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SECTION A

QUESTION 1

1(a) Study Source A.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only 1-2

e.g. ‘The figure on the left is being held whilst it receives the peace terms in the form of a pill.’

‘The Treaty was good (bad) one.’

‘The Treaty will make things better.’

‘Germany was being treated unfairly.’

(Allow 2 marks for a valid message but one that is not the main message)

Level 2 Interpretation to give the main message 3

The message must relate to the idea of force.

e.g. ‘The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles.’

‘Germany is being forced to accept unpleasant/expensive treatment.’

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge 4-5

e.g. ‘The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles. The cartoon shows the Allied leaders administering the ‘medicine’ to Germany and Germany does not want to take it so Germany is struggling and has to be forced to accept its punishment as shown by the hand with the names of the countries on it. It does not have a choice as can be seen at the right hand side of the cartoon where it says, ‘You’ve got to swallow whether you like it or not.’ e.g. box indicates the expense at ‘millions a box’.’

OR

e.g. ‘The main message of the cartoon is that Germany is being forced to accept their treatment at Versailles. The man representing Germany is struggling as Germany is being forced to pay very high reparations/suffer savage cuts to its military. Germany was forced to accept the Peace Treaty (Diktat) but was not happy with many of the terms being imposed on them.’

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge 6

Both sides of Level 3.
1(b) Explain why Clemenceau wanted Germany treated harshly.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. ‘To make them suffer.’

Level 2 Identifies AND/OR describes why 3-5

(One mark for each)

e.g. ‘To gain revenge on Germany for French suffering.’
‘To make Germany pay the cost of the damage.’
‘To prevent future German attacks on France.’
‘To regain Alsace-Lorraine.’

Level 3 Explains why 6-9

(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)

e.g. ‘Clemenceau wanted the German military to be disbanded so as to prevent future invasions.’

‘Germany had left much of north-east France devastated and Clemenceau wanted to ensure that this did not happen again. When retreating, Germany had deliberately destroyed mines railways and factories. The French expected Germany to pay for this destruction.’ (2 marks)
QUESTION 2

2(a) Study Source A.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only 1-2

e.g. 'The cartoon shows a figure representing Dubcek asking for more.'
'Dubcek is holding a bowl marked freedom.'

'Dubcek has asked for more freedom.'
(Allow 2 marks for a valid message but is not the main message)

Level 2 Interpretation to give the main message 3

The message must relate to Brezhnev's reaction.

e.g. 'The message of the cartoon is that the USSR (Brezhnev) is shocked / dismayed / concerned by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union.'

Level 3 Interpretation supported by details of the cartoon OR by contextual knowledge 4-5

e.g. 'The USSR (Brezhnev) is shocked by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union. The cartoon shows a person representing Czechoslovakia asking for increased freedom from the USSR, represented by Brezhnev. In the cartoon Dubcek is holding out his bowl for that freedom. Brezhnev is shocked that Czechoslovakia should ask to grant increased freedom.'

OR

e.g. 'The USSR (Brezhnev) is shocked by Dubcek's request for greater freedom for Czechoslovakia from the Soviet Union. Dubcek wanted 'socialism with a human face'. It became known as the Prague Spring. The reforms were not supported by the USSR who feared Czechoslovakia might leave the Warsaw Pact and that others might follow.'

Level 4 Interpretation supported by details of the cartoon AND by contextual knowledge 6

Both sides of Level 3.
2(b) Explain why Soviet control of Eastern Europe collapsed during the 1980s.

Target: AO1

**Level 1 General answer**

1-2

e.g. ‘Because of Gorbachev.’
‘It was caused by Solidarity.’

**Level 2 Identifies AND/OR describes reason(s) why**

3-5

(One mark for each)

e.g. ‘The economy of the Soviet Union was failing.’
‘Because of the reforms introduced by Gorbachev.’
‘Communist countries were no longer dominated.’
‘USSR was broken up.’
‘Gorbachev introduced ‘perestroika’ and ‘glasnost’.’
‘Solidarity took away support.’
‘The Berlin Wall was knocked down.’

**Level 3 Explains reason(s) why**

6-9

(One explained reason 6-7 marks; two or more explained reasons 7-9 marks.)

e.g. ‘Gorbachev proposed a cut back in money spent on the arms race and signed a treaty with the USA.’
‘Gorbachev stated Communist governments in Eastern Europe could no longer expect support from the Red Army.’
‘The people no longer had faith in their government as they saw the West getting richer.’
‘Large sums of money were being spent on defence at the expense of many citizens living in poverty. An expensive war was being fought in Afghanistan.’
‘The Solidarity movement showed that if people stood together against oppression it was difficult to deal with.’

‘Gorbachev proposed many changes that the hard-line communist found difficult to accept. He was unpopular because his economic reforms did not work as they expected too much too quickly. Corruption ran too deeply for the changes to happen. His withdrawal of Red Army support for other communist countries resulted in one by one the communist governments coming to an end.’ (2 marks)
QUESTION 3

3(a)  In what ways did the League of Nations aim to deal with disputes between countries?

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. ‘The League offered an opportunity for countries to talk.’
‘Through the International Court of Justice.’
‘By encouraging nations to disarm.’
‘The League could put pressure on the guilty country, bringing world opinion against it. (Collective security)’
‘Members could refuse to trade with the guilty country (economic sanctions).’
‘The armed forces of member countries could be joined together and used against the aggressor (military force).’

Must develop Council/Assembly to describe actions.
3(b) Explain why the League had some successes in the 1920s.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'It aided peace.'
Lists successes without comment.

Level 2 Identifies AND/OR describes why 2-3

(One mark for each)

e.g. 'Because its decisions were accepted.'
'Disputes were often between smaller countries.'
'Many saw it as doing humanitarian work.'

Candidates may describe the successes without any indication of why it was a success. This may well include reference to the Aaland Islands, Greek-Bulgarian War and Upper Silesia. Allow marks in this level for this approach.

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. 'Early successes of the League gave nations confidence and they wanted it to work. Most of the disputes in this period involved smaller nations and they accepted more readily the L of N judgement.'
'War had just ended and countries did not want more hostility. Countries such as Germany and Japan were not powerful and were not a problem.'
'Finland and Sweden were in dispute over the Aaland Islands (1920). The League studied the case made a ruling and both countries accepted the League’s decision.'
'In the Greek – Bulgarian border dispute both sides stopped fighting. The Greeks were fined. Both sides obeyed the League’s orders.'
'The League was in a position to deal with humanitarian problems. The war had left thousands of refugees and former prisoners of war in refugee camps. The League did tremendous work in getting them back to their homelands.'
'The L of N was able to help prevent the collapse of the Austrian and Hungarian economies by arranging international financial help.'
'The L of N prevented the collapse of the Austrian and Hungarian economies by arranging international financial help.'
3(c) ‘The failure of the League of Nations was mainly due to the Abyssinian crisis.’ How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2
e.g. ‘It was really world events that caused the failure.’

Level 2 Description / identification of reasons for League’s failure 2-4
(One mark for each)
e.g. ‘The lack of power of the League was exposed in both Abyssinia and Manchuria.’
‘The USA was not a member and this weakened the League.’
‘The League was too slow to act.’
‘Extreme political parties came to power.’
‘The World Depression affected the League.’

