

GCE 2004
June Series



Mark Scheme

History Alternative H Units 1, 4 and 6 *(Subject Code 5041/6041)*

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING GCE HISTORY:**AS and A2 EXAMINATION PAPERS****General Guidance for Examiners**

A: INTRODUCTION

The AQA's revised AS/A2 History specification has been designed to be 'objectives-led' in that questions are set which address the assessment objectives published in the Board's specifications. These cover the normal range of skills, knowledge and understanding which have been addressed by AS and A2 level candidates for a number of years.

Most questions will address more than one objective reflecting the fact that, at AS/A2 level, high-level historical skills, including knowledge and understanding, are usually deployed together.

The revised specification has addressed subject content through the identification of 'key questions' which focus on important historical issues. These 'key questions' give emphasis to the view that GCE History is concerned with the analysis of historical problems and issues, the study of which encourages candidates to make judgements grounded in evidence and information.

The schemes of marking for the new specification reflect these underlying principles. The mark scheme which follows is of the 'levels of response' type showing that candidates are expected to demonstrate their mastery of historical skills in the context of their knowledge and understanding of History.

Consistency of marking is of the essence in all public examinations. This factor is particularly important in a subject like History which offers a wide choice of subject content options or alternatives within the specification for AS and A2.

It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other alternatives and across all the specifications offered by the Board.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the instructions and guidance on the general principles to apply in determining into which level of response an answer should fall (Section B for AS and Section C for A2) and in deciding on a mark within a particular level of response (Section D).

B: EXEMPLIFICATION OF AS LEVEL DESCRIPTORS**Level 1:**

The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/Guidance

Answers at this level will

- be excessively generalised and indiscriminating with little reference to the focus of the question
- lack specific factual information relevant to the issues
- lack awareness of the specific context
- be limited in the ability to communicate clearly in an organised manner, and demonstrate limited grammatical accuracy.

Level 2:***Either***

Demonstrates by relevant selection of material some understanding of a range of issues.

Or

Demonstrates by relevant selection of material, implicit understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/Guidance

Either responses will have the following characteristics: they will

- offer a relevant but outline only description in response to the question
- contain some irrelevance and inaccuracy
- demonstrate coverage of some parts of the question but be lacking in balance
- have some direction and focus demonstrated through introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically

Or responses will have the following characteristics: they will

- show understanding of some but not all of the issues in varying depth
- provide accurate factual information relevant to the issues
- demonstrate some understanding of linkages between issues
- have some direction and focus through appropriate introductions or conclusions
- demonstrate some effective use of language, but be loose in structure and limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight or balance.

Exemplification/guidance

These responses will have the following characteristics: they will

- present arguments which have some focus and relevance, but which are limited in scope
- demonstrate an awareness of the specific context
- contain some accurate but limited factual support
- attempt all parts of the question, but coverage will lack balance and/or depth
- demonstrate some effective use of language, be coherent in structure but limited grammatically.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation.

Exemplification/guidance

These responses will have the following characteristics: they will

- be largely analytical but will include some narrative
- deploy relevant factual material effectively, although this may not be comprehensive
- develop an argument which is focused and relevant
- cover all parts of the question but will treat some aspects in greater depth than others
- use language effectively in a coherent and generally grammatically correct style.

Level 5:

As L4, but contains judgement as demanded by the question, which may be implicit or partial.

Exemplification/guidance

These responses will have the following characteristics: they will

- offer sustained analysis, with relevant supporting detail
- maintain a consistent argument which may, however, be incompletely developed and in places, unconvincing,
- cover all parts of the question with a reasonable balance between the parts
- attempt to offer judgement, but this may be partial and in the form of a conclusion or a summary
- communicate effectively through accurate, fluent and well directed prose.

C: EXEMPLIFICATION OF A LEVEL (A2) DESCRIPTORS

The relationship between the Assessment Objectives (AOs) 1.1, 1.2 and 2 and the Levels of Response.

A study of the generic levels of response mark scheme will show that candidates who operate solely or predominantly in AO1.1, by writing a narrative or descriptive response, will restrict themselves to a maximum of 6 out of 20 marks by performing at Level 1. Those candidates going on to provide more explanation (AO1.2), supported by the relevant selection of material (AO1.1), will have access to approximately 6 more marks, performing at Level 2 and low Level 3, depending on how implicit or partial their judgements prove to be. Candidates providing explanation with evaluation and judgement, supported by the selection of appropriate information and exemplification, will clearly be operating in all 3 AOs (AO2, AO1.2 and AO1.1) and will therefore have access to the highest levels and the full range of 20 marks by performing in Levels 3, 4 and 5.

Level 1:*Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly, or wholly narrative.

Or

Answer implies analysis but is excessively generalised, being largely or wholly devoid of specific information. Such answers will amount to little more than assertion, involving generalisations which could apply to almost any time and/or place.

Exemplification/guidance

Narrative responses will have the following characteristics: they

- will lack direction and any clear links to the analytical demands of the question
- will, therefore, offer a relevant but outline-only description in response to the question
- will be limited in terms of communication skills, organisation and grammatical accuracy.

Assertive responses: at this level, such responses will:

- lack any significant corroboration
- be generalised and poorly focused
- demonstrate limited appreciation of specific content
- be limited in terms of communication skills, organisation and grammatical accuracy.

IT IS MOST IMPORTANT TO DISCRIMINATE BETWEEN THIS TYPE OF RESPONSE AND THOSE WHICH ARE SUCCINCT AND UNDEVELOPED BUT FOCUSED AND VALID (appropriate for Level 2 or above).

Level 2:*Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands but lack weight and balance.

