

**General Certificate of Secondary Education  
History B (Modern World) (Short Course)**

**A981**

Aspects of International Relations, 1919–2005

**Specimen Paper**

Time: 1 hour 45 minutes

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. Make sure you know what to do before you start each answer.
- Choose **one** of the following sections:  
**Either** Section A: The Inter- War Years, 1919–1939  
**Or** Section B: The Cold War, 1945–1975  
**Or** Section C: A New World? 1948–2005.

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

### 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 **56**.
- You will be awarded marks for the quality of written communication in part (c) of the following questions: Section A, B and C, Questions 2 and 3
- Questions marked with a pencil (✎) will carry 6 marks for spelling, punctuation and grammar.

This document consists of **11** printed pages and **5** blank pages

**Section A :The Inter-War Years, 1919–1939**

**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. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.**

**Answer Question 1 and EITHER Question 2 OR Question 3.**

1 Study the sources carefully and then answer the questions which follow.

**Source A**

We turn our eyes towards the lands of the east. When we speak of new territory in Europe today, we must principally think of Russia. Destiny itself seems to wish to point out the way for us here.

Colonisation of the eastern frontiers is of extreme importance. It will be the duty of Germany's foreign policy to provide large spaces for the nourishment and settlement of the growing population of Germany.

*From Hitler's 'Mein Kampf', 1923.*

**Source B**

We have suffered a total defeat. All is over. I think that in a period of time Czechoslovakia will be overrun by Nazis. The whole balance of power in Europe has been upset. Do not suppose that this is the end. This is only the beginning.

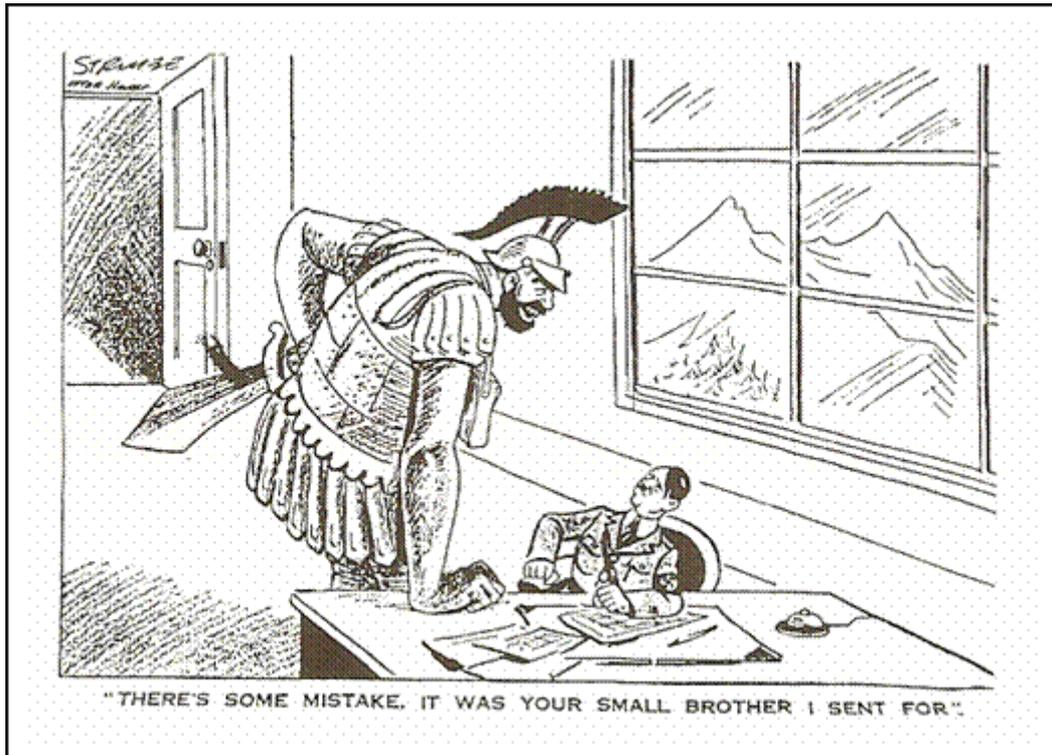
*From a speech by Winston Churchill to the House of Commons in 1938, shortly after the Munich Agreement.*

**Source C**

Be glad in your hearts. People of Britain, your children are safe. Your husbands and your sons will not march to war. Peace is a victory for all mankind. If we must have a victor, let us choose Chamberlain, for the Prime Minister's conquests are mighty and enduring. Millions of happy homes and hearts are relieved of their burden.

*From a British newspaper, 30 September 1938.*

## Source D



*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.

How far does this source help you to understand Hitler's foreign policy?

Use the source and your knowledge to explain your answer.

[7]

- (b) Study Sources B and C.

Why do you think these two sources give different views of the Munich Agreement?

Use the sources and your own knowledge to explain your answer.

[8]

- (c) Study Source D.

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

[7]

- (d) Explain why the Nazi-Soviet Pact of 1939 was signed.

[8]

**Answer one of the following questions.**

**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) Explain why the League of Nations was able to achieve some successes in the 1920s. [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]

