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CAMBRIDGE
International Education

Cambridge International AS & A Level

HISTORY **9489/23**

Paper 2 Outline study **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions in mind.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unsupported assertion
	Evaluation
	Knowledge
	Lengthy narrative that is not answering the question
	Explanation (an explained valid point)
	Assessment
	Examiner has looked at everything on the page
	Valid point identified
	Use with other annotations to show extended issues or narrative
	Balanced – considers the other view
	Unclear
	Level 0
	Level 1
	Level 2
	Level 3
	Level 4
	Level 5

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Part (a)	Generic Levels of Response:	Marks
Level 4	**Connects factors to reach a reasoned conclusion** • Answers are well focused and explain a range of factors supported by relevant information. • Answers demonstrate a clear understanding of the connections between causes. • Answers reach a supported conclusion.	**9–10**
Level 3	**Explains factor(s)** • Answers demonstrate good knowledge and understanding of the demands of the question. • Answers include explained factor(s) supported by relevant information.	**6–8**
Level 2	**Describes factor(s)** • Answers show some knowledge and understanding of the demands of the question. (They address causation.) • Answers are may be entirely descriptive in approach with description of factor(s).	**3–5**
Level 1	**Describes the topic/issue** • Answers contain some relevant material about the topic but are descriptive in nature, making no reference to causation.	**1–2**
Level 0	**No creditable content.**	**0**

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Part (b)	Generic Levels of Response:	Marks
Level 5	**Responses which develop a sustained judgement** • Answers are well focused and closely argued. (Answers show a maintained and complete understanding of the question.) • Answers are supported by precisely selected evidence. • Answers lead to a relevant conclusion/judgement which is developed and supported.	**17–20**
Level 4	**Responses which develop a balanced argument** • Answers show explicit understanding of the demands of the question. • Answers develop a balanced argument supported by a good range of appropriately selected evidence. • Answers may begin to form a judgement in response to the question. (At this level the judgement may be partial or not fully supported.)	**13–16**
Level 3	**Responses which begin to develop assessment** • Answers show a developed understanding of the demands of the question. • Answers provide some assessment, supported by relevant and appropriately selected evidence. However, these answers are likely to lack depth of evidence and/or balance.	**9–12**
Level 2	**Responses which show some understanding of the question** • Answers show some understanding of the focus of the question. • They are either entirely descriptive with few explicit links to the question or they may contain some explicit comment with relevant but limited support.	**5–8**
Level 1	**Descriptive or partial responses** • Answers contain descriptive material about the topic which is only loosely linked to the focus of the question. Alternatively, there may be some explicit comment on the question which lacks support. • Answers may be fragmentary and disjointed.	**1–4**
Level 0	**No creditable content.**	**0**

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Question	Answer	Marks
1(a)	**Explain why there was opposition to the Directory.** Indicative content • Many felt that it was not a legitimate regime – a problem that had faced all the new systems of government since the meeting of the Estates-General in 1789. It was accepted as something better than what had governed France since the execution of the King in 1793, but not loved or respected. The Directory was largely a reaction against the Terror and the chaos of the preceding few years. • It was faced with a large range of highly divisive issues from the outset. The argument over religion and the Civil Constitution of the Clergy ranged across France. Many in the regions disliked rule from Paris. Whether France should or should not be at war divided many, as the issues like conscription and the taxation required to finance a war. • There was always strong opposition from the Right the emigres, an aristocracy anxious to regain its power and wealth, many clergy angered by their loss of status and wealth and role in education, a wealthy bourgeoise who disliked any concessions to the working class. • There was opposition from the Left, Babeuf being a good example of this, who felt that the Revolution had not nearly far enough and wanted more democracy at all levels and a greater distribution of wealth. • Many did not like the firm government measures used to suppress dissent, like those used by Hoche in the regions. Accept any other valid responses.	**10**