Level 3 Explanation of Abyssinia OR other reasons for failure 4-6
(Developed explanation to be given two marks within L3 and L4)
e.g. ‘Because of self interest Britain and France were not willing to risk war with Mussolini and no other country in the League was strong enough to resist him.’
‘The League condemned Italy and imposed sanctions but crucially did not include restrictions on oil and other war materials or the closure of the Suez Canal. Britain and France wanted to remain on good terms with Italy as they feared Mussolini going as an ally of Italy.’ (2 marks)
‘Britain and France searched desperately for a solution and in secret. The Hoare Laval Pact to partition Abyssinia was leaked to the press and caused public outcry. This secret action undermined the League and showed that Britain and France were not prepared to back tough action.’ (2 marks)

OR
‘The League was too idealistic. It expected nations e.g. Japan, to obey without giving it the power to enforce its will. The League did not have its own army.’
‘The League was slow to take action as in Manchuria with the Lytton Report. By the time he reported Japan had carried out its military action in China.’
‘The Great depression brought difficulties to many countries such as Germany. Here the Nazis offered to deal with the problems and so encouraged extreme political parties such as the Nazis. Hitler withdrew from the League and actively followed a policy to destroy the Treaty of Versailles.’
‘Not all nations were members including the USA. Others left when coming into dispute with the League such as Japan. This weakened the League leaving it in the hands of Britain and France who had their own problems and they were not prepared to take military action as they feared another war and were not prepared and so followed appeasement.’ (2 marks)

Needs to put e.g. ‘They had no army’ into a context.’

Level 4 Explanation of Abyssinia AND other reasons for the League’s failure 6-9
Both sides of Level 3.

Level 5 Explains with evaluation of ‘how far’ 9-10
QUESTION 4

4(a) What was the Sudetenland Crisis of 1938?

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

e.g. ‘Hitler wanted the Sudetenland for protection against the USSR.’
‘Chamberlain offered a compromise which was rejected by Hitler, who wanted the whole of
the Sudetenland by 28 September. Chamberlain rejected this and war was imminent.’ (2
marks)
‘At Munich it was agreed that the Sudetenland would be transferred to Germany.’
‘The day after Hitler and Chamberlain promised not to go to war with each other.’

4(b) Explain why the Nazi-Soviet Pact of August 1939 made war more likely.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. ‘It brought about an alliance.’

Level 2 Identifies AND/OR describes reasons for importance 2-3

(One mark for each)

e.g. ‘Hitler could invade Poland.’
‘It brought together Germany and the USSR.’
‘Germany could avoid war on two fronts.’
‘It gave Hitler confidence.’

Level 3 Explains reasons for importance 3-6

(One explained reason 3-4 marks; two or more explained reasons
4-6 marks.)

e.g. ‘Hitler wanted to expand and by signing the Pact knew that he could now invade
Poland without having to worry about what action the USSR would take.’
‘The pact left Britain and France alone to fight against Germany. What surprised Hitler
was the fact that they signed a formal alliance to protect Poland’s independence.’
‘The pact was the single most important short-term cause of war because Hitler ignored
the warnings and invaded Poland.’
4(c) ‘The policy of appeasement was a failure.’ How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. ‘It was as war broke out.’

Level 2 Description / identification of success / failure 2-4

(One mark for each)

e.g. ‘It gave Hitler the opportunity to grow stronger.’
‘It allowed Hitler to break international agreements.’
‘It allowed Hitler to be aggressive.’
‘It alarmed the USSR.’
‘It brought about missed opportunities to stop Hitler.’

‘It gave time to Britain to rearm and delay war.’
‘People wanted a strong Germany to deal with Stalin.’
‘It was thought eventually Hitler would be satisfied.’

Level 3 Explanation of success OR failure of appeasement 4-6

(Developed explanation to be given two marks within L3 and L4)

e.g. ‘Appeasement was about giving in to a bully. The appeasers assumed that if they made concessions to Hitler it would reduce the chances of war. In fact it encouraged Hitler to demand more. It left Czechoslovakia to its fate’
‘The appeasers assumed Hitler was a rational politician. They completely misjudged his ruthlessness both to break agreements such as the Treaty and use force.’
‘The appeasers missed vital opportunities to stop Hitler, in particular over the Rhineland and by delaying allowed Hitler time to build up his military strength.’
‘It alarmed the USSR as Hitler made no secret of his plans to expand eastwards. It sent the message to the Soviet Union that Britain and France would not stand in his way.’

OR

‘Britain was too weak militarily to fight Germany and it gave time for Britain to rearm so they were ready to fight when Germany invaded Poland.’
‘Both British and French leaders wanted to avoid the horrors of another war and made every effort through appeasement to do so. This was supported by many people who appreciated the efforts to avoid the horrors of another conflict.’
‘The British people hoped that a strong Germany would stop the spread of Communism. The USSR under Stalin was seen as a much greater threat. The Nazi-Soviet Pact had not been anticipated.’

Level 4 Explanation of success AND failure of appeasement 6-9

Both sides of Level 3

Level 5 Explains with evaluation of ‘how far’ 9-10
QUESTION 5

5(a) What was the ‘Cold War’?

Target: AO1

One mark for each relevant point; additional mark for supporting detail. 4

- ‘Deep distrust between two countries.’
- ‘It was an arms race.’
- ‘An increased tension which brought a frosty atmosphere but no actual fighting.’
- ‘A rivalry that started in 1945-46 (1) and lasted for over 40 years.’ (2)
- ‘A tension of different ideologies, (1) Capitalism v Communism.’ (2 marks)
- ‘Increasing tension that developed between two superpowers, the USA and the USSR.’ (2 marks)

5(b) Explain why there were tensions at the Potsdam Conference of July 1945.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

- ‘Each side held a different view.’

Level 2 Identifies AND/OR describes reasons for disagreement 2-3

(One mark for each)

- ‘The Allied leaders had changed. The USA was represented by Truman and Britain by at first Churchill and then Attlee.’
- ‘There was disagreement over the long-term future of Germany.’
- ‘There was disagreement over Soviet policy in Eastern Europe.’
- ‘They disagreed about reparations.’

Level 3 Explains reasons for disagreement 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

- ‘There was disagreement over what to do with Germany in the long-term. The big question was whether, or when, the four zones would be allowed to join together to form a united country again.’
- ‘With the absence of Churchill the conference became dominated with the rivalry and suspicion between Stalin and Truman. They were totally opposed to each other’s ideology. An example was Truman not informing Stalin that the USA had the atomic bomb and were to use it against Japan.’
- ‘Truman was highly suspicious of Stalin and less willing to trust him. Truman was concerned about the growing power of the Red Army and Soviet intentions in Eastern Europe. Poland was a particular area of contention.’
- ‘Truman did not want to repeat the mistakes of 1919 and so disagreement arose over the treatment of Germany. Stalin wanted compensation for the twenty million dead and also Stalin wanted to cripple Germany to protect them from future attack.’
5(c) ‘The USA was more to blame than the USSR for the start of the Cold War.’ How far
do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. ‘Each side was to blame because they followed different ideas.’

Level 2 Description / identification of reasons for disagreement 2-4

(One mark for each)

e.g. ‘Soviet Union and USA did not trust each other.’
‘The USA was against Communism.’
‘USA introduced Marshall Plan.’
‘The USA had the atomic bomb.’
‘Stalin wanted to spread Communism.’
‘Stalin had deployed the Red Army in Eastern Europe.’
‘Stalin blockaded Berlin.’

Level 3 Explanation of agreement OR disagreement 4-6

‘The USA interpreted the Soviet takeover of eastern Europe as the start of spreading
communism around the world and responded with the Truman Doctrine and Marshall Plan
which was to help the vulnerable European economy suffering from the after effects of
war. The USSR saw this as a threat.’
‘The fact that the USA had the atom bomb but failed to inform Stalin they were going to
use it encouraged Stalin to rush through the Soviet response and the arms race had
started.’