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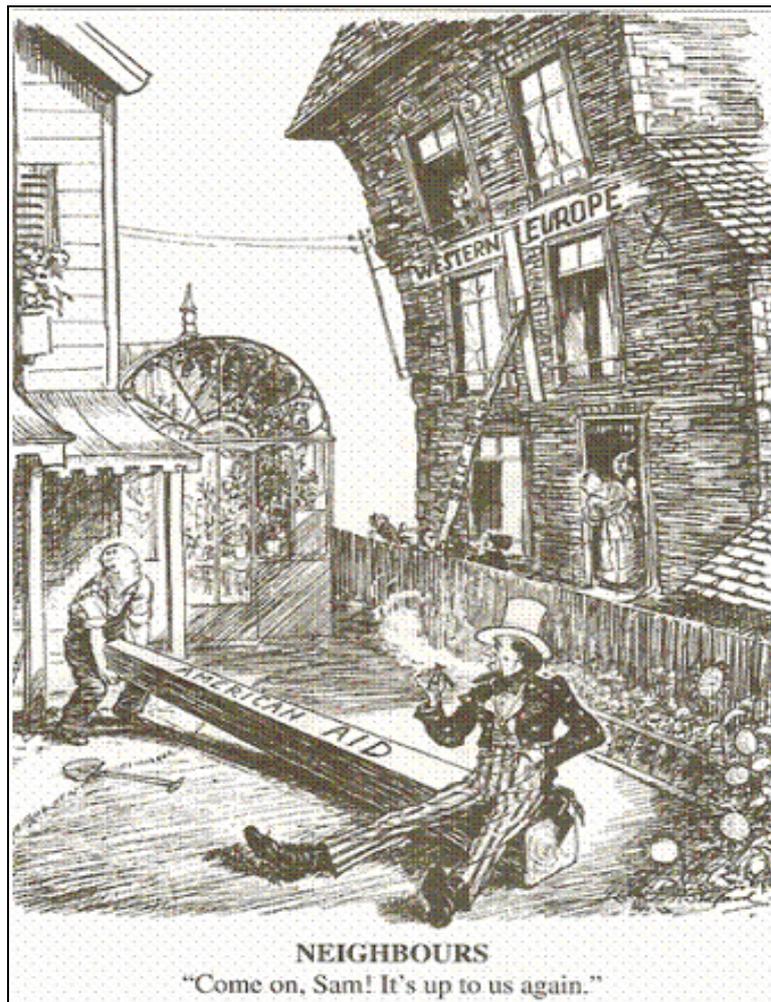
### Section B: The Cold War, 1945–1975

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. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.

Answer Question 1 and **EITHER** Question 2 **OR** Question 3.

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

#### Source A



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

#### Source B

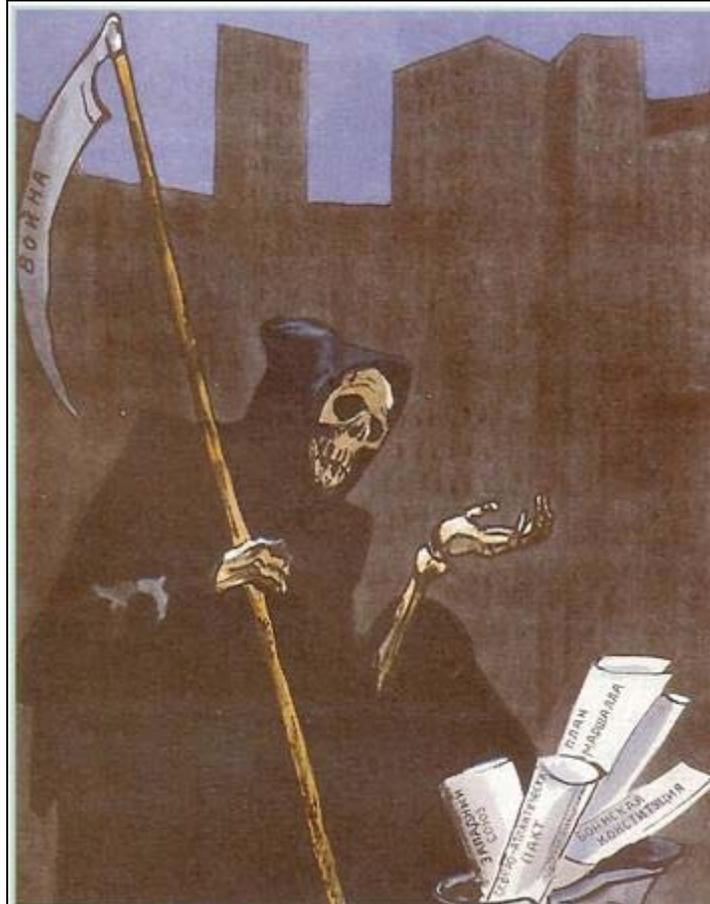
The United States should do whatever it can to assist in the return of normal economic health to the world. Without this there can be no political stability and peace. Our policy is not directed against any country or ideology but is directed against poverty, hunger, desperation and chaos. It is designed to permit conditions where free institutions can exist.

*From George Marshall's speech in June 1947. Marshall was explaining the Marshall Plan for the first time.*

**Source C**

The Americans said that the Marshall Plan was 'a plan to ensure peace'. This was not true. It was really intended to unite countries against the Soviet Union. The USA hoped that it would lead to a split among communist states and bring them under American influence. It was also clear the Marshall Plan aimed to rebuild the military power of Western Germany.

*From a book called 'Soviet Foreign Policy', written in 1968 by a Soviet historian.*

**Source D**

*A Soviet anti-Marshall Plan poster.*

**1 Study Source A.**

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

**(b)** Study Sources B and C.

Why do you think these two sources give such different views of the Marshall Plan? Use details of the sources and your knowledge to explain your answer. [8]

**(c)** Study Source D.

Are you surprised by this poster? Use details of the source and your knowledge to explain your answer. [7]

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

**Answer one of the following questions.**

- 2**
- (a)** What happened in the Bay of Pigs invasion of 1961? **[4]**
  - (b)** Explain why Khrushchev sent missiles to Cuba in 1962. **[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 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]**

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**Section C : A New World? 1948–2005**

**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. When you are asked to use specific sources you must do so, but you may also use any of the other sources within the question if they are relevant.**

**Answer Question 1 and EITHER Question 2 OR Question 3.**

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

**Source A**

Is it any wonder that people are in despair? They must begin queuing outside the butcher's early in the morning and they may still find there is no meat to buy.

*Lech Walesa speaking in 1980.*

**Source B**

Our demands are not intended to threaten the foundations of the communist regime in our country nor its position in international relations, and we would not support anyone who wanted to exploit the present circumstances to that end. On the contrary we would oppose them.