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Question	Answer	Marks
1(b)	**To what extent was Louis XVI responsible for the outbreak of revolution in 1789?** Indicative content Arguments to support this view might consider how Louis XVI was an autocrat in charge of an autocratic regime and therefore responsible for what happened within it. He showed a consistent lack of awareness of the demand for radical change in France and also the need for it. It was his decision to ignore the advice of Turgot over intervention in the American War and follow the advice of the aggressive Vergennes. The vast debt caused by that war was fundamental to the problems facing France in 1789. He ignored the demands for intervention in the Netherlands in 1788 which many potential supporters felt was a betrayal of French interests to the North. Louis failed to support any of the suggested reform programme such as those suggested by men like Turgot, Necker and Calonne. His management of the Assembly of Notables was incompetent as was the way he treated the Paris Parlement and its members. His Court was extravagant and dominated by nobles detached from the 'reality' of the rest of France. Necker, for example, was the first non-noble to be appointed to high office in France. Louis' mismanagement of the Estates-General was obviously a disaster, leading to the Tennis Court Oath. He just failed to realise the depth of feeling in France at the time. Calling in troops to Versailles and reinforcing the garrison in Paris only exacerbated the situation and led to the Bastille and the March to Versailles. It almost seemed he was placing himself on the guillotine. Arguments against this view might consider how the situation that existed in France at the time was much the responsibility of his predecessors as it was Louis'. The Ancien Regime was too deeply embedded in France for one man to change. The tendency of both the higher nobility and many of the higher clergy to deliberately avoid problems or unpleasant realities was also responsible for the situation in France at the time, and the same applied to the many office holders and vested interests in France whose status and income would be affected by change. The growing strength of Enlightenment ideas was also a factor behind the outbreak as was the failure of the 1788 harvest and the hailstorms which hit so many crops. The Paris mob in the critical months of 1789 was hungry as well as angry, and there was always an obvious correlation between the price of bread and the degree of anger in France. Louis was just unfortunate that so many factors which could be seen as causes just came at the same time. Additionally, the unfair estates system was a contributory factor. Most of population were in the third estate including wealthy merchants and lawyers and this caused problems over inequality especially over taxation. this came to a head when the unfairness was perpetuated in the voting structure of the Estates General. Accept any other valid responses.	**20**

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Question	Answer	Marks
2(a)	**Explain why Chartism achieved none of the Six Points by 1850.** Indicative content • Too much of the unrest was linked to periods of unemployment and hunger and the rise in real wages and employment, with the railway boom for example, in the 1840s helped reduce support. • Using petitions was not a strong method of achieving their objectives and also hardly any of the Chartists actually had a vote. They had limited influence on the key decision makers - MPs. • Their demands were just too radical for the times. Given the challenges faced in getting 1832 passed, which gave a very limited increase in the franchise, what the Chartists were demanding was far too extreme for contemporary attitudes held by the dominant political and social classes. • Many of their demands were bound to be opposed by the wealthier middle class who had got the vote in 1832. It threatened their interests and status – they had no intention of sharing their newfound influence. • The movement was too linked to illegality, strong protest and riots. It was seen as a real threat to many. • The movement was so diverse with so many different social, economic and political objectives, some of which were actually conflicting. The Six Points were a poor umbrella for them. Staunch temperance Methodists disliked the Chartist tendency to meet in pubs. • They were unable to work effectively with other groups, like Trade Unions. Leadership was not strong and could be divisive. • Government, particularly in the 1840s, managed repression sensibly and did not provoke. Accept any other valid responses.	**10**

