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GENERAL CERTIFICATE OF SECONDARY EDUCATION
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GCSE 1607
GCSE 3607

HISTORY SYLLABUS B (MODERN WORLD)

Archives & Heritage

MARK SCHEME FOR COMPONENTS
TAKEN IN JUNE 2000

INVESTOR IN PEOPLE

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Modern World History 1607

Component Threshold Marks

Component	Max mark	A	B	C	D	E	F	G	U
11 (Paper 1)	73	52	43	35	29	23	17	11	0
12 (Paper 1)	73	55	46	37	30	23	17	11	0
13 (Paper 1)	73	52	43	35	29	23	18	13	0
14 (Paper 1)	73	51	42	34	28	22	16	10	0
2 (Paper 2)	63	44	39	34	28	23	18	13	0
3 (Coursework)	63	51	44	37	29	22	15	8	0

Overall Threshold Marks

Option	Max mark	A*	A	B	C	D	E	F	G	U
A 11+2+3	100	82	72	62	53	43	34	25	16	0
B 12+2+3	100	85	75	64	54	44	35	25	16	0
C 13+2+3	100	81	72	62	53	44	35	26	17	0
D 14+2+3	100	82	71	62	52	43	34	25	16	0

The cumulative percentage of candidates awarded each grade was as follows:

Syllabus	A*	A	B	C	D	E	F	G	U	Total candidates
1607	9.3	30.2	51.5	68.2	80.1	88.6	94.6	97.9	100	40637

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Modern World History (Short Course) 3607

Component Threshold Marks

Component	Max mark	A	B	C	D	E	F	G	U
1 (Paper 1)	63	51	43	35	30	25	20	15	0
2 (Paper 2)	63	42	36	31	26	22	18	14	0
3 (Coursework)	63	51	44	37	29	22	15	8	0

Overall Threshold Marks

Components	Max mark	A*	A	B	C	D	E	F	G	U
1+2+3	100	81	72	63	54	46	37	29	20	0

The cumulative percentage of candidates awarded each grade was as follows:

Syllabus	A*	A	B	C	D	E	F	G	U	Total candidates
3607	5.0	14.4	29.5	45.2	60.7	73.3	81.6	88.4	100	825

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Mark Scheme for 3607 (Short Course)

The Mark Scheme for the Short Course is not published separately. Paper 1 consists of Section A and B of the Full Course Papers 11-14. Paper 2 questions are all subsumed within the Full Course Mark Scheme for that Paper.

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RECOGNISING ACHIEVEMENT

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Markscheme 1607/11-14
June 2000

History : Modern World

International Relations 1919-c. 1989

Section A

1 (a) **Look at Source A.**
What is the cartoonist suggesting about the League of Nations?
Explain your answer, referring to details of the cartoon.

Target: source comprehension, interpretation (Objective 3)

LEVEL 1: USE OF SURFACE FEATURES OF THE CARTOON. [1]
e.g. 'The judges of the League of Nations are sitting at a bench.'

LEVEL 2: INTERPRETATION ONLY. [2]
e.g. 'The League of Nations is ineffective.'

LEVEL 3: INTERPRETATION SUPPORTED BY THE SOURCE. [3-4]
e.g. 'The cartoonist is suggesting that the League of Nations is ineffective as can be seen by the gesture made by the Japanese man to the startled international judges of the League.'

(b) **Explain why the League of Nations failed in the 1930s.**

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. [1]
e.g. 'The League of Nations failed because it was weak.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'Economic sanctions did not work.'
'The League had no army of its own.'

LEVEL 3: EXPLAIN REASON(S). [3-6]
ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).
e.g. 'The League of Nations failed because of the consequences of the Wall Street Crash which created the depression of the 1930s and created a climate of hostility in which, the main member states were not willing to work together.'

2 (a) Look at Source B.
What is the cartoonist suggesting about the Marshall Plan?
Explain your answer, referring to details of the cartoon.

Target: source comprehension, interpretation (Objective 3)

LEVEL 1: USE OF SURFACE FEATURES OF THE CARTOON. [1]
e.g. 'The man representing the USA is carrying lots of dollars.'

LEVEL 2: INTERPRETATION ONLY. [2]
e.g. 'It is good because the USA is providing aid to other countries.'
OR 'It is bad because it is taking American hard-earned money away from them.'

LEVEL 3: INTERPRETATION SUPPORTED BY THE SOURCE. [3-4]
e.g. 'The USA was willing to provide a huge amount of aid to other countries as can be seen by the man representing the USA carrying a huge bag of dollars to all parts of the world.'
OR 'It is bad because it is taking American hard-earned money away from them as can be seen by the gesture and the words of the U.S. tax payer.'

(b) Explain the consequences of the Marshall Plan for US-Soviet relations.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. [1]
e.g. 'It caused problems between the two countries.'

LEVEL 2: IDENTIFIES CONSEQUENCE(S) OR DESCRIBES. [2-3]
ONE CONSEQUENCE (2 MARKS), TWO OR MORE CONSEQUENCES (3 MARKS).
e.g. 'US-Soviet relations worsened in Europe generally.'
e.g. 'US-Soviet relations worsened in Germany.'

LEVEL 3: EXPLAIN CONSEQUENCE(S). [3-6]
ONE CONSEQUENCE (3-4 MARKS), TWO OR MORE CONSEQUENCES (4-6 MARKS).
e.g. 'Germany was devastated by the Second World War and the USA offered Marshall Aid. This annoyed Stalin, he refused aid to the Soviet zone and he stopped aid to West Berlin. This led to the Berlin Airlift and the souring of US-Soviet relations.'

Section B

3 (a) What limits did the Treaty of Versailles place on Germany's armed forces?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE LIMITS THE TREATY OF VERSAILLES PLACED ON GERMANY'S ARMED FORCES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Army limited in size (1); conscription banned (1); not allowed submarines (1); the navy could only keep a limited number of ships (1); not allowed an airforce (1).'

e.g. 'The navy could only keep a limited number of six battleships (2).'

(b) Explain what Wilson hoped to achieve at the Paris Peace Conference.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Wilson hoped to achieve peace.'

LEVEL 2: IDENTIFIES HOPE(S) OR DESCRIBES. [2-3]
ONE HOPE (2 MARKS), TWO OR MORE HOPES (3 MARKS).
e.g. 'Wilson hoped to achieve a fair peace; a peace that was not too harsh on Germany; self-determination; nations should co-operate to achieve world peace.'

LEVEL 3: EXPLAINS HOPE(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Wilson felt that nations had to work together in order to achieve world peace. He hoped that by setting up an international body called the League of Nations this end would be achieved'

(c) How far was Clemenceau satisfied with the Treaty of Versailles? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES SATISFACTION OR DISSATISFACTION OR GENERAL ASSERTIONS. [1-2]
ONE IDENTIFICATION OF SATISFACTION OR DISSATISFACTION (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'The French got Alsace-Lorraine back.'
OR 'The reparations settlement was not harsh enough.'

LEVEL 2: IDENTIFIES SATISFACTION AND DISSATISFACTION [3-4]
ONE IDENTIFICATION OF SATISFACTION AND ONE DISSATISFACTION (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF SATISFACTION OR DISSATISFACTION (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS SATISFACTION OR DISSATISFACTION. [4-7]
ONE EXPLANATION OF SATISFACTION OR ONE DISSATISFACTION (4 MARKS), TWO OR MORE (7 MARKS).
e.g. 'The French always regarded Alsace-Lorraine as their territory and so Clemenceau was very satisfied to reclaim it from the Germans.'
OR 'The French wanted the Germans to be permanently economically crippled so as not to pose a future threat, therefore Clemenceau was dissatisfied with the low reparations settlement.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS SATISFACTION AND DISSATISFACTION. [7-9]
ONE EXPLANATION OF SATISFACTION AND DISSATISFACTION (7 MARKS). PLUS ONE OR MORE EXPLANATION OF SATISFACTION OR DISSATISFACTION (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF CLEMENCEAU'S RELATIVE SATISFACTION/DISSATISFACTION WITH THE VERSAILLES TREATY (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'Clemenceau saw Germany, though defeated, as always posing a future threat to French security if she was not totally crippled as a nation. So whilst he was satisfied with some of the land and military settlements, he was much less satisfied with a reparations settlement (much lower than one the French suggested) which he felt might give the Germans the chance to recover economically and therefore pose a future threat to France' (fully explained).