*From a strike bulletin published by Solidarity in August 1980.*

**Source C**

At first the Soviets gave us an ultimatum: either bring the situation under control or we will cut off supplies of oil, gas and other raw materials. I was summoned three times to the Soviet Union. On the last occasion, in September 1981, I was shown army manoeuvres all along the Polish border. The Soviet army leader, Marshall Ustinov, informed me that what was happening in Poland could not be tolerated.

*General Jaruzalski speaking in 1995 in an interview with an author from the USA.  
General Jaruzalski was leader of the Polish army and was made head of the Communist Party and Prime Minister of Poland in February 1981.*

## Source D



A cartoon published in an English newspaper in December 1980.

1

- (a) Study Source A.

How useful is this source in explaining why many people in Poland supported Solidarity in the 1980s? Use the source and your knowledge to explain your answer. [7]

- (b) Study Sources B and C.

Does Source B make Source C surprising? Use the sources and your knowledge to explain your answer. [8]

- (c) Study Source D.

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

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

[8]

**Answer one of the following questions.**

**2**

- (a)** What were the main aims of the Provisional IRA? **[4]**
  - (b)** Explain why some Palestinians became terrorists. **[6]**
  - (c)** 'Different terrorist groups use the same methods.' How far do you agree with this statement? Explain your answer. **[10]**
-  Spelling, punctuation and grammar **[6]**

**3**

- (a)** Describe the main events in the invasion of Iraq in 2003. **[4]**
  - (b)** Explain why there was a break- down in law and order in Iraq after the invasion. **[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]**

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### Copyright Acknowledgements:

#### Sources:

#### Section A:

- 1(b):** From *Modern World History* Ben Walsh, John Murray, 2001, p. 269
- 1(c):** Ibid. p. 268
- 1(d):** From *The Twentieth Century World*, Colin and Keith Shephard, John Murray, 1993, p50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB.

#### Section B:

- 1(a):** From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, p208, 1999
- 1(c):** From *The Cold War*, Fiona McDonald and Richard Staton, 1996, Collins
- 1(d):** From *Twentieth Century History*, Tony McAwwry, CUP 2002, p110, © Imperial War Museum

#### Section C:

- 1(a):** From *Modern World History* by Ben Walsh, John Murray, 1996. 0-7195-7231-2. p. 319
- 1(b):** From *The Polish Revolution: Solidarity by Timothy Garton Ash*, Penguin, 1999. 0-140-28390-0. pp. 66-7
- 1(c):** From *Modern World History* by Tony McAleavy, CUP, 1996. 0-521-44575-2. p. 157
- 1(d):** Centre for study of Cartoons & Caricatures, University of Kent, cartoon no. 26 by © Nicholas Garland, first published by Daily Telegraph on 5 December 1980. With kind permission of © Solo Syndication Ltd.

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Section A The Inter-War Years, 1919–1939		
Question Number		Mark
1(a)	<b>Study Source A.</b> <b>How far does this source help you understand Hitler’s foreign policy? Use the source and your knowledge to explain your answer. [7]</b> <b>Target: AO1 and AO3</b>	
	<b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 Unsupported assertions / surface features of source / provenance</b> e.g. <i>‘it tells us that he wanted land in the East.’</i> <i>‘It must do as it was written by Hitler.’</i>	[1]
	<b>Level 2 Uses source provenance in context</b> e.g. <i>‘It must help us understand Hitler’s foreign policy as it is from Mein Kampf. This was written by Hitler when he was in prison and it is here he set out his aims.’</i>	[2]
	<b>Level 3 Accepts source as being a full explanation – uses information in source for context</b> e.g. <i>Hitler’s stated policy was one that provided living space (lebensraum) by expanding Germany’s eastern frontier into Russia, so that the increased German population which he planned had places to settle.’</i>	[3]
	<b>Level 4 Identifies/Explains other aspects of Hitler’s foreign policy</b> e.g. <i>‘To reverse the Treaty of Versailles.’</i> <i>‘Unite all German speakers in one land.’</i> <i>‘To destroy communism.’</i>	[4]
	<b>Level 5 Contextual knowledge used to explain other aspects</b> e.g. <i>‘The treaty of Versailles had forbidden Anschluss with Austria yet Austria was a German country both in language and culture. Hitler had been born and raised in Austria and his desire to unite all Germans was well known. A strong Nazi Party also existed in Austria.’</i>	[5]
	<b>Level 6 Answers that combine both Level 4 and Level 5</b>	[6]
	<b>Level 7 Answers that build on Level 6 by considering ‘how far’</b>	[7]
1(b)	<b>Study Sources B and C.</b> <b>Why do you think these two sources give different views of the Munich Agreement? Use the sources and your knowledge to explain your answer. [8]</b>	
	<b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 General assertion without support</b> e.g. <i>‘Because they see things differently.’</i>	[1-2]