OR
‘The USA and USSR held different ideologies of Capitalism v Communism and actions led
to suspicion and hostility as they drifted apart at the end of the war as there was no
common enemy. Harmony not helped by politicians such as Churchill and his “Iron
Curtain” speech or Truman and his attitude towards Communism.’
‘Stalin refused to allow Soviet controlled countries to accept aid as he thought the real
purpose was for the USA to build up friendships with European countries.’
‘Following Yalta it was expected that there would be free elections in Eastern Europe
countries after their liberation. The Red Army made sure their new governments were
Communist controlled.’
‘European countries set up NATO to help each other if attacked by Stalin. To counter the
Marshall Plan Stalin set up Cominform to strengthen co-operation between communists
and Comecon to develop economic co-operation between communist countries.’

Level 4 Explanation of agreement AND disagreement 6-9

Both sides of Level 3

Level 5 Explains with evaluation of ‘how far’ 9-10
QUESTION 6

6(a) Describe relations between Cuba and the USA in the period 1959-1961.

Target: AO1

One mark for each relevant aim; additional mark for supporting detail. 4

e.g. ‘Relations were tense / frosty.’
‘There was no direct confrontation.’
‘In January 1961 the USA broke off diplomatic relations.’
‘America refused to buy Cuban sugar (July 1960), and in October 1960 ended all trade with Cuba.’ (2 marks)

‘Kennedy supported exiles who tried to overthrown Castro at the Bay of Pigs. Kennedy was humiliated.’ (2 marks)

‘It was tense as the USA had supported Batista but he had been overthrown by Castro who they feared would be Communist. The USA continued to support exiled Cubans.’ (3 marks)

6(b) Explain why Khrushchev sent missiles to Cuba.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1
e.g. ‘As a threat.’

Level 2 Identifies AND/OR describes reasons 2-3
(One mark for each)
e.g. ‘To bargain with the USA.’
‘To test the will of Kennedy who was a new President.’
‘To gain the upper hand in the arms race.
‘To defend Cuba.’
‘It’s not clear.’

Level 3 Explains reasons for his actions 3-6
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)
e.g. ‘Khrushchev wanted to bargain with the USA. If he had missiles in Cuba he could agree to remove them if the USA removed their missiles from, for example, Turkey.’
‘In the context of the Cold War, he was trying to see how strong the USA really was and to test the new President.’
‘Following the Bay of Pigs incident he was genuinely defending Communism in Cuba.’
6(c) ‘The USA gained more from the Cuban Crisis than the USSR.’ How far do you agree with this statement? Explain your answer.

Target: AO1. Written communication to be assessed in this question.

Level 1 General answer lacking specific contextual knowledge 1-2

e.g. ‘They both gained something.’

Level 2 Description / identification of actions 2-4

(One mark for each)

e.g. ‘Communism remained close to the USA.’
‘Kennedy was humiliated over the Bay of Pigs.’
‘The USA through Kennedy took a firm line with the USSR.’

Level 3 Explanation of USA OR USSR 4-6

(Developed explanation to be given two marks within L3 and L4)

e.g. ‘The USA and Kennedy came out of the crisis with a greatly improved reputation in his own country and throughout the West. He had stood up to Khrushchev and forced him to back down.’
‘Kennedy gained by selecting the right strategy. Following two letters from Khrushchev, Kennedy decided to reply to the first and not the second, accepting the offer made for the removal of missiles and this approach worked as the bases were dismantled.’
‘The invasion known as the Bay of Pigs was unsuccessful and although the US denied any involvement, Kennedy had been humiliated.’
‘The USSR was able to claim a triumph as Cuba remained a useful Communist ally close to America.’
‘In the Soviet Union the fact that Khrushchev had been forced to back down was quickly forgotten and instead his role of responsible peacemaker, willing to make the first move to compromise, was highlighted.’
‘The crisis damaged Khrushchev’s prestige, despite the fact he claimed the crisis was a victory for the Soviet Union. Some leading Soviet politicians were angry that their country had been forced to back down. They played a significant part in Khrushchev’s dismissal in 1964.’

‘Both countries realised that the Crisis had given the world a serious scare and were anxious to ensure it did not happen again. It was agreed to set up a ‘hot-line’ between Washington and Moscow to enable direct communication to take place. In 1963 a Nuclear Test Ban Treaty was signed.’

Level 4 Explanation of USA AND USSR 6-9

Level 5 Explains with evaluation of ‘how far’ 9-10
SECTION C
Germany, 1919-1945

QUESTION 7
7(a) Study Source C.

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

Target: AO1 and AO2

Level 1 Uses surface features of cartoon only 1-2

e.g. ‘People salute Hitler.’
‘Hitler killed people.’
‘Hitler has two faces.’

‘Hitler wanted control.’ (2)

(Allow 2 marks for a valid message but is not the main message)

Level 2 Interpretation to give the main message 3

e.g. ‘The main message of the cartoon is that there is no room for opposition in Hitler’s Germany.’
‘Hitler is two faced and ruthless preparing to turn on his own people.’

Level 3 Interpretation of main message supported by details of the cartoon OR by contextual knowledge 4-5

e.g. ‘The main message of the cartoon is that there is no room for opposition in Hitler’s Germany. Hitler is shown in the cartoon with a gun and he has just shot some of the SA. To say they have been eliminated the cartoon uses the word ‘farewell’. Those who have not been shot are showing their support by giving the Nazi salute.’

OR

e.g. ‘The main message of the cartoon is that there is no room for opposition in Hitler’s Germany. On 30th June, Röhm and other leading members of the SA were arrested. They were taken to Munich and shot. This removed opposition to Hitler to the satisfaction of the SS and the army. Those SA not eliminated were absorbed into the SS or the army and supported Hitler.’

Level 4 Interpretation of main message supported by details of the cartoon AND by contextual knowledge 6

Both sides of Level 3.
7(b) Study Source D.

Why was this poster published in Germany in the 1930s? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

**Level 1 Surface use of source for information / general assertions**

1

- e.g. ‘This poster was produced to show large numbers of people and radios.’
- ‘It was produced to advertise radios.’
- ‘So people will buy radios.’

**Level 2 Answers that identify the message but not getting to purpose**

2

- e.g. ‘The message of this poster is that people should listen to the radio.’

**Level 3 Answers that identify purpose of publishing the poster**

3

- e.g. ‘It was published to ensure people continually listened to Hitler's message so as to be indoctrinated into the Nazi ways and beliefs.’

**Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose**

4

- ‘This poster advertised cheaply produced radios. It was published as part of Goebbels propaganda programme. It shows that sets could be listened to in open places. The Nazi had taken over all radio stations and wanted people to listen.’

The source shows the huge potential of radios to make Hitler’s speeches available to everyone.’

**Level 5 Answers that use contextual knowledge to explain purpose of the poster**

5-7

- ‘It was published to ensure people continually listened to Hitler’s message so as to be indoctrinated into the Nazi ways and beliefs. This source was published the Ministry of Propaganda to ensure people bought radios to listen to the speeches of Hitler. The continual playing of the speeches of Hitler would indoctrinate them with the views of Hitler. This poster was published by Goebbels and his Ministry of Propaganda and Enlightenment. Goebbels passionately believed Hitler to be the saviour of Germany. His mission was to make everybody believe that. He decided what the people should hear and the availability of cheap radios enabled Hitler and Nazi propaganda to be heard. To do this the Nazis had taken over control of what radio stations broadcast.’
7(c) Study Source E.

How far does this source explain why Hitler hated Jews? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of source for information

e.g. ‘Hitler believed Jews carried germs.’

Level 2 Identifies reasons for hatred not in the source

e.g. ‘He blamed them for the First World War.’
‘The hatred stemmed from his early years of poverty in Vienna.’
‘They were not part of the master race.’
‘They were evil money lenders.’

Level 3 Uses contextual knowledge to explain the source

OR
Uses contextual knowledge to explain reasons not in source

e.g. ‘His belief was that Jews were inferior human beings and as such they would change (infect) all who they came into contact with causing problems for Hitler. He felt they were damaging the economy as many were wealthy business people. They were increasing their influence to the detriment of the master race.’

