



*Rewarding Learning*

**General Certificate of Secondary Education**

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## **History**

Unit 2: Outline Study

**[GHR21]**

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## **Assessment**

**MARK  
SCHEME**

## **General Marking Instructions**

### ***Introduction***

Mark schemes are intended to ensure that the GCSE examinations are marked consistently and fairly. The mark schemes provide teachers with an indication of the nature and range of students' responses likely to be worthy of credit. They also set out the criteria which teachers should apply in allocating marks to students' responses. The mark schemes should be read in conjunction with these general marking instructions.

### ***Assessment Objectives***

Below are the assessment objectives for GCSE History.

Candidates must:

- AO1** demonstrate knowledge and understanding of the key features and characteristics of the period studied;
- AO2** explain and analyse historical events and periods studied using second-order historical concepts including continuity, change, cause, consequence, significance, similarity and difference;
- AO3** analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied; and
- AO4** analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

### ***Quality of students' responses***

In marking the papers, teachers should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 16-year-old, which is the age at which the majority of students sit their GCSE examinations.

### ***Flexibility in marking***

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which students may produce. In the event of unanticipated responses, teachers are expected to use their professional judgement to assess the validity of answers.

### ***Positive marking***

Teachers are encouraged to be positive in their marking, giving appropriate credit for what students know, understand and can do rather than penalising students for errors or omissions. Teachers should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 16-year-old GCSE student.

### ***Awarding zero marks***

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

### ***Types of mark schemes***

Mark schemes for questions which require students to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### ***Levels of response***

Questions requiring students to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, teachers should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, teachers are expected to use their professional judgement. The following guidance is provided to assist teachers:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### ***Quality of written communication***

Quality of written communication (QWC) is taken into account in assessing students' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

### ***Instructions for teachers:***

**For questions which are assessed using three levels of response the following QWC descriptors are to be used:**

#### **Level 1**

Writing communicates ideas using a limited range of historical terminology and shows some skills of selection of material, but the response lacks clarity and organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

#### **Level 2**

Writing communicates ideas using historical terms accurately and shows some skills of selection and organisation of material. Students spell, punctuate and use the rules of grammar with some accuracy.

#### **Level 3**

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

**For questions which are assessed using four levels of response the following QWC descriptors are to be used:**

**Level 1**

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity, structure and organisation of ideas. Students spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2**

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Students spell, punctuate and use the rules of grammar with some accuracy.

**Level 3**

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Students spell, punctuate and use the rules of grammar mostly accurately.

**Level 4**

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

**The guidance given in the General Marking Instructions is very clear and should assist teachers in applying the Mark Scheme. I would strongly advise teachers to use the level descriptors within each section when applying the Mark Scheme and to keep in mind that not all the detail given in each section is necessary for the awarding of top marks.**

Section A

AVAILABLE  
MARKS

The detail given in this mark scheme is for **examiner guidance** and students are not expected to cover **every** point suggested.

- 1 What does **Source A** tell us about the reasons why the USA became involved in South East Asia?

**Target AO3:** Analysis of sources.

Award **[0]** for no rewardable material

**Level 1 ([1])**

Answers at this level will include information extracted from Source A or paraphrased from Source A.

**Level 2 ([2]–[3])**

Answers at this level will begin to analyse the content of Source A and make some use of it to show the reasons why the USA became involved in South East Asia. For example, Source A tells us that the USA was interested in two items which were in South East Asia: tin and tungsten.

**Level 3 ([4])**

Answers at this level will fully analyse the content of Source A to show the reasons why the USA became involved in South East Asia. For example, Source A tells us that the USA was there because it believed in the ‘domino theory’. The American President argued that South East Asia was rich in natural resources. Eisenhower states that the USA needs to be involved as ‘the USA cannot allow more losses’ than the 450 million people already lost in Asia to communism.

This question is designed to be an easy opener for students.

There are two approaches to this question; both of which are worthy of credit and can access Level 3.

If the student extracts four relevant points from the source, for example “This area [South East Asia] is also rich in rubber”.