Section A The Inter-War Years, 1919–1939		
Question Number		Mark
1(b) cont'd	<p><b>Level 2 Answers based on source type / surface detail / provenance</b> e.g. <i>'They give different views because Churchill was speaking in Parliament.'</i> <i>'They differ because one is by an individual, Churchill, and the other from a newspaper's point of view.'</i></p>	[3]
	<p><b>Level 3 Answers based on audience / message / purpose but not using context</b> e.g. <i>'They give different views because Churchill is speaking against Chamberlain in the House, whilst the newspaper is trying to be positive about the actions of Chamberlain in avoiding war.'</i> <i>'They give different views because each is trying to justify the actions taken in relation to Munich.'</i></p>	[4-5]
	<p><b>Level 4 Answers based on purpose of ONE source supported by contextual knowledge</b> e.g. <i>'In Source C Churchill is offering his views of appeasement, a policy he opposed. He felt that Britain should resist the demands of Hitler. However, in the 1930s very few agreed with him.'</i></p> <p><b>OR</b> <i>'The newspaper is expressing the view that was felt by many across Europe that war had been averted. The policy of appeasement had worked, Hitler had signed a 'piece of paper' saying he did not want war. This was propaganda to make people feel safe as the threat of war had been removed by the Prime Minister.'</i></p>	[6-7]
	<p><b>Level 5 Answers based on purpose of BOTH sources supported by contextual knowledge</b></p>	[8]
	<p><b>1(c)</b></p> <p><b>Study Source D.</b> <b>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 Uses surface features of cartoon only</b> e.g. <i>'It shows Hitler speaking to Mars.'</i> <i>'It shows Hitler as a small person being overshadowed by Mars.'</i></p>	[1]
	<p><b>Level 2 Interpretation only</b> e.g. <i>'Hitler has started a war.'</i></p>	[2]
	<p><b>Level 3 Main message</b> e.g. <i>'There is going to be a big war.'</i> <i>'Hitler has bitten off more than he can chew.'</i></p>	[3]
	<p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b> e.g. <i>'It is obvious Hitler has bitten off more than he can chew. This is why he is represented as so small in comparison to Mars, the great god of war.'</i></p>	

Section A The Inter-War Years, 1919–1939		
Question Number		Mark
1(c) cont'd	<p><b>OR</b></p> <p>e.g. <i>'Hitler had just invaded Poland and was surprised that Britain and France declared war on Germany. He had planned a small war against Poland and now he found he was in a big war with Britain and France.'</i></p> <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b></p>	[4-5]  [6-7]
1(d)	<p><b>Explain why the Nazi-Soviet Pact of 1939 was signed. [8]</b> <b>Target: AO1 and AO2.</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'It brought a link between Germany and the USSR.'</i></p> <p><b>Level 2 Identifies AND/OR describes Pact</b> (One mark for each) e.g. <i>'It gave Russia time to re-arm.'</i> <i>'It gave protection to Hitler if he invaded Poland.'</i> <i>'Britain and France were slow to act.'</i></p> <p><b>Level 3 Explains why Pact was signed</b> One explained reason 5-6 marks; two or more explained reasons 8 marks. e.g. <i>'Stalin felt let down by Britain and France. They had signed the Munich agreement without Russia. Stalin thought they 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.'</i> <i>'Stalin and the USSR held the key to Poland. Hitler was determined to avoid war on two fronts and was prepared to make an agreement with Stalin. Hitler could now invade Poland without any interference from Stalin.'</i></p>	[0]  [1-2]  [3-4]
2(a)	<p><b>In what ways did the Treaty of Versailles punish Germany? [4]</b> One mark for each relevant point; additional mark for supporting detail. e.g. <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> (2)</p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[5-8]
		[4]

Section A The Inter-War Years, 1919–1939		
Question Number		Mark
2(b)	<p><b>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6]</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge e.g. <i>‘His fourteen points.’</i></p> <p><b>Level 2</b> Identifies AND/OR describes what he wanted to achieve (One mark for each) e.g. <i>‘He hoped to achieve world peace.’</i> <i>‘He wanted a fair peace.’</i> <i>‘Self-determination.’</i> <i>‘A League of Nations.’</i></p> <p><b>Level 3</b> Explains his hope(s) One explained reason 4-5 marks; two or more explained reasons 5-6 marks e.g. <i>‘Wilson felt that nations had to work together in order to achieve world peace. He hoped by setting up an international body called the League of Nations this end would be achieved.’</i> <i>He also believed that nations should rule themselves (self-determination). He wanted the different peoples of eastern Europe, such as the Poles, to rule themselves and not be part of Austria-Hungary’s empire.’</i></p>	<p>[0]</p> <p>[1]</p> <p>[2-3]</p> <p>[4-6]</p>
2(c)	<p><b>How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. [10]</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge e.g. <i>‘He got some revenge.’</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2</b> Identifies AND/OR describes satisfaction OR dissatisfaction e.g. <i>‘The French got Alsace-Lorraine back.’</i> <i>‘He was able to reduce the threat of the German armed forces.’</i> <i>‘The reparation settlement was not harsh enough.’</i> <i>‘He was not satisfied as Germany was not broken into smaller states.’</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p>

Section A The Inter-War Years, 1919–1939		
Question Number		Mark
2 (c) cont'd	<p><b>Level 3 Explains his satisfaction OR dissatisfaction</b> Developed explanation to be given two marks within L3 and L4. e.g. <i>'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>	[5-6]
	<p><b>OR</b></p> <p><i>'The French wanted Germany to be permanently economically and militarily crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	
	<p><b>Level 4 Explains satisfaction AND dissatisfaction</b> Uses both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p><b>Level 5 Explains with evaluation of 'how far'</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	<b>SPaG</b> [6]
3(a)	<p><b>What were the main aims of the League of Nations? [4]</b> One mark for each relevant aim; additional mark for supporting detail. e.g. <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> (2) N.B. Allow one mark to candidate who offers a general point only</p>	[4]
3(b)	<p><b>Explain why the League of Nations was able to achieve some successes in the 1920s. [6]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'It settled disputes.'</i></p> <p><b>Level 2 Identifies AND/OR describes how success achieved</b> (One mark for each) e.g. <i>'Countries were willing to accept its decisions.'</i> <i>'Disputes were between small nations.'</i> <i>'Another war was feared.'</i> <i>'The League developed a humanitarian programme.'</i></p>	[0]  [1]  [2-3]

