

General Certificate of Secondary Education

A971/17

**History B (Modern World)
Aspects of International Relations, 1919–
2005 with The USA, 1945–1975: Land of
Freedom?**

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, 1919–2005 (Sections A,B and C)

and

Part 2: Depth Study, The USA, 1945–1975: Land of Freedom?

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: 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.

In Part 2: Depth Study, The USA, 1945–1975: Land of Freedom? Answer **Question 4** 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, B and C, Questions 2 and 3; **Part 2:** Questions 5 and 6.
- Questions marked with a pencil (✎) will carry 6 additional marks for spelling, punctuation and grammar.

This document consists of **11** printed pages and **1** blank page.

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)** 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]**

Section A total [41]

Part 1: Aspects of International Relations

Section B: The Cold War, 1945–1975

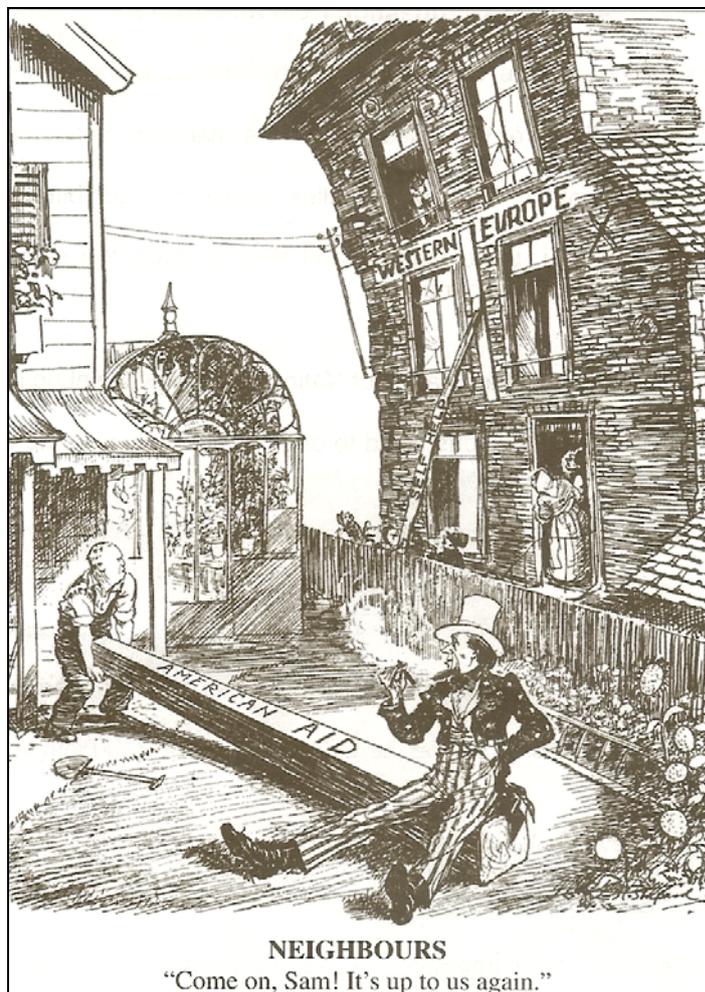
Some of the questions require you to use a source. In these questions, you will need to use your knowledge of the topic to interpret the source.

Answer Question 1 and EITHER Question 2 OR Question 3.

You should spend about 15 minutes on Question 1.

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

Source A



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

- 1 (a) Study Source A

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

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

Answer ONE question

You should spend about 35 minutes on this question.

You must answer ALL parts of the question you choose.

- 2 (a)** What happened in the Bay of Pigs invasion of 1961? **[4]**
- (b)** 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]**
- Section B total [41]**

Part 1: Aspects of International Relations

Section C: 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 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 published in an English newspaper, December 1980.

- 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 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.

- 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]

Section C total [41]

Part 2: Depth Study

The USA, 1945–1975: Land of Freedom?

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 are advised to spend about 70 minutes on this section.

Answer Question 4 and ONE other question.