“Asia has already lost 450 million of its people to communism” then they can achieve four marks.

Alternatively if the student makes two valid points from the source and supports this with an inference or some form of development, then four marks can also be awarded.

Any other valid point [4]

4

2 (a) **Source B** and **Source C** give different views about the Korean War.

Explain **two** ways in which these views differ.

**Target AO4:** Analysis of interpretations.

Award **[0]** for no rewardable material

Award **[1]** for identifying a valid difference between Source B and Source C

Award **[2]** for identifying a valid difference from Source B and Source C with supporting evidence

Apply above criteria for **each** way

Any **two** ways:

- Source B is from the Vice President of the USA who states that America became involved in the Korean War because of the 'planned act of aggression by North Korea' which had taken South Korea by surprise. This is not mentioned or shown in Source C. Source C refers to how the USA 'provoked' North Korea
- Source B focuses on how the USA had to respond to the aggression of North Korea. Source B claims that this response was to restore 'peace and freedom around the world'. Source B develops this further by referring to how the USA was prepared to 'defend a country they never knew'. Source C does not mention this and contradicts this view
- Source C gives a different view and refers to the USA as 'invaders who started the war in Korea to increase their power'. Source C highlights the sacrifices made by Kim Il Sung during the war. This is not mentioned in Source B.

In this question the focus is on content. Students should refer to the content of both Sources B and C.

Students can identify detail which is in one of the sources, but which is omitted in the other. This is a valid difference.

Any other valid point

(2 × [2])

[4]

(b) Explain **one** reason why the views in **Source B** and **Source C** are different.

**Target AO4:** Analysis of interpretations.

No rewardable material **[0]**

Award **[1]** for identifying a valid reason why the views in Source B and Source C are different

For example, the views in Source B and Source C are different because they are written by different people.

Award **[2]** for identifying a valid reason why the views in Source B and Source C are different with supporting evidence

For example, the sources are different because they are different interpretations of the reasons for the conflict in Korea from opposing sides of the war. Source B is the view of the Vice President of the USA fifty years

after the outbreak of the Korean War who speaks retrospectively about the war. He justifies America's involvement in the war. Source C is from the North Korean Central News Agency which has an anti-American bias and blames the USA for the conflict.

In this response the focus is on authorship.

If students are able to identify that Source B is a US viewpoint, whilst Source C is North Korean and they were on different sides of the Cold War then 2 marks can be awarded.

Any other valid point

[2]

AVAILABLE  
MARKS

6

- 3 How convincing is the view in **Source D** about the reasons why the USA became involved in Vietnam?

Explain your answer using **Source D and your contextual knowledge**.

**Target AO4:** Analyse, evaluate and make substantiated judgements about interpretations.

Award **[0]** for no rewardable material

**Level 1 ([1]–[2])**

Answers at this level will show a limited response which will only focus on the content of Source D. Little attempt will be made to address the reasons why the USA became involved in Vietnam. Students may simply extract information from Source D, which outlines one view about the reasons why the USA became involved in Vietnam.

**Level 2 ([3]–[5])**

Answers at this level will show limited knowledge or understanding of the view in Source D or challenge it. Students may refer to the view that the USA 'felt threatened by growing communist influence' which made them become involved in Vietnam and may attempt to make a judgement. Students can access the top mark in this level if they attempt to analyse and use Source D and some contextual knowledge to reach a limited judgement about how convincing they find the view.

**Level 3 [6]–[8])**

Answers at this level will show a clear understanding of the view in Source D about the reasons why the USA became involved in Vietnam. At the top end of this level students will use their contextual knowledge to clearly analyse and explain how convincing they find the view. A substantiated judgement will be reached based on contextual knowledge and understanding.