Or

Demonstrates, by relevant selection of material, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links.

Exemplification/guidance

Narrative responses will have the following characteristics:

- understanding of some but not all of the issues
- some direction and focus demonstrated largely through introductions or conclusions
- some irrelevance and inaccuracy
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Analytical responses will have the following characteristics:

- arguments which have some focus and relevance
- an awareness of the specific context
- some accurate but limited factual support
- coverage of all parts of the question but be lacking in balance
- some effective use of language, be coherent in structure, but limited grammatically.

Level 3:

Demonstrates by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial.

Exemplification/guidance

Level 3 responses will be characterised by the following:

- the approach will be generally analytical but may include some narrative passages which will be limited and controlled
- analysis will be focused and substantiated, although a complete balance of treatment of issues is not to be expected at this level nor is full supporting material
- there will be a consistent argument which may, however, be incompletely developed, not fully convincing or which may occasionally digress into narrative
- there will be relevant supporting material, although not necessarily comprehensive, which might include reference to interpretations

- effective use of language, appropriate historical terminology and coherence of style.

Level 4:

Demonstrates by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

Exemplification/guidance

Answers at this level have the following characteristics:

- sustained analysis, explicitly supported by relevant and accurate evidence
- little or no narrative, usually in the form of exemplification
- coverage of all the major issues, although there may not be balance of treatment
- an attempt to offer judgement, but this may be partial and in the form of a conclusion or summary
- effective skills of communication through the use of accurate, fluent and well directed prose.

Level 5:

As Level 4 but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

Exemplification/guidance

Level 5 will be differentiated from Level 4 in that there will be:

- a consistently analytical approach
- consistent corroboration by reference to selected evidence
- a clear and consistent attempt to reach judgements
- some evidence of independence of thought, but not necessarily of originality
- a good conceptual understanding
- strong and effective communication skills, grammatically accurate and demonstrating coherence and clarity of thought.

D: DECIDING ON MARKS WITHIN A LEVEL

These principles are applicable to both the Advanced Subsidiary examination and to the A level (A2) examination.

Good examining is, ultimately, about the **consistent application of judgement**. Mark schemes provide the necessary framework for exercising that judgement but it cannot cover all eventualities. This is especially so in subjects like History, which in part rely upon different interpretations and different emphases given to the same content. One of the main difficulties confronting examiners is: “What precise mark should I give to a response *within* a level?”. Levels may cover four, five or even six marks. From a maximum of 20, this is a large proportion. In making a decision about a specific mark to award, it is vitally important to think *first* of the mid-range within the level, where the level covers more than two marks. Comparison with other candidates’ responses **to the same question** might then suggest that such an award would be unduly generous or severe.

In making a decision away from the middle of the level, examiners should ask themselves several questions relating to candidate attainment, **including the quality of written communication skills**. The more positive the answer, the higher should be the mark awarded. We want to avoid “bunching” of marks. Levels mark schemes can produce regression to the mean, which should be avoided.

So, is the response:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced, or markedly better in some areas than in others?
- and, **with regard to the quality of written communication skills:**
generally coherent in expression and cogent in development (as appropriate to the level awarded by organising relevant information clearly and coherently, using specialist vocabulary and terminology)?
- well-presented as to general quality of language, i.e. use of syntax (including accuracy in spelling, punctuation and grammar)? (In operating this criterion, however, it is important to avoid “double jeopardy”. Going to the bottom of the mark range for a level in each part of a structured question might well result in too harsh a judgement. The overall aim is to mark positively, giving credit for what candidates know, understand and can do, rather than looking for reasons to reduce marks.)

It is very important that Assistant Examiners **do not** always start at the lowest mark within the level and look for reasons to increase the level of reward from the lowest point. This will depress marks for the alternative in question and will cause problems of comparability with other question papers within the same specification.

Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day**AS Unit 1: The Emergence of the Super-Powers and the New World Order, 1900-1962****Question 1**

- (a) Use **Source A** and your own knowledge.

Explain briefly the significance of the “Cuban revolution” to the United States in its relations with Cuba up to 1961. (3 marks)

Target: AO1.1, AO2

- L1: Demonstrates basic understanding of the issue using the source, e.g. an ally of the USA, Batista, had been overthrown in a revolution. The economic advantages that Batista had given the USA and its businessmen appeared to be at an end. 1
- L2: Demonstrates developed understanding of the issue in relation to both the source and context. Castro was regarded by the USA as a Communist and therefore Cuba became a threat to US interests, particularly in view of its geographic location. It was a classic example of when the USA needed to apply Containment in its relations with the new Cuban government. Reference may be made to the Bay of Pigs incident. 2-3

- (b) Use **Sources B** and **C** and your own knowledge.

Explain how **Source C** challenges the view put forward in Source B of Khrushchev’s motives for placing nuclear missiles on Cuba in 1962. (7 marks)

Target: AO1.2, AO2

Whilst candidates are expected to deploy own knowledge in assessing the degree to which the sources differ/the utility of the source, such deployment may well be implicit and it would be inappropriate to penalise full and effective answers which do not explicitly contain ‘own knowledge’. The effectiveness of the comparison/assessment of utility will be greater where it is clear that the candidates are aware of the context; indeed, in assessing utility, this will be very significant. It would be inappropriate, however, to expect direct and specific reference to ‘pieces’ of factual content.