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Question	Answer	Marks
2(b)	**To what extent was it the willingness to invest in new enterprises that led to the rapid growth of industrialisation?** Indicative content Arguments to support this view could include how virtually every single major development in this period required the investment of substantial capital - ranging from enclosure to railroads. The Turnpike Trusts were probably the first example of this in the early period, with groups getting together to raise the capital, invest in the new roads, build them and then make a profit from their investment. Much the same happened with canals – factories – new docks and harbours -–ship building – coal mines and railways. They all needed large sums of money to actually get going. The ease with which capital could be raised – risk shared and profits reinvested was essential to the whole industrialisation process. Even agricultural innovation required capital, but it tended to be a single landowner investing, getting an Enclosure Act through Parliament and then actually paying for hedging – draining – ditching etc., cost a lot of money. It was a group of larger landowners who got together to fund the research and development of threshing machines for example. The view could be challenged as there were many other factors which led to the growth of industrialisation. The availably of a growing domestic market and a massive overseas market was vital. If there were no customers there was no point in investing. Population increase helped - factories needed workers. There were vital raw materials present in the UK and colonies could provide cotton and timber. The social structure did not stultify growth in commerce or industry as was the case in France. Social mobility helped – there were few barriers to aspiration. Some of the major investors in the early canal companies came from every class – as long as they had the cash, they were quite happy to sit at meetings together to make serious money. The prevailing laissez-faire economic thinking helped – Parliament was always very supportive when it came to legislation ranging from banning Trade Unions to passing Enclosure Acts and Patent laws. Accept any other valid responses.	**20**

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Question	Answer	Marks
3(a)	**Explain why the dispute over the Hohenzollern candidature led to the outbreak of war in 1870.** Indicative content • Bismarck was looking for an excuse to attack France and capitalise on the Luxembourg issue which had pushed South German opinion in his favour. • With the abdication of the Spanish queen in 1868 – Spain was after a new monarch and Leopold; a south German and Roman Catholic prince was chosen – he also had links to the Prussian monarch. This Bismarck knew would irritate Napoleon. • Bismarck pushed Leopold hard into accepting - knowing full well that it would anger France who would see it as just more aspect of Prussian expansion and trying to dominate Europe. • The dispute led to the Ems Telegram – and its doctored version - which was deliberately designed by Bismarck to humiliate France and led Napoleon into declaring war against Prussia A war for which Bismarck was much better prepared than Napoleon. • It also made France appear as the warmonger in the eyes of Europe which played directly into Bismarck's' hands. Accept any other valid responses.	**10**

9489/23 Mark Scheme June 2026

Question	Answer	Marks
3(b)	'**The revolutions of 1848 in Germany were caused by the growth of liberal ideas.' How far do you agree?** Indicative content Arguments to support this view might discuss how some of the many demands of the revolutionaries in Germany were for a free press and end to repressive judicial systems and for trial by jury. There were many demands for a national Parliament which was freely elected. Accountable ministers and a constitutional monarchy were also part of their demands. Some argued for a Bill of Rights modelled on the Declaration of the Rights of Man of the French Revolution. A liberal constitution for all Germany was a frequent demand. Arguments to challenge this view might include the example of other countries which had earlier revolutions in 1848. The bad harvests of 1846/7 caused rising prices and real hunger. There was a serious recession in the textile industry, a big employer which depressed wages. Growing industrialisation had led to a decline in living conditions and aggressive attitudes towards trade unions also caused unrest. There was also a class issue here – especially a growing and wealthy middle class demanding an end to aristocratic/ monarchical domination. There was also a strong element of nationalism there – the demand for a united Germany. Accept any other valid responses.	**20**

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Question	Answer	Marks
4(a)	**Explain why the Slave States were influential in Congress.** Indicative content Candidates might consider why the Slave States were influential and also why their influence was disproportionate to their population size. • The Constitution deliberately set out to achieve a balance of power. There was tension from the beginning regarding the extent of Federal Government powers and the system for apportioning seats in the two houses of Congress. The decision was taken that allocation of seats for each state in the House of Representatives would be decided according to population size. The decision was that slaves would be counted as two-thirds of a person. Hence, the white population of the Slave States was over-represented. In Senate, two seats were allocated to each state, so all states were represented equally. Overall, the Slave States held more seats per head of the free population than did the free states. • Southern Senators generally served for long periods (were re-elected): their experience gave them greater understanding of the workings of Congress/committees etc. which they used to the advantage of the Slave States. • As long-serving politicians, the representatives of the Slave States were shown respect and deference because of their experience. This gave them greater influence. Accept any other valid responses.	**10**