OR

e.g. ‘Hitler believed that not only were Jews an inferior race but that they had joined with the Communists to undermine German efforts in the First World War and thought they had forced the surrender.’
‘Hitler’s hatred stemmed from the time he lived in poverty in Vienna where he was jealous of the prosperity of Jewish people who ran businesses including large department stores.’

Level 4 Uses contextual knowledge to explain the source

AND
Uses contextual knowledge to explain reasons not in source

Both sides of Level 3

Level 5 As Level 4 with evaluation of ‘how far’
QUESTION 8

8(a) What problems existed in Germany in the period 1919-1920?
Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘Unrest about the new constitution.’
‘There was a change in the form of government.’
‘There was a Spartacist rising in 1919.’
‘Communists thought there should be a revolution.’
‘The communists and right wing extremists were involved in political risings including the Kapp Putsch when in 1920 the Freikorps led by Kapp tried to set up a right wing government.’
‘There were strikes and demonstrations in 1918. Sailors took over Kiel and a there was a general strike of Berlin workers.’

8(b) Explain why there was an economic crisis in Germany in 1923.

Target: AO1 and AO2.

Level 1 General assertion lacking specific contextual knowledge 1

e.g. ‘Because people were in poverty.’
‘Money was worthless.’

Level 2 Identifies reasons why or describes reasons 2-3

(One mark for each)
e.g. ‘Because of the occupation of the Ruhr.’
‘Because of hyperinflation.’
‘Germany failed to pay reparations.’
‘Business went bankrupt and people's savings were wiped out.’

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)
e.g. ‘Germany delayed paying reparations and French and Belgian troops occupied the important industrial area of the Ruhr. The German workers were ordered to go on strike and the government printed money to pay them. They had no money as goods were not produced and were not being sold.’
‘The longer the problem continued the money was printed until the money became worthless.’
‘Hyperinflation caused great hardship for the people. French and Belgium troops entered the Ruhr and began to take what was owed to them in the form of raw materials and goods. The government ordered passive resistance (strike). There were no goods to trade so the government printed more money. Prices rocketed and the money was worthless.’
8(c) How far did the Weimar Republic recover between 1924-1929? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge

1-2

e.g. 'It recovered as life improved for many Germans.'

Level 2 Identifies / describes extent of recovery

(One mark for each)

2-4

e.g. 'It successfully ended hyperinflation.'
'Germany was accepted back into the international community.'
'There was political stability.'
'The farmers' lot was not improved.'
'Some thought there was moral decline.'
'Germany was affected badly by the Great depression.'
'Political instability remained.'

Level 3 Explains examples of success OR failure

4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'Hyperinflation was ended and confidence returned with the introduction of a new currency and reduction in government spending.'
'Between 1924 and 1929 Germany received over 25 billion marks in loans from the USA under the Dawes Plan. With this German industry was re-built thus raising the standard of living and resulted in the French and Belgium troops leaving the Ruhr in 1925.'
'Germany was accepted back into the international community. The 1925 Locarno Pact Germany’s borders were resolved and Germany was admitted to the League of Nations in 1926. This acceptance was reinforced in 1928 with the signing of the Kellog-Briand Pact against the use of war in foreign policy.'
'The greater freedom of the republic encouraged a cultural rival through artists, writers, architects and musicians. There was a new spirit of freedom following censorship under the Kaiser. Berlin became a thriving centre of the arts.'

OR

'Some argued that the new ideas of culture and art were unpatriotic and they wanted to celebrate traditional values. They argued this new phase meant that Germany was going into moral decline.'
'Extremist parties such as the Nazis and Communists were determined to overthrow the Weimar Republic. In 1925 Hindenburg was elected President. As he was a supporter of the Kaiser this indicated the true feelings of many.'
'Stresemann was strongly criticised for being too willing to co-operate with Germany’s former enemies. He believed that revision of the Treaty had to be done with the co-operation of foreign countries. Hitler disagreed.'
'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'
'To a great extent, Germany’s recovery after 1923 was an illusion. The economic recovery depended on loans, while some sectors, such as agriculture, were in serious trouble.'
Following the Wall Street Crash, the USA recalled their loans and once more Germany sank into economic depression. People blamed the Weimar and turned to extreme groups offering a radical solution. Farming suffered from depression throughout the 1920s due to the fall in food prices. Many farmers went into debt. ‘Political stability was wafer thin. Many did not accept the Treaty and in 1925 Hindenburg was elected President. He was a supporter of the Kaiser. This indicated the true feeling of many.’

**Level 4 Explains examples of success AND failure**

Both sides of Level 3.

**Level 5 Evaluates ‘how far’**

Goes further than Level 4 in attempting a judgement of ‘how far’
QUESTION 9

9(a) What did the Nazis do to reduce unemployment?

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘Millions were organised under the National labour Service.’
‘Conscription was introduced.’
‘Hitler began to re-arm and the armaments industry provided jobs.’ (2)
‘Women were actively encouraged to stay at home leaving job vacancies for men.’ (2)
‘Introduced public works such as the construction of autobahns.’ (2)

9(b) Explain the importance of women and the family to the Nazis.

Target: AO1

Level 1 General assertion lacking specific contextual knowledge 1

e.g. ‘They followed a traditional role.’

Level 2 Identifies reason(s) or describes importance 2-3

(One mark for each)

‘They gave up jobs.’
‘They increased the birth rate.’
‘They brought up the children.’
‘Women had to replace men during war time.’

Level 3 Explains importance 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘The Nazis had promised employment for men and therefore encouraged women not to work but stay at home to bring up the family.’
‘Motherhood and family life were an important aspect of Nazi policy. It was the duty of the mother to remain at home as child-bearers and supporters of their husband.’
‘Hitler was alarmed at the falling birth rate. He encouraged women to have more children by offering incentives. Boys would be able to join the army.’
‘As a shortage of workers developed during war-time more women were encouraged to work in essential jobs but not in the armed forces.’
9(c) How successful were Nazi policies towards women and the family? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General assertion. Answers lacking specific knowledge 1-2

e.g. ‘Very successful as many women supported Nazi policies.’

Level 2 Identifies / describes success or failure 2-4

(One mark for each)

e.g. ‘The policy to increase the birth rate was successful.’
‘Male unemployment reduced.’
‘Many women received awards or cash funding for their work.’
‘The policy of non-employment for women was partially successful.’
‘Some women joined opposition groups.’
‘Indoctrination occurred.’
Considers impact of Hitler Youth.

Level 3 Explains examples of success OR failure 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. ‘The Nazis believed that the place for women was in the home and this was emphasised through propaganda posters. There role was to produce children. This was vital for the Nazis as they would be the future of the Regime. The birth rate had fallen and German women were encouraged by the use of loans and awards to increase the birth rate. This was successful as the birth rate by 1939 had increased by 45%.’
‘The Nazis wanted full employment of males and to achieve this they encouraged women not to work. This was successful as unemployment of males reduced significantly.’
Women were encouraged to keep healthy and develop household skills as part of their role as mother and home-maker. This obviously worked as the birth rate increased.’
‘There were 1.2 million more women working after six years of Nazi rule than there had been at the start. This was as a result of a war economy requiring workers in the factories and as the male unemployed were now employed, women were used. This was particularly true after the start of war.’
‘Many German women objected to their role as second-class citizens and some joined illegal opposition political parties like the Communists or social Democrats to campaign for better status. Others criticised these policies because they ignored those women who had particular talents for certain types of employment.’

Level 4 Explains examples of success AND failure 6-9

Both sides of Level 3.

Level 5 Construction an argument of ‘how successful’ 9-10

Goes further than Level 4 in attempting a judgement of ‘how successful’.
QUESTION 7

7(a) Study Source C.

