



Rewarding Learning

**General Certificate of Secondary Education
2024**

History

Unit 2: Outline Study

[GHR21]

TUESDAY 4 JUNE, AFTERNOON

**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 examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which examiners should apply in allocating marks to candidates' 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 candidates' responses

In marking the examination papers, examiners 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 candidates 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 candidates may produce. In the event of unanticipated responses, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners 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 candidate.

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 candidates 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 candidates to respond in extended writing are marked in terms of levels of response. In deciding which level of response to award, examiners 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, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

- **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 candidates' 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 examiners:

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. Candidates 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. Candidates 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. Candidates 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. Candidates 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. Candidates 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. Candidates 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. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Section A

AVAILABLE
MARKS

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

- 1 What does **Source A** tell us about the attitude of Al-Qaeda towards the United States of America?

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 use of it to show Al-Qaeda's attitude towards the USA. For example, in Source A Bin Laden states that 'the USA has been invading the lands of Islam, stealing its riches'. Al-Qaeda describes these actions as 'crimes' and a 'declaration of war' on all Muslims.

Level 3 ([4])

Answers at this level will fully analyse the content of Source A to show Al-Qaeda's attitude towards the United States of America. For example, Source A tells us that Al-Qaeda have issued a fatwā to 'kill the Americans and their allies'. This is considered necessary as it is the 'duty' of every Muslim to be 'freed from the grip of the USA'. The armies of the US should be 'defeated' and 'leave the lands' of any Muslim countries.

Any other valid point

[4]

4

- 2 (a) **Source B** and **Source C** give different views about the reasons for the invasion of Iraq in 2003.

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 between Source B and Source C with supporting evidence

Apply above criteria for **each** way

Any **two** ways:

- In Source B, Tony Blair states that the invasion of Iraq took place 'to protect Great Britain, the USA and the West'. Source C disagrees. The cartoonist states that Bush went to war because Iraq 'breaks UN resolutions'.
- In Source B Blair, refers to the 'dictatorship of Saddam Hussein'. Source C does not refer to a dictatorship
- There is an emphasis on oil in Source C, but this is not referred to by Tony Blair as a reason in Source B

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.

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

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 who hold different views about the reasons for the invasion of Iraq.

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 invasion of Iraq.

Source C is by a cartoonist who is anti-war and Source B is the view of a former British Prime Minister who defends the West's decision to invade.

Any other valid point

[2]

6

- 3 How convincing is the view in **Source D** about the reasons for the United States of America's invasion of Iraq in 2003?

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 for the United States of America's invasion of Iraq in 2003. Candidates may simply extract information from Source D which outlines one view about the reasons for the United States' invasion of Iraq in 2003.

Level 2 ([3]–[5])

Answers at this level will show limited knowledge or understanding of the view in Source D or challenge it. Candidates may only refer to the view that the USA used 9/11 as a reason for a series of regime changes. Candidates 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 for the United States of America's invasion of Iraq in 2003. At the top end of this level candidates 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 blogger says that 'the USA used 9/11 as a reason for a series of regime changes in the Middle East'. This could be seen as convincing as following the events of September 11 the USA commenced a 'war on terror', removing governments which supported terrorism and abolishing terrorist safe places
- In Source D the blogger says that 'the Bush administration lied about weapons of mass destruction in Iraq'. This could be seen as convincing as initially UN weapons inspectors said that vast amounts of chemical and biological poisons were in Iraq, but this later turned out to be false and no firm evidence could be found of weapons of mass destruction. Therefore, the claim that President Bush had 'lied' may be seen as convincing
- The blogger in Source D refers to how the USA 'wasted little time in getting started'. This is convincing as after 9/11 the USA blamed Saddam Hussein for the attack. President Bush told Congress that Iraq and Al-Qaeda had links that went back over a long time
- In Source D the blogger states that 'the invasion of Iraq was not about oil'. This may be seen as unconvincing because it was suggested that the western powers wanted to secure Iraq's oil reserves for themselves

Any other valid point

[8]

8

- 4 How far do you agree with the view in **Source D** that “the USA used the attacks of September 11 as a reason to invade Iraq”?

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

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.

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 that “the USA used the attacks of September 11 as a reason to invade Iraq”. A limited judgement will be made.

Level 3 ([9]–[12])

Answers at this level will show an understanding of the different views given in Sources B, C and D. Candidates will begin to explain the view in Source D that “the USA used the attacks of September 11 as a reason to invade Iraq”. They will include some of their own knowledge to support their answer and further explore the reasons for the different views about why the USA decided to invade Iraq. Responses of this nature can access the top end of this level. A developed judgement will be reached.