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Question	Answer	Marks
4(b)	**To what extent did the growth of abolitionism threaten the Union?** Indicative content The growth of abolitionist sentiment put a strain on the Union because compromise became increasingly difficult, particularly since the Southern states guarded their ownership of slaves very closely. The issue was a moral one, so stood outside the constitutional arguments that dominated the debate from the writing of the Constitution onwards. Those who espoused the cause were not interested in legal reasoning and debate. Those who opposed them believed they were defending their traditions and way of life. These opposing points of view were difficult if not impossible to reconcile and therefore threatened the Union. Abolitionists were also very effective in using a range of methods. These included written material, involvement in high profile legal cases, and direct action such as boycotting goods produced by slave labour. They used the emotive nature of the issue to appeal to potential supporters. All these methods meant that support for abolition grew whereas many in the North had been indifferent, believing, as did the South, that this was a matter for individual states, the balance began to change. Those in the free states were no longer as willing to support the rights of the slave owners. The application of the Fugitive Slave Act meant that northerners could not avoid the clash between the two systems. Counterarguments might consider how Abolitionism did not address the constitutional issues that divided the blocs of states. The main appeal was not on the grounds of states' rights even though this formed the basis of legal arguments in the high-profile cases cited by abolitionists. The moral arguments used by abolitionists had wide-spread appeal, but abolitionism was not universal in the North. For example, New York cotton traders were more concerned with their business interests than in how the goods they sold were produced. Politicians could also not afford to campaign on an abolitionist ticket if they wanted to be elected. For example, Lincoln was not openly abolitionist in 1860 during his first presidential campaign. He was morally opposed to slavery although not abolitionist. His election was the trigger for secession. Accept any other valid responses.	**20**

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Question	Answer	Marks
5(a)	**Explain why Progressives introduced constitutional reforms.** Indicative content The Progressives wanted to make the United States a more democratic country, giving more power to individuals. They therefore introduced measures to achieve this at both federal and state level. Responses might be confined to explaining the reasons for the four Progressive Constitutional Amendments. They could also explain reforms at state level. • Two amendments were introduced at Federal Government level. These were the direct election of senators (17th Amendment) and female suffrage (19th Amendment). The direct election of senators took control out of the hands of big business and other powerful interests which had previously influenced the election of senators through their dominance in the state legislatures. The Constitution stated that state legislatures should elect two senators for each state. This was changed to direct elections. Women had gradually been gaining the right to vote in individual states. Although female suffrage in national elections was not espoused with enthusiasm by all Progressive Presidents, the contribution of women to the war effort, 1917–1918 meant that arguments against the measure were set aside, and women were granted the vote. • At State level changes were made so that there were direct primaries at state level, petitions could be introduced to initiate removal of state officials, and petitioning was allowed for and against laws at state level. • The Progressives also aimed to make government fairer. The 16th Amendment gave federal government the power to collect income tax. The previous reliance on tariffs as a major component of federal income caused the poor to pay a disproportionate amount of tax. In addition, the system for the allocation of the tax burden in individual states was inequitable. • A further constitutional change was the 18th Amendment. The ability of federal administration to collect income tax (16th Amendment) meant that it was no longer reliant on liquor tax for funding. This made National Prohibition possible. Accept any other valid responses.	**10**