4 (a) In what ways did Hitler increase the strength of Germany's armed forces in the 1930s?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT HITLER INCREASING THE STRENGTH OF GERMAN'S ARMED FORCES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Hitler increased the size of his army (1); the Anglo-German naval agreement (1); massive increase in the size of the German airforce (1).'

e.g. 'Hitler introduced conscription in order to increase the size of his army (2).'

(b) Explain why the British government appeased Germany in the 1930s?

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Britain was weak.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS). [2-3]
e.g. 'Britain felt that Germany was harshly treated at Versailles; Britain could not afford to go to war with Germany.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Britain felt that some of the territorial settlements of the Versailles Treaty were harsh and therefore did nothing when Hitler re-occupied the Rhineland.'

c) Did the policy of appeasement during the 1930s make war with Germany more or less likely? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES MORE LIKELY OR LESS LIKELY OR GENERAL ASSERTIONS. [1-2]
ONE IDENTIFICATION OF MORE LIKELY OR LESS LIKELY (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'More likely as the Hitler gained confidence from the policy of appeasement.'
OR 'Less likely as it appeared to resolve several volatile situations.'

LEVEL 2: IDENTIFIES MORE LIKELY AND LESS LIKELY [3-4]
ONE IDENTIFICATION OF MORE LIKELY AND ONE LESS LIKELY (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF MORE LIKELY OR LESS LIKELY (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS MORE LIKELY OR LESS LIKELY. [4-7]
ONE EXPLANATION OF MORE LIKELY OR ONE LESS LIKELY (4-5 MARKS), TWO OR MORE (7 MARKS).
e.g. 'More likely as the policy of appeasement over the Austrian and Czechoslovakian episodes only served to highlight British and French weakness to Hitler making him more willing to go to war.'
OR 'Less likely because the policy of appeasement showed no signs of ceasing and as long as Hitler was gaining concessions he was happy not to go to war.'
N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS MORE LIKELY AND LESS LIKELY. [7-9]
ONE EXPLANATION OF MORE LIKELY AND ONE LESS LIKELY (7 MARKS). PLUS ONE OR MORE LIKELY OR LESS LIKELY (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE LIKELINESS OF WAR FOLLOWING APPEASEMENT (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'It can be argued that the policy of appeasement was ultimately unsuccessful and therefore made war more likely. Certainly the Rhineland, Austrian and Munich episodes only served to highlight the weakness of the British and French governments to Hitler, making him more confident about Germany's strength and therefore more willing to go to war. However, this policy did avert war for many years and therefore at least at each crisis point made war less likely, until it was abandoned and the British and French governments made a stand over Poland, which led to the start of the Second World War.'

5 (a) **What events in Cuba between 1959 and January 1961 led to the USA breaking off diplomatic relations?**

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT EVENTS IN CUBA BETWEEN 1959 AND JANUARY 1961. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Batista overthrown (1); Castro new leader (1); Communist regime (1); nationalisation of U.S. companies (1).'

e.g. 'The American-backed dictator Bastista was overthrown (2).'

(b) **Explain the consequences of the Bay of Pigs invasion.**

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]

e.g. 'The Bay of Pigs invasion was a failure.'

LEVEL 2: IDENTIFIES CONSEQUENCE(S) OR DESCRIBES. ONE CONSEQUENCE (2 MARKS), TWO OR MORE CONSEQUENCES (3 MARKS). [2-3]

e.g. 'Disaster for Cuban exiles; disaster for the USA; strengthened the position of the Soviet Union.'

LEVEL 3: EXPLAINS CONSEQUENCE(S). ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS). [3-6]

e.g. 'The disastrous Bay of Pigs landing led to strong anti-Kennedy feeling amongst Cuban exiles, who blamed him for the capture or deaths of the Cuban invaders.'

(c) **How far did the Cuban Missile Crisis improve relations between the USA and USSR? Explain your answer.**

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES IMPROVED OR NOT IMPROVED OR GENERAL ASSERTIONS. ONE IDENTIFICATION OF IMPROVED OR NOT IMPROVED (1 MARK), TWO OR MORE (2 MARKS). [1-2]

e.g. 'Improved as the nuclear scenario frightened both leaders.'

OR 'Not improved as nuclear weapons were involved.'

LEVEL 2: IDENTIFIES IMPROVED AND NOT IMPROVED. [3-4]
ONE IDENTIFICATION OF IMPROVED AND ONE NOT IMPROVED (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF IMPROVED OR NOT IMPROVED (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS IMPROVED OR NOT IMPROVED. [4-7]
ONE EXPLANATION OF IMPROVED OR ONE NOT IMPROVED (4-5 MARKS), TWO OR MORE (7 MARKS).
e.g. 'Kennedy and Khrushchev both saw how their conflict over Cuba had nearly led to nuclear war and were later more willing to communicate in order to avoid conflict.'
OR 'During the Crisis an American U2 plane was shot down and the President was advised to launch an immediate reprisal attack on Cuba.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS IMPROVED AND NOT IMPROVED. [7-9]
ONE EXPLANATION OF IMPROVED AND ONE NOT IMPROVED (7 MARKS) , PLUS ONE OR MORE IMPROVED OR NOT IMPROVED (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE LIKELINESS OF IMPROVED RELATIONS BETWEEN THE USA AND THE USSR FOLLOWING THE CUBAN MISSILE CRISIS (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'The Cuban Missile Crisis can be seen as one of the turning points in the Cold War. Certainly during the Crisis itself there was a real possibility of nuclear war, which was nearly precipitated by the aftermath of the American U2 spy plane episode. However, both leaders were shaken by the horrible possibilities of nuclear war brought on by the Crisis and therefore resolved to communicate more openly about global problems in order to avert conflict, thus bringing about a thaw in the Cold War and a period of better relations between the two superpowers' (fully explained).

6 (a) What were the tasks and the difficulties faced by the United Nations' forces in the Congo?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE TASKS AND DIFFICULTIES. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'To restore order and maintain it (1); to stop other countries getting involved (1); to help build country's economy (1); to restore political stability (1); only allowed to take military action in self-defence (1).'

e.g. 'The UN was not allowed to support one side at the expense of the other and it was asked to attack Katanga (2).'

(b) Explain why the United Nations became involved in the Congo Crisis in 1960.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'There was a problem in the Congo.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'Belgians pulled out of the Congo; it was a poor country; Congolese attacked Europeans; the Congolese government was in crisis.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'The Congo was a Belgian colony up until 1960 and the Belgians gave the Congolese five months notice that they were pulling out. This created problems between the new government and the military which led to political chaos.'

(c) How far did the United Nations' involvement in the Congo between 1960 and 1963 show it to be an ineffective peace-keeping organisation? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL1: IDENTIFIES EFFECTIVE OR INEFFECTIVE OR GENERAL ASSERTIONS. [1-2]
ONE IDENTIFICATION OF EFFECTIVE OR INEFFECTIVE (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'The UN resolved the political crisis in the Congo.'
OR 'The UN's involvement caused some international outcry.'

LEVEL 2: IDENTIFIES EFFECTIVE AND INEFFECTIVE [3-4]
ONE IDENTIFICATION OF EFFECTIVE AND ONE INEFFECTIVE (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF EFFECTIVE OR INEFFECTIVE (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS EFFECTIVE OR INEFFECTIVE. [4-7]
ONE EXPLANATION OF EFFECTIVE OR ONE INEFFECTIVE (4-5 MARKS), TWO OR MORE (7 MARKS).
e.g. 'The UN's action made it stronger because it was effective in preventing complete political chaos in the Congo which would have led to great hardship for its people.'
OR 'A number of major nations disagreed strongly with the UN's actions and therefore failed to contribute to the cost of the operation. This brought the UN close to bankruptcy and consequently jeopardised future UN operations.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS EFFECTIVE AND INEFFECTIVE. [7-9]
ONE EXPLANATION OF EFFECTIVE AND ONE INEFFECTIVE (7 MARKS). PLUS ONE OR MORE OF EFFECTIVE OR OF INEFFECTIVE (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE EFFECTIVENESS/INEFFECTIVENESS OF THE UN AS A PEACE-KEEPING ORGANISATION DURING THE CONGO CRISIS (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]

e.g. 'There can be no doubt that the UN resolved the Congo's problems by getting rid of the Belgians, stopping the USSR from getting involved and preventing a civil war. Thus the UN prevented political chaos and its attendant hardships (famine and epidemics). This undoubtedly raised its profile as a peace-keeping organisation. However, it was financially weakened as a result of a number of nations (particularly France and the USSR) being dissatisfied with its handling of the situation. These countries refused to contribute to the cost of the operation. This brought the UN close to bankruptcy and consequently jeopardised UN operations in the short-term. This financial hardship was short-lived, thus the UN in overall terms was shown to be effective as a peace-keeping organisation as a result of its involvement in the Congo.' (fully explained).

