		10	
	<p>Q: The following are reasons why China had become a world power by 1976: i) its growing military strength; ii) its increased economic strength; iii) its entry into the United Nations Organisation. Which do you think was the most important? Explain your answer referring only to (i), (ii) and (iii).</p> <p>Level 5 (10 marks) 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) 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) 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 of these reasons are important in explaining why China became a world power by 1976. Military strength was important. With its large army and nuclear weapons China had joined a group of nations that had the potential to start a nuclear war. It was recognition of this which led to US's recognition of China and her eventual entry into the UN. This gave China real power on the international stage and led to increasing contact with western nations.</i></p> <p><i>However, China's increased economic strength was also important. Contact with other nations led to other countries investing in China, helping the Chinese economy to grow. There were signs that change to a market economy was beginning to happen.</i></p> <p><i>Finally, entry into the UN was important too. In the late 1960s the Americans began to withdraw their troops from Vietnam and in 1971 talks between American and Chinese governments led to improved relations. Because of this in 1971 the United Nations accepted the People's Republic as a member and expelled Taiwan from the UN. This allowed China to become a full participant on the world stage.</i></p> <p><i>Overall I think its military strength was the most important reason for becoming a world power. The size of its army and nuclear weapons meant that the US could no longer ignore it. This was the reason why the US agreed to recognise communist China. Therefore, China's military strength led to entry into the UN.</i></p>

Q	Answer	Marks	Guidance
9 (c)	<p>Level 2 (3–4 marks) Candidates use some relevant knowledge of why China had become a world power by 1976 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 why China had become a world power by 1976.</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	3		6
7 (b)	1	2	4		7
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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