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Question	Answer	Marks
5(b)	**'Poor quality housing was the main cause of low life expectancy in Gilded Age cities.' To what extent do you agree?** Indicative content No specific knowledge of life expectancy is required. The urban poor lived in overcrowded tenement housing with inadequate water supply and sewage systems. The water supply was often contaminated by industrial waste and human effluent. Consequently, water-borne diseases were common and infections spread quickly. Inevitably, the weakest succumbed. Infants were at high risk from diseases such as cholera. TB was also common and likely to spread in unhealthy conditions. Smallpox was also a killer. There were also thousands of premature deaths as a result of dangerous working conditions and harsh contracts. In 1900 35 000 were killed in industrial accidents and half a million injured. Some industries were so dangerous that over half of the work force suffered injury or illness. High fire risk, lack of sanitation and other unsafe working practices were common. The long working hours were tiring and likely led to accidents. Poor health care/lack of access to health care and lack of regulation were secondary factors. A vaccination for smallpox had been available for decades, but smallpox remained a killer. The large number of child workers, long hours and lack of welfare for workers also contributed to low life expectancy. Poor air quality and lack of access to daylight were identified in early writings on the problems of the urban poor. (These may be considered a factor within category of poor housing or may be considered as separate factors.) Large scale immigration also led to overcrowding which exacerbated existing problems. Accept any other valid responses.	**20**

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Question	Answer	Marks
6(a)	**Explain why the conservative right found the New Deal threatening.** Indicative content • Right wing opposition was led by industrialists and wealthy Americans who were threatened by the interference of New Deal laws as well as its cost in taxation. The Second New Deal's Wagner Act introduced worker protection laws. It gave workers the right to join Labor Unions and introduced a National Labor Relations Board to protect workers from employers breaking employment laws. Employers saw collective bargaining etc. as a threat to their right to control their businesses. The Social Security Act required employers to contribute to worker pensions and funds for the long-term sick. • Aspects the of Second New Deal threatened liberal democracy. The American Liberty League's purpose was to uphold the Constitution and the rights of individuals and their property. In their opinion the New Deal threatened both. The biggest fear was that the expanding federal bureaucracy limited personal economic freedom and autonomy. • NRA promoted collective bargaining/ unionised labour and protected workers. The National Association of Manufacturers opposed this. • By developing individual projects like the TWA federal government was impinging on states' rights. Conservatives believed these were matters for which state governments were responsible. Accept any other valid responses.	**10**

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Question	Answer	Marks
6(b)	**How prosperous were Americans in the 1920s?** Indicative content The 1920s was a time of prosperity and economic growth in the US. Consumer demand was high, fuelled by easy credit; new industries such as automobiles and electrical household appliances flourished. Wages in these industries were high. Workers in these industries and their families were prosperous. The stock market was booming, allowing investors to make money from dividends and buying and selling shares. The widening pool of investors (1in 20 Americans in 1920, against 1 in 6 in 1929) was both an indicator of prosperity as people had spare money to invest, and a reason for prosperity, as the investors reaped the rewards of their investments. However, there were limits to prosperity. Throughout the 1920s farmers struggled. Prices and demand were low throughout the decade. Farmers were often indebted, having been encouraged to take on mortgages to purchase extra land during WW1, and because they needed to buy expensive machinery to farm the additional land. Tariffs made imported fertilizer expensive and retaliatory tariffs meant exporting surpluses was not viable. Farmers were resistant to join into unions to limit production and thereby raise prices. Hence, they remained in a cycle of over-production, perpetuating the production of surpluses which further depressed prices. Some older industries stagnated during the 1920s. Coal was being replaced by oil and electricity; wool and cotton textiles were overtaken by synthetic fibres. Those engaged in these industries saw their wages stagnate. African Americans generally remained poor, partly because so many were involved in farming, especially share-cropping. They suffered from all the disadvantages of other farmers. Prices for their cash crops were low, and they were often indebted to the landowner. Those who joined the great migration north found low paid factory work and faced discrimination. Accept any other valid responses.	**20**