Germany, 1918-1945

7 (a) Describe the problems which Germany faced in 1919.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE GERMANY'S PROBLEMS IN 1919. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Violence on the streets (1); political instability (1); economic ruin (1); starvation (1).'
e.g. 'Ordinary German people found it difficult to accept the instant change from the traditional, autocratic government to a democratic government (2).'
N.B. TREATY OF VERSAILLES ONLY (MAXIMUM 2 MARKS).

(b) Explain why the communist revolts against the Weimar Republic failed.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The Communists were overpowered.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'Outmanoeuvred by the Weimar government; overpowered by a combination of the Army and the Freikorps; too localised to be successful in overthrowing the government.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Ebert very cleverly used the powerful anti-Communists in the army and the right-wing Freikorps to crush the Communist revolt in Bavaria.'

(c) The following were factors which threatened the Weimar Republic in 1923:
(i) the French invasion of the Ruhr;
(ii) the inflation of the mark;
(iii) the Munich (Beer-Hall) Putsch.
Which of these factors do you think was the greatest threat?
Explain your answer referring to (i), (ii) and (iii) only.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The three factors mentioned all threatened the Weimar Republic in 1923.'

LEVEL 2: DESCRIPTION OF THREAT(S).
ANSWERS MERELY DESCRIBE THE THREAT(S), WITHOUT EXPLAINING THEIR CONTRIBUTION. [2-4]
e.g. Describes 'the threat of the French invasion of the Ruhr.'
Describes 'the threat of the inflation of the mark.'

LEVEL 3: EXPLANATION OF CONTRIBUTION OF THREAT(S). [4-7]
ANSWERS DO EXPLAIN THE CONTRIBUTION (OR LACK OF CONTRIBUTION) OF ONE OR MORE OF THE THREATS. HOWEVER, CANDIDATES FAILED TO COMPARE THEIR IMPORTANCE ALTHOUGH THEY MAY ASSERT THAT E.G. 'ONE WAS MORE IMPORTANT THAN THE OTHERS'.
e.g. 'Explains why 'the inflation of the mark' threatened the Weimar Republic in 1923.'

LEVEL 4: EXPLANATION OF WHY ONE THREAT WAS MORE IMPORTANT (MUST COMPARE). [7-9]
THE MOST IMPORTANT ELEMENT IN THESE ANSWERS IS THAT THEY COMPARE IMPORTANCE, AND THEY GIVE VALID JUSTIFICATION BASED ON KNOWLEDGE OF EVENTS.
e.g. 'The French invasion of the Ruhr was the greatest threat to the Weimar Republic in 1923 because it was Germany's most important industrial region. This put even greater pressure on the war ravaged German economy and the people blamed the government for this problem. The other two factors were not such as great a threat' (explain).

LEVEL 5: EXPLANATION OF THE INTER-RELATIONSHIP BETWEEN THESE THREATS, SO ALL WERE GREAT. [9-10]
e.g. 'These factors together threatened the whole stability of the Weimar Republic in 1923 as the French invasion of the Ruhr destabilised the German economy and led directly to the inflation of the mark which caused great hardship amongst the German people. They blamed the government for these problems. Political groups like the Nazis felt that the government was showing signs of weakness and used the invasion as an excuse to launch the Munich Putsch in an attempt to gain political power' (fully explained).

8 (a) Describe the main events in the development of the Nazi Party up to the end of 1923.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN EVENTS IN THE DEVELOPMENT OF THE NAZI PARTY. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Began as German Workers' Party (1); Adolf Hitler joined the GWP (1); Hitler in charge of propaganda (1); Hitler took over as leader of the party (1); Hitler attempted a revolt against the German government (1).'
e.g. 'Hitler took over as a leader of the Nazi Party in 1921 (2).'

(b) Explain Hitler's main beliefs.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Hitler believed in a helping Germany.'

LEVEL 2: IDENTIFIES BELIEF(S) OR DESCRIBES. [2-3]
ONE BELIEF (2 MARKS), TWO OR MORE BELIEFS (3 MARKS).
e.g. 'Hitler believed in National Socialism; war and struggle; racism; living space.'

LEVEL 3: EXPLAINS BELIEF(S). [3-6]
ONE BELIEF (3-4 MARKS), TWO OR MORE BELIEFS (4-6 MARKS).
e.g. 'Hitler believed that Germany needed to expand its living space as its people were hemmed in. This living space was to be found to the east of Germany.'

(c) How successful was Hitler in developing the Nazi Party in Germany between 1924 and 1932? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES SUCCESS(ES) OR FAILURE(S) OR GENERAL ASSERTIONS. [1-2]
ONE SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'Hitler clarified the Party's ideas whilst in prison.'
OR 'They were not very successful in the Reichstag elections in 1924.'

LEVEL 2: IDENTIFIES SUCCESS(ES) AND FAILURE(S). [3-4]
ONE IDENTIFICATION OF STRONGER AND ONE OF WEAKER (3 MARKS), PLUS ONE OR MORE IDENTIFICATION OF STRONGER OR WEAKER (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS SUCCESS(ES) OR FAILURE(S). [5-6]
ONE SUCCESS OR ONE FAILURE (5 MARKS), TWO OR MORE (6 MARKS).
e.g. 'Hitler saw the future strength of the Nazi Party as being the youth of Germany, and therefore he set up the Hitler Youth and the Nazi Students' League.'
OR 'Hitler saw the percentage of Nazi seats in the Reichstag shrink to 2 per cent by 1928, which shows that his policies were not very popular at that time.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS SUCCESS(ES) AND FAILURE(S). [7-9]
ONE SUCCESS AND ONE FAILURE (7 MARKS) , PLUS ONE OR MORE OF SUCCESS OR FAILURE (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE IN DEVELOPING THE NAZI PARTY IN GERMANY (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'In terms of political strength, it could be argued that Hitler failed to develop the Nazi Party in this period, as its percentage of seats in the Reichstag actually fell during the 1920s. Even the Communists had more seats and in a time of prosperity the German people did not appear very interested in extreme politics. However, political development is not just about seats won and lost, but also about planning for the future. Here Hitler was successful in that he clarified the Party's message, set up youth organisations, developed a huge propaganda machine and fanatical support. The Wall Street Crash provided him with his political opportunity to cash in on all his careful planning and in the years following 1929 the political popularity of the Nazi party grew until it became the biggest single political party in the Reichstag in 1932' (fully explained).

9 (a) Describe the main features of the Enabling Act.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE ENABLING ACT. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Passed by the Reichstag (1); government able to pass laws (1); these laws to be issued by the Chancellor (1);made Hitler dictator in Germany (1).'
e.g. 'The Enabling Act gave Hitler the power to make laws for the next four years (2).'

(b) Explain why Hitler set up the Nazi youth movements.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Hitler set up these movements to gain support.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'To make Nazi youth loyal to him; to train young soldiers; to perpetuate the Reich.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE REASON (3-4 MARKS), TWO OR MORE REASONS (4-6 MARKS).
e.g. 'Hitler's dream was to perpetuate the Reich and to this end he set up the Nazi youth movements to brainwash German children who would be the future of the Nazi Party.'

(c) Were Hitler's economic policies the most important reason for the German people accepting the Nazis in the 1930s? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL AGREEMENT THAT HITLER'S ECONOMIC POLICIES WERE IMPORTANT OR SUGGESTS ANOTHER REASON, BUT WITH NO EXPLANATION [1]
e.g. 'Propaganda.'

LEVEL 2: AGREES WITH THE QUESTION AND EXPLAINS
OR
DISAGREES WITH THE QUESTION AND EXPLAINS ANOTHER IMPORTANT REASON. [2-4]
e.g. Explains Hitler's use of economic policies
OR Explains Hitler's use of propaganda.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
EXPLAINS ONE REASON AND IDENTIFIES ANOTHER (MAXIMUM 4 MARKS).

