

GCSE

History B (Modern World)

Unit **A014/01**: Aspects of international relations and Mao's China
c.1930–1976

General Certificate of Secondary Education

Mark Scheme for June 2017

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All examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the report on the examination.

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Annotations

Annotation	Meaning of Annotation
BP	Blank page
SEEN	Point has been noted, but no credit has been given (big)
	Not Relevant
L5	Level 5
L4	Level 4
L3	Level 3
L2	Level 2
L1	Level 1
IRRL	Significant amount of material which doesn't answer the question
	
EVAL	Evaluation
DEV	Development
	Unclear

Part 1: Section A - The Inter-War Year, 1919-1939

Q	Answer	Marks	Guidance
1 (a)		7	
	<p>Q: Study Source A. What is the cartoonist's message? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (CV+CK) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message and produce a sound response in context.</p> <p>Level 4 (MM+CK) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoon's main message and produce a sound response in context.</p> <p>Level 3 (SM+CK) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (SM/MM/CV) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (SF) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>7</p> <p>5-6</p> <p>3-4</p> <p>2</p> <p>1</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance, demonstrating evidence of all three AOs.</p> <p><i>The message of the cartoonist is that the Nazis pose a significant threat to Central Europe now that they have taken over Czechoslovakia. The vultures cast a dark and evil shadow over the land suggesting that the cartoonist believes there is bloodshed and danger ahead for this part of Europe. The swastika shape of the vultures shows who is behind the threat: the Nazis. Since the cartoon was published on March 22 1939, it is a reaction to the Nazi invasion of Czechoslovakia earlier in the month. Hitler had already demanded and taken the Sudetenland from Czechoslovakia in October 1938, and now went further and invaded the whole country. The cartoonist is clearly implying that this is a very dangerous development that puts at risk the whole of Central Europe. Up until then Hitler's gains of territory could be justified as self-determination - he gained land where there were many Germans living. However, the invasion of Czechoslovakia could not be justified this way and showed that Hitler was simply after expanding the German state and thus threatening the rest of Central Europe.</i></p> <p>Cartoonist's message: CV: Nazi invasion of Czechoslovakia is a significant threat to Europe.</p> <p><i>NB- need focus on Nazi/Germany/Hitler, on Central Europe/Czech and the candidate needs to push the sense of threat, its imminence, dangerousness or significance.</i></p> <p>Main Message: MM: Nazis are targeting/threatening/menacing/taking over Central Europe.</p> <p><i>Needs focus on Nazis/Germany and Central Europe.</i></p> <p>Sub message: SM:</p> <ul style="list-style-type: none"> • war is coming/tension • Nazis are a threat (no place) • critical of Nazis • Central Europe is unstable/ • critical of appeasement and Britain and France <p>NB Note the CK needs to support message level, and is only valid if Feb 1938 onwards</p>

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

Q	Answer	Marks	Guidance
1 (b)	<p>Q: Explain why Hitler was able to achieve Anschluss with Austria in 1938.</p> <p>Level 3 (2+ exps) Candidates demonstrate sound knowledge to explain why Hitler was able to achieve Anschluss with Austria in 1938. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (One exp) Candidates demonstrate some knowledge and understanding of why Hitler was able to achieve Anschluss with Austria in 1938. They explain to produce a single-causal response.</p> <p>Level 1 (ID/desc) Candidates demonstrate limited knowledge of Hitler's actions and the Anschluss with Austria.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>8</p> <p>8</p> <p>6-8</p> <p>3-5</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason he was able to achieve <u>Anschluss with Austria</u> was because there was <u>already</u> a strong Nazi party in Austria, and much support for the idea. <u>Many people were attracted to union with Germany</u> as they saw themselves as German and were attracted to the possibility of economic recovery at a time when Austria was much weaker than Germany. Hitler also used the <u>Austrian Nazi Party</u> membership to his advantage, encouraging them to <u>cause trouble</u> for their government by holding demonstrations demanding union with Germany. This put a lot of pressure on the Austrian Chancellor Schuschnigg, eventually resulting in him calling a plebiscite. Once he had done this, the door was open for Hitler to send in troops to make sure the vote was 'trouble-free', and there was little surprise when the public 'willingly' voted for the union.</i></p> <p><i><u>The attitude of the Allies</u> was also a crucial factor. When Schuschnigg turned to them for help to resist Hitler before the plebiscite, they did not want to get involved. Many British people and politicians felt that Germany and Austria naturally belonged together, and that the Treaty of Versailles had been wrong to forbid a union. If Schuschnigg had had more support from stronger powers, he may have been able to stand up to Hitler and may not have made the mistake of calling for the plebiscite.</i></p> <p><u>Other IDs:</u></p> <ul style="list-style-type: none"> - Hitler moved his troops to the border - Hitler arrested 80,000 opponents within Austria - because of appeasement - used a plebiscite - League a failure - pressured to include Nazis in government (Seyss-Inquart) - support from Austrians - pressurised Schuschnigg - Mussolini now an ally - economic reasons- unemployment in Austria <p>NB this question is how, not why the Anschluss happened, in other words, what factors facilitated it, as opposed to what Hitler's motives were. Be careful with this.</p>



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


Q	Answer	Marks	Guidance
2 (a)		4	
	<p>Q: What were Woodrow Wilson's 'Fourteen Points'?</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only, for example '<i>Wilson's aims at Versailles</i>'</p> <p>0 marks = no response or no response worthy of credit.</p> <p>General point to be used instead of a genuine point on the right, not in addition to.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>Wilson's ideas for maintaining world peace</i> • <i>Wilson's ideas for ending the war fairly</i> • <i>a set of principles he wanted all countries to agree to at Versailles</i> • <i>included freedom of the seas (1) and setting up a League of Nations (2)</i> • <i>included no more secret treaties (1), reduction of armaments in all countries (2)</i> • <i>a speech made to the US Congress</i> <p><i>Allow 4 marks for 4 different terms.</i></p>

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

Q	Answer	Marks	Guidance
2 (b)		6	
	<p>Q: Why did the Germans react angrily to the terms of the Treaty of Versailles? Explain your answer.</p> <p>Level 3 (2+ exps) Candidates demonstrate sound knowledge and understanding of the reasons why the Germans reacted angrily to the Treaty of Versailles. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (one exp) Candidates demonstrate some knowledge and understanding to explain why the Germans reacted angrily to the Treaty of Versailles. They produce a single causal response.</p> <p>Level 1 (ID/desc) Candidates demonstrate only limited knowledge about the German reaction to the Treaty of Versailles.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason is that they were <u>appalled by the 'war guilt' clause</u>. This said that they were responsible for causing the war and should therefore pay reparations. For many Germans, this was totally unacceptable: they at the very least felt blame should be shared, and many believed that their enemy Russia was more responsible for war as they had mobilised first. The idea of paying reparations was also hated. Although the sum to be paid had not yet been agreed, the German economy was majorly damage by war, its people were starving and they feared reparations would cripple them.</i></p> <p><i>Another source of anger was the <u>loss of 10% of its land</u> to benefit its enemies. This was a major blow to its pride and economy. Both the Saar and Upper Silesia were important industrial areas; in total Germany lost 16% of its coalfields and almost half of its iron and steel industry. Many people reasoned that reparations would be unpayable after these losses, and that the German economy would take years to recover from the blow. The Treaty seemed outrageous.</i></p> <p><u>Other IDs possible:</u></p> <p><i>reduction in size of armed forces</i></p> <p><i>destruction of Reich- loss of colonies</i></p> <p><i>unfairness of not being allowed self-determination</i></p> <p><i>did not follow Wilson's 14 Points</i></p> <p><i>diktat</i></p> <p><i>they had already conceded a new democratic government</i></p> <p><i>reparations were too high</i></p>