Does this source fully explain why the Provisional Government failed? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Uses surface features of source for information 1-2

e.g. 'The troops changed their attitude and began to desert.'

Level 2 Identifies reasons for collapse not in source 3-4

e.g. 'Lack of experience in government.'
'The decision to continue the war.'
'Support for the Petrograd Soviet.'
'The return of Lenin.'
'The actions of Kornilov.'
'Failure to deal with the land issue.'
'Lack of food.'

Level 3 Uses contextual knowledge to explain source

OR
Uses contextual knowledge to explain reasons not in source 5-6

e.g. 'The war effort was failing and soldiers began deserting in their thousands. Kerensky had rallied the army for a great offensive in June to raise moral. He was following a policy which had failed for the Tsar and the last ditch attack, led by Brusilov failed. It was a disaster as the army of mainly conscripts was badly led and treated appallingly. The army began to fall apart in the face of a German counter-attack.'

OR

e.g. 'The Provisional Government had made a decision to ask the peasants to wait for the distribution of land until free elections had been held. This policy failed as the peasants ignored the orders of the government to wait. They were simply taking control of the countryside.'

Level 4 Uses contextual knowledge to explain source

AND
Uses contextual knowledge to explain reasons not in source 7

Both sides of Level 3
7(b) Study source D.

Why was this poster published by the Whites during the Civil War? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Surface use of source for information / general assertion 1

e.g. ‘It was published to show that the Red Guards took food from the peasants.’
‘To show that there were farms.’

Level 2 Identifies message of the poster 2

e.g. ‘The message is the Red Guards will take your food.’

Level 3 Answers that identify purpose of publishing the poster 3

e.g. ‘The purpose of the poster is to help the whites gain more support for their war effort / to turn people away from the Communists.’

Level 4 Uses contextual knowledge to explain why the source was published but fails to get to purpose 4-5

e.g. ‘The poster is showing that there was a need to search for food in the Civil War. War Communism had been introduced and as the source shows secret police were sent to seize grain from the peasants.’

Level 5 Answers that use contextual knowledge to explain purpose of poster 6

e.g. ‘By issuing this poster, the whites wanted to discredit the Communists, who had recently come to power, and to reduce their support so that the Whites were able to gain more support from inside Russia in addition to their support from other countries. War Communism was introduced in order to keep the Red Army supplied with food. This meant that peasants were forced to give up their surplus produce to the government. They were no longer able to sell it at a profit. This resulted in CHEKA and army units being sent into the countryside to seize grain and other food. This helped the army to maintain its strong position.’
7(c) Study Source E.

What is the message of this poster? Use the source and your own knowledge to explain your answer.

Target: AO1 and AO2

**Level 1 Uses surface features of poster only**

1-2

e.g. ‘The poster shows disruption with many small figures.’

**Level 2 Interpretation but fails to get the main message**

3

e.g. ‘the poster is about the Whites being defeated.’
‘There is a struggle between Reds and Whites.’

**Level 3 Interpretation to give the main message**

4

e.g. ‘The message of this cartoon is that the Communists are fighting more than one nation in the Civil War.’
‘The whites are controlled by different nations.’
The Red heroes are defending Russia from the evil Whites.’
‘The Whites are being shown as being monstrous / evil.’
‘The Reds are the heroes defending Russia.’
‘The Reds are unified; the Whites are disjointed.’

**Level 4 Interpretation of main message supported by details of the cartoon OR by contextual knowledge**

5-6

e.g. ‘The message of this cartoon is that the Communists are fighting more than one nation in the Civil War. The cartoon is making the point that Russia is united (person in red) whilst the Whites are disjointed and comprise different nations hence the number of heads illustrated and the tails all over the place. The Communists were more effective and can be seen annoying the White monster.’

**OR**

e.g. ‘The message of this cartoon is that the Communists are fighting more than one nation in the Civil War. At that time the communists were fighting for survival. They were united under one leader Lenin, with Trotsky making the army united and strong. The Whites were not united. They were made up of several different nations. They were associated with the Tsar and were supported by other countries fighting Communism. These countries included Britain, France and the USA. Other nations are concerned because the landlords and capitalists have been overthrown.’

**Level 5 Interpretation of main message supported by details of the cartoon AND by contextual knowledge**

7

Both sides of Level 4.
QUESTION 8

8(a) Describe the events of ‘Bloody Sunday’, January 1905.

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘There was a mass demonstration in St. Petersburg.’
‘People were injured and killed.’
‘The marchers were led by Father Gapon and intended to march to the Tsar’s Winter Palace.’
‘The demonstrators were attacked by soldiers and mounted Cossacks. Official figures showed about 100 were killed others place it as high as 200.’ (2)

8(b) Explain why Nicholas II was able to survive the 1905 revolution.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. ‘He made concessions.’

Level 2 Identifies why or describes 2-3
(One mark for each.)

e.g. ‘He issued the October Manifesto.’
‘The middle classes wanted an end to the revolution.’
‘He did not allow opposition.’
‘Russia was ready for change.’
‘He split his opponents.’
‘He offered the middle classes what they wanted.’
‘He gave the Liberals what they wanted.’

Level 3 Explains why 3-6
(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘The October Manifesto gave Russian people basic rights such as freedom of speech and the right to form political parties.’
‘The October Manifesto promised elections and a Duma established. It said an elected parliament would be set up.’
‘Through force the government re-established order throughout Russia.’
‘The Tsar promised a constitutional monarchy.’
‘The Japanese war ended and he was able to use returning soldiers to crush revolutionaries.’
8(c) How far was the influence of Rasputin the reason why Tsarist rule ended in 1917? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

**Level 1 General answer lacking specific knowledge**

1-2

e.g. ‘He was thought to be a bad influence.’
‘There was unrest because of other events.’

**Level 2 Identifies reasons**

2-4

(One mark for each.)

e.g. ‘The Tsar and Tsarina became more dependent on advice from Rasputin.’
‘The Tsar took command of the army.’
‘The government was not united in the war effort.’
‘Large numbers of Russians were killed in the war.’
‘The operation of the earlier reforms caused discontent.’
‘There were food shortages.’
‘There was industrial discontent and strikes.’

**Level 3 Explains examples of influence of Rasputin OR other reasons**

4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. ‘Concern grew at the influence of Rasputin over the Tsarina. He was making irrational decisions about ministers. The Tsarina was German and many thought she was favouring them.’
‘Whilst the Tsar was at war Rasputin even gave advice about whom the Tsar should appoint to the government. This would not have mattered had Rasputin been an efficient leader. He was not. Under him, corruption grew at court and there were rumours of an affair with the Tsarina. The Tsars’ opponents seized on Rasputin as a sign the Tsar was weak and unfit to rule the country.’

**OR**

‘The war was not going well and the Tsar had put himself in personal command of the armies. This took him away from governing leaving it in the hands of his wife.’
‘The war brought about food shortages for troops and in the cities because of poor transport. Industry concentrated on the war effort leaving many shortages. There was discontent and strikes and they wanted the Tsar to end the war.’
‘The Tsar was failing as a leader of the forces and this reflected on how he was viewed by his people. Increasing numbers were loosing faith in the ability of the Tsar to rule the country.’
‘The Duma leaders were frustrated by the Tsar’s refusal to appoint a representative government that would unite the war effort. Many were not been happy with the “sham” power of the Duma.’
‘The Russian economy could not cope and many lost their jobs, inflation increased as did prices.’
‘There was a revolution in 1917 and the Tsar decided to abdicate. He was to be the last Tsar.’

**Level 4 Explains examples of influence of Rasputin AND other reasons**

6-9

Both sides of Level 3

**Level 5 Construction a judgement as to ‘how far’**

9-10
9(a) What was collectivisation?

Target: AO1 Written communication to be assessed in this question.