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

Source B



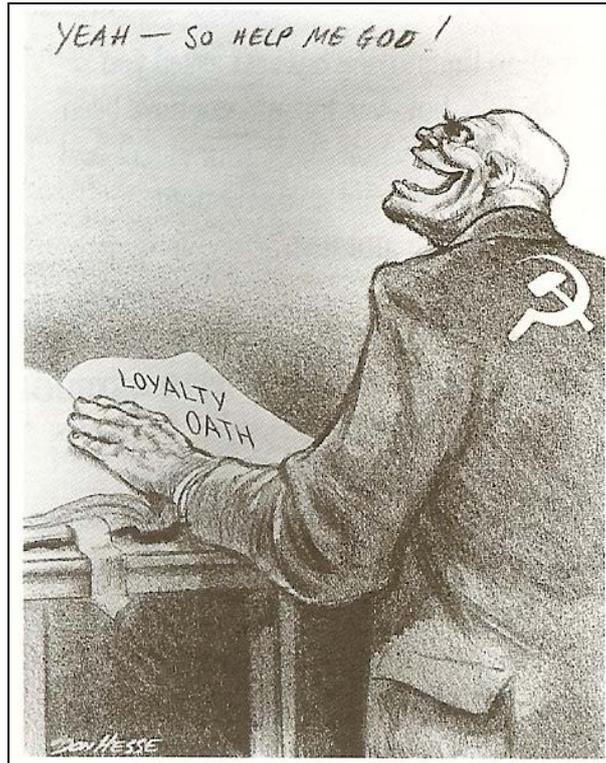
A cartoon published in a British newspaper in 1948.

Source C

I have in my hand 57 cases of individuals who would appear to be either card-carrying members or certainly loyal to the communist party, but who nevertheless are still helping to shape our foreign policy. We are not just dealing with spies. We are dealing with a far more sinister type of activity because it permits the enemy to guide and shape our policy.

Senator Joseph McCarthy speaking to a Woman's Club in 1950.

Source D



An American cartoon from the early 1950s.

4 (a) Study Source B.

Why was this cartoon published in Britain in 1948? Use the cartoon and your knowledge to explain your answer. [7]

(b) Study Source C.

How far does this source explain McCarthyism? Use the source and your knowledge to explain your answer. [7]

(c) Study Source D.

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

Choose ONE of the following questions.

You must answer ALL parts of the question you choose.

- 5 (a) Describe ways black Americans were discriminated against in the early 1950s. [4]
- (b) Explain why the Brown case in 1954 against the Topeka Board of Education was important. [6]
- (c) The following were equally important in the struggle for civil rights in the 1950s:
- (i) Little Rock High School, 1957;
 - (ii) Rosa Parks and the Montgomery Bus Boycott, 1955-56;
 - (iii) The Civil Rights Act, 1957.

How far do you agree with this statement? Explain your answer referring only to (i), (ii) and (iii). [10]

- 6 (a) What were the effects of the Immigration Act of 1965? [4]
- (b) Explain why native Americans complained about the Bureau of Indian Affairs. [6]
- (c) How successful were the Hispanic Americans in their struggle for better rights and conditions? Explain your answer. [10]

Section D 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, p50, © Centre for Study of Cartoons & Caricature, University of Kent, CANTAB

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

Section C 1(a): From *Modern World History*, Nigel Kelly and Greg Lacey, Heinemann, p208, 1999

The USA, 1945-1975: Land of freedom?

4b): From *Twentieth Century World*, Peter Mantin, Hutchinson, 1987, p102, © The Evening Standard

4c): From *Modern America* CK MacDonald, Basil Blackwell, 1987, p44

4d): From *Modern World History*, Ben Walsh, John Murray, 2001, p374, © Weidenfeld and Nicholson Archives, The Orion Publishing Group.

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Unit A971/17: Aspects of International Relations, 1919–2005,
with the USA, 1945–1975: Land of Freedom?

Specimen Mark Scheme

The maximum mark for this paper is **81**.