**Answers may include some of the following:**

- In Source D the American historian states that the reasons why the USA became involved in Vietnam were not to do with 'raw materials' or 'practical reasons'. This seems to be a convincing view as he is speaking thirty years after the end of the war and justifies his views as to why the USA was involved
- In Source D the historian states 'the USA felt threatened by growing communist influence in Asia.' This is his view and it may be convincing when supported with further evidence of how the USA became involved in Vietnam after the French defeat at Dien Bien Phu and the events of the Tonkin Incident. The USA was committed to the Truman Doctrine and the policy of containment of communism and had effectively become the world's policeman in relation to growing communist influence
- In Source D the historian also refers to popular view at the time that US involvement was due to fear of a communist inspired 'plot'. The historian goes further and explains that Americans were told that 'Ho Chi Minh was a puppet of China and the USSR'. This view is referred to as a 'lie', but was a significant reason at the time as to why the USA became involved in Vietnam
- This view may not be convincing because the US was concerned about its status and position and needed a Cold War success in South East Asia, especially after events in Korea. The US was concerned about raw materials

but its pride and position as a superpower were at stake as well as a desire to contain the spread of communism

- The historian refers to US involvement as ‘horrible’ and ‘a terrible lie and a tragedy’. This is very emotive language by the historian and may refer to some of the atrocities which occurred during the Vietnam War.

**In this question the focus is on the content of the source first and foremost.**

Students may implicitly use Source C and this should be credited. Students do not need to quote directly.

Credit should **not** be awarded for assessing the usefulness or the reliability of the source. When awarding marks in this question students may look at the author and the date to place the source in context, but this is not a requirement and students do not need to develop detail on either.

When awarding marks in this response students can be totally convinced, partially convinced or not convinced at all. The use of their contextual knowledge is key here to support their view.

To access Level 3 a clear judgement must be reached and students should have made it clear in their responses as to why they have reached their judgement.

Any other valid point

[8]

8

AVAILABLE  
MARKS

- 4 How far do you agree with the view in **Source D** that the reason why the USA became involved in South East Asia was because they 'felt threatened by growing communist influence in Asia'?

In your answer you **must** use **Sources B, C and D** and **use information of your own**.

**Target AO1, AO2, and AO4:** Demonstrate knowledge and understanding of the key features; explain and analyse historical events and periods studied using second-order historical concepts: causation; analyse and evaluate interpretations.

Award **[0]** for no rewardable material

Implicit references to the source material should be credited.

**Level 1 ([1]–[4])**

Answers will offer a vague general account of the content of Sources B, C and D with little attempt to address the question and limited analysis of only one or two sources. Little attempt will be made to address the view in Source D or the views in Sources B and C. There will be limited or no own knowledge to support the answer and no judgement reached or the judgement will be unsubstantiated.

At this level some students may only write a narrative account of the reasons why the USA became involved in South East Asia with no reference to the sources. This can be awarded a top Level 1.

**Level 2 ([5]–[8])**

Answers will begin to use the content of Sources B, C and D and describe and analyse the views given in at least two of the sources. There will be some limited own knowledge. An attempt will be made to address the view in Source D. A limited judgement will be reached.

**Level 3 ([9]–[12])**

Answers at this level will show an understanding of the different views given in Sources B, C and D. Students will begin to explain the view in Source D that the reason why the USA became involved in South East Asia because they 'felt threatened by growing communist influence in Asia.' They will include some of their own knowledge to support their answer and explore further the different views about the reasons why the USA became involved in South East Asia. Responses of this nature can access the top end of this level. A developed judgement will be reached.

At this level students will have included some of their own knowledge, but this knowledge does not have to be extensive.

Students who fail to explore the authors and why they hold their particular views should be awarded a maximum of a top Level 3 only if the other areas are covered thoroughly.

**Level 4 ([13]–[16])**

Answers at this level will show a clear understanding of the different viewpoints in Sources B, C and D and offer valid explanations for these. Students at the

top end of this level will make a substantiated judgement based on their own knowledge and understanding.

To award a mark inside Level 4 students must address the interpretation in each of the sources in relation to the proposition in the question. Students must also look at the author and explain why they hold their views contained within the source. There should be evidence of the student’s own knowledge to help them explain their views. Finally a supported judgement should be reached.