LEVEL 3: EXPLAINS A VARIETY OF REASONS AND MAY CONCLUDE THAT ONE IS MORE IMPORTANT THAN THE OTHERS. [5-7]
e.g. Explains Hitler's use of economic policies; explains his use of propaganda; explains his use of the police and legal system.

LEVEL 4: CONSIDERS A VARIETY OF REASONS, EXPLAINS WHY ONE IS MORE IMPORTANT THAN THE OTHERS, OR WHY OTHERS ARE LESS IMPORTANT THAN THE ONE CHOSEN (MUST COMPARE). [7-9]
e.g. 'Fear was important in persuading some Germans to accept the regime, but propaganda was more important because that was how Hitler instructed/persuaded the great mass of Germans to accept the Nazis in the 1930s' (explained).

LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIPS BETWEEN A RANGE OF REASONS, AND WHICH ILLUSTRATES THAT ONE 'MOST IMPORTANT' REASON ON ITS OWN COULD NOT PROVIDE A SATISFACTORY EXPLANATION [9-10]
e.g. 'Many reasons taken together led to the German people accepting the Nazis in the 1930s. This acceptance was based on a combination of persuasion and force. Persuasion worked on the vast majority of the German population in that they were taken in by Nazi propaganda and swayed by Hitler's economic policies. These policies gave them work and hope for the future. For others who were willing to challenge Hitler, eventual acceptance was based on the sheer fear of what might happen if they continued to oppose him. They were fully aware of the Nazi police state and its power, and therefore accepted Hitler's regime'(fully explained).

Russia, 1905-1941

7 (a) Briefly describe Rasputin's career.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT RASPUTIN'S CAREER. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'A monk (1); from Siberia (1); claimed healing powers (1); appeared to heal the Tsar's son (1); gave advice to the Tsar (1).'
e.g. 'Rasputin appeared to heal the Tsar's son using hypnosis (2).'

(b) Explain the main causes of the 1905 revolution.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The 1905 revolution was caused by growing opposition to the Tsar.'

LEVEL 2: IDENTIFIES CAUSE(S) OR DESCRIBES. [2-3]
ONE CAUSE (2 MARKS), TWO OR MORE CAUSES (3 MARKS).
e.g. 'Opposition from the middle class; opposition from the Social Revolutionaries; opposition from the Social Democratic Party; poor economic and social conditions; the failed war against Japan.'

LEVEL 3: EXPLAINS CAUSE(S). [3-6]
ONE CAUSE (3-4 MARKS), TWO OR MORE CAUSES (4-6 MARKS).
e.g. 'In 1904 the Tsar hoped to ease his problems at home by embarking on a war against Japan hoping for an easy victory. The war ended in defeat and this made the Tsar more unpopular.'

(c) How successful was the revolution of March 1917? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES SUCCESS(ES) OR FAILURE(S) OR GENERAL ASSERTIONS. [1-2]
ONE SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'It forced the Tsar to abdicate.'
OR 'The resulting Provisional Government failed to resolve Russia's problems.'

LEVEL 2: IDENTIFIES SUCCESS(ES) AND FAILURE(S). [3-4]
ONE SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS SUCCESS(ES) OR FAILURE(S). [5-6]
ONE SUCCESS OR ONE FAILURE (5 MARKS), TWO OR MORE (6 MARKS).
e.g. 'The 1917 revolution was successful in that it forced the Tsar to abdicate and this opened the way for a more democratic government.'
OR 'The 1917 revolution removed the Tsar, but not Russia's problems, and the new government appeared unable to deal with these problems.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS SUCCESS(ES) AND FAILURE(S). [7-9]
ONE SUCCESS AND ONE OF FAILURE (7 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF THE REVOLUTION OF MARCH 1917 (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'The revolution of March 1917 was successful in so far as it removed the Tsar once and for all, thus opening the way to more democratic and effective government. However, in itself the revolution did not solve Russia's problems and these still had to be dealt with by the new government. This new provisional government was weak and therefore totally unable to deal with such huge problems as the war, appalling social conditions and mounting political opposition. In the longer term the March revolution served as a platform for the Bolsheviks to successfully launch their bid for power in Russia.' (fully explained).

8 (a) Briefly describe Trotsky's career.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT TROTSKY'S CAREER. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Communist (1); leader of the Red Army (1); close political ally of Lenin (1); political rival of Stalin (1); Stalin had him assassinated (1).'
e.g. 'Due to Trotsky's harsh discipline and brilliant leadership of the Red Army the Whites were defeated in the Civil War (2).'

(b) Explain how Stalin was able to gain power between 1924 and 1929.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Stalin was able to gain power because he was cunning.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'Clever planning; popular policies; opponents' mistakes.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Stalin preached 'Socialism in One Country' which was popular with the Soviet people, who yearned for peace after the ravages of the First World War and the Civil War.'

(c) Was Stalin's persecution of his political enemies the most important factor that enabled him to control the Soviet Union? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL AGREEMENT THAT POLITICAL PERSECUTION WAS IMPORTANT OR SUGGESTS ANOTHER FACTOR, BUT WITH NO EXPLANATION [1]
e.g. 'Propaganda.'

LEVEL 2: AGREES WITH THE QUESTION AND EXPLAINS OR DISAGREES WITH THE QUESTION AND EXPLAINS ANOTHER IMPORTANT FACTOR. [2-4]
e.g. Explains Stalin's use of political persecution
OR Explains Stalin's use of propaganda.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
EXPLAINS ONE FACTOR AND IDENTIFIES ANOTHER (MAXIMUM 4 MARKS).

LEVEL 3: EXPLAINS A VARIETY OF FACTORS AND MAY CONCLUDE THAT ONE IS MORE IMPORTANT THAN THE OTHERS. [5-7]
e.g. Explains Stalin's persecution of his political enemies; explains his use of propaganda; explains his control of the education system.

LEVEL 4: CONSIDERS A VARIETY OF FACTORS, EXPLAINS WHY ONE IS MORE IMPORTANT THAN THE OTHERS, OR WHY OTHERS ARE LESS IMPORTANT THAN THE ONE CHOSEN (MUST COMPARE). [7-9]
e.g. 'Stalin's persecution of his political enemies played an important part in his control over the Soviet Union as it showed all Soviet people (especially his opponents) that he could do exactly as he chose. This gave him total control. The other factors were not so important' (explain).

LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIP BETWEEN A RANGE OF FACTORS, AND WHICH ILLUSTRATES THAT ONE 'MOST IMPORTANT' FACTOR ON ITS OWN COULD NOT PROVIDE A SATISFACTORY EXPLANATION. [9-10]
e.g. 'Many factors taken together allowed Stalin to control the Soviet Union. Fundamental to this was his initial political success which brought him to power and allowed him to take political control by 1929. This allowed him to discredit and later persecute his political enemies and also to extend his control by persecuting enemies of the state (the Kulaks). However, control over the Soviet education system and propaganda were used to maintain the support of the majority of Soviet people, both young and old, and to spread his ideas and enhance his image' (fully explained).

9 (a) Describe the main features of the Five-Year Plans.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE FIVE-YEAR PLANS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Plans for industrial improvement (1); started by Stalin (1); first one in 1929 (1); set targets for industry (1); three Plans before the Second World War (1).'
e.g. 'The first Five-Year Plan set targets for production in vital heavy industries (2).'

(b) Explain the importance of Stakhanovites and women in the success of the Five- Year Plans.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'They helped to make the Five Year Plans successful.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'Good workers; good role models; propaganda purposes; women covered shortage of workers; provided new workers as industries grew.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Women were vital to the success of the Five-Year Plans as many industries grew rapidly and therefore needed more workers. Women were therefore drafted in to increase the workforce.'

(c) The following were factors which brought misery to ordinary people during the 1930s:
(i) the Five-Year Plans;
(ii) collectivisation;
(iii) the secret police.
Which of these factors do you think caused the greatest misery? Explain your answer referring to (i), (ii) and (iii) only.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The three factors mentioned all brought misery to ordinary people during the 1930s.'