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

Q	Answer	Marks	Guidance
2 (c) 		16	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page to allocate SPaG marks.
	<p>Q: How far were ‘the Big Three’ satisfied with the agreements made at Versailles? Explain your answer.</p> <p>Level 5 (Both sides exp + conc) Candidates demonstrate comprehensive knowledge and understanding of how far ‘the Big Three’ were satisfied with the agreements made at Versailles. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (Both sides exp) Candidates demonstrate sound knowledge and understanding of how far ‘the Big Three’ were satisfied with the agreements made at Versailles. They produce a developed response explaining both sides of the argument and demonstrate understanding of the past through explanation and analysis of some relevant key concepts and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (One side exp) Candidates demonstrate some knowledge and understanding of how far ‘the Big Three’ were satisfied OR unsatisfied with the agreements made at Versailles, explaining one side of the argument. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>10</p> <p>7-9</p> <p>5-6</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In many ways, the European allies were satisfied, as they got a lot of what they wanted. For example the military restrictions gave both the French and British security, which were aims of Clemenceau and Lloyd-George. By reducing the German army to 100,000 men, the French border would be much easier to defend, and their enemy much less likely to attack. The British got the naval restrictions they wanted; reducing the German navy to only six battleships and no submarines meant the British had massive naval superiority. Likewise, the French were pleased that the Germans lost use of industrial lands such as the Saar as this weakened their economy and meant a revenge attack was less possible The French were also pleased that the principle of reparations had been agreed: they badly needed this money for rebuilding, as the war had done most damage to their land, not Germany’s.</i></p> <p><i>On the other hand, Wilson had less to be pleased about. He had gone to the conference intending not to punish Germany harshly, and wanted to ensure peace in the future through a League of Nations. Although he got his organisation, he believed the Treaty was too harsh, and would make Germany vengeful in the future. For example losing territory like the Polish corridor cut Germany in two and went against the idea of self-determination. Having said that, he had some small victories: he and Lloyd-George acted as a brake on Clemenceau’s more extreme ideas, for example of dividing Germany into separate states. Equally, the European allies were not totally satisfied, for example Clemenceau had to agree to the Rhineland’s demilitarisation, even though he truly wanted this border region to be an independent buffer zone between France and Germany.</i></p> <p><i>In conclusion, although it may seem that they were all more satisfied than not, because all got some of what they wanted, ultimately I feel they were more unsatisfied, as all had to compromise. Most importantly all left with big concerns about future security, Wilson and Lloyd George feeling the Treaty’s harshness could provoke war from Germany, Clemenceau worried that France was still not safe as the Treaty was not harsh enough. As a result the feeling was largely one of dissatisfaction.</i></p> <p><i>The two sides in this question are Satisfied and Unsatisfied.</i> <i>If only one member is mentioned, bottom level only- all levels.</i> <i>L1- aims and general statements about harshness ‘WW thought too harsh’ ‘etc</i></p>

Q	Answer	Marks	Guidance					
<p>2 (c)</p> 	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (ID or desc) Candidates use some relevant knowledge to identify how far 'the Big Three' were satisfied AND/OR unsatisfied and produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (gen/ltd response) Candidates demonstrate limited knowledge of the agreements made at Versailles and the leaders' reactions to them.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<table border="1"> <thead> <tr> <th data-bbox="1137 248 1606 288"><i>Pleased/Satisfied</i></th> <th data-bbox="1606 248 2078 288"><i>Displeased/Unsatisfied</i></th> </tr> </thead> <tbody> <tr> <td data-bbox="1137 288 1606 587"> <p><i>-WW- got L o N and self-determination: 14 points</i></p> <p><i>-Clem- got Saar for 15 yrs, got Alsace-Lorraine, highish reps, German economy hampered by loss of resources and territory, WG clause. gained colonies</i></p> <p><i>-LG reps and war Guilt pleased public at home, weakened navy, colonies</i></p> </td> <td data-bbox="1606 288 2078 587"> <p><i>-WW thought War Guilt/economic terms too harsh</i></p> <p><i>- Clem wanted loss of all army and higher reps, wanted Germany carved up into separate states</i></p> <p><i>-LG unsatisfied as harshness impacted future trade and rise of communism, worry about Danzig security</i></p> </td> </tr> </tbody> </table>	<i>Pleased/Satisfied</i>	<i>Displeased/Unsatisfied</i>	<p><i>-WW- got L o N and self-determination: 14 points</i></p> <p><i>-Clem- got Saar for 15 yrs, got Alsace-Lorraine, highish reps, German economy hampered by loss of resources and territory, WG clause. gained colonies</i></p> <p><i>-LG reps and war Guilt pleased public at home, weakened navy, colonies</i></p>	<p><i>-WW thought War Guilt/economic terms too harsh</i></p> <p><i>- Clem wanted loss of all army and higher reps, wanted Germany carved up into separate states</i></p> <p><i>-LG unsatisfied as harshness impacted future trade and rise of communism, worry about Danzig security</i></p>	
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Part 1: Section A - The Inter-War Years, 1919-1939

Q	Answer	Marks	Guidance
3 (a)		4	
	<p>Q: Describe the work of the League of Nations for workers and slaves.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only, for example <i>“tried to improve their lives”, “tried to control things”</i>.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>the ILO (1) tried to improve working conditions throughout the world (2), for example banning white lead in paint (2),</i> • <i>ILO (1) tried to introduce a 48 hour working week, (2) 8 hour day (2)</i> • <i>the ILO brought together employers, governments and workers representatives (1), once a year (2).</i> • <i>the ILO collected statistics and information on working conditions in member states (1) and persuaded member states to use its rulings, but could not force them (2).</i> • <i>the Slavery Commission (1) worked to abolish slavery around the world bringing about the freeing of 200,000 slaves in Sierra Leone (2).</i> • <i>the Slavery Commission organised raids against slave owners and traders in Burma</i> • <i>Reduced use of forced labour on Tanganyika railway and reduced numbers from 50%-4%.</i> <p><i>4 marks possible for one group only.</i></p>