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
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] AO 1, 2, 3 Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses surface features of cartoon only e.g. <i>‘It shows Hitler speaking to Mars.’</i> <i>‘It shows Hitler as a small person being overshadowed by Mars.’</i>	[1-2]
	Level 2 Interpretation only e.g. <i>‘Hitler has started a war.’</i>	[3]
	Level 3 Main message e.g. <i>‘There is going to be a big war.’</i> <i>‘Hitler has bitten off more than he can chew.’</i>	[4]
	Level 4 Main message supported by details of the cartoon OR by contextual knowledge 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> OR <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>	[5-6]
	Level 5 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 4.	[7]
1(b)	Explain why the Nazi-Soviet Pact was signed. [8] AO 1, 2 Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General answer lacking specific contextual knowledge e.g. <i>‘It brought a link between Germany and the USSR.’</i>	[1-2]
	Level 2 Identifies AND/OR describes Pact 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>	[3-4]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
1(b) cont'd	<p><i>Britain and France were slow to act.'</i></p> <p>Level 3 Explains why Pact was signed One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p>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></p> <p><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>	[5-8]
2(a)	<p>In what ways did the Treaty of Versailles punish Germany? [4] AO 1 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) N.B. Allow one mark to candidate who offers a general point only</p>	[4]
2(b)	<p>Explain what Wilson hoped to achieve at the Paris Peace Conference. [6] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'His fourteen points.'</i></p> <p>Level 2 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>Level 3 Explains his hope(s) One explained reason 3-4 marks; two or more explained reasons marks.</p>	[0] [1] [2-3] [4-6]

Part 1: Section A -- The Inter-War Years, 1919–1939		
Question Number		Mark
2 (b) cont'd	<p>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></p> <p><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>	
2(c)	<p>How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer. [10]</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>‘He got some revenge.’</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[0]
	<p>Level 2 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></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[1-2]
	<p>Level 3 Explains his satisfaction OR dissatisfaction 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> <p>OR <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></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
	<p>Level 4 Explains satisfaction AND dissatisfaction Uses both sides of Level 3. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[5-6]
	<p>Level 5 Explains with evaluation of ‘how far’ Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
		[10]
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	SPaG [6]

Part 1: Section A — The Inter-War Years, 1919–1939		
Question Number		Mark
3(a)	<p>What were the main aims of the League of Nations? [4]</p> <p>AO 1</p> <p>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></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]
3(b)	<p>Explain why the League of Nations was able to achieve some successes in the 1920s. [6]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It settled disputes.'</i></p> <p>Level 2 Identifies AND/OR describes how success achieved 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> <p>Level 3 Explains how success achieved One explained reason 3-4 marks; two or more explained reasons 4-6 marks. 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 in the League's ability.'</i></p>	[0] [1] [2-3] [4-6]
3(c)	<p>How far can the failure of the League in the 1930s be blamed on the Great Depression? Explain your answer. [10]</p> <p>AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question</p>	[0]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3(c) cont'd	<p>Level 1 General answer lacking specific contextual knowledge 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>	[1-2]
	<p>Level 2 Identifies AND/OR describes reason(s) for failure of the League 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>	[3-4]
	<p>Level 3 Explains agreement OR disagreement 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> OR <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> <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> <i>'Powerful nations such as the USA were not members and so it was difficult for the League to impose economic sanctions.'</i> <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> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]

Part 1: Section A – The Inter-War Years, 1919–1939		
Question Number		Mark
3 (c) cont'd	<p>Level 4 Explains agreement AND disagreement 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>Level 5 Explains with evaluation of 'how far'. 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 24.	SPaG [6]
Section A Total:		[41]

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
1(a)	<p>Study Source A.</p> <p>What is the message of this cartoon? Use details of the cartoon and your knowledge to explain your answer. [7]</p> <p>AO 1, 2, 3</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 Uses surface features of cartoon only 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>Level 2 Interpretation only e.g. <i>'Western Europe is in a poor condition financially.'</i> <i>'Western Europe is falling down.'</i></p> <p>Level 3 Main message e.g. <i>'Western Europe is in poverty and the USA is going to give aid to support recovery.'</i></p> <p>Level 4 Main message supported by details of the cartoon OR by contextual knowledge 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>OR 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>Level 5 Main message supported by details of the cartoon AND by contextual knowledge Both sides of Level 4.</p> <p>Explain why the Soviet Union blockaded West Berlin in 1948. [8] AO 1, 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'To stop change.'</i></p>	<p>[0]</p> <p>[1-2]</p> <p>[3]</p> <p>[4]</p> <p>[5-6]</p> <p>[7]</p> <p>[0]</p> <p>[1-2]</p>