LEVEL 2: DESCRIPTION OF FACTOR(S).
ANSWERS MERELY DESCRIBE THE FACTOR(S), WITHOUT EXPLAINING THEIR CONTRIBUTION. [2-4]
e.g. Describes 'the Five-Year Plans.'
Describes 'the secret police.'

LEVEL 3: EXPLANATION OF CONTRIBUTION OF FACTOR(S). [4-7]
ANSWERS DO EXPLAIN THE CONTRIBUTION (OR LACK OF CONTRIBUTION) OF ONE OR MORE OF THE FACTORS. HOWEVER, CANDIDATES FAILED TO COMPARE THEIR IMPORTANCE ALTHOUGH THEY MAY ASSERT THAT E.G. 'ONE WAS MORE IMPORTANT THAN THE OTHERS'.
e.g. Explains why 'collectivisation' brought misery to ordinary people during the 1930s.'

LEVEL 4: EXPLANATION OF WHY ONE FACTOR WAS MORE IMPORTANT (MUST COMPARE). [7-9]
THE MOST IMPORTANT ELEMENT IN THESE ANSWERS IS THAT THEY COMPARE IMPORTANCE, AND THEY GIVE VALID JUSTIFICATION BASED ON KNOWLEDGE OF EVENTS.
e.g. 'The Five-Year Plans brought misery to ordinary people during the 1930s as they were mainly aimed at improving heavy industries. This still left many ordinary Russians poorly paid and unable to buy the few consumer goods that were being made. The other two factors were not so important' (explain).

LEVEL 5: EXPLANATION OF THE INTER-RELATIONSHIP BETWEEN THESE FACTORS, SO ALL WERE NECESSARY. [9-10]
e.g. 'Stalin was desperate to modernise Russia and thus introduced measures, such as the Five-Year plans, which in the shorter term adversely affected the lives of ordinary people. Consumer goods were not a priority and many Russians remained poorly paid, although there were some improvements towards the end of the decade. The huge new urban workforce needed to be fed and so Stalin aimed to revolutionise farming by introducing collectivisation and this caused chaos and starvation because the peasants were not familiar with the new ideas and methods. In order to enforce these new industrial and agricultural reforms Stalin used his secret police whose reaction to any dissent from the workers or peasants was brutal' (fully explained).

The USA, 1919-1941

7 (a) What was the Ku Klux Klan?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE KU KLUX KLAN. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'White organisation (1); violence towards blacks (1); political force (1); very strong in Southern States (1).'
e.g. 'The Ku Klux Klan were very violent towards blacks and even lynched some without trial (2).'

(b) Explain the effects of prohibition in the U.S.A. in the 1920s.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Prohibition was unpopular in the U.S.A. in the 1920s.'

LEVEL 2: IDENTIFIES EFFECT(S) OR DESCRIBES. [2-3]
ONE EFFECT (2 MARKS), TWO OR MORE EFFECTS (3 MARKS).
e.g. 'Prohibition led to illegal drinking; led to illegal production of alcohol; led to a growth in crime.'

LEVEL 3: EXPLAINS EFFECT(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Instead of turning the U.S.A. into a 'dry' nation, prohibition simply turned many ordinary citizens into law-breakers. some people set up their own stills to make home-made whisky.'

(c) How successfully were the social problems in the U.S.A. solved during the 1920s? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES SUCCESS(ES) OR FAILURE(S) OR GENERAL ASSERTIONS. [1-2]
ONE SUCCESS OR FAILURE (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'Blacks set up self-help organisations.'
OR 'Organised crime was still very strong in the USA even at the end of the 1920s.'

LEVEL 2: IDENTIFIES SUCCESS(ES) AND FAILURE(S). [3-4]
ONE SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS SUCCESS(ES) OR FAILURE(S). [5-6]
ONE SUCCESS OR ONE FAILURE (5 MARKS), TWO OR MORE (6 MARKS).
e.g. 'Marcus Garvey set up an organisation to raise the profile of blacks in American society by helping them to own their own businesses such as grocery stores and restaurants.'
OR 'Organised crime was a problem throughout the 1920s. It led to many deaths and seemed to be beyond the control of the American police and justice system.'

N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS SUCCESS(ES) AND FAILURE(S). [7-9]
ONE SUCCESS AND ONE OF FAILURE (7 MARKS) , PLUS ONE OR MORE SUCCESS OR FAILURE (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF AMERICANS IN SOLVING THEIR SOCIAL PROBLEMS (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'It was always going to be difficult for social problems to be solved rapidly in a country with a growing population and a society that was changing so fast. The USA had changed from a stable rural society to a mobile urban one. This brought about tension, best illustrated by the introduction of prohibition. There was a growing intolerance in American society and little was done to halt the discrimination against new immigrants and blacks. Crime also thrived and for most of the 1920s seemed to be out of control. However, some barriers were being broken down by the advent of jazz music and in the cities some blacks had started to help themselves. The new affluence had also helped to improve the social standing of some women.' (fully explained).

8 (a) Describe the main features of the stock market speculation in the U.S.A. during the 1920s?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT STOCK MARKET SPECULATION. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Large numbers of people bought shares (1); hoping to make a quick profit (1); gambling on the stock market (1); borrowing money to buy shares (1).'
e.g. 'Some stock market speculators bought on the margin which meant that they did not have to pay the full value of the shares (2).'

(b) Explain the effects of the Wall Street Crash on banks in the USA.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The US banks suffered after the Wall Street Crash.'

LEVEL 2: IDENTIFIES EFFECT(S) OR DESCRIBES. [2-3]
ONE EFFECT (2 MARKS), TWO OR MORE EFFECTS (3 MARKS).
e.g. 'Banks lost out in speculating; people withdrew their savings; there was a crisis of confidence in the banks; they went bankrupt.'

LEVEL 3: EXPLAINS EFFECT(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'People felt that hard currency was their only security and therefore withdrew their savings from banks. This resulted in the failure of many US banks.'

(c) The following were causes of the Great Depression in the USA:
(i) the overproduction of US industries;
(ii) the lack of export markets for US goods;
(iii) the actions of stock market speculators.
Which of these causes do you think was the most important? Explain your answer referring to (i), (ii) and (iii) only

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The three factors mentioned were all causes of the Great Depression in the USA.'

LEVEL 2: DESCRIPTION OF CAUSE(S).
ANSWERS MERELY DESCRIBE THE CAUSE(S), WITHOUT EXPLAINING THEIR CONTRIBUTION. [2-4]
e.g. Describes 'the lack of export markets for US goods.'
Describes 'the actions of stock market speculators.'.

LEVEL 3: EXPLANATION OF CONTRIBUTION OF CAUSE(S). [4-7]
ANSWERS DO EXPLAIN THE CONTRIBUTION (OR LACK OF CONTRIBUTION) OF ONE OR MORE OF THE CAUSES. HOWEVER, CANDIDATES FAILED TO COMPARE THEIR IMPORTANCE ALTHOUGH THEY MAY ASSERT THAT E.G. 'ONE WAS MORE IMPORTANT THAN THE OTHERS'.
e.g. Explains why 'the overproduction of US industries' caused the Great Depression in the USA.'

LEVEL 4: EXPLANATION OF WHY ONE CAUSE WAS MORE IMPORTANT (MUST COMPARE). [7-9]
THE MOST IMPORTANT ELEMENT IN THESE ANSWERS IS THAT THEY COMPARE IMPORTANCE, AND THEY GIVE VALID JUSTIFICATION BASED ON KNOWLEDGE OF EVENTS.
e.g. 'The actions of stock market speculators was the most important cause of the Great Depression in the USA because by the late 1920s many ordinary Americans were gambling on the stock exchange. They even borrowed money to buy shares and therefore could not afford to be stuck with shares of decreasing value. When share prices started to fall panic set in and the more shares that were sold the lower the price fell. As a result of this banks crashed, businesses were ruined and mass unemployment followed. The other two causes were not so important' (explain).

LEVEL 5: EXPLANATION OF THE INTER-RELATIONSHIP BETWEEN THESE CAUSES, SO ALL WERE NECESSARY. [9-10]
e.g. 'In the later part of the 1920s the US economy started to slow down as industries found it more and more difficult to sell the massive amounts of goods that they were producing. Unfortunately, exports could not provide an outlet for this overproduction as the people in Europe could not afford American goods. These weaknesses in the US economy led to a crisis in confidence. Stock market speculators started to panic and sold shares in huge numbers which led to a massive fall in share prices and eventually the Wall Street Crash. As a result of this banks crashed, businesses were ruined and mass unemployment followed.' (fully explained).