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

Q	Answer	Marks	Guidance
3 (b)		6	
	<p>Q: Explain why the Japanese invaded Manchuria in 1931.</p> <p>Level 3 (2 exps) Candidates demonstrate sound knowledge and understanding of the reasons for the Japanese invasion of Manchuria. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (One exp) Candidates demonstrate some knowledge and understanding to explain one reason why the Japanese invaded Manchuria.</p> <p>Level 1 (ID/desc) Candidates demonstrate only limited knowledge about the Manchurian invasion and the reasons for it.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One reason why the Japanese invaded Manchuria in 1931 was because of the <u>world economic depression</u>. The Depression hit Japan hard, as the <u>USA</u> was one of its <u>leading trading partners</u>, and it put <u>tariffs on Japanese imports</u>. The collapse of the American market put the Japanese economy in crisis, and Army leaders felt that the answer to their problems was to build an own overseas empire to trade with. This was why they took advantage of the Mukden incident to invade.</i></p> <p><i>The <u>Mukden incident</u> was the trigger for the invasion. The Japanese had built and owned an important railway running through Manchuria. This helped them sell Japanese goods to Manchuria and China, and brought in valuable raw materials which their own country lacked. In September 1931 the Japanese claimed that Chinese soldiers had sabotaged the railway: this was the Mukden incident. In retaliation, the Japanese took control of Manchuria, throwing out all Chinese forces and setting up their own government 'to restore order'. Many believe this incident was a set-up, as Japan had ambitions to build an empire.</i></p> <p><u>Other IDs possible:</u></p> <ul style="list-style-type: none"> - <i>desire to build an empire</i> - <i>army acted independently</i> - <i>secure raw materials</i> - <i>secure a market for Japanese products</i> - <i>opportunism- weakness of League</i> - <i>Manchuria in chaos</i> - <i>KMT threatening to take back railway</i> - <i>Underlining above indicates other possible ids</i>

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

Q	Answer	Marks	Guidance
3 (c) 		10	 This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: ‘The causes of the League’s weakness in the 1930s were already clear in the 1920s’. How far do you with this statement. Explain your answer.</p> <p>Level 5 (Both sides exp + conc) Candidates demonstrate comprehensive knowledge and understanding of the causes of the League’s weaknesses in both decades to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period, to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (Both sides exp) Candidates demonstrate sound knowledge and understanding of the causes of the League’s weaknesses in both decades to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts, and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (One side exp) Candidates demonstrate some knowledge and understanding of the League’s weaknesses in both decades to explain one side of the argument. They produce a response that demonstrates some understanding of the past.</p>	<p>10</p> <p>10</p> <p>7-9</p> <p>5-6</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>In some senses this is true. One cause of weakness was the lack of the USA as a member. If it had been a member in the 1930s, Mussolini may have been more reluctant to invade Abyssinia in 1935, because the League would have had more credibility and authority to act with the USA in the Council. The League’s sanctions would also have been more effective with the US on-board. Italy’s invasion could have been stopped if oil sanctions had been applied. However as the US was the world’s largest supplier and was not in the League, it was not applied, for fear the US would ignore it. This weakness had also been clear in the 1920s. When Italy bombed the Greek island of Corfu in response to the Tellini incident, it was Greece that ended up paying compensation to Italy, because Mussolini threw his weight around with Britain and France. If the USA had been a member, again, Mussolini may have been more reluctant to use force in the first place, and would have found the other Council members harder to influence with the USA behind them.</i></p> <p><i>Having said that, the League had successes in the 1920s, unlike later when little went right: this suggests that something had changed in the 1930s. That something was the economic situation. The Great Depression which started in America made the leaders of the League much more concerned with their own self-interest. Britain and France could have applied economic sanctions to Japan in 1932, following the invasion of Manchuria, but they were more concerned with their own trade continuing, and preoccupied with sorting out their own and not world problems. This was not the case in the 1920s, when they showed more decisive decision-making over Corfu and the Bulgarian crisis, condemning first Italian and then Greek action. Countries also listened to the League in the 20s, Sweden and Finland in the Aaland islands, and Germany and Poland over Upper Silesia. In the 1930s in Manchuria and Abyssinia, Japan and Italy just ignored it.</i></p> <p><i>The League had many weaknesses in its lifetime but these were not all clear in the 1920s. This is shown by the fact that at the start its leading members were able to act reasonably decisively and be successful. It was the added challenges of the 1930s economy which was the real source of its decline.</i></p>

Q	Answer	Marks	Guidance												
<p>3 (c)</p>	<p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (ID or desc) Candidates use some relevant knowledge to identify or describe the causes of the League’s weaknesses. They produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 (gen/ltd) Candidates demonstrate limited knowledge of the League’s weaknesses and its issues in the 1920s and 1930s.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p><i>Ideally answers will focus on the Leagues’ weaknesses and use an example of how one was a problem in the 20s and 30s and then explain another factor that was a problem in the 30s to explain that actually there are new problems which have appeared:</i></p> <p>Also as L2 any narrative or explanation of a failure in the 20s and 30s without relating it to the question (ie an incident explained).</p> <p>Also as L3 answers which do not focus on the causes but focus on a slight misreading of the question: ‘Was the League a failure from the 20s’. Cap at L3/5.</p> <p>Expect to see specific examples of incidents/events explained at L3.</p> <table border="1" data-bbox="1142 571 2063 853"> <thead> <tr> <th data-bbox="1142 571 1601 603">Yes</th> <th data-bbox="1601 571 2063 603">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="1142 603 1601 651">Failure to apply any/enough sanctions</td> <td data-bbox="1601 603 2063 651">Great Depression- failure in Aby and Manch</td> </tr> <tr> <td data-bbox="1142 651 1601 699">Failure to use military force/no army</td> <td data-bbox="1601 651 2063 699">Rise of/strengthening of fascist dictators with explanations in 30s.-</td> </tr> <tr> <td data-bbox="1142 699 1601 746">US not a member</td> <td data-bbox="1601 699 2063 746">Aby</td> </tr> <tr> <td data-bbox="1142 746 1601 794">British and French self-interest</td> <td data-bbox="1601 746 2063 794"></td> </tr> <tr> <td data-bbox="1142 794 1601 853">Dealing with larger powers</td> <td data-bbox="1601 794 2063 853"></td> </tr> </tbody> </table>	Yes	No	Failure to apply any/enough sanctions	Great Depression- failure in Aby and Manch	Failure to use military force/no army	Rise of/strengthening of fascist dictators with explanations in 30s.-	US not a member	Aby	British and French self-interest		Dealing with larger powers	
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Failure to apply any/enough sanctions	Great Depression- failure in Aby and Manch														
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British and French self-interest															
Dealing with larger powers															