**Answers may include some of the following:**

- Source D is the view of an American historian writing 30 years after the end of the Vietnam War. The historian can write objectively using a range of sources to develop their interpretation. The historian clearly identifies the importance of feeling ‘threatened by communist influence in Asia’ as a factor in US involvement and highlights how much this worried the USA. The historian dismisses other factors in US involvement such as the abundance of raw materials and states that it was due to the belief that what was going on in Vietnam was part of an ‘international plot’. After 1954 the USA believed in the domino theory, that if one country fell to communism, then others would follow
- Source C offers an alternative view as to why the USA became involved in South East Asia. Source C is the view of the North Korean Central News Agency in June 2000, fifty years after the outbreak of the Korean War. It is clear from the source that there is a negative viewpoint of the US involvement in Asia. The focus here is on Korea and identifies the USA as ‘invaders’ who ‘provoked’ and ‘started the war in Korea’. Source C glorifies Kim Il Sung’s contribution to the sacrifices which were made during the war
- Source B is the view of the American Vice President in 2000 speaking on the anniversary of the outbreak of the Korean War. He justifies American involvement in Korea. Source B suggests that the USA had to act to restore ‘peace and freedom around the world’. Al Gore supports the view that US involvement in South East Asia was because of the ‘planned act of aggression’ by North Korea. The Vice President argues that the USA became involved to ‘defend a country they never knew’. This view would support the idea of duty which the USA felt it needed to uphold in this region notably after the fall of China to communism in 1949.

In awarding marks in this response teachers should focus upon ensuring there is reference made to:

The interpretation in the source – (does it agree or disagree with the view in the question?)

Relevant own knowledge used to support discussion.

Identification of the different authors and some explanation of why they held their view as this could impact on what they are saying about the reasons why the USA became involved in South East Asia.

Any other valid point

[16]

16

**Section A**

**34**

**AVAILABLE MARKS**

Section B

AVAILABLE  
MARKS

5 Describe **two** consequences of the collapse of communism in eastern Europe by 1991.

**Target AO1:** Demonstrate knowledge and understanding of the key features.

Award **[0]** for no rewardable material

Able to identify **one** consequence with limited description **[1]**  
For example, the Berlin Wall was opened.

Able to identify **one** consequence with detailed description **[2]**  
For example, the Berlin Wall was opened. This had been a symbol of East-West division and its opening allowed freedom of movement between East and West Berlin.

Apply criteria to each consequence

Any other valid point  
(2 × [2]) [4]

4

6 (a) How and why did tension arise between the USA and the USSR over events in Germany and Berlin from 1945 to 1961?

Use the following guidelines in your answer. You **must** also use information of your own.

- Yalta and Potsdam, 1945
- Berlin Blockade and Airlift, 1948–1949
- Events in Berlin, 1959–1961

**Target AO1 and AO2:** Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/consequence/significance.

Award **[0]** for no rewardable material

**Level 1 ([1]–[5])**

Answers at this level may only use one of the guidelines and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity and organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[11])**

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of

how and why tension arose between the USA and the USSR over events in Germany and Berlin from 1945 to 1961.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Students spell, punctuate and use the rules of grammar with some accuracy.

When awarding marks to this question students can be awarded marks up to the top of Level 2 if two guidelines are covered well.

### **Level 3 ([12]–[17])**

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how and why tension arose between the USA and the USSR over events in Germany and Berlin from 1945 to 1961.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Students spell, punctuate and use the rules of grammar mostly accurately.

### **Level 4 ([18]–[22])**

Answers will use all of the guidelines and will provide a clear and full explanation of how and why tension arose between the USA and the USSR over events in Germany and Berlin from 1945 to 1961. Analysis will be focused on the question, with accurate detail throughout.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

### **Answers may include some of the following:**

#### **Yalta and Potsdam, 1945**

- During wartime the mistrust and suspicion between the USA and the USSR had been suppressed due to the common enemy of Nazism
- At Yalta in February 1945 it was agreed that Germany had to pay for all damage especially to the USSR. Germany was to be demilitarised and divided into four zones to be controlled by the four allies (USA, USSR, Britain, France). The capital, Berlin, 100 miles inside the USSR zone was also to be divided into four sectors
- The USSR would be allowed to influence Eastern Europe and Stalin promised to hold democratic elections after the war to allow the people of Eastern Europe to choose their own governments
- At Potsdam in July 1945 it was decided that the USSR could take 25% of industrial equipment from western zones of Germany as reparations in return for providing supplies of food, fuel and raw materials. Suspicions of both the USA and USSR at Potsdam led to increased tension which was to develop into the Cold War.