9 (a) **Describe the main features of Roosevelt's 'Hundred Days'.**

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE 'HUNDRED DAYS'. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'A period of frantic political activity (1); restoring confidence in the banks (1); new rules to prevent speculation in shares (1); period of many government reforms (1).'
e.g. 'In the 'Hundred Days' Roosevelt sent fifteen reforms to Congress and all fifteen were adopted (2).'

(b) Explain why the New Deal was not popular with everyone in the USA.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The New Deal was not popular because it made changes.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'The New Deal was costly; some did not like the government interference; it increased taxes; it was not radical enough.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'The USA has a federal government and some states did not like the Federal Government interfering in their affairs as it ran against recent government trends.'

(c) **Was increased government spending the most important factor in bringing about the USA.'s economic and social recovery during the 1930s? Explain your answer.**

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL AGREEMENT THAT INCREASED GOVERNEMENT SPENDING WAS IMPORTANT OR SUGGESTS ANOTHER FACTOR, BUT WITH NO EXPLANATION. [1]
e.g. 'The Emergency Banking Act.'

LEVEL 2: AGREES WITH QUESTION AND EXPLAINS.
OR
DISAGREES WITH THE QUESTION AND EXPLAINS ANOTHER IMPORTANT FACTOR. [2-4]
e.g. Explains the importance of increased government spending.
OR Explains the importance of the Emergency Banking Act.
N.B. DESCRIPTION ONLY (MAXIMUM 3 POINTS)
EXPLAINS ONE FACTOR AND IDENTIFIES ANOTHER (MAXIMUM 4 MARKS).

LEVEL 3: EXPLAINS A VARIETY OF FACTORS AND MAY CONCLUDE THAT ONE IS MORE IMPORTANT THAN THE OTHERS. [5-7]
e.g. Explains the importance of increased government spending; explains the importance of the Emergency Banking Act; explains the importance of the Works Progress Administration.'

LEVEL 4: CONSIDERS A VARIETY OF FACTORS, EXPLAINS WHY ONE IS MORE IMPORTANT THAN THE OTHERS, OR WHY OTHERS ARE LESS IMPORTANT THAN THE ONE CHOSEN (MUST COMPARE). [7-9]
e.g. 'The Emergency Banking Act was the most important factor in bringing about the USA.'s economic and social recovery in that it brought immediate stability to the U.S. banking system, and restored American financial confidence which had been destroyed by the Wall Street Crash. The other factors were not so important' (explain).

LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIP BETWEEN A RANGE OF FACTORS, AND WHICH ILLUSTRATES THAT ONE 'MOST IMPORTANT' FACTOR ON ITS OWN COULD NOT PROVIDE A SATISFACTORY EXPLANATION. [9-10]
e.g. 'Roosevelt introduced a full range of legislation and programmes at different times during the 1930s in order to bring about the USA's economic and social recovery. Initially, financial confidence had to be restored and in order to do this he introduced the Emergency Banking Act to bring stability to the U.S. banking system. Then the 'alphabet agencies' were launched to help out those worst affected by the Wall Street Crash and the consequent depression. This entailed increased government spending in order to develop projects to generate work for unemployed Americans. This was a major departure from previous US government policy. By 1935 new reforms were needed so the Works Progress Administration was set up to co-ordinate all of the other organisations whose aim was to create jobs' (fully explained).

China, 1945-c.1990

7 (a) What were the strengths of the Chinese Communist Party at the end of the Second World War?

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE STRENGTHS OF THE CHINESE COMMUNIST PARTY. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'The CCP had huge peasant support (1); they had perfected guerrilla tactics (1); they had Mao Zedong as leader (1); they had a very good army (1).'
e.g. 'The Red Army was an efficient and disciplined fighting force (2).'

(b) Explain why there was so little peasant support for the Nationalists during the Civil War.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The Nationalists were unkind to them.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'The Nationalists treated the peasants harshly; the Communists treated the peasants fairly; the Nationalists were corrupt.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'The peasants living under Nationalist rule were poorly off, yet they were still dealt with harshly and made to pay taxes.'

(c) The following were reasons for the Communist victory in the Civil War:
(i) the leadership of Mao Zedong;
(ii) the military tactics of the Communists;
(iii) the poor organisation and corruption of the Nationalists.
Which of these reasons do you think was the most important? Explain your answer referring to (i), (ii) and (iii) only

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'The three reasons mentioned were all important in the Communist victory in the Civil War.'

LEVEL 2: DESCRIPTION OF REASON(S).
ANSWERS MERELY DESCRIBE THE REASON(S), WITHOUT EXPLAINING THEIR CONTRIBUTION. [2-4]
e.g. Describes 'the military tactics of the Communists.'
Describes 'the leadership of Mao Zedong.'.

LEVEL 3: EXPLANATION OF CONTRIBUTION OF REASON(S). [4-7]
ANSWERS DO EXPLAIN THE CONTRIBUTION (OR LACK OF CONTRIBUTION) OF ONE OR MORE OF THE REASONS. HOWEVER, CANDIDATES FAILED TO COMPARE THEIR IMPORTANCE ALTHOUGH THEY MAY ASSERT THAT E.G. 'ONE WAS MORE IMPORTANT THAN THE OTHERS'.
e.g. Explains why 'the poor organisation and corruption of the Nationalists' was a reason for the Communist victory in the Civil War.'

LEVEL 4: EXPLANATION OF WHY ONE REASON WAS MORE IMPORTANT (MUST COMPARE). [7-9]
THE MOST IMPORTANT ELEMENT IN THESE ANSWERS IS THAT THEY COMPARE IMPORTANCE, AND THEY GIVE VALID JUSTIFICATION BASED ON KNOWLEDGE OF EVENTS.
e.g. 'The poor organisation and corruption of the Nationalists was a very important reason for the Communist victory as it demoralised their own supporters and soldiers, many of whom defected to the Communist side during the Civil War. The other two reasons were less important' (explain).

LEVEL 5: EXPLANATION OF THE INTER-RELATIONSHIP BETWEEN THESE REASONS, SO ALL WERE NECESSARY. [9-10]
e.g. 'The Civil War was won by the Communists partly due to their rapidly increasing strength, but also due to the increasing weakness of the Nationalists. Mao had secured the support of the peasants by astute leadership and in turn they controlled the countryside. Thus, the Nationalists found it difficult to acquire food, and move men and supplies from place to place. The guerrilla tactics implemented by Mao continued to be used during the war and this further demoralised the nationalists, who were no longer prepared to put up with the misery and corruption of Chiang's rule, and thus defected to the Communists taking their equipment with them' (fully explained).

8 (a) Describe the main features of the Five-Year Plans.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT THE MAIN FEATURES OF THE FIVE-YEAR PLANS. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Plans for industrial improvement (1); started by Mao (1); set targets for industry (1); first one started in 1953 (1).'

e.g. 'The first Five-Year Plan set targets for production in vital heavy industries (2).'

(b) Explain why communes were set up.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'Communes were set up to solve China's problems.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'To increase production; to establish state control; to deal with the land problem.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'Mao believed that ordinary Chinese people could create a powerful industrial nation, so he joined the farming co-operatives together as communes and set each commune industrial as well as farming targets.'

(c) Was the introduction of women's rights the most important factor in Mao Zedong's modernisation programme during the 1950s and early 1960s? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: GENERAL AGREEMENT THAT THE INTRODUCTION OF WOMEN'S RIGHTS WAS IMPORTANT OR SUGGESTS ANOTHER FACTOR, BUT WITH NO EXPLANATION [1]
e.g. 'The Communes.'

LEVEL 2: AGREES WITH THE STATEMENT AND EXPLAINS
OR
DISAGREES AND EXPLAINS ANOTHER IMPORTANT FACTOR. [2-4]
e.g. Explains the importance of women's rights
OR Explains the importance of communes.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).
EXPLAINS ONE FACTOR AND IDENTIFIES ANOTHER (MAXIMUM 4 MARKS).

LEVEL 3: EXPLAINS A VARIETY OF FACTORS AND MAY CONCLUDE THAT ONE IS MORE IMPORTANT THAN THE OTHERS. [5-7]
e.g. Explains the importance of the introduction of education reforms; explains the importance of women's rights; explains the importance of the communes; explains the importance of the Five-Year Plans.