Section A The Inter-War Years, 1919–1939		
Question Number		Mark
3 (b) cont'd	<p><b>Level 3 Explains how success achieved</b> One explained reason 4-5; two or more explained reasons 5-6. e.g. <i>'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.'</i> <i>'Many of the disputes in this period involved disputes between smaller nations and these nations were more willing to accept the League's judgement.'</i> <i>'The League had some early successes in settling disputes such as the dispute over the Aaland Islands (1920) where the League listened, judged and had its decision accepted. This established confidence.'</i></p>	[4-6]
3(c)	<p><b>How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. [10]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p>[0]</p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'It can because it affected the economy.'</i> <i>'No, it was because it failed because it did not deal with disputes.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>[1-2]</p> <p><b>Level 2 Identifies AND/OR describes reason(s) for failure of the League</b> e.g. <i>'It failed because countries were dealing with unemployment.'</i> <i>'It failed because of the rise in nationalism and extremist parties.'</i> <i>'Because of the rise in militarism it was a failure.'</i> <i>'It failed because of the impact of Manchuria and Abyssinia.'</i> <i>'It failed because the USA was not a member.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>[3-4]</p> <p><b>Level 3 Explains agreement OR disagreement</b> Developed explanation to be given two marks. e.g. <i>'The world economic crisis caused by the Great Depression caused millions to lose their jobs. In desperation they turned to extreme political parties. In Germany the Nazi Party were elected to solve economic and social problems and to overthrow the Treaty.'</i> <i>'In Italy economic problems encouraged Mussolini to look abroad for distractions from the difficulties facing the Italian government and this brought conflict in Abyssinia.'</i> <i>'In Japan the country's economy was in collapse and this led to the take over of Manchuria. The problem was not dealt with as Britain and France were dealing with their own economic problems.'</i></p> <p>[5-6]</p>	

	<p><b>OR</b></p> <p><i>'The Japanese occupied the whole of Manchuria. The League instructed Japan to withdraw but it refused. The League did not have the power to force Japan to obey. Everything seemed very distant to League members as Asia matters were not vital to Europe. The Lytton Committee reported in 1932 after a year and condemned Japan's actions. Japan left the League.'</i></p> <p><i>'In 1935 Italy invaded Abyssinia with a modern army. The League imposed sanctions but these did not include oil and other war materials. 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>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i></p> <p><i>'Another aspect was militarism and countries such as Germany, Italy and Japan built up military strength often with Treaties such as Anglo-German Naval Treaty and Nazi-Soviet Pact.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains agreement AND disagreement.</b> Both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation of 'how far'.</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	<b>SPaG</b> <b>[6]</b>

Section B The Cold War, 1945–1975		
Question Number		Mark
1(a)	<p><b>Study Source A.</b>  <b>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</b>  <b>Target: AO1 and AO3</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 Uses surface features of cartoon only</b>  e.g. ‘<i>Western Europe is leaning over into America.</i>’  ‘<i>America is saying “It’s up to us again.”</i>’  ‘<i>The USA has introduced the Marshall Plan.</i>’</p> <p><b>Level 2 Interpretation only</b>  e.g. ‘<i>Western Europe is in a poor condition financially.</i>’  ‘<i>Western Europe is falling down.</i>’</p> <p><b>Level 3 Main message</b>  e.g. ‘<i>Western Europe is in poverty and the USA is going to give aid to support recovery.</i>’</p> <p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b>  e.g. ‘<i>The message is that Europe needs help from the USA. Western Europe is shown as an old, falling-down house. American aid on the other side of the fence is shown as the support needed to keep the house up.</i>’</p> <p><b>OR</b>  e.g. ‘<i>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.</i>’</p> <p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b></p>	<p>[0]</p> <p>[1]</p> <p>[2]</p> <p>[3]</p> <p>[4-5]</p> <p>[6-7]</p>
1(b)	<p><b>Study Sources B and C.</b>  <b>Why do you think these two sources give such different views of the Marshall Plan? Use details of the sources and your knowledge to explain your answer. [8]</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General assertion without support</b>  e.g. ‘<i>Because they see things differently.</i>’</p> <p><b>Level 2 Answers based on source type / surface detail / provenance</b>  e.g. ‘<i>They give different views because one was published in 1947 and one was published in 1968.</i>’  ‘<i>One source is American and one is Soviet.</i>’</p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p>

Section B The Cold War, 1945–1975		
Question Number		Mark
1 (b) cont'd	<p><b>Level 3 Answers based on audience / message / purpose but not using context</b> e.g. 'They give different views because one is American and is explaining American policy whilst the other is written for a Soviet audience who thought differently about the policy.'</p>	[4-5]
	<p><b>Level 4 Answers based on purpose of ONE source supported by contextual knowledge</b> e.g. 'Source B is explaining why the US want to spend millions of dollars on removing poverty and distress from countries in Europe after the end of the war. The USA also had a policy of containment and this was one way this policy was supported.'</p> <p><b>OR</b> 'Source C states that the US policy was intended to unite countries against the Soviet Union. The Marshall Plan was introduced after the Potsdam Conference where the Soviet Union and the US failed to agree. The Soviet Union was against the US influence in Europe and particularly feared the growth in strength of Germany.'</p>	[6-7]
	<p><b>Level 5 Answers based on purpose of BOTH sources supported by contextual knowledge</b></p>	[8]
1(c)	<p><b>Study Source D. Are you surprised by this poster? Use details of the source and your knowledge to explain your answer. [7]</b></p>	
	<p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 Answers that describe the poster or express surprise because of its surface features</b> e.g. 'I am surprised by the source. It's odd that it should show a menacing skeleton holding a scythe.'</p>	[1-2]
	<p><b>Level 2 Not surprised - general claims that the Americans and Russians disliked each other</b> e.g. 'I am not surprised by this poster because at this time the Americans and Soviets disliked each others' ideology and so the Soviets would publish a cartoon like this making the Americans look evil.'</p>	[3-4]
	<p><b>Level 3 Not surprised because of the introduction the Marshall plan</b> e.g. 'I am not surprised because it is about the introduction of the Marshall Plan by the USA. US policy aimed at stopping the spread of Communism'</p>	[5-6]
<p><b>Level 4 Not surprised because of the Soviet response</b> e.g. 'I am not surprised by this poster as the Soviets saw this as the US being a menacing influence on the world. They thought the US was imposing Capitalist ideas on European countries. They believed the Plan was based on the belief that Communism would be much less attractive if ordinary people had good, well paid jobs. Stalin refused to have anything to do with it.'</p>	[7]	