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

Q	Answer	Marks	Guidance
4 (a)		7	
	<p>Q: Study Source A. What is the cartoonist's message? Use the details of the cartoon and your knowledge to explain your answer.</p> <p>Level 5 (CV+CK) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoonist's main message and produce a sound response in context.</p> <p>Level 4 (MM+CK) Candidates demonstrate sound knowledge and understanding of the period. They interpret the cartoon, by explaining the cartoon's main message and produce a sound response in context.</p> <p>Level 3 (SM+CK) Candidates demonstrate some knowledge and understanding of the period. They interpret a valid sub-message of the cartoon and produce a response in context.</p> <p>Level 2 (SM/MM/CV) Candidates demonstrate limited knowledge and understanding of the period. They interpret the cartoon in a valid way.</p> <p>Level 1 (SF) Candidates describe the cartoon and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>7</p> <p>5-6</p> <p>3-4</p> <p>2</p> <p>1</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>The cartoonist's message is criticising the leaders' approach to Berlin as it is a very dangerous situation yet neither President seems prepared to back down. Both are shown as determined to get what they want, arguing with their fists clenched. The danger is clear from the thoughts they are having about bombing the other with nuclear weapons, shown by the mushroom clouds in their thoughts. The caption makes it seem as if they are putting each other to the test to see who will give in, which is exactly what was happening at the time. Berlin was a city still divided between the capitalist and communist powers which was creating huge tension as many East Germans were using it as an escape route to the capitalist West. Khrushchev was under pressure from the East German leader to use force to prevent this movement, and at the same time thought he could bully the young new US President and prove his and communism's superiority. As a result, he insisted that the West withdraw US troops from the city. When Kennedy refused, tension grew, shown clearly in the cartoon, and there was a risk that the crisis could escalate and result in military aggression. The cartoonist believes that they are acting irresponsibly, and that they should be more aware of the risks they are running by confronting each other in this way.</i></p> <p>Cartoonist Message: criticism of leaders +MM (must relate to Berlin) Main Message: risk of war over Berlin as neither leader was prepared to back down; tensions are rising in Berlin; tensions may lead to war in Berlin (place important). Sub Message: leaders are arguing; Berlin is causing problems for them, mocking the leaders (no place), Berlin is at the centre of the Cold War, leaders are fighting over Berlin</p> <p>CK: The USSR had concerns over the number of people leaving East Germany via Berlin; at the Vienna Summit Khrushchev issued an ultimatum about the future of Berlin; the two leaders started to fallout at the Vienna Summit in June 1961; in the dispute over Berlin, Kennedy announced he was going to increase US preparedness for war.'</p> <p><i>NB Do not credit CK about building of wall as that was August 1961; the cartoon is about the build-up of tension. Do not credit blockade/airlift as too long ago.</i></p>

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


Q	Answer	Marks	Guidance
4 (b)		8	
	<p>Q: Explain why the Soviet Union crushed the Hungarian Uprising of 1956.</p> <p>Level 3 (2 expts) Candidates demonstrate sound knowledge to explain why the Soviet Union crushed the Hungarian Uprising of 1956. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (one exp) Candidates demonstrate some knowledge and understanding to explain why the Soviet Union crushed the Hungarian Uprising of 1956. They produce a single-causal response.</p> <p>Level 1 (ID/desc) Candidates demonstrate limited knowledge of the Hungarian Uprising and the reason it was crushed.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>8</p> <p>6-8</p> <p>3-5</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The main reason the USSR crushed it was because they were concerned that Hungary would leave the Warsaw Pact. This was a military alliance just created in 1955 which would help protect the Soviet Union should they be attacked by the West. The Soviet Union could not allow a hole in their protective frontier of buffer states so stepped in when it became clear that the new Hungarian leader Nagy wanted to remove his country.</i></p> <p><i>Another important reason is that Khrushchev wanted to send a message to Eastern Europe that there were limits to the changes the Soviets were prepared to accept. Since Khrushchev himself had attacked Stalin's memory earlier in the year, there had already been demonstrations against the Soviet-backed government in Poland. Next in Hungary popular uprisings led to the fall of two communist leaders. When Nagy came to power he wanted much greater political freedoms, including free elections. It would be very dangerous for the Soviets to allow this, for fear they would lose control over the government, and it would also encourage other East European countries to demonstrate for similar freedoms.</i></p> <p>Other IDs possible:</p> <ul style="list-style-type: none"> • Nagy liberal reforms • Nagy abolished the one party state • Nagy announced freedom of speech in Hungary • Nagy announced freedom of religion. • Cardinal Mindszenty, leader of the Catholic Church was released. • The Western powers were involved in the Suez Crisis. • They knew the Americans weren't going to stop them • It was getting out of control as there were many Hungarian protestors on the streets • The power and dominance of the Red Army <p>NB This question is about WHY the Soviets crushed the uprising, not HOW they did. The answer must be connected to the reasons behind the response.</p>

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

Q	Answer	Marks	Guidance
5(a)		4	
	<p>Q: Describe the methods used by Al Qaeda and its supporters.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only, eg 'attacks on US', 'bombing', 'shooting', 'propaganda', 'terrorism'</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>use of suicide bombers</i> • <i>attacks on US military (1) for example October 2000 attack on USS Cole (2)</i> • <i>attacks on US embassies (1) in Kenya and Tanzania (2)</i> • <i>attack on World Trade Centre (Twin Towers) in New York (1) and the Pentagon (1) after hijacking four aircraft (2). Max 2 marks.</i> • <i>attacks on Western tourists</i> • <i>Madrid train bombing in 2004</i> • <i>Hi-jacking</i> • <i>Kidnapping (1) with Boko Haram (2) (or Al Shabab)</i> • <i>Truck bomb attack on World Trade Centre in 1993 by Ramzi Yousef</i> • <i>Attack on USS Cole in Yemen</i> • <i>London bombings- 7/7</i> • <i>Use of social media/internet</i> • <i>Create 'Cells'</i> • <i>Radicalisation (1) through the use of the media/teachings/fundamentalist Islam (1)</i> <p><i>NB: 'Bombing', 'shooting', 'terrorism' and 'propaganda' are just general points and need to be qualified</i></p>