LEVEL 4: CONSIDERS A VARIETY OF FACTORS, EXPLAINS WHY ONE IS MORE IMPORTANT THAN THE OTHERS, OR WHY OTHERS ARE LESS IMPORTANT THAN THE ONE CHOSEN (MUST COMPARE). [7-9]
e.g. 'The setting up of the communes was the most important factor as Mao realised that China was falling further behind the capitalist countries. He believed that ordinary Chinese people could create a powerful industrial nation. He organised people to work together in communes to meet ambitious industrial as well as farming targets. The other factors were not so important' (explain).

LEVEL 5: CONSTRUCTS AN EXPLANATION WHICH CONSIDERS THE INTER-RELATIONSHIPS BETWEEN A RANGE OF FACTORS, AND WHICH ILLUSTRATES THAT ONE 'MOST IMPORTANT' FACTOR ON ITS OWN COULD NOT PROVIDE A SATISFACTORY EXPLANATION. [9-10]
e.g. 'Mao was acutely aware that China was many years behind the capitalist west and it would require new ideas, new organisations and social reforms to modernise China. He used the target setting of the Five-Year Plans to raise vital industrial production. Feeding the fast increasing industrial workforce and further increasing industrial productivity was still a problem so Mao introduced the commune system to get greater numbers of ordinary people involved in creating a powerful nation. These schemes both involved children being better educated and women being integrated into the workforce' (fully explained).

9 (a) Briefly describe Deng Xiao-ping's career.

Target: recall and description (Objective 1/2)

AWARD ONE MARK FOR EACH RELEVANT POINT MADE ABOUT DENG'S CAREER. AWARD ONE ADDITIONAL MARK TO EACH POINT FOR SUPPORTING DETAIL. [4]

e.g. 'Chinese leader (1); criticised the Great Leap Forward (1); opposed the 'Gang of Four' (1); modernised China (1); built better relations with capitalist countries (1).'
e.g. 'Deng succeeded Hua Kuo-feng as Chinese leader (2).'

(b) Explain why the Four Modernisations were introduced in the 1970s.

Target: recall and explanation (Objective 1/2)

LEVEL 1: GENERAL ASSERTION. ANSWERS LACK SPECIFIC CONTEXTUAL KNOWLEDGE. [1]
e.g. 'China was a poor country.'

LEVEL 2: IDENTIFIES REASON(S) OR DESCRIBES. [2-3]
ONE REASON (2 MARKS), TWO OR MORE REASONS (3 MARKS).
e.g. 'To develop China's industrial base; to create a more productive farming system; to increase the standard of living of ordinary Chinese people.'

LEVEL 3: EXPLAINS REASON(S). [3-6]
ONE EXPLANATION (3-4 MARKS), TWO OR MORE EXPLANATIONS (4-6 MARKS).
e.g. 'China's population was still growing rapidly in the 1970s so farming modernisation was introduced to produce more food.'

(c) How successful was the Chinese government in bringing about economic and social reform during the 1980s? Explain your answer.

Target: recall, explanation and analysis (Objective 1/2)

LEVEL 1: IDENTIFIES SUCCESS(ES) OR FAILURE(S) OR GENERAL ANSWERS. [1-2]
ONE SUCCESS OR ONE FAILURE (1 MARK), TWO OR MORE (2 MARKS).
e.g. 'The Chinese government brought more consumer goods to ordinary Chinese people.'
OR 'The One Child Policy was ignored in many country areas.'

LEVEL 2: IDENTIFIES SUCCESS(ES) AND FAILURE(S). [3-4]
ONE SUCCESS AND ONE FAILURE (3 MARKS), PLUS ONE OR MORE SUCCESS OR FAILURE (4 MARKS).
e.g. Uses BOTH of the LEVEL 1 examples.
N.B. DESCRIPTION ONLY (MAXIMUM 3 MARKS).

LEVEL 3: EXPLAINS SUCCESS(ES) OR FAILURE(S). [5-6]
ONE SUCCESS OR ONE FAILURE (5 MARKS), TWO OR MORE (6 MARKS).
e.g. 'The Chinese government by encouraging more foreign investment in China brought more consumer goods, like television and washing machines, to ordinary Chinese people.'
OR 'The Chinese government set up a One Child Policy to help to stabilise the growth of population. Whilst this worked in the cities it was ignored in rural areas because it was not properly enforced.'
N.B. IF ONE ELEMENT EXPLAINED AND THE OTHER IDENTIFIED ALLOW TOP OF LEVEL 3.

LEVEL 4: EXPLAINS SUCCESS(ES) AND FAILURE(S). [7-9]
ONE SUCCESS AND ONE FAILURE (7 MARKS) , PLUS ONE OR MORE OF SUCCESS OR FAILURE (8-9 MARKS).
e.g. Uses BOTH of the LEVEL 3 examples.

LEVEL 5: CONSTRUCTS AN EXPLANATION OF THE RELATIVE SUCCESS/FAILURE OF THE CHINESE GOVERNMENT IN BRINGING ABOUT ECONOMIC, SOCIAL AND POLITICAL REFORMS DURING THE 1980s (GOES FURTHER THAN LEVEL 4 IN ATTEMPTING A JUDGEMENT). [9-10]
e.g. 'Historically the performance of the Chinese government in bringing about economic and social reforms during the 1980s will always be overshadowed by the events of 1989. However, the government did make great progress including encouraging foreign investment in China, thus improving greatly the lives of many ordinary Chinese people. Housing and education also improved. Unfortunately, some of these reforms were slow to emerge and this caused student protests which were violently crushed by the army on the direct orders of the government' (fully explained).

OCR

RECOGNISING ACHIEVEMENT

Archives & Heritage

Markscheme 1607/2
June 2000

1. Assistant examiners should mark all scripts in red ink, except those scripts sent to Team Leaders for co-ordination.

   Co-ordination scripts will be marked in black pencil and revised in red ink after being returned from Team Leaders.

2. Marking must be positive. Do not deduct marks for inaccurate or irrelevant answers.

3. Half marks must **not** be used.

4. Use the full range of marks available.

5. Examples of responses given in the mark scheme are intended to guide you. The examples are **not** prescriptive.

6. Where a band of marks is allocated to a level such marks should be used according to the development of the answer within the level.

7. A very simple statement (e.g. Yes, I agree) should **not** be rewarded with a mark.

8. Each answer to a question and each page of an answer must bear evidence of having been marked.

9. In answer to questions requiring evaluation write the letter **E** in the left-hand margin to indicate evaluation by a candidate.

10. The level and mark awarded for each question MUST be shown clearly at the end of an answer, The final level must be written in the left-hand margin and the mark must be written clearly in the right-hand margin and circled, e.g.
    L2 (4)

11. Transfer the mark for each question to the grid on the front of the script.
    Write in the mark for SPAG.
    The final total for the script should then be circled, e.g.

QUESTION	1	2	3	4	5	6	7		SPG	TOTAL
MARK	2	4	4	6	6	7	8		2	39

The Hungarian Revolution of October 1956.
Why did the Soviet Union invade?

Where a range of three marks is available for a level, award the middle mark unless the answer is a weak or strong answer at that level.

Q1 Source A
Why did this speech give hope to people in countries controlled by the Soviet Union? Explain your answer, using details of the speech and your own knowledge ***6 marks***

TARGET: Comprehension and Interpretation of Sources (Objective 3)

Level 1	Simple comprehension e.g. Khrushchev criticised Stalin and what he had done.	1-2
Level 2	Valid inference/s unsupported by detail from the speech. e.g. Khrushchev was saying he could be trusted, that he was not like Stalin	2-3
Level 3	Valid inference/s supported be detail from the speech. e.g. Khrushchev was associating himself with Lenin's way of doing things. Lenin's ideas were praised and Stalin was attacked, *Stalin used violence, terror and execution...*	4-5
Level 4	Valid inference/s supported by detail from the speech and put into context: The nature of Stalin's regime and his control over Easter Europe. e.g. Develops the L3 example by referring to the opportunity after Stalin's death for freedom/ trouble in Easter Europe.	6

NB: For context accept valid reference to the Background information/ source C.