Section B The Cold War, 1945–1975		
Question Number		Mark
1(d)	<p><b>Explain why the Soviet Union blockaded West Berlin in 1948. [8]</b>  <b>Target: AO1 and AO2</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge  e.g. <i>'To stop change.'</i></p> <p><b>Level 2</b> Identifies reasons AND/OR describes blockade  (One mark for each)  e.g. <i>'To force the West out of Berlin.'</i>  <i>'To stop Germany recovering.'</i>  <i>'To remove the threat to the USSR.'</i></p> <p><b>Level 3</b> Explains reasons  One explained reason 5-6 marks; two or more explained reasons 6-8 marks.  e.g. <i>'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 it had been starved into surrender leaving it dependent on the USSR.'</i>  <i>'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>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-8]</p>
2(a)	<p><b>What happened in the Bay of Pigs invasion of 1961? [4]</b></p> <p>One mark for each relevant point; additional mark for supporting detail.  e.g. <i>'A force of 1400 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></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]
2(b)	<p><b>Explain why Khrushchev sent missiles to Cuba in 1962. [6]</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge.  e.g. <i>'It was the right thing to do.'</i></p>	<p>[0]</p> <p>[1-2]</p>

Section B The Cold War, 1945–1975		
Question Number		Mark
2 (b) cont'd	<p><b>Level 2 Identifies AND/OR describes reason(s) why</b> (One mark for each) e.g. <i>'So he was able to bargain with the USA.'</i> <i>'So he could trap the USA (Kennedy) into starting a war.'</i> <i>'So he could test the resolve of the USA / Kennedy.'</i> <i>'So he could gain the upper hand in the arms race.'</i> <i>'Military support was requested by Castro.'</i></p> <p><b>Level 3 Explains reason(s) why Khrushchev sent missiles</b> e.g. <i>'Khrushchev 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.'</i> <i>'In the strained atmosphere of Cold War politics the missiles were designed to see how strong the Americans really were – whether they would back off or face up. They 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.'</i> <i>'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. With missiles on Cuba it was less likely that the USA would ever launch a 'first strike' against the USSR.'</i> <i>'He had been requested by Castro to help to defend Cuba. Castro feared a US attack after the Bay of Pigs incident.'</i></p>	[3]
	<p><b>2(c)</b> <i>'The Cuban Missile Crisis was never a threat to world peace.'</i> How far do you agree with this statement? Explain your answer. [10]</p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'Yes it was as everybody was worried what might happen.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies and/or describes threat</b> e.g. <i>'The missiles were just for protection.'</i> <i>'Behind the scenes neither leader wanted war.'</i> <i>'Neither leader wanted to lose face.'</i> <i>'Advisers were recommending war.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains agreement OR disagreement</b> e.g. <i>'If as he stated, Khrushchev wanted just to protect Cuba following the Bay of Pigs incident, then it might be argued that he did not intend war.'</i> <i>'Khrushchev was not impressed with the advice from Castro about getting in the first strike and instead wrote an urgent letter to Kennedy.'</i> <i>'Kennedy 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.'</i> <i>'Quietly the USA agreed that they would remove their missiles in Turkey to avoid conflict.'</i></p>	[0]  [1-2]  [3-4]

Section B The Cold War, 1945–1975		
Question Number		Mark
2 (c) cont'd	<p><b>OR</b></p> <p><i>'The Americans 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.'</i></p> <p><i>'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>'Both leaders realised how close to war they had come. To prevent such a crisis again they set up a direct telephone hot line.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains agreement AND disagreement</b></p> <p><b>Both sides of Level 3</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation of 'how far'</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	<b>SPaG</b> [6]
3(a)	<p><b>Who were the Vietcong? [4]</b></p> <p><b>Target: AO1 and 2</b></p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. 'Soldiers', 'used guerrilla tactics', 'Communists'.</p>	[4]
3(b)	<p><b>Explain why the USA became involved in Vietnam. [6]</b></p> <p><b>Target AO1 and 2</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer, lacking specific contextual knowledge</b> e.g. <i>'They did this because they were worried about what was happening in South Vietnam.'</i></p> <p><b>Level 2 Identifies or describes reasons</b> e.g. <i>'The French pulled out.'</i> <i>'The domino theory.'</i> <i>'To support South Vietnam.'</i></p> <p><b>Level 3 Explains reasons</b> e.g. <i>They became involved because they believed in 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 and became Communist then it would spread to nearby countries and Before long the whole of South-East Asia would become Communist.'</i></p>	<p>[6]</p> <p>[0]</p> <p>[1]</p> <p>[1-2]</p> <p>[3-6]</p>

Section B The Cold War, 1945–1975		
Question Number		Mark
3(c)	<p><b>Which was more important in bringing about the USA’s failure in Vietnam: the military tactics of the Vietcong or public opinion in the USA? [10]</b></p> <p><b>Explain your answer.</b></p> <p><b>Target: AO1 and 2</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge.</b> e.g. ‘<i>They were both important reasons and it is hard to say if one was more important than the other.</i>’</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies or describes reasons why one factor led to US failure</b> <b>or</b> <b>Identifies or describes at least one reason for each factor</b> e.g. ‘<i>The Americans could not cope with the guerrilla tactics of the Vietcong.</i>’ ‘<i>Public opinion turned against the war and there were lots of anti-war protests.</i>’</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains why one of these reasons led to US failure</b> e.g. ‘<i>The Americans struggled because they were not used to fighting against the tactics of the Vietcong. They often used guerrilla tactics which meant avoiding conventional big battles. The American army wasn’t trained to deal with these tactics which allowed the Vietcong to be difficult to distinguish from ordinary villagers.</i>’</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains why both reasons led to US failure</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation which was more important</b> e.g. ‘<i>I think the tactics of the Vietcong were more important because the Americans could not cope with the Vietcong who would hide in the villagers and the Americans could not tell who was a villager and who was a guerrilla. 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. They only made the South Vietnamese into enemies and they helped the guerrillas even more. There were big demonstrations in America against the war but most people in America still supported the war. Even if everyone in America had supported the war the American army still would not have dealt with the guerrilla tactics of the Vietcong.</i>’</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[4-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	<b>SPaG</b> <b>[6]</b>