Part 1: Section B – The Cold War, 1945–1975		
Question Number		Mark
3(c)	<p>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? Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>Level 1 General answer lacking specific contextual knowledge. 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>Level 2 Identifies or describes reasons why one factor led to US failure [2-3] OR Identifies or describes at least one reason for each factor [4]</p> <p>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>Level 3 Explains why one of these reasons led to US failure 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>Level 4 Explains why both reasons led to US failure</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation which was more important 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>[5-6]</p> <p>[7-9]</p> <p>[10]</p>
	Spelling, punctuation and grammar (SPaG) are assessed using the separate marking grid on page 24.	SPaG [6]
Section B Total		[41]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
1(a)	Study Source A. What is the message of Source A? Use the sources and your knowledge to explain your answer. [7] Target: AO1 AO2 and AO3 Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Uses surface features of cartoon only e.g. <i>'It shows a man attacking a woman in the street.'</i>	[1]
	Level 2 Interpretation only e.g. <i>'The Polish government is attacking Solidarity.'</i>	[2]
	Level 3 Main message e.g. <i>'The Russians support the Polish government in stamping down on Solidarity.'</i> <i>'Solidarity was not a threat and was being unfairly attacked by the government.'</i>	[3]
	Level 4 Main message supported by details of the cartoon OR by contextual knowledge e.g. <i>'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.'</i>	[4-5]
1(b)	Level 5 Main message supported by details of the cartoon AND by contextual knowledge	[4-5]
	Explain why communism collapsed in Eastern Europe during the 1980s? [8] Target: AO1 and 2	[6-7]
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 General answer lacking specific contextual knowledge e.g. <i>'It collapsed because it became very unpopular.'</i>	[1-2]
	Level 2 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>	[3-4]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
1(b) cont'd	<p>Level 3 Explains why communism collapsed</p> <p>One explained reason 5-6 marks; two or more explained reasons 6-8 marks.</p> <p><i>e.g. '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>	[5-8]
2 (a)	<p>What were the main aims of the Provisional IRA? [4]</p> <p>Target: AO1 and 2</p> <p>One mark for each relevant point: additional mark for supporting detail.</p> <p><i>e.g. 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>	
2 (b)	<p>Explain why some Palestinians became terrorists? [6]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>[0]</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p><i>e.g. 'They became terrorists because they were angry and wanted to put things right.'</i></p> <p>[1]</p> <p>Level 2 Identifies reasons or describes their activities</p> <p>One mark for each</p> <p><i>e.g. '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> <p>[2-3]</p> <p>Level 3 Explains reasons (must be related to Palestinians, otherwise Level 2)</p> <p>[4-6]</p> <p><i>e.g. '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.</i></p> <p><i>'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>	

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
2(c)	<p>'Different terrorist groups use the same methods.' How far do you agree with this statement. Explain your answer. [10]</p> <p>Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge 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>Level 2 Identifies or describes methods - but no attempt to say if shared between groups OR Identifies shared or different methods (must be identified with particular groups) 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>Level 3 Explains similarities or differences - must be specific and related to particular groups 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 by 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 similar but not the same.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains similarities and differences - must be specific and related to particular groups Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how far'. 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 24.	SPaG [6]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
3(a)	<p>Describe the main events in the invasion of Iraq in 2003. [4] Target: AO1 and 2</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>Explain why there was a break down in law and order in Iraq after the invasion. [6] Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'There was a break down in law and order because there was no one to take control.'</i></p> <p>Level 2 Identifies reasons or describes their activities 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>	[1] [2-3]
3 (c)	<p>Level 3 Explains reasons 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> <p>'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] Target: AO1 and 2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'There were lots of reasons for the invasion and the oil was not one of the most important.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p>	[4-6] [0] [1-2]