- L1: Extracts relevant information about the issue from both sources, with limited reference to the context, e.g. Source B refers to the Soviet Union’s motives as being those aimed purely at protecting Cuba rather than attacking the USA, while Source C emphasises the aggressive and threatening nature of putting missiles on Cuba. There is likely to be no reference to own knowledge or little direct reference to the specific details in the sources and no attempt to offer an explanation of the different

views. Answers at this level may also be basic paraphrases of the sources' content. **1-2**

L2: Extracts and compares information about the issue from both sources with reference to own knowledge, e.g. Source B suggests the missiles were in Cuba for purely defensive reasons. They were needed to defend Cuba from possible US aggression, such as that carried out during the Bay of Pigs incident. Source C present the move as an act of aggression. The missiles could target almost the whole of US territory and the move was part of a Soviet strategy to increase Soviet nuclear strike power at minimal cost. **3-5**

L3: Extracts and compares information from both sources with reference to own knowledge and draws conclusions, e.g. the detail found in Level 2 may be developed by adding a sustainable conclusion. This might suggest that Kennedy adopted a strong stand in order to promote the image of his leadership as being determinedly anti-communist and to reinforce his commitment to containment. **6-7**

(c) Use **Sources A, B** and **C** and your own knowledge.

Explain the importance, in relation to other factors, of ideological differences between East and West in leading to conflict over the newly created state of Cuba up to 1962. **(15 marks)**

Target: AO1.1, AO1.2, AO2

L1: The answer is excessively generalised and indiscriminating amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place, based *either* on own knowledge *or* sources. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues.

Or

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, implicit understanding of a wide range of relevant issues. Most such answers will be dependent on descriptions but will have valid links.

Or

Demonstrates, by limited selection of material, *both* from the sources *and* from own knowledge, implicit understanding of the relevant issues. These answers, while relevant, will lack both range and depth and contain some assertion. **5-8**

L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, some understanding of the demands of the question. **9-11**

L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the question and provides a balanced explanation. **12-13**

- L5: As L4, but contains judgement, as demanded by the question, which may be implicit and partial. **14-15**

Indicative content

Answers may develop some reference to the nature of the ideological dispute. Some may consider the aim of stopping the spread of Communism. There may be reference to the strategic and economic objectives of the super-powers. Placing the answer in a Cold War context is useful.

From the sources: Source A illustrates the USA's commitment to freedom and democracy and a determination to prevent post-colonial states from drifting into 'tyranny'. Sources B and C raise the issues of strategic and military power as factors in intervention. Source C places particular emphasis upon the link between Communism and aggression.

From own knowledge: answers may refer to the arms race of the 1950s and the nuclear imbalance as motivating factors. This may suggest that ideology is a relatively minor factor. There may be reference to the economic issues. Reference may be made to the emergence of China as a Communist power from 1949 and the strategic, economic and ideological implications of this.

Question 2

- (a) Explain briefly what is meant by "creditor nation" in relation to the United States' international economic status in 1918. **(3 marks)**

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the USA had loaned money during the war. The borrowers owed this money by the end of the war. **1**

- L2: Developed explanation of the term, linked to the context, e.g. the US had become a major economic power before the war started. By 1918 it had become the source of economic support for the great powers. This represented a significant development in its international economic status because growth of the USA corresponded with the economic decline of European powers. The USA became the dominant international economy. **2-3**

- (b) Explain why the economic weakness of the European Great Powers had severely damaged their international status by 1918. **(7 marks)**

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. economic strength was a measure of international status. The European Great Powers owed money to the USA. **1-2**

- L2: Demonstrates understanding of specific factors explaining the development of the issue through relevant and appropriately selected material, e.g. international status may be reflected through the firm control of a nation's empire. The economic costs of the war had weakened the ability of Britain, for example, to maintain its empire as directly as it had done before the war. Britain's military strength was undermined by its economic weakness. This is further indication of how its international status was undermined. There may well not be fully developed links between points such as these. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. the rise of the USA may be used to illustrate how Britain etc. were now faced with a potentially greater international power than they were. The war had deepened the economic weakness. International trade had been undermined for the powers of Europe, and the USA had stepped in. The maintenance of a large military force was becoming increasingly more difficult after the war. In effect, the criteria used to define international status, e.g. economic wealth, military power, trade dominance and imperial power, were all challenged by the war. Answers may offer a well-integrated linkage between the factors which indicate international status and how these are dependent upon economic power. **6-7**
- (c) "The impact of the Second World War was primarily responsible for the United States emerging as a world superpower by 1945."
Explain why you agree or disagree with this statement. *(15 marks)*
- Target: AO1.1, AO1.2, AO2*
- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some of the issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement, as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Candidates may take the answer back to the First World War in order to illustrate the pre-1945 emergence of US international power. Reference may be made to the decline of the European powers between the wars, as illustrated through the adoption of appeasement, the decline of empire and the economic and military limitations of the competitors for powers against the USA. Specific reference may be made to the importance the USA's control of nuclear weapons and their impact on international power. Not only did the Second World War destroy the European powers militarily, but it also destroyed them economically and the USA was the supreme creditor nation by 1945. Reference may be made to the USA's significance in winning the victory in Europe and the role she played immediately after Germany's surrender.