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

Q	Answer	Marks	Guidance
5 (b)		6	
	<p>Q: Why have some people resorted to terrorism? Explain your answer using examples from terrorist groups you have studied.</p> <p>Level 3 (2 exps) Candidates demonstrate sound knowledge and understanding to explain why some people resort to terrorism. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (one exp) Candidates demonstrate some knowledge and understanding to explain one reason why some people resort to terrorism.</p> <p>Level 1 (ID/desc) Candidates demonstrate only limited knowledge about why some people resort to terrorism and terrorism in general.</p> <p>Level 0 No response or no response worthy of credit.</p> <p>NB: This question is about why terrorists 'resorted' to terrorism. Not just why people supported the cause.</p>	<p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Many of the people who resort to terrorism do so because they feel they do not have a voice. They feel powerless and have concluded that no one will listen to them unless they use force. For example, the Provisional IRA believed that even though they lived in a democratic country, the government was biased against them. As Catholics Republicans were also in a permanent minority in the North compared to Protestant Unionists they also felt the electoral system did not represent them. As a result the British government would not listen to their demands for an independent, united Ireland, and the Northern Irish government would not listen either because it was full of Unionist politicians. They saw violence as the way to get what they wanted as it would get the attention of the governments and pressurise them.</i></p> <p><i>One of the reasons the PLO resorted to violence was because of the strength of their enemies. They were fighting against Israel for control of a homeland in the Middle East, but the USA was supplying Israel with weaponry, so the PLO had little chance of success in a conventional war, even though it was supported by Arab states. As a result some Palestinians turned to terrorist attacks as a way of weakening their enemy, disrupting their lives and business because they were too strong to defeat in any other way. Bitterness and resentment against the Israelis was also bred in the poverty of the refugee camps the Palestinians lived in while they were trying to regain land Israel had claimed. This anger was channelled by the PLO who gave idle and restless refugees status and recognition if they joined their ranks.</i></p> <p><u>Other IDs possible</u></p> <p><i>a) PLO are aggrieved because they have lost land b) The IRA felt they were powerless c) Al Qaeda feel they are opposed by an over mighty enemy.</i></p> <p><i>NB: Al Qaeda terrorists did not 'resort' to terrorism in the same way as PLO and IRA so can accept that they thought this would buy them a route to Jannah/Heaven as they had been radicalised.</i></p>

Q	Answer	Marks	Guidance
5 (c)		10	<p> This question also carries 6 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.</p>
	<p>Q: How successfully have governments responded to terrorism? Explain your answer using examples from terrorist groups you have studied.</p> <p>Level 5 (Both sides exp + conc) Candidates demonstrate comprehensive knowledge and understanding to analyse how successfully governments have responded to terrorism. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period, to justify a valid conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (Both sides exp) Candidates demonstrate sound knowledge and understanding to explain how successfully governments have responded to terrorism. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features of the period, to reach a conclusion. Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (One side exp) Candidates demonstrate some knowledge and understanding of explain how governments have OR have not successfully responded to terrorism, explaining one side of the argument. They produce a response that demonstrates some understanding of the past. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Often governments have not dealt successfully with terrorism. In 1971, the British government introduced Internment in Northern Ireland to disrupt IRA activities. This meant they could arrest and hold anyone suspected of terrorism without charge. Not only did it fail to catch the IRA's key leaders, it also increased support for the IRA in Ireland and the USA, because it was only used against nationalists and was often accompanied by torture. This was a massive own goal. Equally, when Israel got tough with the PLO they often created bad publicity for their own cause. In 1982 they launched a full scale invasion of Lebanon to destroy the PLO's bases there, which they achieved. However, there were around 19,000 civilian casualties, including a massacre in 2 refugee camps, which massively damaged support for Israel around the world, even with their ally the USA.</i></p> <p><i>On the other hand at times they have successfully limited terrorist's freedom of action. For example in 1985 the British signed an agreement with the Republic of Ireland to increase co-operation between the two countries' security forces. This made it much more difficult for the IRA to move people, arms and equipment between the North and Republic of Ireland. The USA has also had success against Al Qaeda, destroying their training camps and heavy weapons in Afghanistan, finding and targeting Bin Laden and setting up Special Forces bases all over the world to target the organisation. Even in the Middle East, the Israeli government's 'Get tough' approach may be considered to be part of the reason Arafat was willing to compromise some of the PLO's aims in the Oslo Accords.</i></p> <p><i>Terrorism is very difficult for governments to handle effectively as the terrorists are often versatile and skilled propagandists, and governments are criticised for negotiating with them. That said, they have had some success. However the main reason for this is usually more to do with changes in the terrorist organisations themselves, eg the emergence of Sinn Fein as the political wing of the IRA, rather than because they have successfully prevented terrorists actions. As a result, I conclude that overall they have not always responded well enough.</i></p> <p><u>Other IDs</u></p> <ul style="list-style-type: none"> • The British Government tried to starve the IRA of publicity • Internment • Good Friday Agreement and other significant attempts to sort out Irish issue- Anglo-Irish Agreement, 1994 meetings with John Major



	<p>Level 2 (IDs/desc) Candidates use some relevant knowledge to identify/describe how successfully governments have responded to terrorism. They produce a basic response. Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 Candidates demonstrate limited knowledge of governments' responses to terrorism. Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p> <p>NB: If only one terrorist group is mentioned- bottom level only- All levels</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<ul style="list-style-type: none"> • <i>Covert operations such as informers</i> • <i>Working with the government of Eire</i> • <i>Secret talks with IRA</i> • <i>Israel launched a full scale assault on PLO bases in the Lebanon in 1982.</i> • <i>Commando raids on Tunis in 1998.</i> • <i>Oslo Talks</i> • <i>'War on Terror' in Afghanistan</i> • <i>Use of intelligence – spy satellites and bugging against possible Al Qaeda sympathisers.</i> • <i>Guantanamo Bay detention camp</i>
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Q	Answer	Marks	Guidance
6 (a)		4	
	<p>Q: Describe the methods used by the Americans and British against the Iraqi insurgency of 2003 to 2006.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only, eg 'bombing', 'shooting', 'propaganda', 'counter-insurgency'.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>laser guided air strikes to target key insurgents</i> • <i>ground war to retake lost land (1) for example, Fallujah (2)</i> • <i>cordon and search operations</i> • <i>use of informants to identify weapons stashes</i> • <i>speeded up transfer of power from coalition forces to an Iraqi government</i> • <i>raids on suspected insurgents</i> • <i>Use of high tech weapons to target insurgency groups</i> • <i>Engagement with the Mahdi Army at Najaf</i> • <i>Internment at Abu Ghraib</i> • <i>Operation Sinbad - Basra 2006</i> • <i>Operation Iron Hammer 2003 – using US air force</i> • <i>Operation Phantom Fury- Fallujah, 2004</i> <p><i>NB: Do not accept Operation Phantom. This was in 2007</i></p>

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

Q	Answer	Marks	Guidance
6 (b)		6	
	<p>Q: Explain the international impact of the Iraq war.</p> <p>Level 3 (2 exps) Candidates demonstrate sound knowledge and understanding of the international impact of the Iraq war. They produce a response explaining multiple impacts that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 (one exp) Candidates demonstrate some knowledge and understanding of the international impact of the Iraq war. They explain one consequence.</p> <p>Level 1 (IDs/desc) Candidates demonstrate only limited knowledge about the international impact of the Iraq war.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>One international impact was the damaged reputations of both America and Britain. Many suspected the motives of the Bush Administration in getting involved in the war, and when it became clear that most of the big rebuilding contracts went to US or non-Iraqi firms it made it even easier to criticise Western involvement in Iraq as being self-serving. The coalition also seemed unable to control the insurgency, which made it look weak and made people question US military might, damaging its reputation further.</i></p> <p><i>A connected and equally important consequence was that the war increased support for militant Islam around the world. To many in the Arab world the war seemed to be a Crusade against Muslims and the large loss of civilian life was evidence of the West's careless attitude. Terrorist cells and attacks in the US and UK often claim to be revenge for Western involvement in Iraq, and Intelligence reports believe the Iraq war has had a key role in increasing the threat of terrorism in the West.</i></p> <p><u>Other IDs possible</u></p> <ul style="list-style-type: none"> • Created a humanitarian crisis with refugees • Soured relations between the USA and some European nations • Altered US approach to foreign policy • Helped Obama win US presidency • Led to the rise of Isis • Rise in Oil Price • Ruined international reputation of Blair/Bush