Section C A New World? 1948–2005		
Question Number		Mark
1(a)	<b>Study Source A.</b>	
	<b>How useful is this source in explaining why many people in Poland supported Solidarity in the 1980s? [7]</b>	
	<b>Target: AO1, AO2, AO3</b>	
	<b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 Unsupported assertions / provenance</b> e.g. 'Useful because it is by Lech Walesa', 'not useful because there were lots of other reasons'	[1]
	<b>Level 2 Useful - answers restricted to the information in the source</b> e.g. 'It is useful because it tells us people had no meat and that is why they supported Solidarity.'	[2]
1(b)	<b>Level 3 Not useful - identifies other reasons</b> e.g. 'disliked communist rule'	[3]
	<b>Level 4 Useful or not useful - contextual knowledge used to explain other reasons or to develop reasons in source</b> e.g. 'This source is not very useful because it does not tell us anything about the fact that people wanted more freedom. They did not like communist rule as it meant that they were really controlled by Russia and people wanted more freedom. They wanted freedom to join other political parties and they wanted freedom to worship their religion. The source does not tell us about this.'	[4-5]
	<b>Level 5 Uses contextual knowledge to explain both how the source is useful and how it is limited</b>	[6-7]
	<b>Study Sources B and C.</b>	
	<b>Does Source B make Source C surprising? Use the sources and your knowledge to explain your answer. [8]</b>	
1(b)	<b>Target: AO1 and AO3</b>	
	<b>Level 0 No evidence submitted or response does not address the question.</b>	[0]
	<b>Level 1 Unsupported assertions</b>	[1]
	<b>Level 2 Writes about one source but fails to use the other</b> e.g. 'Yes it does because it says that they do not want to threaten communism. In fact they are not a threat to anyone.'	[2]
	<b>Level 3 Undeveloped use of provenance</b> e.g. 'I am not surprised because General Jaruzalski is just making excuses for himself.' 'I am not surprised because the members of Solidarity don't want to get themselves into trouble.'	[3]

Section C A New World? 1948–2005		
Question Number		Mark
1 (b) cont'd	<p><b>Level 4 Surprised - based on comparison of the information in the two sources</b>  e.g. 'Yes it does surprise me because Source C says that the Soviets were worried about what was going on in Poland. They were obviously worried by Solidarity and they are threatening to invade Poland. It is surprising that they are worried because in Source B the members of Solidarity are saying that they are not against communist rule and they would do nothing to harm Poland. So the Russians had nothing to be worried about.'</p>	[4-5]
	<p><b>Level 5 Contextual knowledge used to explain either the context or the possible motives of either Jaruzalski in D or Solidarity in C</b>  e.g. 'I don't think Source C makes Source D surprising because in Source D the Soviets are warning Poland not to go to far. The Russians wanted to keep countries in Eastern Europe like Poland as a barrier against the West. If Poland started to break away from communism and Russian control then the Russians would feel threatened. They would not believe what is said in Source C because any development in Poland that was not communist would be a threat. So I am not surprised they are threatening Poland.'</p>	[6-7]
	<p><b>Level 6 Contextual knowledge used to explain the context or the possible motives of both Jaruzalski and Solidarity</b></p>	[8]
1(c)	<p><b>Study Source D.</b>  <b>What is the message of this cartoon? Use the source and your knowledge to explain your answer. [7]</b>  <b>Target: AO1 and AO3</b></p>	
	<p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 Uses surface features of cartoon only</b>  e.g. 'It shows a man attacking a woman in the street.'</p>	[1]
	<p><b>Level 2 Interpretation only</b>  e.g. 'The Polish government is attacking Solidarity.'</p>	[2]
	<p><b>Level 3 Main message</b>  e.g. 'The Russians support the Polish government in stamping down on Solidarity.' 'Solidarity was not a threat and was being unfairly attacked by the government.'</p>	[3]
	<p><b>Level 4 Main message supported by details of the cartoon OR by contextual knowledge</b>  e.g. '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 Russia was trying to claim that Solidarity was a threat when it wasn't.'</p>	[4-5]
	<p><b>Level 5 Main message supported by details of the cartoon AND by contextual knowledge</b></p>	[6-7]

Section C A New World? 1948–2005		
Question Number		Mark
1(d)	<p><b>Explain why communism collapsed in Eastern Europe during the 1980s. [8]</b>  <b>Target: AO1, AO2</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge  e.g. <i>'It collapsed because it became very unpopular.'</i></p> <p><b>Level 2</b> Identifies reasons  (One mark for each)  e.g. <i>'The policies of Gorbachev, the economic weakness of the USSR, Soviet invasion of Afghanistan, Solidarity in Poland, Hungarian frontier opened.'</i></p> <p><b>Level 3</b> Explains why communism collapsed  One explained reason 5-6 marks; two or more explained reasons 6-8 marks.  e.g. <i>'Gorbachev was the main reason. He 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. The communist governments in countries like East Germany and Poland were unpopular and as soon as it was clear they would not be supported by Russia they could 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.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-8]</p>
2(a)	<p><b>What were the main aims of the Provisional IRA? [4]</b>  <b>Target: AO1, AO2</b></p> <p>One mark for each relevant point: additional mark for supporting detail.  e.g. <i>The IRA wanted to get the British army and government out of Northern Ireland. They also wanted to unite Northern Ireland with the rest of Ireland.'</i></p>	[4]
2(b)	<p><b>Explain why some Palestinians became terrorists. [6]</b>  <b>Target: AO1, AO2</b></p> <p><b>Level 0</b> No evidence submitted or response does not address the question.</p> <p><b>Level 1</b> General answer lacking specific contextual knowledge  e.g. <i>'They became terrorists because they were angry and wanted to put things right.'</i></p>	<p>[0]</p> <p>[1]</p>