Question 3

- (a) Explain briefly what was meant by "free institutions" in relation to the United States' objectives in Europe in 1947. (3 marks)

Target: AO1.1

- L1: Basic or partial definition of the term, largely based on the extract, e.g. the USA wanted to protect and promote democracy and freedom in Europe in 1947. Answers may describe the Marshall Plan. **1**
- L2: Developed explanation of the term, linked to the context, e.g. the USA believed that economic weakness in Europe could lead to the spread of Communism and that this would threaten freedom. Answers may consider the motives behind the Marshall Plan. **2-3**

- (b) Explain why NATO was created in 1949. (7 marks)

Target: AO1.1, AO1.2

- L1: Demonstrates understanding of the issue through general and unsupported statements, e.g. NATO was created to protect Europe from the threat of Communism, NATO was created because the USA wanted to stop the spread of Communism. **1-2**
- L2: Demonstrates understanding of specific factors explaining the development of the event through relevant and appropriately selected material, e.g. NATO was created by the USA. It was part of their containment policy. It was the result of the USSR expanding its influence throughout Eastern Europe, and its main purpose was to act as a defence system for Western Europe against possible Communist aggression. **3-5**
- L3: Demonstrates explicit understanding of a range of factors explaining the development of the issue and prioritises, makes links or draws conclusions about their relative importance, e.g. answers may go on to consider the motives of the USA. This could lead the answer to refer to the need for strategic influence in Western Europe. The

idea of European dependency upon the USA for economic and strategic support may be linked to the wider global Cold War strategy the USA was developing by 1949. Answers may consider the reasons why European states wanted the USA as part of the NATO alliance and the wider reasons for their enthusiasm for NATO. **6-7**

- (c) “The policies of the United States were responsible for the development of Soviet expansionism in Eastern Europe between 1945 and 1949.”
Explain why you agree or disagree with this statement. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: The answer is excessively generalised and indiscriminating, amounting to little more than assertion, involving generalisations which could apply to almost any time and/or place. **1-4**
- L2: ***Either***
Demonstrates, by relevant selection of material, some understanding of a range of issues.
- Or***
Demonstrates, by relevant selection of material, some understanding of a wider range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **5-8**
- L3: Demonstrates, by relevant selection of appropriate material, explicit understanding of some issues relevant to the question. Most such answers will show understanding of the analytical demands but will lack weight and balance. **9-11**
- L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the question and provides a balanced explanation. **12-13**
- L5: As L4, but contains judgement as demanded by the question, which may be implicit or partial. **14-15**

Indicative content

Answers may consider the Truman Doctrine and the Marshall Plan as aggressive acts from the Soviet viewpoint. Some may argue that this was a deliberate strategy by the USA in order to establish a Cold War relationship with the Soviet Union, and that this led directly to a Soviet response through its expansionism into Eastern Europe. Some may consider the historiography of the period and examine the orthodox, revisionary and post-revisionary thinking. Some may argue that Soviet expansionism was a necessary step in the strategy to achieve long-term protection for the USSR.

Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day**A2 Unit 4: Aspects of European and World History, 1900 to the Present Day****Question 1**

- (a) Use **Source C** and your own knowledge.

Explain what is meant by “the Soviet satellites” in the context of the Soviet Union’s relationship with Eastern Europe after 1945. (5 marks)

Target: AO1.1, AO1.2

- L1: Basic definition with limited exemplification, e.g. merely linking Eastern Europe to the Soviet Union. **1**
- L2: Demonstrates understanding of the concept with supporting detail drawn either from the source and/or from own knowledge, e.g. reference may be made to the development of Stalinisation up to 1953 and the nature of this Soviet control over Eastern Europe. Candidates may develop some detail on the political, economic and military links that the relationship demanded, such as the Warsaw Pact and its use, for example. There may be some references to the changes that took place in the relationship after 1953 and the source could be usefully drawn upon to illustrate this. **2-3**
- L3: As L2, with developed reference to both the source and own knowledge, e.g. the references to the source and own knowledge outlined at Level 2 would be amalgamated into a total response for this level. Own knowledge might also refer to attempts to challenge the relationship, e.g. Hungary 1956 and the consequent response of the Soviet Union. **4-5**

- (b) Use **Sources A** and **B** and your own knowledge.

How fully do these two sources explain why Czechoslovakia fell under German control in 1939? (10 marks)

Target: AO1.1, AO1.2, AO2

- L1: Identifies/extracts simple statements from the sources which demonstrate agreement/disagreement on the issue. **1-2**
- L2: Demonstrates explicit understanding of utility/sufficiency etc. with reference to the sources and knowledge of the issue. **3-5**
- L3: Draws conclusions about utility/sufficiency in relation to the issue, with reference to both sources and to own knowledge. **6-8**

- L4: Uses material selected appropriately from both source and own knowledge to reach a sustained judgement on utility/sufficiency in relation to the issue. **9-10**

Indicative content

Candidates may suggest that Source A illustrates the internal divisions within Czechoslovakia while Source B refers to Czechoslovakia as the “weakest link” in Eastern Europe. Answers may develop the content of Source B to suggest that Czechoslovakia was a target for states other than merely Germany. It had no natural allies in either Poland or Hungary, both of which wanted slices of Czech territory. For example, the sources do not develop detail about the guarantees offered to the Czechs at Locarno. There is no reference to the wider European context, particularly the roles of Britain and France and their policies of appeasement and its impact on the Czechs. Reference may be made to the ambitions of Germany and the place Czechoslovakia had in these. The internal weaknesses of the Czech state, referred to in Source A, could be explored from 1919 to illustrate or challenge the idea that Czechoslovakia was inherently weak and always vulnerable. Candidates could use such an analysis to either support or challenge the sufficiency of the sources.

- (c) Use **Sources A, B, C and D** and your own knowledge.

“Economic weakness and a lack of political unity exposed Eastern Europe to external control throughout the twentieth century.”

Assess the validity of this view. (15 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly, or wholly, narrative. **1-4**

L2: ***Either***

Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers, while relevant, will lack both range and depth and will contain some assertion. **5-8**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **9-11**

- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the

question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope.

12-13

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question.

14-15

Indicative content

This is a synoptic question and candidates' responses should be rewarded for referring to aspects of change and continuity over a period of at least 100 years, as detailed in the specification for this particular Alternative, and to an appropriate range of factors as exemplified by the indicative content for each particular question.