Part 1: Section C – A New World? 1948–2005		
Question Number		Mark
	<p>Level 2 Identifies or describes other reasons e.g. 'weapons of mass destruction', 'bringing democracy to Iraq', 'Bush and Blair', '9/11', 'wrong intelligence', 'regime change'</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[3-4]
3(c) cont'd	<p>Level 3 Explains oil as a reason or explains other reasons e.g. '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.</p> <p>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.'</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 4 Explains oil and other reasons Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'most important' 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 24.	SPaG [6]
Section C Total		[41]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
4(a)	Study Source C. Why was this cartoon published in Britain in 1948? Use the cartoon and your knowledge to explain your answer. [7] Target: AO1, AO2, AO3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Surface description of poster OR general assertion <i>e.g. 'This poster was published to show that people were being chased.'</i>	[1]
	Level 2 Reason(s) why it was published but not getting to purpose <i>e.g. 'To highlight what was happening in America.'</i> <i>'To highlight the work of the Committee for un-American Activities.'</i>	[2-3]
	Level 3 Identifies valid purpose of publishing cartoon <i>e.g. 'To show the British people the problem America has in relation to Communism and how it is affecting the country.'</i>	[4]
	Level 4 Uses contextual knowledge to explain why it was published then (but not getting to purpose) <i>e.g. 'This source was published in Britain in 1948 as it was at that time that America was developing its policy of how it should deal with Communism. In America people were told to 'name' or 'shut-up' and witch-hunts took place. Britain considered the US was playing into Soviet hands.'</i>	[5-6]
4(b)	Level 5 As Level 4 with purpose of why then (1948) <i>e.g. 'This source was published in Britain to highlight the problem America was causing itself in its pursuit of Communists. In 1947 a number of people involved with Hollywood had been sentenced for contempt of court. In 1948 Whittaker Chambers faced the HUAC and he named Hiss, who was accused of passing secrets.'</i>	[7]
	Study Source D. How far does this source explain McCarthyism? Use the source and your knowledge to explain your answer. [7] Target: AO1, AO2, AO3	
	Level 0 No evidence submitted or response does not address the question.	[0]
	Level 1 Unsupported assertions/paraphrases/copies the source <i>e.g. 'There is evidence that McCarthy was right.'</i>	[1]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
4(b) cont'd	<p>Level 2 Uses the information in the source as explanation OR Simplistic evaluation e.g. <i>‘McCarthy states he had evidence that there were people in the US government who were Communist and were involved in US policy against the USSR.’</i> <i>‘This source cannot be reliable as he would say he had evidence.’</i></p>	[2]
	<p>Level 3 Identifies other reasons (not in source) to explain McCarthyism e.g. <i>‘McCarthy wanted to win elections.’</i> <i>‘He wanted powerful headlines / publicity.’</i> <i>‘He wanted personal power.’</i></p>	[3]
	<p>Level 4 Evaluates source using its provenance e.g. <i>‘This source only states McCarthy’s personal view / his interpretation. He would say this as he was keen to develop his political importance with different groups. The information came from the FBI and he had not checked it and the figures were incorrect.’</i></p>	[4]
	<p>Level 5 Contextual knowledge used to explain McCarthyism e.g. <i>‘The US was concerned about the spread of Communism following the actions of the USSR in Eastern Europe. Witch-hunts took place and the careers of many people were often ruined. McCarthy was after headlines which would raise his profile as a Republican Senator. He used his new found prominence to good effect with in the 1952 elections the Republicans winning many seats. He was appointed as Head of a White House committee to investigate Communist activities. He turned this committee into a weapon to increase his own personal power. His methods mainly involved false accusations against high-profile figures.’</i></p>	[5-6]
	<p>Level 6 As for Level 5 but with conclusion about ‘how far’</p>	[7]
4(c)	<p>Study Source E. What is the message of this cartoon? Use the source and your knowledge to explain your answer. [6] Target: AO1, AO2</p>	
	<p>Level 0 No evidence submitted or response does not address the question.</p>	[0]
	<p>Level 1 Uses surface features of cartoon only e.g. <i>‘There is a man with the Russian emblem on his back.’</i></p>	[1-2]
	<p>Level 2 Interpretation only e.g. <i>‘The message of this cartoon is that loyalty oaths were a waste of time.’</i></p>	[3]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
4(c) cont'd	<p>Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge e.g. <i>'It is clear from the cartoon that Communism is affecting people as a man is taking a loyalty oath to America but has a symbol of Communism on his back.'</i></p> <p>OR <i>Truman had ordered loyalty checks for federal employees in 1947. Loyalty oaths were required from even those whose work could not possibly harm national security and those who lost their jobs given no chance to defend themselves. This taking of an oath as seen in the cartoon suggests that they are lying – a view held by McCarthy</i></p>	[4-5]
	<p>Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge Both sides of Level 3.</p>	[6]
5(a)	<p>Describe ways black Americans were discriminated against in the early 1950s. [4] Target: AO1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>'Separate schools existed for black and white children.'</i> <i>'Seventeen states still enforced the 'Jim Crow' laws.'</i> <i>'Whilst granted the vote, black people did not exercise their right because of intimidation and violence.'</i> <i>'The judicial system was discriminatory against black people.'</i> <i>'There was discrimination in areas of employment.'</i> <i>'The best universities were closed to blacks.'</i> N.B. Allow one mark to candidate who offers a general point only</p>	
5(b)	<p>Explain why the Brown case in 1954 against the Topeka Board of Education was important. [6] Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It was a test case.'</i></p> <p>Level 2 Identifies AND/OR describes reason(s) (One mark for each) e.g. <i>'Linda Brown had to go to all black school.'</i> <i>'The journey to school was dangerous.'</i> <i>'Education for black children was not equal.'</i></p>	[0] [1] [2-3]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
5(b) cont'd	<p>Level 3 Explains reason(s) One explained reason 4-5 marks; two or more explained reasons 5-6 marks. e.g. <i>'In 1954 the judge announced in favour of Brown saying segregated education was not equal.'</i> <i>'Schools for black children were inferior and this case recognised that the education provided in a segregated system was unequal as it created inferiority.'</i> <i>'The southern states were ordered to set up integrated schools 'with all deliberate speed'.'</i> <i>'This case set the pattern for the future. The campaigners would pick up an individual story of discrimination and take it to the Supreme Court to see if they would declare illegal practice.'</i></p>	[4-6]
5(c)	<p>The following were equally important in the struggle for civil rights in the 1950s: Little Rock High School, 1957; Rosa Parks and the Montgomery Bus Boycott, 1955-56; Civil Rights Act, 1957. How far do you agree with this statement? Explain your answer, referring only to (i), (ii) and (iii). [10] Target: AO1, AO2 Written communication to be assessed in this question.</p> <p>Level 0 No evidence submitted or response does not address the question.</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'All three contributed fully to the struggle.'</i></p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 2 Identifies AND / OR describes reasons why these factors were important e.g. <i>'Education became integrated in Arkansas.'</i> <i>'The bus boycott was the first major non-violent protest.'</i> <i>'The bus boycott was considered to be the start of the Civil rights movement.'</i> <i>'Martin Luther King came to prominence in Montgomery.'</i> <i>'There was still opposition to Civil Rights in 1957.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[0] [1-2] [3-4]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
5(c) cont'd	<p>Level 3 Explanation of the contribution of one Developed explanation to be given two marks. e.g. <i>'By 1957 Arkansas had still not introduced integrated education. The Supreme Court ordered the Governor to let black students attend a white school in Little Rock. The Governor ordered out state troops to prevent this happening. He claimed he could not guarantee their safety. The Governor backed down when Eisenhower sent federal troops to allow the students to attend the school. The actions of the Governor gained him widespread popularity and he was re-elected for a total of six terms.'</i></p> <p>OR <i>'Rosa Parks was a civil rights activist who decided to make a stand against Montgomery's racially segregated bus service. The MIA decided to generate publicity by boycotting the bus service. On the first day of the boycott the buses were empty as they listened to their President, Martin Luther King. It was the first major example of the power of non-violent direct action. There was massive intimidation of the protesters but the Supreme Court declared the Montgomery bus laws to be illegal.'</i></p> <p>OR <i>'The Act proposed a bi-partisan Civil Rights Commission and a new division in the Justice Department to investigate civil rights abuses in areas such as voting. This moderate bill proved controversial and was vigorously opposed. It was passed after being watered down. Jury trials remained for breaches of civil rights, with white juries rarely likely to convict for this offence.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	[5-6]
	<p>Level 4 Explanation of the contribution of at least two reasons All three to be dealt with for maximum mark Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[7-9]
	<p>Level 5 Explains with evaluation of 'equally important' Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	[10]
	<p>6(a)</p> <p>What were the effects of the Immigration Act of 1965? [4] Target: AO1 One mark for each relevant point; additional mark for supporting detail. e.g. <i>'The Act abolished the 1930s immigration policy.'</i> <i>'Immigration was no longer to be based on the 'national origins' system.'</i> <i>'The Act abolished the preference for European immigrants.'</i> <i>'The abolition of the previous policy brought a substantial increase in Hispanic immigrants from Mexico, Puerto Rico and from Central and South America.'</i></p> <p>N.B. Allow one mark to candidate who offers a general point only</p>	[4]