Section C A New World? 1948–2005		
Question Number		Mark
2 (b) cont'd	<p><b>Level 2 Identifies reasons or describes their activities</b> One mark for each e.g. <i>'the state of the refugee camps' 'they believed that Palestine was rightfully theirs' 'they felt weak and it was the only tactic they thought they had left' 'fundamentalist beliefs'.</i></p>	[2-3]
	<p><b>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2)</b> e.g. <i>'Palestinians 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. Many Palestinians became refugees living in refugee camps. They believe that the only way they will get Palestine back as their own country is by using violence. The Palestinians would not be able to stand up to countries like Israel through ordinary fighting using proper armies so they have used terrorism instead.'</i></p>	[4-6]
2(c)	<p><b>'Different terrorist groups use the same methods.' How far do you agree with this statement? Explain your answer. [10]</b> <b>Target: AO1, AO2</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'They all use different methods. Some use methods that others do not.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies or describes methods - but no attempt to say if shared between groups</b> <b>OR</b> <b>Identifies shared or different methods (must be identified with particular groups)</b> e.g. <i>'Some Palestinian groups use suicide bombers but the IRA do not.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains similarities or differences - must be specific and related to particular groups</b> e.g. <i>'Some Palestinian terrorists believe that it is a good thing to die for a good 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 of them have gone on hunger strike like Bobby Sands when they have been in prison. He died of his hunger strike. So there are similarities but not the same.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[0]  [1-2]  [3-4]  [5-6]

Section C A New World? 1948–2005		
Question Number		Mark
2 (c) cont'd	<p><b>Level 4 Explains similarities and differences - must be specific and related to particular groups</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p><b>Level 5 Explains with evaluation of 'how far'</b></p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	SPaG [6]
3(a)	<p><b>Describe the main events in the invasion of Iraq in 2003. [4]</b></p> <p><b>Target: AO1</b></p> <p>One mark for each relevant point: additional mark for supporting detail. e.g. <i>'The invasion started with missile attacks on Baghdad and then air-strikes. Baghdad was captured in April. The other main target was Basra.'</i></p>	[4]
3(b)	<p><b>Explain why there was a break down in law and order in Iraq after the invasion. [6]</b></p> <p><b>Target: AO1 and 2</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p>	[0]
	<p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'There was a break down in law and order because there was no one to take control.'</i></p>	[1]
	<p><b>Level 2 Identifies reasons or describes their activities</b></p> <p>One mark for each e.g. <i>'the Iraqi army was disbanded and the police force was disbanded', 'occupying troops did not see their job as policemen', 'the insurgency with lots of weapons available and an influx of foreign fighters.'</i></p>	[2-3]
	<p><b>Level 3 Explains reasons</b> e.g. <i>'Law and order was not established because 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. They 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 their country. The situation was made worse because both the Iraqi army and police force were disbanded. The Americans did this 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 and no one to control them.'</i></p>	[4-6]

Section C A New World? 1948–2005		
Question Number		Mark
3(c)	<p><b>'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]</b></p> <p><b>Target: AO1, AO2</b></p> <p><b>Level 0 No evidence submitted or response does not address the question.</b></p> <p><b>Level 1 General answer lacking specific contextual knowledge</b> e.g. <i>'There were lots of reasons for the invasion and the oil was not one of the most important.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p><b>Level 2 Identifies or describes other reasons</b> e.g. <i>'weapons of mass destruction', 'bringing democracy to Iraq', 'Bush and Blair', '9/11', 'wrong intelligence', 'regime change'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 3 Explains oil as a reason OR explains other reasons</b> e.g. <i>'The most important reason why Iraq was invaded was that Bush wanted to get rid of Saddam Hussein. He had been causing a lot of trouble 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 like the treatment of all opponents. 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 friendlier to the West this would help a lot.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p><b>Level 4 Explains oil and other reasons</b> Both sides of level 3 Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p><b>Level 5 Explains with evaluation of 'most important'</b> Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>[0]</p> <p>[1-2]</p> <p>[3-4]</p> <p>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 21.	<b>SPaG</b> <b>[6]</b>

**Spelling, punctuation and grammar (SPaG) assessment grid**

<b><i>High performance 5-6 marks</i></b>
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.
<b><i>Intermediate performance 3-4 marks</i></b>
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.
<b><i>Threshold performance 1-2 marks</i></b>
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 Grid (includes QWC)

Question	AO1	AO2	AO3	SPaG	Total
<b>Section A</b>					
1(a)	2	0	5		7
1(b)	2	0	6		8
1(c)	1	2	4		7
1(d)	4	4	0		8
2/3(a)	4	0	0		4
2/3(b)	3	3	0		6
2/3(c)	4	6	0	6	16
<b>Totals</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>6</b>	<b>56</b>
<b>Section B</b>					
1(a)	1	2	4		7
1(b)	2	0	6		8
1(c)	2	0	5		7
1(d)	4	4	0		8
2/3(a)	4	0	0		4
2/3(b)	3	3	0		6
2/3(c)	4	6	0	6	16
<b>Totals</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>6</b>	<b>56</b>
<b>Section C</b>					
1(a)	1	2	4		7
1(b)	2	0	6		8
1(c)	2	0	5		7
1(d)	4	4	0		8
2/3(a)	4	0	0		4
2/3(b)	3	3	0		6
2/3(c)	4	6	0	6	16
<b>Totals</b>	<b>20</b>	<b>15</b>	<b>15</b>	<b>6</b>	<b>56</b>