One mark for each relevant aspect; additional mark for supporting detail.  

e.g. ‘Stalin’s policy to improve agriculture.’
‘A policy to produce more food to feed the workers and to sell abroad to raise money for industry.’
‘Peasants had to give up their small plots of land and pool them with others to make a farm large enough to use machinery and modern methods.’
‘The state provided a tractor, other tools, fertiliser and seed and in return bought the produce of each farm at a low fixed price. The peasants received a small wage.’

9(b) Explain why Stalin introduced the Five Year Plans.

Target: AO1.

Level 1 General answer

1

e.g. ‘To make improvements.’

Level 2 Identifies why or describes

2-3

(One mark for each.)

e.g. ‘To transform the Soviet Union.’
‘To survive against a capitalist attack.’
‘To spread communism.’

Level 3 Explains why

4-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘Stalin believed that the Five Year plans were the only way to transform the Soviet Union into an industrial power in a short space of time.’

‘He feared an attack from surrounding capitalist countries at any time. Only a strong industrial economy could produce wealth and modern weapons to survive if an attack happened.’

‘Stalin thought that if he turned the peasants into industrial workers, he would be able to broaden the support for communism among the people of the Soviet Union.’

‘He felt that the success of the Soviet economy would impress workers around the world and increase the appeal of communism in other countries.’

‘To reduce the power of the peasants, whom he deeply distrusted, whilst at the same time increasing wealth and provide luxury consumer goods.’
9(c) How far did collectivisation succeed? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answers lacking specific knowledge 1-2
  e.g. 'It is impossible to say.'

Level 2 Identifies impact or describes 2-4
  (One mark for each.)
  e.g. 'The peasants had to change their way of life.'
  'The kulaks lost their land.'
  'People were starving.'

Level 3 Explain examples of success OR failure 4-6
  (Developed explanation to be given two marks within L3 and L4.)
  e.g. 'Collectivisation was asking peasants to abandon a way of life that they and their ancestors had led for centuries. They disliked the idea of control being under a local communist leader and they objected to growing grain for others.'
  'Prosperous peasants called kulaks refused to hand over the land they owned and their produce. This turned to bitterness when requisition parties came and took the food. Kulaks slaughtered animals and burnt food that was intended for others.'
  'Where collectivisation had been introduced successfully peasants were unfamiliar with the new idea and methods. There was much bitterness as starving peasants watched as food was sent for export. Food production fell and there was a famine in 1932-33'

OR

'Stalin might well have considered it a success as he had removed the kulaks as a class of people which was one of his aims. Through collectivisation Stalin was able to gain control of the Soviet Union's agricultural produce and sell it for hard currency he desperately needed.'
  'From 1933 Soviet agriculture improved and by 1937 output was significantly higher. Farms began to specialise in certain products which made it easier for new ideas and products to be adopted.'
  'Many peasants worked on kolkhoz where they were able to share in surplus profit. They were allowed private plots of land for their own use and could sell what they produced at the market.'

Level 4 Explains examples of success AND failure 6-9
  Both sides of Level 3.

Level 5 Explains with evaluation of 'how far' 9-10
QUESTION 7

7(a) Study Source C.

How useful is this source as evidence of the lives of American women in the 1920s?
Use the source and your knowledge to explain your answer.'

Target: AO1 and AO2

Level 1 General answer 1

e.g. ‘One source by itself is of little use.’
'Vet tells us about how women dressed.'
'It tells us about flappers.'

Level 2 Useful for what it shows OR not useful because it does not show 2-3

e.g. ‘The source shows flappers. At this time life was freer for woman. Young women
dressed in the new fashions.
OR
e.g. ‘The number of women in employment increased.’
‘All women gained the right to vote.’
‘Labour-saving devices helped in the home.’

Level 3 Both sides of Level 2 4

Level 4 Answers using contextual knowledge to explain usefulness
OR
Answers using contextual knowledge to explain roles and lifestyle not in the source 4-5

e.g. ‘The source shows flappers. At this time life was freer for woman. Young women
dressed in the new fashions. They were more financially independent. They could make
their own decisions. They had their hair cut short, wore make up, smoked in public and
went out without a chaperone.’

OR
‘However this was not the case for many women. Many disapproved of these changes.
They were too busy at work or raising a family. The lives of these women were often more
affected by the new labour-saving devices such as washing-machines and vacuum
cleaners which began to free them from domestic chores.’

Level 5 Answers using contextual knowledge to explain source
AND
Answers using contextual knowledge to explain reasons not in the source 6-7

Both sides of level 4
7(b) Study Source D.

Why was this cartoon published? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Surface use of source for information / general assertions 1

e.g. 'To show people falling into the abyss.'

Level 2 Identifies message but fails to get to purpose 2

e.g. 'Alcohol is not addictive / harmful.'
'The message is that alcohol can take you over and is dangerous.'

Level 3 Answers that identify purpose of cartoon 3

e.g. 'It was published to encourage people to support the prohibition of alcohol and show there can be no compromise over alcohol.'

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose 4

e.g. 'Some people were arguing that it was not necessary to prevent people drinking. Those who did not want Prohibition argued that being responsible was the best way. The signs in the cartoon support this by indicating that if drinking is carried out responsibly it is not a problem.'

'The cartoon is highlighting the evils of alcohol to say it will affect people. It is highlighting the activities of the temperance movement.'

Level 5 Answers that use contextual knowledge to explain the purpose of the poster 5-6

e.g. 'It was published to encourage people to support the prohibition of alcohol and show there can be no compromise over alcohol. The poster was trying to get alcohol banned because they thought it caused a variety of social problems including the neglect of children and family members and was a cause of crime. The movement towards Prohibition had increased by 1918 influenced by attitudes towards the big American brewers who were of German descent.'
7(c) Study Source E.

Are you surprised by what this source says? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Answers that copy / paraphrase the source
OR
Express surprise because of the surface features 1-2

e.g. 'I am surprised so many people were being taken to court.'
'I am surprised policemen were dishonest.'

Level 2 Surprised – general claims that the law is being broken 3

e.g. 'I am surprised by this source. There is a law regarding Prohibition and yet it is being broken as shown by the numbers'

Level 3 Surprised because of the impact 4-5

OR

Not surprised because of the attitudes to the law / authority

'I am surprised that people should break the law as the law is intended to protect people. In some areas Prohibition had gained widespread approval. And in the early twenties alcohol consumption fell by about 30%.'

'I am surprised that people were willing to drink as there was a strong campaign to show the evils of drink by temperance groups and also the government ran strong campaigns.'

OR

'I am not surprised about people being caught breaking the law as many went to drink at the local speakeasy. These speakeasies were visited by the newly appointed prohibition agents who arrested offenders.'

'I am not surprised at the number of convictions as these figures reflect the number of court officials who were in the pay of criminals. If people were demanding drink then there was always some one willing to supply it. It became big business with organised crime. By bribing people in authority the gangs and big brewery firms were able to stay in business.'

Level 4 Both sides of Level 3 6-7
QUESTION 8

8(a) What problems faced American farmers in the 1920s?

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. 'As the price of produce fell so did farmers' incomes.'
'Demand from European markets was falling.'
'Many farmers borrowed money but they could not repay their loans and they faced eviction.'
'Few farms had amenities such as electricity or mains water.'
'The south was worse where there was over-reliance on one crop.'
'They faced competition from Canada.'
'The use of modern machinery resulted in over production.'
'Farmers were over producing (1) and the population could not eat all that was produced so prices fell.' (2)

8(b) Explain why some older industries failed to benefit from the ‘boom’ in the 1920s.

Target: AO1.

Level 1 General answer lacking specific contextual knowledge 1

e.g. 'Because they had traditional approaches.'

Level 2 Identifies why 2-3

(One mark for each.)

e.g. 'The traditional industries lost markets.'
'People spent their money on cheaper products.'
'Cleaner fuels were used.'
'World trade declined.'