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
6(b)	<p>Explain why native Americans complained about the Bureau of Indian Affairs. [6] Target: AO1, AO2</p> <p>Level 0 No evidence submitted or response does not address the question. [0]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'It did not help them.'</i> [1]</p> <p>Level 2 Identifies AND /OR describes reasons why e.g. <i>'It had power over the reservations.'</i> <i>'It was white.'</i> <i>'It was too bureaucratic,</i> (One mark for each) [2-3]</p>	
6(c)	<p>'How successful were the Chicanos in their struggle for better rights and conditions? Explain your answer. [10] Target: AO1, AO2 and Written communication to be assessed in this question.</p> <p>Level 0 No evidence submitted or response does not address the question. [0]</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. <i>'Not very as they were not helped.'</i> Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication. [1-2]</p> <p>Level 2 Identifies success AND /OR failure e.g. <i>'Cesar Chavez tried to improve conditions.'</i> <i>'The Californian Farm Workers' Union was eventually recognised.'</i> <i>'Brown Power became important.'</i> <i>'They were cheap labour.'</i> <i>'The Chicanos lacked political rights.'</i> Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly. [3-4]</p> <p>Level 3 Explains success OR failure e.g. <i>'Cesar Chavez had a strong desire to improve the conditions for Chicanos particularly in California. He founded the National Farm Workers' Union in 1962. Three years later it became the Californian Farm Workers' Union. It was soon effective, holding strikes, boycotts and hunger strikes to achieve better conditions. In one area he developed credit, insurance and shopping facilities. He was strongly influenced by people such as Martin Luther King. By 1972 union recognition was achieved.'</i> <i>'Black Power ideas were bringing an impact and militant activities raised the profile of the difficulties faced by the Chicanos. One particular incident involved Reis Lopez Tijerina who campaigned for the return of grazing land taken by the National Forest Service.'</i> OR</p>	