#### **Berlin Blockade and Airlift, 1948–1949**

- The USSR wanted Germany to remain weak. By 1948 the USSR had removed a significant amount of resources from its occupied zone. As a result, living standards were much poorer for the German people living in the Soviet zone of Germany than in the western zones. These

- differences between the zones caused great tension
- By June 1948 the Western Powers had merged their zones and decided to introduce a common currency. Stalin was not consulted on the introduction of the Deutschmark and this caused further tension. He saw this move as the reconstruction of Germany that could threaten the USSR
  - In response, on 24 June 1948 Stalin ordered the closure of all road, rail, and canal links between East and West Berlin. This was in violation of the Potsdam Agreement. Stalin had hoped that this move would force the Western Powers to abandon Berlin and leave the USSR in full control of the city. This move caused greater tension
  - President Truman decided that the only way to save Berlin was to airlift supplies to West Berlin. He knew that Stalin would not risk war by shooting down any of the planes. The two million citizens of West Berlin had to endure severe rationing of food but on 12 May 1949 Stalin was forced to admit defeat and the blockade was lifted
  - The breaking of the Berlin Blockade was a huge success, but it caused increased tension between USA and the USSR in the years which followed.

### Events in Berlin, 1959–1961

- During the 1950s the standard of living improved faster in the West than in the East and the contrast was most apparent in Berlin, where West Berliners enjoyed the benefits of capitalism in comparison to the material shortcomings evident in communist East Berlin. More than 3 million East German refugees fled to West Germany via Berlin between 1949 and 1961
- This caused tension and Khrushchev feared that the exodus of mainly educated young people would undermine Communist control in East Germany. In 1958 Khrushchev called for an end to the four power control in Berlin
- The USA believed that this was a ploy to integrate West Berlin into the state of East Germany. In May 1960 Khrushchev and Eisenhower attended talks in Paris but the meeting collapsed when Khrushchev announced that the USSR had shot down an American U2 spy plane flying over its territory
- Further meetings in 1960 and 1961 increased tension. Khrushchev demanded that the newly elected President Kennedy hand over West Berlin to the USSR but Kennedy refused
- On 13 August 1961 the East German Government under Khrushchev's orders took action. The East German police sealed off all crossing points in the city of Berlin with a barbed wire fence, which was quickly replaced by a 110km concrete wall which cut West Berlin off from East Berlin and East Germany. The wall remained a source of tension between East and West and became a visible symbol of the division of communism and democracy.

When awarding marks in Question 6 teachers should be encouraged to think of marking each of the guidelines out of a notional 7 marks whilst applying the level descriptors. Students can then be awarded 1 mark for their engagement with the question set and their ability to link the guidelines to the question set.

Any other valid point

[22]

22

(b) How did international relations change in the years between 1991 and 2003?

AVAILABLE  
MARKS

Use the following guidelines in your answer. You **must** also use information of your own.

- The 'war on terror'
- The impact of war in Afghanistan, 2001
- The impact of the Iraq War, 2003

**Target AO1 and AO2:** Demonstrate knowledge and understanding of the key features to explain and analyse historical events and periods studied using second order historical concepts: causation/consequence/significance.

Award **[0]** for no rewardable material

**Level 1 ([1]–[5])**

Answers at this level may only use one of the guidelines and may fail to address the question, offering only a descriptive narrative which will contain inaccuracies.

Writing communicates ideas using a limited range of historical terminology and shows basic skills of selection of material, but the response lacks clarity and organisation. Students spell, punctuate and use the rules of grammar with limited accuracy.