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

Q	Answer	Marks	Guidance
6 (c) 		10	 This question also carries 3 additional marks for spelling, punctuation and grammar; use the separate marking grid on page 42 to allocate SPaG marks.
	<p>Q: “The main reason for the invasion of Iraq in 2003 was because Saddam Hussein refused to co-operate with UN weapons inspectors.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 (Both sides exp + conc) Candidates demonstrate comprehensive knowledge and understanding of the reasons for the invasion of Iraq to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period, to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 (Both sides exp) Candidates demonstrate sound knowledge and understanding of the reasons for the invasion of Iraq to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features of the period, to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 (One side exp) Candidates demonstrate some knowledge and understanding to agree OR disagree with the statement, explaining one side of the argument. They produce a response that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation</p>	<p>10</p> <p>7-9</p> <p>5-6</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>I believe this was the pretext for the invasion, but not the root cause. After the First Gulf War in 1991 the Iraqis were forced to accept UN inspections to ensure they had destroyed all chemical weapons and other weapons sites. However, Saddam Hussein resented this because he did not want to appear to be pushed about by the USA and the West, or appear weak to his enemy Iran when the inspectors confirmed no WMDs, so in the late 1990s and 2001 he refused access to these inspectors. The USA and the UK pushed the UN Security Council for a resolution on the issue, so they could take action, because they were concerned about the growing threat Saddam represented. He treated his own people brutally, and there was a strong chance that he had WMDs, intelligence sources said. After all, if he didn't have them, why was he refusing to allow the inspectors in? When they got this resolution they convinced themselves they had the right to take action against Saddam, and coalition forces invaded.</i></p> <p><i>However, if this is all Saddam had done, it is unlikely there would have been an invasion. Just as important was the leadership of the USA at the time, and what had happened in September 2001. George W Bush was the son of the President who had led the USA during the first Gulf War, when Saddam led Iraq to invade Kuwait, and many felt he wanted to complete his father's 'unfinished business' in the region by removing Saddam from power. He was impatient that Hussein was still in power, despite all US efforts to undermine his support in the years that followed the first war. He was also surrounded by neo-cons who believed in regime change in Iraq to secure US access to Middle Eastern oil and support their ally Israel. Without this leadership which already had Iraq in its sites, it is much less likely Iraq would have been invaded. After 9/11 this became even more likely, as there was a suspicion or excuse that Iraq was involved with Al Qaeda's actions, and as the war on terror had had such early success in Afghanistan, the USA was confident of success in Iraq. It was this which encouraged it to push for the UN resolution.</i></p> <p><i>Saddam's lack of co-operation with the UN gave the US the excuse they wanted to ask the UN for a resolution to take action against Iraq. But in reality, Saddam's lack of co-operation was only the final straw, and the opportunity for the invasion. The war had much deeper roots, and most of them lay in the USA and with its leaders.</i></p>

Q	Answer	Marks	Guidance
	<p>are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 (IDs/desc) Candidates use some relevant knowledge to agree AND/OR disagree that the main reason for the invasion of Iraq was because of Saddam Hussein's lack of co-operation with UN weapons inspectors. They produce a basic response, only identifying or describing factors.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 Candidates demonstrate limited knowledge of the reasons for the invasion of Iraq or Saddam Hussein's lack of co-operation with UN weapons inspectors.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	<p><u>Other IDs possible</u></p> <ul style="list-style-type: none"> • <i>There was a strong anti-Saddam lobby in the USA</i> • <i>Saddam had suspected links with Al Qaeda</i> • <i>Saddam's human rights violations</i> • <i>Iraq's oil wealth</i> • <i>To bring democracy to the Middle East</i> • <i>Establish a long term military presence in the Middle East for the USA</i> • <i>Pressurise Saudi Arabia over its links with terrorism</i>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
7 (a)		7	
	<p>Q: How useful is this source as evidence about Mao's land reforms? Use the source and your knowledge to explain your answer.</p> <p>Level 4 Candidates demonstrate sound understanding and evaluation of the source and sound knowledge and understanding of the period. They interpret the source, assess its utility and produce a fully developed response in context.</p> <p>Level 3 Candidates demonstrate some understanding of the source and some knowledge and understanding of the period to evaluate its usefulness. They interpret the source, assess its utility and produce a developed response in context.</p> <p>Level 2 Candidates demonstrate basic knowledge and understanding about the period to comprehend surface features of the source and to make basic claims about its usefulness.</p> <p>Level 1 Candidates describe the source and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>7</p> <p>6-7</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>On the one hand this source is useful as Mao himself is explaining and they were his ideas. He gives reasons for them: that farming is backward; that there is not enough land; that the population is growing etc., and he seems to be using this to justify land reform. He links reform to an improved standard of living for people, and boasts that this is why so many people agree with it and 'take the socialist road'. What he says is also true, that many peasants were happy with his initial Agrarian Reform Law in 1950, as village land was shared out among landless peasants, something they had wanted for a long time.</i></p> <p><i>However, this source is from 1955, and it's not true that all peasants were happy by then. In 1953 Mao introduced co-operatives to try and increase farm production, but many peasants had to be persuaded to agree to this. There was opposition from many who did not want to give up the private land they had fought for, only agreeing after pressure from local Communist workers. It is also obvious that in a speech to a public audience Mao is going to sing the praises of his own policy and highlight the positive reasons for doing it. He is also likely to claim that 'most' people agreed with it, even if they didn't, as this strengthens his argument. So there are clear limits to the usefulness of this source.</i></p>