Part 2: – The USA, 1945–1975: Land of Freedom?		
Question Number		Mark
	<p><i>'After the war whole families arrived in California from Mexico. They provided cheap labour and the influence of the Californian growers in Congress prevented the repeal of the Bracero Agreement until 1964.'</i></p> <p><i>'The Chicanos suffered high unemployment and low life expectancy. They were treated as aliens, without civil rights and many failed to gain the right to vote because of hostility. Even by 1968 none served on the state government.'</i></p> <p><i>'Following the Immigration Act of 1965 the Mexican-American population increased dramatically. This increased the scale of their economic plight, since the standard of living of Chicanos was much lower than that of Americans as a whole.'</i></p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 4 Explains success AND failure Both sides of Level 3.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 5 Explains with evaluation of 'how successful' 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>
Section D Total		[40]
Paper Total		[81]

Spelling, punctuation and grammar (SPaG) assessment grid

High performance 5-6 marks
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.
Intermediate performance 3-4 marks
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.
Threshold performance 1-2 marks
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
1(a)	1	2	4		7
1(b)	4	4			8
2/3(a)	4				4
2/3(b)	3	3			6
2/3(c)	4	6		6	16
4(a)	1	2	4		7
4(b)	1	2	4		7
4(c)	1	2	3		6
5/6(a)	4				4
5/6(b)	3	3			6
5/6(c)	4	6			10
Totals	30	30	15	6	81