Source A illustrates the political division within the Czech state and the apparent willingness of some of its parts to cooperate with the Germans in 1938. Source B illustrates that the state of Czechoslovakia was not so weak economically or strategically. It also illustrates the lack of eastern European political will to resist external threats. Source C suggests that there was opposition but also compliance with external forces. Source D illustrates what could have been achieved if there was political will and unity. There is plenty of scope for candidates to consider this proposition from pre-1914 up to the collapse of the Soviet satellite system in 1990.

Reference may be made to the lack of political unity both within the post-1919 states of Eastern Europe, e.g. Poland and Czechoslovakia and the reality that Eastern European states were competitive and rivals with each other. The position in 1939 in Czechoslovakia may be examined in terms of the Czechs realising that their own state lacked unity, and that this was more significant than the loss of diplomatic aid from Britain and France. Economically the Czechs were well able to resist Germany. After 1945 candidates may argue that economic weakness was a cause underlying the demand for change and the end to external control. East Germany (1953) and Hungary (1956) may be considered here. Political disunity may be considered in terms of the rather chaotic and directionless leadership of Dubcek in 1968 but also in terms of the other Warsaw Pact states readily joining the Soviet invasion. A similar approach may be considered for the post-1970 period up to the fall of Communist Eastern Europe. Economic weakness in Poland in 1980 was certainly a cause in the formation of Solidarity.

Section B

These questions are synoptic in nature and the rewarding of candidates' responses should be clearly linked to the range of factors or issues covered in the question as indicated by the generic A2 levels of response mark scheme and by the indicative content in the specific mark scheme for each question.

Standard Mark Scheme for Essays at A2 (*without* reference to sources).

Target: AO1.1, AO1.2, AO2

L1: *Either*

Is able to demonstrate, by relevant selection of material, implicit understanding of the question. Answers will be predominantly or wholly narrative.

Or

Answer implies analysis, but is excessively generalised, being largely or wholly devoid of specific information. Such responses will amount to little more than assertion, involving generalisations which could apply almost to any time and/or place. **1-6**

L2: *Either*

Demonstrates, by relevant selection of material, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.

Or

Demonstrates, by selection of appropriate material, implicit understanding of a range of relevant issues. Most such answers will be dependent on descriptions, but will have valid links. **7-11**

L3: Demonstrates, by selection of appropriate material, explicit understanding of a range of issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**

L4: Demonstrates, by selection of a wide range of precisely selected material, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**

L5: As L4, but also shows appropriate conceptual awareness which, together with the selection of a wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Option A: Vietnam, 1954-1980**Question 2**

“Ideological rather than economic and strategic reasons explain why the United States increased its involvement in Vietnam between 1954 and 1964.”

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content:

Candidates may place the period in the question into its Cold War context. This may enable answers to address the ideological aspect of the question. Clearly there was an ideological dimension to the US involvement in Vietnam from 1954. This may be considered less significant an issue in terms of US motives for involvement than the other factors defined in the question. Candidates may consider the domino theory and the effects of the spread of Communism in South East Asia on the United States’ vital interests, both regionally and globally. These interests may be considered as both economic and strategic. South East Asia was a huge potential market for the US economy. Strategically, in a Cold War environment, it was essential that the US did not allow Communist influence to spread in South East Asia. As a global superpower the US had to establish its influence first and firmly. This view may be reinforced by considering the development of the nuclear arms race in the 1950s. It would be useful to have some reference to the changing nature and form of the involvement between 1954 and 1964. The end point of the answer should be the Gulf of Tonkin incident. Johnson did not start to begin the process of massive military escalation until into early 1965.

Question 3

“The South Vietnamese people supported the Vietcong not because they rejected American militarism but because they accepted Communism and nationalism.”

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Support for the Vietcong (formerly the Vietminh) dates back well before the US arrived in Vietnam. The terms in the question are sufficiently generalised to allow candidates to

consider the different attitudes of pro-Diem, urban South Vietnamese compared to those of the rural peasantry. American militarism only became aggressive towards the bulk of the population from 1965, prior to this it was a fairly benign process with which the South Vietnamese were largely compliant. The commitment to Communism was less strong than the commitment to nationalism. This was particularly true in South Vietnam. Reference may be made to the position in 1954 and the determination of the Vietnamese people as whole to free themselves from foreign control. The Vietminh was as much a nationalist organisation as it was a Communist one. Examples of US aggression against the Vietnamese is good evidence to challenge the premise in the question. This may be taken from the whole period from 1965 up to 1973. Classic examples such as My Lai may be referred to.

Question 4

How far was it military failure rather than political considerations that led to the United States' withdrawal from Vietnam? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The military dimension of this question may lead candidates to consider the military failures up to 1970, and the realisation by Nixon that a military solution to what was essentially a political problem would not be successful. There are numerous examples of military problems. Even the apparent victories are seen as failures e.g. the Tet Offensive of 1968. Politically the USA was trapped in Vietnam but from Nixon's point of view the military failures were likely to have significant political consequences. This is a line of enquiry that candidates may seek to follow in order to link the political and military factors, particularly during the first Presidency of Richard Nixon. Reference may be made to the development of détente and why the USA would seek to support such a change in policy. The issue of the USA's vital national interests being protected by militarism is also a line worth pursuing.