Part 2: Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
7 (b)		6	
	<p>Q: Study Source B. Why was this poster published in China in 1953? Use the source and your knowledge to explain your answer.</p> <p>Level 4 Candidates demonstrate sound understanding of the source and sound knowledge and understanding of the situation in 1953. They interpret the purpose of the poster being published to produce a response explaining its intended impact.</p> <p>Level 3 Candidates demonstrate some understanding of the source and some knowledge and understanding of the context. They interpret the message of the poster and produce a response explaining why it was published.</p> <p>Level 2 Candidates demonstrate basic understanding of the source and basic knowledge and understanding of the broader context, but they do not relate it to the message or purpose of the poster OR they explain the message or purpose without setting it in context.</p> <p>Level 1 Candidates describe the poster and produce a very limited response.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>6</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>This poster was published in 1953 to encourage women to support the changes that Mao was making to their lives, and in particular, to use their right to vote and be voted for in local and national elections. 1953 was the year of a new law giving women equal voting rights to men in national and local elections, and the communists wanted to make sure that women were aware of it and used these new rights. It resulted in women being elected as over 17% of the local deputies, and later over 10% of national representatives.</i></p> <p><i>This was one of many changes that the communists made which greatly changed women's lives, including a new Marriage Law in 1950 which abolished forced-marriage and gave women equal rights to men in divorce. Before the communists came to power women had almost no rights and status in Chinese life, but Mao was determined to end this and empower women. He wanted them as workers, but he also disagreed with discrimination anyway. As Mao said, 'women hold up half the sky' and he needed to get their support as much as that of men so women as much as men were encouraged to enrol for literacy classes and given the right to own land for the first time.</i></p>

Part 2: Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
7 (c)		7	
	<p>Q: 'The communists were very successful in developing Chinese industry in the 1950s'. How far do you agree with this interpretation? Use the source and your knowledge to explain your answer</p> <p>Level 4 Candidates demonstrate sound knowledge and understanding of the period, and sound evaluation of the source, to evaluate effectively the interpretation that the communists were very successful in developing Chinese industry in the 1950s.</p> <p>Level 3 Candidates demonstrate some knowledge and understanding of the period, and some understanding of the source, to evaluate the interpretation that the communists were very successful in developing Chinese industry in the 1950s.</p> <p>Level 2 Candidates demonstrate basic knowledge and understanding of the period, and basic understanding of the source, to comment on the interpretation that the communists were very successful in developing Chinese industry in the 1950s.</p> <p>Level 1 Candidates demonstrate very limited knowledge and evaluate the source superficially.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6-7</p> <p>4-5</p> <p>2-3</p> <p>1</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of all three AOs.</p> <p><i>In some ways this is true. With the help of propaganda like this poster, Chinese workers were motivated to exceed all of their targets for the first Five Year Plan, which began in 1953. At this point, Mao concentrated on heavy industries like coal, steel and chemicals, which would provide the raw materials to build the planes, railways and roads to improve transport across the country. Russian engineers and scientists supervised the Chinese on over 700 major projects. China was well on its way to developing major industries.</i></p> <p><i>Having said that, Mao's next plan after 1958 was much less successful. This time he wanted to concentrate on small-scale industry so he turned China into a collection of 40,000 communes; All had steel targets as well as their other work, which varied from farming to working in hospitals. That is why this poster was produced in 1959, to promote this steel making policy. However, this policy was a disaster, as although steel production initially doubled, people's other work suffered massively, and in the countryside there was a famine which killed up to 30 million. This poster is merely state propaganda to encourage people to work hard when in fact the steel they produced was brittle and virtually useless. Antenna, satellite dishes and high-tec trains were still years away. The Great Leap Forward was a great mistake.</i></p> <p><i>So overall, the communists were successful, and to begin with very successful. However, Mao's crazy steel focus and fall out with Russia meant that this progress slowed by the end of the decade when it could and should have powered ahead.</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(a)		4	
	<p>Q: What were the aims of the Guomindang?</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include:</p> <ul style="list-style-type: none"> • <i>nationalism</i> • <i>removing foreign powers and interference from China</i> • <i>democracy (1), creating a more modern system of government which the Chinese would accept (2)</i> • <i>reform and improve industry</i> • <i>socialism</i> • <i>improving the position and lives of the peasants</i> • <i>eradicate the CCP</i>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(b)	<p>Q. Why were relations bad between Chiang Kai-shek and the Communists before 1933? Explain your answer.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain why relations were bad between Chiang Kai-shek and the Communists before 1933. They produce a multi-causal response that demonstrates thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 Candidates demonstrate some knowledge and understanding to explain why relations were bad between Chiang Kai-shek and the Communists before 1933. They produce a single-causal response.</p> <p>Level 1 Candidates demonstrate limited knowledge of Chiang Kai-shek and his relations with the Communists.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>1.</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>1.</p> <p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>Relations were bad at first because Chiang was worried about their strength within the Nationalist Party and their rivalry to his own leadership. Under Sun Yat-sen there was a very close alliance between the Guomindang and the Communist Party as they fought the warlords together. However, Chiang was much more suspicious of them, and when Sun Yat-sen died, Chiang became leader of the Party. He saw the communists as a threat to his own leadership. As a result, after the Northern Expedition against the warlords in 1927 he turned on the Communists in Shanghai. During a bloody purge many communists were killed.</i></p> <p><i>Another reason was that after the Shanghai massacre Mao set up his own powerbase in opposition to the KMT in the mountains. He had support from local peasants and bandits, and extended his control so that by the end of 1933 the communists controlled up to three million people. Chiang could not accept this challenge to his own declared leadership of China so after 1931 launched a full scale military campaign against the Communists in Jiangxi.</i></p>

Part 2: Mao's China, c.1930-1975

Q	Answer	Marks	Guidance
8(c)		10	
	<p>Q: The following were equally important reasons why the Communists won the civil war:</p> <p>(i) the war-record of the Nationalists against the Japanese; (ii) Mao's leadership.</p> <p>How far do you agree with this statement? Explain your answer referring only to (i) and (ii).</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of these reasons why the Communists won the civil war. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 Candidates demonstrate sound knowledge and understanding of these reasons why the Communists won the civil war. They produce a developed and two-sided response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features of the period, to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p>	<p>10</p> <p>7-9</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>The war-record of the Nationalists was definitely an important reason as this led to them losing the support of the peasants who were the majority of the population. After the Japanese invaded in 1936 peasants were treated especially brutally, but Chiang's Nationalists did not seem determined to beat the Japanese: their scorched earth policy hurt the peasants more than the enemy, and their defensive strategy was seen as weak, especially as Chiang was receiving supplies from the Americans. Chiang's mistakes meant he lost the support of his own forces and the Chinese population who believed he did not want to fight to relieve them, so many turned to the Communists. At the same time, in the areas the Nationalists did control, their rule was chaotic and corrupt, and peasants were forced to pay high taxes. If they refused, punishments were harsh. All of this made the peasants more supportive of the Communists in the civil war</i></p> <p><i>2. However, Mao's leadership of the Communists was also crucial. He already had a lot of peasant support at the start of the civil war, especially as during the war with the Japanese he had encouraged the Red Army to respect peasants so they could live amongst them and use guerrilla tactics. Rent Reduction laws were introduced in areas they controlled to make life fairer for peasants. Mao's Red Army was also much more successful than the Nationalists in their fight against the Japanese, which increased support. All of this meant that during the civil war, Mao was able to attack strongly and quickly gain more land from the Guomindang. The discipline and ability of the communists inspired by Mao encouraged the middle class intellectuals and even Chiang's own soldiers to support them too, so by 1949 the war was won.</i></p> <p><i>The war record of the Nationalists lost them the confidence of the people of China, confidence they seemed to have in the 1920s. However, without Mao's skilled leadership the communists may not have been able to gain and make use of this lost support themselves. In that sense, both of these reasons are equally important as neither would have led to victory on its own.</i></p>