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. 'In long-established traditional industries consumer demand did not grow as fast. The markets for these goods were long established and the products were not new and exciting.'
'Some traditional industries faced competition from the newer industries such as cotton vs. man-made fibres and oil as people switched to electricity.'
'Coal lost ground to oil, gas and electricity and mines closed.'
'Shipbuilding suffered because of a decline in world trade.'
8(c) How far were policies of the Republican governments the main reason for the 'boom' of the 1920s? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge 1-2

e.g. 'The boom happened because the new goods were bought.'

Level 2 Identifies factors causing the boom 2-4

(One mark for each.)

e.g. 'Mass production of goods.'
'Consumer goods widely available.'
'Government policy encouraged growth.'
'The availability of electricity.'
'Availability of hire purchase.'
'The effects of the First World War.'
'Communications were improved.'
'Advertising was used.'

Level 3 Explains examples of agreement OR disagreement 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'Presidents Harding and Coolidge believed in a policy of laissez-faire or not interfering with the economy. Instead they encouraged the growth of industry by low taxes. These encouraged business owners to invest and give consumers more money to spend.'
'They also protected American industry by introducing tariffs as part of the US isolationist policy. Here a tax was placed on foreign goods coming into the US making them more expensive that those produced at home and thus making them harder to sell.'
'The Republican governments did not like trade unions. Employers were allowed to use violence to break strikes and refuse to employ union members. This meant employers could hold down wages and to keep working hours long.'
'The government followed a policy of non-interference and low taxes to stimulate growth.'

OR
e.g. 'The use of assembly line (mass production) methods, pioneered by Henry Ford, made it cheaper to manufacture goods than use hand methods.'
'The emergence and expansion of the motor industry stimulated other industries such as steel rubber and glass. Roads had to be built thus creating jobs in the construction industry. The oil industry was boosted by the demand for petrol.'
'Newer industries emerged including the production of electrical goods. Consumer goods such as radios, washing machines and fridges become widely available because of mass production and the availability of electricity.'
'The chemical industry developed, stimulated by the First World War, new materials such as rayon, Bakelite and cellophane.'
'Around this time people had more money to spend as wages doubled. At the same time prices were steady or actually falling because of mass production.'
'Hire purchase became widely available allowing the buying of goods on credit.'
'Growth was stimulated by widespread advertising in mail order catalogues, posters, radio and cinema commercials.'
Level 4 Explains examples of agreement AND disagreement
Both sides of Level 3

Level 5 Explains and evaluates ‘how far’
QUESTION 9

9(a) What difficulties faced American farmers in the 1930s?

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘The most serious problem was overproduction. While this continued, prices would remain low.’
‘Many were living in poverty struggling to buy even basic goods.’
‘Prices fell so low that it was hardly worthwhile harvesting the crop. Wheat and fruit were allowed to rot.’
‘As income fell more and more went bankrupt and were evicted by the banks.’
‘Between 1930 and 1936 the South and Midwest suffered a serious drought. The land had also been over-farmed. Hot summers followed resulting in the ‘dust bowl’.’ (Allow up to 3 marks for good description.)

9(b) Explain why it was important for Roosevelt to deal with the banking crisis in 1933.

Target: AO1

Level 1 General answer lacking specific contextual knowledge 1

e.g. ‘To solve the crisis.’

Level 2 Identifies why 2-3

(One mark for each.)

e.g. ‘To get people to invest again.’
‘To regain people’s confidence in the banks.’
‘To remove some banks.’
Describes the banking crisis.

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘If the banks stayed closed, the economy would cease to work and very quickly nobody would have money to spend. If the banks opened, they might collapse.’
‘He needed to decide which banks were capable of continuing in business and so he forced all banks to close for four days. Those whose finances were completely hopeless were closed permanently, others gained more public confidence.’
‘Because of the Crash the public had lost trust. He needed to get people to begin putting their money into banks to help the economy and so he had to ensure that the public felt secure in this.’
9(c) How far did the New Deal benefit the American people? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 General answer lacking specific knowledge 1-2

e.g. 'It did benefit them as things improved.'

Level 2 Identifies impact 2-4

(One mark for each.)

e.g. 'It helped the unemployed.'
'It introduced social welfare.'
'The government became more involved in people's lives.'
'Farmers did not benefit.'
'Black Americans saw little benefit.'
'There was a slump after the First New Deal.'
'It failed to end unemployment.'

Level 3 Explains examples of benefits OR areas of lesser impact 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The New Deal significantly reduced unemployment from a very high level by creating millions of jobs through Alphabet Agencies.'
'Millions of poor people received food, shelter and clothing and emergency relief stopped people from starving.'
'Construction work on dams and roads helped the future development of industry, e.g. TVA.'
'Workers' rights improved with the regulation of working conditions (NRAC) and the right to join unions. Successful strikes followed.'
'The lives of those farmers with large farms improved significantly with incomes rising.'
'The New Deal raised the morale and confidence of many and they began to believe in themselves again. (Fireside chats)

OR

Although unemployment was reduced it was not ended. Many argued the various schemes did not provide real jobs (chasing pigeons). It took the coming of war to remove unemployment.'
'Many employers resented the improved workers' rights and hired thugs to beat up and intimidate union leaders and workers.'
'The New Deal did not go far enough in dealing with poverty. Many were excluded from social security including five million farm workers and domestics.'
'The limitations were shown in 1937 when the economy went back into recession when Roosevelt cut the spending on the New Deal.'
'The programme did nothing for the black Americans' civil rights.'

Level 4 Explains examples of benefits AND areas of lesser impact 6-9

Level 5 Explains with evaluation of 'how far' 9-10
QUESTION 7

7(a) Study Source C.

Why was this poster published? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2.

Level 1 Surface use of source for information

e.g. ‘This poster was produced to show grain being taken.’

Level 2 Identifies message but fails to get to purpose

e.g. ‘People were being left hungry.’
‘The Nationalists will take your grain / food as a form of taxation.’

Level 3 Answers that use the poster to support inferences about purpose

e.g. ‘It was published to increase support for the Communists.’
‘It was published to draw attention to the corruption and repression of Chiang and the Nationalists.’

Level 4 Uses contextual knowledge to explain why source was published but fails to get to purpose

e.g. ‘China was fighting against Japan and the Red Army was showing how to defeat Japan. The Communists needed the support of the peasants as they were essential to the guerrilla tactics used by the Red Army.’

‘The war had ended and the Communists wanted to retain the support of the peasants in their continued dispute with Chiang and the Nationalists.’

Level 5 Answers that use contextual knowledge to explain purpose of the poster

e.g. ‘It was published to draw attention to the corruption and repression of Chiang and the Nationalists. The war had ended and the Communists wanted to retain the support of the peasants in their continued dispute with Chiang and the Nationalists.’
7(b) Study Source D.

Does this source fully explain why the Nationalists lost the Civil War? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Undeveloped assertions about the source 1

e.g. 'The source states that the loss was inevitable.'

Level 2 Identifies from source reasons for failure 2

e.g. 'They did not have support of a large part of the country.'
'They did not know how to get that support.'

Level 3 Answers identifying reasons not in source 3

e.g. 'Chiang’s army was weakened.'
'Chiang made social blunders which lost him support.'
'The Nationalist were trying to deal with rampant inflation.'
'The communists had a wide support base.'
'Communist troops treated the peasants well.'

Level 4 Answers using contextual knowledge to explain source
OR
Answers using contextual knowledge to explain reasons not in the source 4-5

e.g. 'Land reform was regarded by most Chinese people as probably the most vital of life’s issues. The landlords treated the peasants badly and they had little food and were charged high rents. This was an issue which lost the Nationalists important support in the countryside

OR

'As Chiang became older he became more and more a dictator. Prices soared and inflation was high and aid for food and arms from the USA went into the pockets of Chiang and his family. They had become the part of the warlords. He appeared as the puppet of America. This lost him support.'