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

Answers may include some of the following:

- Source D is the view of an American blogger who argues that “the USA used the attacks of September 11 as a reason to invade Iraq”. The blogger argues that “the USA used 9/11 as a reason for a series of regime changes in the Middle East”. In October 2001 Afghanistan was attacked, and the Taliban regime there was removed by December 2001. The USA led the way in undertaking regime changes and abolishing terrorist safe places. By 2003, the USA had turned its attention to Iraq. Source D states that “the Bush administration lied about weapons of mass destruction in Iraq”. It became increasingly clear that there was no firm evidence of weapons of mass destruction, and this had been manufactured as a reason to invade Iraq
- Source B is the view of Tony Blair, former British Prime Minister speaking in

2016. Blair supported the invasion of Iraq in 2003 and secured the support of the British parliament to attack Iraq. He disagrees with the view in Source D and states that “the choice to join the USA in military action in Iraq was the hardest decision of my life”. Blair identifies the reason for the invasion of Iraq was that the USA “wanted to set the Iraqi people free and remove the dictatorship of Saddam Hussein”. George Bush wanted to depose a tyrant and give the Iraqi people a democratic government. This further disagrees with the view in Source D. Source B also states that “there appeared to be evidence of weapons of mass destruction, and we had a duty to protect Great Britain, the USA and the West”. Tony Blair supported President Bush, who believed that Saddam Hussein had weapons of mass destruction

- Source C offers an alternative view from an American cartoonist who had an anti-war stance. He presents a counter view and a range of factors for the invasion of Iraq, but each reason focuses on ‘oil’. Some people who were against the war believed that President Bush wanted to invade Iraq for its oil and that the other reasons given for the invasion were false. Some believed that oil from Iraq was the goal of big US companies. President Bush argued that oil gave Saddam Hussein the money he needed to continue to cause trouble in the Middle East. The cartoonist disagrees with the view presented in Source D. From the 1990s relations had been tense between Iraq and the USA, and by 2003 Hussein was an enemy of the USA who they suspected of trying to stock up on weapons of mass destruction
- Overall candidates could argue that the attacks of September 11 were a factor in the invasion of Iraq as part of the ‘war on terror’, but that this was only one factor. The desire for regime change, to depose a tyrant, coupled with concerns over weapons of mass destruction and a need for oil, all could be argued as factors in the US invasion of Iraq by 2003

Any other valid point

[16]

16

Section A

34

**AVAILABLE
MARKS**

Section B

AVAILABLE
MARKS

5 Describe **two** reasons for the Cuban Missile Crisis, 1959–1962.

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

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

Able to identify **one** reason with limited description **[1]**

For example, in 1961 Castro announced that he had become a communist. This worried the USA.

Able to identify **one** reason with detailed description **[2]**

For example, after the Bay of Pigs incident Castro was concerned by American attempts to overthrow him and turned to the USSR for assistance. In August 1962 equipment which could be used to establish nuclear missile bases in Cuba arrived.

Apply criteria to each reason

Any other valid point

(2 × [2])

[4]

4

- 6 (a) Explain why and how the USA became involved in Asia between 1950 and 1973.

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

- Reasons for US involvement in Korea and Vietnam
- US actions in Korea, 1950–1953
- US actions in Vietnam, 1965–1973

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 use only 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. Candidates 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 why and how the USA became involved in Asia between 1950 and 1973.

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

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of why and how the USA became involved in Asia between 1950 and 1973.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates 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 why and how the USA became involved in Asia between 1950 and 1973. 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. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

AVAILABLE
MARKS

Reasons for US involvement in Korea and Vietnam

- The Truman Doctrine of 1947 widened the USA's commitment to containing the spread of communism. The USA would help any country resisting 'armed minorities' or 'outside pressures'
- After World War Two, Korea was divided along Cold War lines along the 38th parallel. North Korea was ruled by Kim Il Sung, a communist, and South Korea by Syngman Rhee, who was supported by the USA. American and Russian troops left but both Korean leaders wanted to reunite all of Korea under their system of government
- By 1954 American politicians began to talk of the Domino Theory, a term coined by US President Eisenhower, that USA support was vital to protect the small countries of Asia from communist takeover
- Vietnam had been a key part of French Indo-China before the outbreak of World War Two. Ho Chi Minh led the Vietminh against France's attempts to regain control after 1945. Ho Chi Minh was a nationalist who wanted to free Vietnam from foreign control. He was also a communist and this turned his struggle into part of the Cold War. South Vietnam also had economic potential and was rich in the natural resources of tin, rubber and tungsten and was seen as 'the cornerstone of the free world in South-East Asia'