	<p>Level 3 Candidates demonstrate some knowledge and understanding of one of these reasons why the Communists won the civil war. They produce a one-sided argument that demonstrates some understanding of the past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 Candidates show some relevant knowledge as they describe one or both of these reasons why the Communists won the civil war and they produce a basic response.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 Candidates demonstrate limited knowledge of the civil war and the reasons why the Communists won.</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	
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Part 2: Mao’s China, c.1930-1975

Q	Answer	Marks	Guidance
9(a)		4	
	<p>Q: Describe the treatment of minorities in Mao’s China.</p> <p>One mark for each relevant point; one additional mark for supporting detail.</p> <p>Allow one mark to a candidate who offers a general point only, eg ‘treated differently from ordinary Chinese’.</p> <p>0 marks = no response or no response worthy of credit.</p>	4	<p>Answers could include</p> <ul style="list-style-type: none"> • <i>autonomous regions were set up for some groups</i> • <i>they had some rights to express their culture and political ideas</i> • <i>Tibetan Buddhism was attacked following its occupation in 1959 (1) and collectivisation was introduced leading to more opposition (2)</i> • <i>thousands of Tibetan monasteries were destroyed in the Cultural Revolution</i> • <i>790,000 people were persecuted in Inner Mongolia during the Cultural Revolution.</i> • <i>in the Shadian Incident in 1975, the People's Liberation Army killed 1,000 Hui Muslims</i> <p><i>Minorities expanded to include other groups who were in a minority in Mao’s China such as landlords and intellectuals</i></p>

Q	Answer	Marks	Guidance
9(b)	<p>Q: Explain the significance of the Hundred Flowers Movement.</p> <p>Level 3 Candidates demonstrate sound knowledge to explain the significance of the Hundred Flowers Movement. They explain more than one way in which it was significant, demonstrating thorough understanding of the past through explanation and analysis of the relevant key concepts and features of the period.</p> <p>Level 2 Candidates demonstrate some knowledge and understanding to explain the significance of the Hundred Flowers Movement. They explain one way in which it was significant.</p> <p>Level 1 Candidates demonstrate limited knowledge of the Hundred Flowers Movement.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>6</p> <p>5-6</p> <p>3-4</p> <p>1-2</p> <p>0</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>It was significant because it was the first time Mao had encouraged people to speak honestly about the way the country was run and their Communist leaders. At the time, Mao said he wanted to hear people's views and constructive criticism so that the country could make progress and develop. However, when he received millions of letters and a lot of personal criticism he felt that the campaign had gone too far, and he closed it down and had his original speech promoting the ideas rewritten so he could deny his involvement.</i></p> <p><i>It is also significant because of its consequences. An 'Anti-Rightist' campaign began against critics which involved persecuting intellectuals who had criticised the CPC. Many who had spoken out lost their jobs, were arrested or 're-educated'. The Movement demonstrated very clearly that it was dangerous to criticise, and as a result people became less willing to speak out because they were afraid of what had happened to those who had already criticised the CPC.</i></p>


Q	Answer	Marks	Guidance
9 (c)	<p>Q: ‘The Cultural Revolution was a failure for Mao Ze-Dong’. How far do you agree with this statement? Explain your answer</p> <p>Level 5 Candidates demonstrate comprehensive knowledge and understanding of the Cultural Revolution to explain how far they agree. They produce a fully developed response that demonstrates thorough understanding of the past through detailed explanation and analysis of the relevant key concepts and features of the period to justify a valid conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 4 Candidates demonstrate sound knowledge and understanding of the Cultural Revolution to explain how far they agree. They produce a developed response that demonstrates understanding of the past through explanation and analysis of some relevant key concepts and features of the period to reach a conclusion.</p> <p>Written work is legible and spelling, grammar and punctuation are accurate. Meaning is communicated very clearly.</p> <p>Level 3 Candidates demonstrate sound knowledge and understanding to explain that the Cultural Revolution was OR was not a failure, explaining one side of the argument. They produce a response that demonstrates some understanding of the</p>	<p>10</p> <p>10</p> <p>7-9</p> <p>5-6</p>	<p>This is an example of a top level response that may be used as guidance demonstrating evidence of AOs 1 and 2.</p> <p><i>You could argue that this is not true. Mao was worried about the direction that Chinese communism was heading after he had been politically side-lined, and he wanted to reassert himself and the original aims of the Revolution. This is why he called for young people to rise up and rid China of anti-Communist elements. Red Guards formed all over the country and went on the rampage for two years. Factories, schools, homes and even local Communist Party offices were attacked as they looked for books, works of art, and suspect technology – anything which could be considered anti-revolutionary. Mao succeeded in instilling revolutionary zeal in young people and inspired them to achieve a society based on ‘Maoist’ communist values. He also succeeded in removing his political rivals from power. Deng Xiaoping and Liu Shaoqi were forced out, and when another rival Lin Biao rose up, he was assassinated (probably).</i></p> <p><i>However, although he may have got the support of the youth, their actions were so destructive that they held back the economic progress that Mao had once wanted for China. Industries which were once so successful failed to meet their targets, factories and offices stayed closed for years, and a generation was hardly educated for years of turmoil. Over a million were killed in the upheaval. In the long-term all of these things would not help China emerge as a strong nation. Equally, Mao may have dealt with his political rivals in the short-term, but after 1972 he constantly had to fight their re-emergence until his death. Finally, the Cultural Revolution caused many in the country to lose their faith in the CCP, even if they dared not voice their opposition. In this sense, the Revolution was a failure.</i></p> <p><i>On balance, the Cultural Revolution was not a failure for Mao personally, but it was for China and to some extent for the CCP. It held back progress and traumatised its people to such an extent that it cannot be considered a success for the nation.</i></p>


Q	Answer	Marks	Guidance
9(c)	<p>past.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 2 Candidates use some relevant knowledge of the Cultural Revolution to describe or identify ways in which it was AND/OR was not a failure.</p> <p>Written work is legible and spelling, grammar and punctuation are mostly accurate. Meaning is communicated clearly.</p> <p>Level 1 Candidates demonstrate limited knowledge of the Cultural Revolution. .</p> <p>Written work contains mistakes in spelling, grammar and punctuation, which sometimes hinder communication.</p> <p>Level 0 No response or no response worthy of credit.</p>	<p>3-4</p> <p>1-2</p> <p>0</p>	

Spelling, punctuation and grammar (SPaG) assessment grid for use with questions 2c and 3c OR 5c and 6c.

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

Assessment Objectives (AO) Grid

(includes Spelling, Punctuation and Grammar )

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

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