Level 5 Answers using contextual knowledge to explain source
AND
Answers using contextual knowledge to explain reasons not in the source 6-7

Both sides of Level 4
7(c) Study Source E.

What is the message of this poster? Use the source and your knowledge to explain your answer.

Target: AO1 and AO2

Level 1 Uses surface features of poster only 1-2

e.g. ‘People marched to victory.’
‘Mao is walking in front of his people.’

Level 2 Interpretation but fails to get to main message 3

e.g. ‘China / Red Army has been successful.’

Level 3 Interpretation to give the main message 4

e.g. ‘We have achieved victory by following Mao, our leader.’
‘Mao is our successful leader and all should follow him.’
‘Look what has been achieved by following Mao – life will get even better by following him.’

Level 4 Interpretation of main message supported by details of the poster OR by contextual knowledge 5-6

e.g. ‘Look what has been achieved by following Mao – life will get even better by following him. Mao is shown forward of, and larger than, the others and also in front of the flag. He is the figure head followed by men marching proudly.’

OR

e.g. ‘The Red army had been victorious over the Nationalists. The Red army is marching among the people to show they are just the same as them and that they lived no better. Mao shared all the trials and hardships of the common soldier.’

Level 5 Interpretation supported by details of the poster AND by contextual knowledge 7

Both sides of Level 3.
8(a) What events between 1950 and 1953 prevented the People's Republic of China joining the United Nations?

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘The USA was hostile to Communist China right from the beginning. They viewed the success of Mao as part of a worldwide advance of Communism.’
‘With US support China's seat at the UN was occupied by Taiwan.’
‘China and the USSR signed the Treaty of Friendship, Alliance and Mutual Assistance in 1950.’
‘Because of issues over, and support for, North Korea.’
Tibet / India.
Issue of control, e.g. free speech / cruelty. (1 mark)
8(b) Explain why China’s relations with the Soviet Union changed from friendship to hostility between 1953 and 1976.

Level 1 General answer lacking specific contextual knowledge 1

e.g. ‘Policies changed.’

Level 2 Identifies why 2-3

(One mark for each.)

e.g. ‘Mao did not like Khrushchev.’
‘Mao disapproved of what Khrushchev was doing.’
‘Mao was against the West.’
‘They were not in touch with the people.’
‘The Soviet Union would not help China militarily.’
‘Khrushchev denounced Stalin.’

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘In 1959 Khrushchev criticised the Great Leap Forward and after the first clashes, in the same year, over Tibet and India borders Khrushchev called the fighting ‘sad and stupid. There were armed clashes between Soviet and Chinese troops on the border and Russia refused to help in the border war with India in 1962.’
‘During a visit to China, Mao was secretly mocked by Khrushchev and then withdrew all his technicians from China. The soviets stopped all economic aid to China by 1960 leaving China without specialist advice.’
‘Tension increased when China tested its own atomic bomb in 1964 despite Russia’s refusal to help the development. Mao was annoyed as Russia refused to help China develop an atomic bomb.’
‘The USSR continued to threaten China building up its forces along the Chinese border with a veiled threat to Chinese nuclear capabilities. Fighting did break out.’
‘Khrushchev was giving privileges to Party members and experts so that they lost contact with the people.’
‘Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.’
‘Mao did not like Khrushchev as he thought he was betraying Lenin and Marx by suggesting that Russia and the capitalist West should co-exist. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached.’

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8(c) ‘By 1976 China had achieved superpower status.’ How far do you agree with this statement? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 Unsupported assertions 1-2

e.g. ‘No, it is not like the USA.’

Level 2 Identifies reasons / defines superpower 2-4

(One mark for each.)

e.g. ‘A country that dominates the world economy.’
‘A country where there is internal stability and unity.’
‘A country that is strong militarily.’
‘Nuclear power available.’
‘Developing a Greater China.’
‘Poor communications.’
‘Investment growing.’

Level 3 Explains examples of agreement OR disagreement 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. ‘China was a massive military might with comparable armaments to the West.’
‘There has been the emergence of a Greater China with nuclear capability (1964).’
‘China has joined the space race and was capable of launching humans into space.’
‘China had gained respect in the world as a strong power, from countries including the USA.’
Socially there had been improvement. Women had gained equality, access to education had increased literacy and medical-care through barefoot doctors was significant.’
‘The development of heavy industry continued in Manchuria,’

OR
‘Whilst order had been restored, law had not. The government interfered at will with persons and property. Human rights were not respected. Without the sanctity of the law further economic development would be difficult.’
‘The Cultural Revolution had cast China back into chaos similar to the time of the Communist victory in 1949.’

Level 4 Explains examples of agreement AND disagreement 6-9

Both sides of Level 3.

Level 5 Explains with evaluation of ‘how far’ 9-10
QUESTION 9

9(a) Describe the actions of the Red Guards during the Cultural Revolution.

Target: AO1

One mark for each relevant aspect; additional mark for supporting detail. 4

e.g. ‘They were violent.’
‘They spread the new ideas.’
‘They attacked the Revisionists.’
‘Put up posters threatening enemies of the Revolution.’
‘They rampaged through the cities.’
‘They humiliated people.’
‘Temples and churches were wrecked.’
‘They destroyed education and the arts.’

9(b) Explain why Mao introduced the Cultural Revolution.

Level 1 General answer lacking specific contextual knowledge 1

e.g. ‘He wanted to change things.’
‘He wanted to remove barriers.’

Level 2 Identifies why 2-3

(One mark for each.)

e.g. ‘He wanted to change the culture of China.’
‘To create perfect communism.’
‘To regain power.’
‘To stop the move to capitalism.’
‘To remove the ‘Four Olds’.’

Level 3 Explains why 3-6

(One explained reason 3-4 marks; two or more explained reasons 4-6 marks.)

e.g. ‘A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism.’
‘To achieve his idea of perfect communism, by which he meant real equality, co-operation in the interests of all and the removal of things that stood in the way.’
‘He wanted to rid the country of the ‘Four Olds’, ideas, cultures, customs and way of life which he felt were holding back China.’
‘He wanted to get back power that he had lost during the Revisionist period. He had accepted blame for the Great Leap Forward and had resigned. New policies had taken China in a different way.’
9(c) ‘The Cultural Revolution was a success.’ How far do you agree with this statement? Explain your answer.

Target: AO1 (Written communication to be assessed in this question.)

Level 1 general answer lacking specific contextual knowledge 1-2

e.g. 'Yes it was, it was not good for anybody and was a total disaster.'

Level 2 Identifies success / failure 2-4

(One mark for each.)

e.g. 'Success - rooted out bourgeois influences, rooted out Mao's enemies, reawakened the revolutionary spirit of Chinese communism; officials/teachers indoctrinated into 'pure' communism

Failure - education set back years, scientific and technological expertise lost, learning set back, agriculture and industry disrupted, chaos/break down in law and order, has to be brought to an end.'

Level 3 Explains examples of success OR failure 4-6

(Developed explanation to be given two marks within L3 and L4.)

e.g. 'The Cultural Revolution was a disaster. Books were destroyed, and because teachers were sent to work in the fields, many schools had to be closed. This set back the education of millions of people - millions of people could not even read. It also meant that subjects like science and technology were set back. This was very serious for China as it meant that the country fell further behind other countries in the world as students were not being educated in these areas.'

OR

'Medical care improved as thousands of 'barefoot doctors' were trained. These were people trained in basic medical techniques and helped in dealing with common diseases in the villages.'

Level 4 Explains examples of success AND failure 6-9

Both sides of Level 3

Level 5 Explains with evaluation of ‘how far’ 9-10