Option B: Co-operation in Europe, 1945-1991**Question 5**

“The Treaty of Rome was formed primarily for political rather than for economic reasons.”
Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The Treaty of Rome was very much an extension of the ECSC. Answers may usefully consider the background to 1957 and the development of moves to create an economic union within Europe. The role and significance of Jean Monnet could be explored. Although there is clear evidence that the EEC was an economic union there is sound evidence to suggest that the long term objective was a form of political union across western Europe. Many European states were not initial members because the debate over political union and economic integration versus association and cooperation had already taken place. Thus, for the initial six members, the idea of political union was in place. The Six accepted Schuman’s view that political union could be achieved in the long term by a concerted effort at economic integration. The ideas of political and economic integration were synonymous.

Question 6

To what extent was de Gaulle’s refusal to support Britain’s entry into the EEC motivated by political rather than economic concerns? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Some reference to the background may be useful. Britain’s approach to Europe had been based on the WEU, the Grand Design and then the European Free Trade Association. She had, before the 1960s, no clear commitment to European integration of any kind. Her economic and political priorities lay elsewhere. De Gaulle regarded Britain as an insular state in terms of Europe. Its economic strategy lay with the Commonwealth. Politically Britain represented a challenge to French strength within the EEC and to de Gaulle’s own bid for European leadership. De Gaulle also hated the close ties Britain had with the USA. Britain’s entry into the EEC would be an American ‘Trojan Horse’. Another priority for de

Gaulle was the issue of political union. He saw Britain's entry as a major distraction in the process. Even later in the 1960s nothing had really changed that would influence de Gaulle's perceptions of Britain. He had commented in 1963 "Britain will enter the Common Market one day (but) no doubt I shall no longer be here".

Question 7

"A political and economic disaster."

How valid is this view of the consequences for the EEC of its enlargement between 1973 and 1991?
(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

By the mid-1980s the EEC membership had grown from six to twelve. It was a slow and protracted process. Many of the members were less European orientated and less committed to the loss of national independence. Both Britain and Denmark opted for very distinctive positions within the union which highlighted specific problems. Conflicting policy concerns raised political and economic divisions, e.g. fishery policy acquired a higher and more contentious profile after enlargement. Budgetary issues were also significant, and progress towards monetary union was slow. The ECU was rejected. The role and attitude of the EMS could be considered here. The linkage between the economic and political problems facing the EEC after increased membership may be illustrated through the workings of the CAP and the impact of national self-interest. Overall candidates may argue that the economic problems far outweighed the political issues.

Option C: The Middle East from 1945 to c1991**Question 8**

Assess the view that the consequences for the Arab states of the Arab-Israeli Wars in the years 1956 to 1973 were politically and strategically disastrous. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The political impact of the Suez Crisis was very positive for Egypt, as she emerged as the state that had expelled the European imperialists. Egypt had held on to the Canal and Nasser's regional influence, both politically and strategically, had been considerably enhanced. There were negative consequences in that Israeli-Egyptian relations had not been improved and Israel had significant determination and, more importantly, links with the USA. The strategic impact of the 1967 war was significant for Egypt. Israel was able to claim strategic depth in her capture of the Sinai. Egypt was defeated and no longer able to claim to threaten Israel regionally. The political damage for Egypt lay in her changed relationship with the USSR, while the USA began to see Israel as a vital ally in the Middle East. The war had done nothing to consolidate Egypt's role as the prime mover amongst Arab states. The 1973 war left Egypt the political victor, and Israel had only been saved by the aid of the USA. The belief in the invincibility of Israel had been significantly undermined. In many ways Sadat emerged from the war as a world statesman, and he was able to draw in the superpowers to broker a 'lasting' settlement. Strategically Egypt's position appeared relatively unchanged.

Question 9

"Islam rather than modernisation brought down the Shah's regime in 1979."
Assess the validity of this view. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Details of the Shah's modernisation programme from 1960 are directly relevant here. This would include reference to the social and economic policies that were developed. Reference to educational expansion, urban health care and consumer goods would be useful, and

employment changes may also be referred to. The transformation is known as the “White Revolution” (1960-1963). The process and impact of land reform may be considered, and The Shah’s political changes are also significant. Personal interventionism and the development of an efficient dictatorship. Modernisation brought major economic and social change and with them opposition. Initially much of the opposition was not based on religious issues, although religious opposition was certainly stimulated by the reforms. Many of the traditional legal and educational functions of the Muslim authorities were being undermined by the modernisation. By the mid-1970s protest was coming from other areas besides Islam; middle class intellectuals for example. The Islamic revolution came in 1978-1979 and led directly to the fall of the Shah. Answers need to establish the links between the modernisation and Islam, and possibly suggest that the revolution was not a purely religious process.

Question 10

To what extent do you agree with the view that the objectives of the UNO during the Gulf War of 1990 to 1991 were primarily military rather than political? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

In the new non-bipolar world it appeared as if the original concept of collective security amongst the members of the UNO could be effectively applied to the Iraqi invasion of Kuwait. Thus there would be no political agenda, merely the controlled use of military force to establish peace in that region of the Middle East. However, this view may be challenged by the idea that UNO action was a prelude to the developed states forming into an anti-Iraqi alliance. UNO members who contributed to Desert Storm wanted to control their own military forces. This was more like a political objective being achieved through military means than a multi-national force cooperating to save Kuwait. Iraq was perceived as a threat to Middle Eastern stability, both militarily and economically, by the developed nations who depended upon the safe supply of Middle Eastern oil. The defeat of Iraq led to calls by the USA for the people of Iraq to overthrow Saddam: a political objective.

Option D: China from 1949 to the Tiananmen Square Massacre, 1989**Question 11**

“A system of repression designed to keep the CCP in power rather than to lay the foundations of progress for the Chinese people.”