Q2 Source B

What point is the cartoonist making about the Soviet Union's control of Eastern Europe in 1956?
Explain your answer, using details of the cartoon and your own knowledge.

8 marks

TARGET: Comprehension and Analysis or Representations (Objectives 1, 2, 3)

Level 1	Description or surface detail, but no valid opinion identified. e.g. Khrushchev is holding a whip and there are bears standing on boxes which have the names of countries	1-2
Level 2	Valid inference'/s from the cartoon, unsupported by detail from the cartoon. e.g. Khrushchev is supposed to be in control, but he cannot control all of the countries in Eastern Europe.	2-3
Level 3	Understands the cartoonist's point and explains how this is represented in the cartoon, using detail from the cartoon. Two points of support 5 marks e.g. Khrushchev has lost control of some of the Easter European countries. 1. He is shown as an animal trainer with a whip unable to control the Yugoslav bear. 2. The Hungarian bear looks angry and is leaving its platform	4-6
Level 4	Interprets the cartoon in context with specific reference to features of the cartoon, moving on from L3. e.g. The cartoonist is commenting on Yugoslavia breaking away from Moscow's control and protest in Poland and Hungary in 1956. Khrushchev can't stop Yugoslavia wandering off and looking beyond the 'iron curtain'; cross-references with Source A.	7-8

Q3 Source C

Do you believe this explanation of the causes of the revolution in Hungary in 1956? Explain your answer, using details of the source and your own knowledge.

8 marks

TARGET: Evaluation interpretations/ representations (Objectives 1, 2, 3)

Level 1	Valid inference/s unsupported by detail from the source. e.g. Yes, because it tells us that people would not put up any longer with being treated badly.	1-2
Level 2	Valid inferences/s supported by detail from the source. Two points of support 3 marks. e.g. Yes, because it tells us that Hungarians wanted to get rid of their dictator, Gero. 1. He had ruined the economy 2. He ordered the shooting of students who were protesting.	2-4
OR	Stock Evaluation	2-4
Level 3	Evaluates the source by cross-reference to another source or by commenting on the tone/ language of the source, Supported by detail from the source/s. e.g. Cross-references with Source A, *Stalin behaved like a criminal with foreign countries.*	4-6
Level 4	Evaluates the source through relevant contextual knowledge, supported be detail from the source. e.g. Comments that it is a biased explanation from someone who had become a refugee after the revolution was crushed. Quotes, *Last year he smiled...*	7-8

Q4 Sources D and A

Does Source D prove that Khrushchev did not mean what he said in Source A? Explain your answer, using details of both sources and your own knowledge.

8 marks

TARGET: Evaluating interpretations/ representations (Objectives 1, 2, 3)

Level 1	Uncritical acceptance of the sources, unsupported by detail from the sources. E.g. Yes, because he acted in a violent way by sending in tanks	1-2
Level 2	Uncritical acceptance of the sources, supported by detail from the sources. Two points of support 3 marks. It refers to one source only do not award the highest mark e.g. Yes, because his speech was to the Communist Party in Moscow and all speeches are propaganda. 1. Khrushchev said Stalin abused power. 2. Khrushchev said Stalin behaved like a criminal.	2-4
OR	Stock Evaluation It refers to one source only do not award the highest mark	2-4
Level 3	Evaluates the content of Bone B source, using relevant contextual knowledge or cross-reference, supported by detail from the source. e.g. No, because Khrushchev did not realise the trouble his 1956 speech would cause. In his *Memoirs* he is justifying the way he had to respond, *Nagy used lies and threats... bodies left hanging... his government was illegal.* Source D is an excuse and so is very biased.	4-6
Level 4	Evaluates the content of **both** sources, using relevant contextual knowledge or cross-reference, supported by detail form the sources. e.g. Develops the Level 3 example by referring to the context of 1956. Interpretation of Source A might mention Khrushchev trying to prepare the way for reforms within the Soviet Union. Trying to isolate the Stalinists. Doubts raised about the real reason for the speech	7-8

NB within levels 3 and 4 it does not matter if candidates argue there is no conflict between the sources. It is evaluation which is important. If candidates do argue that there is no conflict and give support, then award the top mark within the level.

Q5 Source E and F

How useful are these sources in understanding why the Soviet Union invaded Hungary at that times?
Explain your answer, using details of the sources and your own knowledge.

9 marks

TARGET: Comprehension. Interpretation and Evaluation of Sources (Objectives 1, 2, 3)

Level 1	Comprehension unsupported by detail from a source. e.g. Useful, because Hungary was a danger to the security of Eastern Europe.	1-2
Level 2	Comprehension supported by detail from the sources. Two points of support 3 marks. It refers to one source only do not award the highest mark e.g. useful, because 1. Source E shows Hungary wanted to leave the Warsaw Treaty and that would make the Soviet Union afraid. 2. The UN would not criticise a big country, Source F	2-4
OR	Stock Evaluation It refers to one source only do not award the highest mark	2-4
Level 3	Evaluates to content of **one** source, using relevant contextual knowledge or cross-reference, supported by detail from the source. e.g. Source F is useful because it illustrates UN weakness. Moscow did not have to fear UN involvement. The UN was content to punish aggression by a small nation and so Israel is made to write out lines about bullying, but the arm twisting of Hungary by the USSR is ignored. The Problem is Britain was anti-Soviet and so the bias of the cartoon limits its usefulness.	5-7
Level 4	Evaluates the content of **both** sources, using relevant contextual knowledge or cross-reference, supported by detail from the sources. A comparative assessment of utility should be rewarded at the top of the level. e.g. Context: Moves on from the L3 example to comment that the telegram was proof to Moscow that the revolt was as much against it as against Gero. Moscow feared losing control over 'buffer state' in Eastern Europe. The telegram's validity is that it was an open statement to the world.	8-9

Q6 Sources G and H

Do these cartoon agree about the Hungarian Revolution?
Explain your answer, using details of both cartoons and your own knowledge.

9 marks

TARGET: Comprehension and Analysis of interpretations (objective 3)

Level 1	Valid assertion explained, unsupported by detail from the cartoons e.g. No, they give different opinions about who tool part.	1-2
Level 2	Supports agreement/ disagreement with detail from the cartoons Two points of support 4 marks. It refers to one source only do not award the highest mark e.g. They do not agree because 1. Source G – the *revolutionaries* were old women and children 2. Source H – the *Revolutionaries* were armed soldiers	3-5
Level 3	Valid explanation of the point of view of **one** cartoon, supported by detail from a cartoon. e.g. Source H shows heavily armed men, with guns and knives because the Soviet Union wanted to justify to other countries the dangers it claimed Hungary was facing.	5-7
Level 4	Valid explanation of the point of view of **both** cartoons, supported by details from the cartoons. e.g. In addition to the L3 example, explains that Source g shows poor people, women and children, because Britain was anti-Communists and wanted to show the Soviet Union as a bully attacking defenceless people.	8-9

Q7 All the sources

'The only reason the Soviet Union invaded Hungary in 1956 was to help the Hungarian people.'

Do the sources in this paper show this statement is correct?

Explain your answer, using details of the sources and your own knowledge.

12 marks

TARGET: Comprehension, interpretation and evaluation of sources (Objectives 1, 2, 3)

Level 1	General assertions unsupported by detail from a specified source. These answers make valid point about the invasion, but without specified support from the sources. e.g. Khrushchev was losing control in Eastern Europe and he could not afford to let Hungary go the way of Yugoslavia	1-2
Level 2	Uses relevant contextual knowledge only. These answers make valid points about the invasion in response the question, but ignore the sources e.g. Follows the line of Hungarians taking advantage of Stalin's removal and copying events in East Germany an Poland to assert their independence from Moscow.	2-4
Level 3	Explains response using detail from the sources.	
	(a) One-sided answer, with specified support from the sources e.g. the invasion took place because Khrushchev is speech A gave Hungarians the go-ahead for reform. When they saw he could not control countries, Source B, the movement for reform developed quickly –Source C, the Source E.	4-6
	(b) Multi-causal answer, with specified support from the sources e.g. Moves on from the Level 3 example, using D, E and H to argue that Hungary was in the hands of anti-Communists who took advantage of Moscow's softer policy to rebel.	6-8
Level 4	Develops L3b to arrive at a judgement/ conclusion	9

NB: In answering Q7 up to 3 additional marks are available for the quality of evaluation of the sources.