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Question	Answer	Marks
7(a)	**Explain why the Great White Fleet was sent on a world tour from 1907 to 1909.** Indicative content The Great White Fleet was the name given to the US fleet produced by the major building programme initiated by Theodore Roosevelt when he was Secretary for the Navy in the McKinley administration. As president, Roosevelt dispatched part of the navy on a world tour. It got its nickname because all the ships were painted in stark white. • The fleet's primary mission was to make friendly courtesy visits to numerous countries while displaying new U.S. naval power to the world. • Roosevelt sought to demonstrate growing American military prowess and naval capabilities and establish acceptance of the USA as one of the world's leading powers following its success in the Spanish American War and its role as lead negotiator in the Treaty of Portsmouth. • Another goal was to deter a threatened war with Japan amid growing tensions around 1907. • The voyage helped familiarize the 14,500 officers and sailors with the logistical and planning needs for extended fleet action far from home. Accept any other valid responses.	**10**

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Question	Answer	Marks
7(b)	**'Russia's military weakness was the cause of its defeat in the war with Japan (1904–5).' How far do you agree?** Indicative content In terms of Russian weaknesses, despite having the largest army in the world at this time (almost 1.5 million compared with the next largest which was just under 700 000 and the Japanese which was only about 230 000), the Russian army was poorly equipped and poorly led. Added to this the distance from European Russia to Port Arthur, where the Russian fleet was based, was over 3 000 miles with no continuous rail link at this point in time. Given these distances it was easy for the Japanese, having overrun the local Russian forces at Port Arthur and then crushed remaining Russian forces in the Siege of Mukden, to establish a strong presence before any Russian reinforcements could arrive. This left Russia dependent of naval reinforcements to combat Japanese aggression. In addition, the Russian fleet, which was divided between the Far East and the Baltic and North Seas, was old and inefficient. The ships at Port Arthur were easily destroyed or disabled in the first Japanese assault which meant falling back on the larger Baltic Fleet. Narrowly avoiding a clash with Japan's ally GB over the Dogger Bank incident, and barred from using the Suez Canal as a result, it took the fleet months to reach Japan. On May 27th in the Straits of Tsushima the outdated and inefficient fleet was comprehensively destroyed. Challenging Russian weaknesses might include Japanese advantages. For example, after the Meiji restoration the Japanese government had focused on building a western style economy and learning from the best of the West to build a strong and efficient army and navy. This had been tested in the 1st Sino Japanese war which they won easily. The support offered by the Anglo-Japanese Treaty of 1902 increased their confidence in facing the opposition of Russia in conflict over East Asian expansion at the expense of China. Initial Japanese attack was unexpected, and Russian forces were overwhelmed before they even had time to get organised. Accept any other valid responses.	**20**

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Question	Answer	Marks
8(a)	**Explain why the League of Nations failed to solve the dispute between Poland and Lithuania over Vilna (Vilnius).** Indicative content The League of Nations was only established in 1920 in the wake of the signing of the Paris Peace Settlement and other treaties. • In the restoration of the Baltic states Vilnius was recognised as the constitutional capital of Lithuania. • However, the people of the city were predominantly Polish and wanted to be part of Poland, so the Polish army seized control of Vilnius. • The League ordered the Polish army to withdraw but they refused. • The French were anxious not to offend Poland as they wanted them to be part of an anti-German alliance, and the British were not prepared to send troops to help restore order • So, the Council of Ambassadors decided that Poland should keep Vilnius. • The Lithuanians refused to accept this but could do nothing about it. • They broke off diplomatic relations with Poland and closed the border. Accept any other valid responses.	**10**