Assess this view of the economic and political changes implemented between 1950 and 1962 by the Communist leadership. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may argue that this period was one of consolidation of power by the CCP. However it is also possible to suggest that there was a genuine attempt to improve the condition of the Chinese people, but the attempt was largely a failure in social and economic terms. Politically, the new regime was oppressive. China was quickly established as a one party state. Mao set up the Three Anti-Movement which was expanded in 1952 to the Five Anti-Movement. This was designed to destroy the last remnants of the ‘bureaucratic capitalist class’. It also reinforced the power of the CCP. The First Five Year Plan had mixed economic outcomes. The process was one of economic progress under the authority and direction of the CCP. The Hundred Flowers Campaign should be examined in terms of the underlying motives – was it a means of routing out opposition or a genuine failed attempt at free speech? The Great Leap Forward is another economic issue which had profound social and political impact.

Question 12

Assess the validity of the view that “the aim of the cultural Revolution was to destroy opposition to Mao rather than to create a new society”. (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

It is inevitable that candidates will suggest that one of the aims of the Cultural Revolution was to protect the political power of Mao. However, this does not preclude the possibility that Mao also wanted a new society which was committed to the concept of an on-going Communist revolution. Reference may be made to the cult of personality that Mao admired

in Stalinism, and the way in which Mao used the Red Guards as the agents of destruction in order to eliminate his opponents in a wave of ‘revolutionary chaos’. Despite this Mao was convinced that many of the higher leaders within the CCP were infected with the drift towards ‘neo-capitalism’. There was a clear ideological dimension to Mao’s thinking which was addressed through the Cultural Revolution. Mao had a real belief in permanent revolution, and therefore to see the Cultural Revolution merely as a ploy to enhance his own power is to misinterpret Mao’s wider thinking. Nevertheless there is a considerable weight of evidence to enable candidates to suggest that in the Cultural Revolution Mao’s ideological purism was secondary to his commitment for personal power.

Question 13

“A period of both political and economic progress.”

How valid is this view of Deng Xiaoping’s modernisation programme between 1979 and 1989? (20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

The key idea here is progress. Clear answers need to consider the idea as one of improving the economic and political status of the Chinese people during the period. Reference needs to be made to Deng’s economic reforms. He defined his economic objectives as being to make all people prosperous rather than merely creating polarization within a socialist society. Detailed reference may be made to the agricultural and industrial reform programme that Deng supported and the consequences of these policies. There is considerable evidence to suggest that the scale of economic progress under Deng was impressive. This is less obvious when political progress is considered, as Deng was opposed to political reform. His emphasis was upon the Four Cardinal Principles. The progress of popular protest needs to be examined as does the government’s response to it. Events leading to the Tiananmen Square massacre are central to this. Reference may be made to the idea that there was institutionalised corruption within the CCP is directly relevant to this, as is the response of the government to the Tiananmen Square protests.

Option E: South Africa from Apartheid to Democracy: 1948 to the Present**Question 14**

“Apartheid was a policy of segregation which was designed to enable each racial group in South Africa to develop separately and successfully.”

How valid is this view of the reasons for the introduction of Apartheid in South Africa?

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Segregation was a policy that preceded Apartheid. Candidates may seek to define the term and refer to the ideas that the National Party stood by, e.g. whites were entitled to have absolute control over the state. Answers may also seek to illustrate the rationale of the National Party in terms of considering the theoretical benefits of separate development for all the racial groups in South Africa. More specifically, answers need to develop detail on the social, political and economic aims of Apartheid and how these were enshrined in a series of legislative measures between 1948 and 1978. Reference may be made to a wide range of such legislation such as the Population Registration Act, the Prohibition of Mixed Marriages Act, etc. The policy reinforced the political power of the National Party for generations. Detailed references may be made to the social and economic controls that the policy established, particularly over black South Africans. Reference to the homelands policy and educational policy are good illustrations of this. Equally, reference to the political controls is central to the answer. Answers are likely to reject the premise in the question and they need to offer a wide range of detail to support the view. Some may argue that it was a policy that went wrong and was systematically changed over time, but the scale of support it had amongst white South Africans prevented any significant modernisation.

Question 15

“Until 1978 Apartheid was never seriously threatened by Black South Africans because they were politically and economically too weak to do so.”

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

Candidates may consider the political developments within the internal opposition to Apartheid. These could include the role of Mandela, the splitting of the ANC and the founding of the pan-African Congress and the development of Black Consciousness leading to Soweto. Examples of political and economic weakness may call upon the draconian legislation which the government applied to blacks in order to restrain their political and economic opportunities. There are clear examples of aggressive opposition and less aggressive opposition by blacks across the entire period. Reference may be made to Sharpeville and Steve Biko. The more violent phase of the opposition may take into account the militant wing of the ANC and its actions. Candidates may argue that political and economic weaknesses are irrelevant in the process. A more central issue is the role of external pressure which was maintained through the militancy of blacks in South Africa.

Question 16

“Internal and external pressures were of equal importance in their contributions to the collapse of Apartheid in South Africa.”

Assess the validity of this view.

(20 marks)

Use standard mark scheme for essays at A2 (*without* reference to sources).

Marks as follows:

L1: 1-6 L2: 7-11 L3: 12-15 L4: 16-18 L5: 19-20

Indicative content

External pressure may be examined through the political and economic isolation of South Africa. Such pressure came particularly from the Commonwealth. Opposition was also made clear through sporting isolation. Candidates may need to explore the economic condition of South Africa by the late 1980s and its impact on the effectiveness of external opposition. Internal opposition is measured through the scale and frequency of rioting and disturbances. There was growing unity amongst the black Africans and the blacks and non-whites. The role of Mandela is significant even though he was in prison. Candidates may attempt to establish the relative importance of the opposition by commenting on its influence

upon the political leaders of South Africa. There is a need to consider the internal economic condition of the state and its need for international recognition rather than isolation.