US actions in Korea, 1950–1953

- The USA asked the United Nations (UN) to get involved to save South Korea. Over 90% of the UN army was from the USA. Its leader was the American General MacArthur and it took its orders from President Truman
- In September 1950 the UN army landed at Inchon and blocked off the supply lines to the North Korean army. By October 1950 the North Korean army had retreated
- General MacArthur was keen to reunite Korea under a non-communist government. The UN army crossed the 38th parallel and invaded North Korea. It advanced north to the Yalu River, the border with China
- MacArthur urged the use of the atom bomb, but Truman favoured the more cautious policy of containment rather than 'roll back' supported by MacArthur. In April 1951 MacArthur was dismissed and the war dragged on until 1953 when an armistice was signed which restored the original 38th Parallel with a communist government in the north and a non-communist government in the south

US actions in Vietnam, 1965–1973

- The USA used its planes to bomb North Vietnam, the chief supplier of men and weapons to the Viet Cong. The USA bombed army bases, bridges and weapons factories. Many innocent civilians were killed in these intensive raids
- The Americans used chemical defoliants, e.g. Agent Orange, to destroy trees and vegetation. They also used napalm, a petrol-based liquid which cleared undergrowth but also caused terrible skin burns
- US soldiers attempted to win the hearts and minds of the people of South Vietnam. The Americans could not speak the language and could not distinguish between the Viet Cong and the rest of the population. They used search and destroy tactics of burning villages and shooting suspects, for example, the My Lai Massacre in March 1968 when over

- 300 civilians were killed
- Richard Nixon became President in January 1969. He was determined to end US involvement in the war in Vietnam by following a policy called Vietnamisation. This transferred responsibility to the government and army of South Vietnam and allowed the USA to withdraw without losing face. The USA withdrew from the war in Vietnam in 1973

Any other valid point [22]

- (b) How did relations between the West and the USSR change in the years from 1945 to 1956?

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

- The breakdown of the wartime alliance
- The Berlin Blockade and Airlift, 1948–1949
- The Hungarian Uprising, 1956

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: change/continuity/significance.

Award [0] for no rewardable material

Level 1 ([1]–[5])

Answers at this level may use only 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. Candidates 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 relations changed between the West and the USSR in the years from 1945 to 1956.

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

Level 3 ([12]–[17])

Answers will use all of the guidelines and include more detail to provide a clear explanation and analysis of how relations changed between the West and the USSR in the years from 1945 to 1956.

Writing communicates ideas using historical terms accurately and shows skills of selection and organisation of material. Candidates 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 relations changed between the West and the USSR in the years from 1945 to 1956. 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. Candidates spell, punctuate and use the rules of grammar with consistent accuracy.

Answers may include some of the following:

The breakdown of the wartime alliance

- There was a history of suspicion between both countries before World War Two, especially mutual ideological distrust between communism and democracy. During World War Two the USSR and the West fought on the same side. It was a fragile friendship, held together by a common enemy, Germany
- The USSR was in a strong position in 1945 as its armies had 'liberated' the countries of Eastern Europe from German control. The Russian army remained in Eastern Europe while the US army left Europe after the defeat of Hitler
- 26 million Russians were killed in World War Two, compared to 350 000 Americans
- Disagreement emerged over the future of Eastern Europe. Stalin was determined to make Eastern Europe a Russian sphere of influence, a buffer zone against a future German invasion

The Berlin Blockade and Airlift, 1948–1949

- Berlin was a divided city during the Cold War where communism and democracy came face to face as free movement was permitted between the four sectors
- The USSR resented the West's attempts to combine their zones in Germany and use a common currency
- Stalin was keen to gain control of all of the city of Berlin, over 100 miles inside the Russian zone. He was determined to close this hole in the Iron Curtain. From June 1948 to May 1949 Stalin blocked all supply lines to West Berlin
- The Berlin Blockade was the first open conflict between the West and the USSR in the Cold War and led to the Berlin Airlift, when the USA and Britain supplied the people of West Berlin with food and fuel. The airlift lasted 324 days with up to 13 000 tons supplied each day

The Hungarian Uprising, 1956

- Popular unrest developed in Hungary after Khrushchev's Secret Speech and forced the removal of Rakosi. By October 1956, a new government led by Imre Nagy took control
- Nagy's government wanted social and economic reform and the withdrawal of the Russian army. It also planned to leave the Warsaw Pact and make Hungary a neutral country in the Cold War. The USSR was alarmed by this
- On 4 November 1956 thousands of Russian soldiers and tanks moved into Budapest. They met fierce resistance. In two weeks of bitter fighting

thousands were killed. 200 000 Hungarians fled across the border to Austria to escape communist control

- Nagy was captured and executed. The West protested but offered no military help to the Hungarian rebels. The West offered nothing except words of support. The West decided that it would be too risky to confront the USSR in Eastern Europe, which it now accepted as a Soviet sphere of influence

Any other valid point

[22]

Section B

Total

**AVAILABLE
MARKS**

22

26

60