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Question	Answer	Marks
8(b)	**How successful were attempts during the 1920s to deal with the problems caused by reparations?** Indicative content The issue of reparations arose from the Treaty of Versailles and the decision that Germany had been fully responsible for the war and should pay compensation to other nations for their losses. However, the negotiators were unable to agree a sum and set up a separate commission to determine the figure to be demanded of Germany. The final sum arrived at was over £6billion pounds. So some initial success in fixing the amount to be paid but this placed an unbearable strain on the German economy and led to the hyperinflation of 1922–3, to the failure of Germany to keep up with its payments and to the Ruhr Crisis when France and Belgium seized control of the Ruhr Coalfield in order to extract payment in kind. This not only stalled the German economy completely but also earned severe criticism from France's allies and left her alone and unsupported in Europe. The Dawes Plan was an American plan to resolve the Ruhr Crisis by providing American Loans to enable Germany to pay its basic reparation. It also created a new currency for Germany. It eased reparations between German and France and opened the way for negotiations that led to the Locarno Treaties. It brought together Aristide Briand and Gustav Stresemann who were able to work together to build a more positive relationship but it did not reduce the total sum in any way and it made the German economy dependent on US loans which was fine when the US economy was doing well but not if it stopped doing so well. It was a short-term measure open to review after 5 years. The Young Plan – building on improved relations in Europe and the continuing 'Spirit of Locarno', The Young Plan, agreed in July 1929, sought a permanent solution to the issue of German reparations. It reduced the total amount payable by Germany from £6.6 billion to £2 billion and set out a timeline for reducing payments and clearing the debts as well as repaying the loans to the USA, but in October the Wall Street Crash destroyed the global economic stability that underpinned the agreement and the Young Plan was never activated. So ultimately the reparations problem was never solved. Accept any other valid responses.	**20**

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Question	Answer	Marks
9(a)	**Explain why Hitler helped the Nationalists in the Spanish Civil War.** Indicative content When the Civil War started Hitler provide air transport to transfer Franco's loyal forces from Morocco to mainland Spain and provided continuing support throughout the war. • It was an opportunity to establish a third Fascist state in Europe and to resist the establishment of a pro-communist government. • It would distract France from the changes that Hitler was making in Germany. • It provided him with an opportunity to test the progress and effectiveness of the German re-armament programme. • He encouraged Mussolini to involve Italian forces as it distracted him from Hitler's own plans for Anschluss with Austria which Italy had resisted in 1934. • Hitler hoped to gain access to naval bases in the Western Mediterranean as part of his agreement to supply arms • The agreement also gave Germany access to valuable and necessary mineral resources including tungsten. Accept any other valid responses.	**10**

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GradeMax

Question	Answer	Marks
9(b)	**'The policy of Appeasement was a failure.' How far do you agree?** Indicative content At each opportunity the concessions made to Hitler were followed by further demands despite promises that there would be nothing further. Rearmament gave Germany the chance to become sufficiently strong to threaten further action in the event of resistance. For example, in the case of the Sudetenland in 1938 the threat of German invasion if an agreement was not reached was sufficient to persuade Britain to negotiate a peaceful handover. Attempts to restrain the scope of is development like the Anglo-German Naval agreement of 1935 simply gave Hitler the go-ahead to make even greater plans for expansion of his navy. This agreement was also instrumental in persuading Mussolini that he had more to gain from aligning himself with Hitler rather than supporting the Stresa Front. The Munich agreement alienated the Soviet Union who were not even invited to the Conference and lost a potentially strong military ally in central Europe. Initially his demands were seen as reasonable adjustments to the harshness of the Treaty of Versailles. At the same time, it was difficult to take any alternative action due to the weakness of British forces at the time and the unwillingness of their main ally, France, to take action (for example over the re-occupation of the Rhineland). Public opinion in Britain was also very resistant to war as demonstrated in the 'King and Country' debate of 1934 or the Peace Ballot of 1935. This resistance to actions was evident in the response to Anschluss in March 1938. However, from 1936 the government activated plans to build up the military strength of Britian in order to provide stronger resistance to German expansion. These plans needed time to come to fruition so appeasement was a reasonable policy to follow at this point. At the Munich Crisis Chamberlain was still not in a position to say no to Hitler as he had no support from France, but the breaching of this agreement did finally demonstrate that there was no point in making agreements with Hitler and led to the Anglo-French guarantee to Poland should they come under attack. Accept any other valid responses.	**20**

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