Alternative H: Aspects of Twentieth Century European and World History, 1900 to the Present Day**A2 Unit 6: The United Nations, 1945-1989****Question 1**

- (a) Use **Source A** and your own knowledge.

How valid is the interpretation offered by **Source A** of the role played by the Security Council in international security issues in the years 1956 to 1989? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract and the interpretation it contains. **1-2**
- L2: Demonstrates understanding of the interpretation and relates to own knowledge. **3-5**
- L3: As L2, and evaluation of the interpretation is partial. **6-8**
- L4: Understands and evaluates the interpretation and relates to own knowledge to reach a sustained and well supported judgement on its validity. **9-10**

Indicative content

Source A suggests that the work of the Security Council was undermined by the frequent use of the veto and that this led to the Council having only a “marginal role over many years”. The emphasis is upon the context of the Cold War. Candidates may offer evidence to show the impact of the veto and illustrate the number of times it was used by both the USA and the USSR during the period. However it is important to illustrate the successes of the Security Council, and the fact that if an issue of great importance was not going to be resolved through the Council it could then be passed on to the Assembly. Candidates could consider the range of actions available to the Security Council e.g. the use of armed force and the use of sanctions. Candidates need to consider the impact of the Cold War and the points when this undermined the work of the Council, not merely through the use of the veto. Roberts certainly considers the Cold War to have undermined the proactive role of the Council up to 1989.

- (b) Use **Source B** and your own knowledge.

How useful is **Source B** as evidence of the effects of changes in the membership on the influence of the United States in the United Nations? (10 marks)

Target: AO1.1, AO2

- L1: Summarises the content of the extract in relation to the issue presented in the question. **1-2**

- L2: Demonstrates some appreciation either of the strengths and/or of the limitations of the content of the source in relation to its utility/reliability within the context of the issue. **3-5**
- L3: Demonstrates reasoned understanding of the strengths and limitations of the source in the context of the issue and draws conclusions about its utility/reliability. **6-8**
- L4: Evaluates the utility/reliability of the source in relation to the issue in the question to reach a sustained and well supported judgement. **9-10**

Indicative content

The membership profile of the UN changed significantly between 1945 and 1989. It more than trebled in size. There had been a shift towards the Global South and particularly amongst Afro-Asian states. This inevitably led to a shift away from a UN agenda dominated by the interests of the Global North, and particularly the interests of the USA, towards a more balanced agenda which took into account the wider global situation. Candidates may establish the influence the USA had until this shift began to impact on the UN, and suggest that there is some accuracy in the content of the source which enhances its utility. The source lacks specific detail to substantiate its premise and this may weaken its usefulness.

- (c) Use **Sources A, B, C and D** and your own knowledge.

“The United Nations consistently failed to achieve its objective of maintaining international peace and security because its members would not co-operate with each other.”

Assess the validity of this verdict on the United Nations during the period 1950 to 1989. (20 marks)

Target: AO1.1, AO1.2, AO2

- L1: Is able to demonstrate, by relevant selection of material, *either* from appropriate sources *or* from own knowledge, implicit understanding of the question. Answers will be predominantly or wholly narrative. **1-6**
- L2: ***Either***
 Demonstrates, by relevant selection of material, *either* from the sources *or* from own knowledge, some understanding of a range of relevant issues. Most such answers will show understanding of the analytical demands, but will lack weight and balance.
- Or***
 Demonstrates, by relevant selection of material, *both* from the sources *and* from own knowledge, implicit understanding of a wide range of relevant issues. These answers while relevant, will lack both range and depth and will contain some assertion. **7-11**

- L3: Is able to demonstrate, by relevant selection of material, *both* from the sources *and* from own knowledge, explicit understanding of the issues relevant to the question. Judgement, as demanded by the question, may be implicit or partial. **12-15**
- L4: Demonstrates, by selection of a wide range of precisely selected material, *both* from the sources *and* from own knowledge, explicit understanding of the demands of the question and provides a consistently analytical response to it. Judgement, as demanded by the question, will be explicit but may be limited in scope. **16-18**
- L5: As L4, but also shows appropriate conceptual awareness which, together with the wide range of precisely selected evidence, offers independent and effectively sustained judgement appropriate to the full demands of the question. **19-20**

Indicative content

Candidates may use Source A to argue that the veto was a primary factor in the lack of effectiveness in the UN and to suggest that this was the result of disunity. Source B suggests the influence of Cold War interests at work in the UN. There is a clear suggestion that the USA consistently abused its place in the UN in order to advance its own interests, and this ultimately undermined the work of the organisation. Source C raises the issue of the perception by the USSR of the UN as a tool of pro-western, pro-USA, pro-imperialist interests. This view is partly developed in Source D, although this source does suggest considerable unity during the 1970s.

Candidates will refer to their own knowledge and refer to examples of when the UN was particularly united and its members did cooperate with each other. The 1973 Arab-Israeli war is a good example of this cooperation during a period of *détente*. Other examples might include the Cyprus crisis and to a lesser extent the crisis in the Congo. Equally there are many examples of the members not remaining united. Candidates have many choices here. Roberts refers to the failure of the permanent members to agree during the earlier years of the UN's existence, but his was not the only factor in the lack of cooperation. Domestic political constraints are also emphasised by Roberts as an additional issue beyond the purely Cold War dimension. Parsons argues that the UN was largely effective despite the constraints of the Cold War. It often acted as a useful device to defuse crises and thereby ease Cold War tension.