**Level 2 ([6]–[11])**

Answers will use at least two of the guidelines, perhaps with some omissions, but will offer a more informed explanation and some analysis of how international relations changed in the years between 1991 and 2003.

Writing communicates ideas using historical terms mostly accurately and shows some skills of selection and organisation of material in a structured way. Students spell, punctuate and use the rules of grammar with some accuracy.

When awarding marks to this question students can be awarded marks up to the top of Level 2 if two guidelines are covered well.

**Level 3 ([12]–[17])**

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how international relations changed in the years between 1991 and 2003.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Students spell, punctuate and use the rules of grammar mostly accurately.

**Level 4 ([18]–[22])**

Answers will use all of the guidelines and will provide a clear and full explanation of how international relations changed in the years between 1991 and 2003. Analysis will be focused on the question, with accurate detail throughout.

Writing communicates ideas effectively, using a range of precisely selected historical terms, and organises information clearly and coherently. Students spell, punctuate and use the rules of grammar with consistent accuracy.

**Answers may include some of the following:**

**The ‘war on terror’**

- In 1998, Osama bin Laden issued a fatwa against the USA and its allies. ‘The ruling was to kill the Americans and their allies’
- Al-Qaeda’s largest terrorist attack on 11 September 2001 had an enormous impact on international relations due to the damage and deaths that the attack caused and the huge shock of the western world at these events
- US President, George W. Bush condemned the attack on the Twin Towers of the World Trade Centre and the Pentagon and announced a ‘war on terror’. His aims were to find and kill terrorists, remove governments throughout the world which supported terrorism, strengthen weaker states to resist terrorism and improve security for US citizens at home and abroad
- Congress passed the AUMF(Authorization for Use of Military Force against Terrorists) which gave the President the power to attack Afghanistan in 2001 and invade Iraq in 2003. In addition, 800 prisoners suspected of terrorism were imprisoned at Guantanamo Bay without trial
- The Department of Homeland Security was created to fight against terrorism in the USA. The Patriot Act gave the government the right to censor all communication and many states introduced anti-terrorism laws giving the police the power to detain suspects

**The impact of war in Afghanistan, 2001**

- The war in Afghanistan had a large impact on international relations. Afghanistan was the centre for training of Al-Qaeda terrorism and following 9/11 the USA demanded that the Taliban government in Afghanistan hand over bin Laden and dismantle the Al-Qaeda organisation
- There was widespread international support for the war against Afghanistan. The ISAF (International Security Assistance Force, a military coalition made up of 18 countries) suffered more than 4000 deaths. 15 000 Afghan soldiers and police were killed
- The war caused strain amongst the countries in the Middle East which actively contributed throughout the war. Pakistan was particularly annoyed at the USA’s military operations
- Many Muslims were worried that the ‘war on terror’ in Afghanistan actually increased terrorist recruitment

**The impact of the Iraq War, 2003**

- The invasion of Iraq had a massive impact on international relations because the USA was blamed for starting an unnecessary war. President Bush and Tony Blair attacked Iraq because they believed that Iraq’s leader Saddam Hussein was giving support to Al-Qaeda. They also believed that Iraq was in possession of weapons of mass destruction
- Bush and Blair made the decision to invade Iraq without the approval

of the UN Security Council. Following the Iraq War, the authority and reputation of the United Nations suffered greatly and international relations were seriously endangered

- The League of Arab States condemned the attack on Iraq in 2003 and called for the removal of American and UK military forces
- Many countries including France, Germany, Canada and Russia refused to support the invasion of Iraq. As a result Bush and Blair became hated figures throughout the world and the USA and Britain became targets for Islamic groups such as Islamic State (IS)

When awarding marks in Question 6 teachers should be encouraged to think of marking each of the guidelines out of a notional 7 marks whilst applying the level descriptors.

Students can then be awarded 1 mark for their engagement with the question set and their ability to link the guidelines to the question set.

Any other valid point

[22]

22

**Section B**

**26**

**Total**

**60**

**AVAILABLE  
MARKS**