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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the May/June 2015 series

0470 HISTORY

0470/13 Paper 1, maximum raw mark 60

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be - 'How good is this response to this question?'
- The 'Level Descriptor' should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

The Assessment Objectives being tested in each part of a question are:

(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis.

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1 (a) Describe revolutionary events in Prussia in 1848.

Level 1 **[…]**

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

e.g. 'On the 13th of March, there was a demonstration by workers in the palace square in Berlin (1) lasting two days.' (1)
'Demonstrators threw stones at the troops.'
'The troops responded by opening fire.'
'On the 18th of March, a large crowd gathered outside the royal palace believing the King would announce some (liberal) reforms.' (2 marks if liberal identified)
'The troops were ordered to disperse the crowd. Shots were fired by the troops.'
'Students and workers immediately set up barricades and serious fighting broke out.'
'At least 300 rioters were killed as troops took control of the city.'
'The King agreed to withdraw the troops if the barricades were removed.'
'The King then appeared in the streets on horseback to great applause.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were there many revolutions in Europe in 1848?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Louis Philippe was chosen as the 'Citizen King' in 1830. He failed to tackle poverty. His friends became very rich while significant numbers of ordinary people lived in extreme hardship.'
'In 1840, Frederick William of Prussia proclaimed liberal ideas and constitutional reforms, but seven years passed and nothing was done. This led to discontent.'
'In 1846, the election of a liberal pope, Pius IX, led to an amnesty for opponents of the Government in the Papal States and was an encouragement to the revolutionary spirit in Italy.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'There was a demand for constitutional government.'
'The failure of Louis Philippe to address privilege and poverty.'
'The failure of Charles Albert to implement reforms.'
'The election of a liberal Pope in 1846.'
'The demand for self government in Hungary.'
'A demand for Polish independence.'
'A series of poor harvests from 1846 to 1848.'
'There was poverty.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'People wanted to improve conditions.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The reasons for the failure of the European revolutions of 1848–49 were simi… far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1…]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5-6 marks

More detailed explanation of one issue to be given 2 marks.

e.g. 'The Austrian armed forces were too powerful and suppressed revolutions in both Italy and Germany. In Italy, the liberals and nationalists wanted the Austrians to leave Italy for good. Charles Albert was defeated twice by the Austrians and decided to abdicate. The Austrians remained in Italy.'
OR
e.g. 'In Hungary, the revolutionaries were not united. The Magyar nationalists fought the Croat nationalists instead of joining together to gain their independence from Austria. As a result, the revolution led by Kossuth was brutally suppressed.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Revolutions were often regional.'
'Popular enthusiasm was short lived.'
'Support was mainly from the working class.'
'The Austrian forces were too powerful.'
'Demands were initially agreed to and then power regained.'
'The revolutionaries were not united.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The revolutionaries wanted similar things.'

Level 0 No evidence submitted or response does not address the question **[0]**

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2 (a) Describe Garibaldi's expedition to Sicily and Naples in 1860–61.

Level 1 **[…]**

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

e.g. 'There were uprisings in Messina and Palermo in April 1860.'
'Garibaldi gathered about 1000 volunteers, often called 'The Redshirts'.'
'They set sail from Genoa and landed in Marsala in May 1860.'
'Garibaldi's force defeated the Neapolitans at Calatafirmi.'
'Garibaldi advanced to Palermo and laid siege to it. The Neapolitans surrendered.'
'Garibaldi marched to Messina and won the battle of Milazzo.'
'He had captured the whole of Sicily by the end of July.'
'Garibaldi's force crossed the Straits of Messina and entered Naples with 24 000 men in September.'
'While fighting the Battle of Volturno, the Piedmontese army arrived and Garibaldi handed over all conquered territory to them in the name of Victor Emmanuel II.'
'Garibaldi entered Naples with Victor Emmanuel in November before retiring.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why was Italy still not united by 1861?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Pope's position was unique. He lived in Rome and was supported by Catholics around the world. French Catholics were particularly influential and put pressure on Napoleon III to allow the Pope to keep his independence and power over the Papal States.'
'After the bloody battles of Magenta and Solferino, Napoleon was not willing to spill more French blood against Austrian forces to capture Venetia for the new Italian state. The Austrians were well entrenched behind the Quadrilateral fortresses on the Venetian border.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'The Pope lived in Rome.'
'The French Catholics had a powerful influence.'
'Napoleon III had kept a garrison in Rome.'
'The Austrians were too strong in Venetia.'
'The Villafranca agreement did not give Venetia to Italy.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The French would not allow it.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'Dealing with the Pope was the greatest problem faced by the Kingdom of Italy in the years leading to unification.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Pius IX did not recognise the Kingdom of Italy under Victor Emmanuel. The Pope controlled all the Papal States until 1860 when Victor Emmanuel defeated the papal army at Castelfidardo and Ancona, leaving only Rome under the Pope's control.'
OR
e.g. 'Napoleon III had helped remove Austrian forces from Lombardy but he was unwilling to remove them from Venetia. Napoleon was under the influence of French Catholics and he did not want to continue fighting a Catholic nation. He also did not want to see the Pope displaced and he kept a garrison in Rome which stopped Victor Emmanuel from capturing it until the garrison was removed in the Franco-Prussian War in 1870.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The French Catholics influenced Napoleon III.'
'Napoleon gave military support to the Pope.'
'Pius IX was not willing to give up land.'
'Pius did not recognise Victor Emmanuel as King of Italy.'
'Pius did not willingly give up the Papal States.'
'The Austrians were reluctant to give up Venetia.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Pope had the support of the French.'

Level 0 No evidence submitted or response does not address the question **[0]**

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3 (a) What happened at Biarritz in October 1865?

Level 1 **[…]**

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

e.g. 'Bismarck met Napoleon III to discuss the increasing tensions between Austria and Prussia.'
'Napoleon promised Bismarck French neutrality in the event of warfare breaking out.'
'Napoleon hoped that his open statement of intent would strengthen France's negotiating position regarding the western bank of the Rhine.'
'Bismarck refused to offer any land from the Rhineland, which was Napoleon's preferred region.'
'Bismarck did make suggestions of French hegemony in Belgium and Luxemburg, although he did not commit anything to writing.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why was the defeat of Austria in 1866 important for German unification?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Austria had been so dominant among German states for so long and had reasserted its influence at Olmutz. This was now swept away by this defeat and ended any hope of Austria leading a united Germany.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'It ended Austria's domination of German states.'
'Prussia became the dominant German state.'
'The North German Confederation became all powerful.'
'It revealed the capability of the Prussian army.'
'Von Roon's and von Molke's army reforms were put into practice.'
'It showed the skill of Bismarck.'
'It ended the idea of Grossdeutchland.'
'The lenient peace kept Austria neutral against France.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Prussia became more important.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'Prussia's economic success was the main reason for German unification in … How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[…]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The development of an integrated economy was important. This was aided by the Zollverein. In Prussia there was rapid industrial growth using the natural resources of coal and iron ore and this stimulated economic growth. This industry also enabled the development of a railway system giving rapid mobilisation of troops and equipment. This financial strength and physical resources were of great value against Austria and France.'
OR
e.g. 'Bismarck analysed the strengths and weaknesses of European countries and developed his foreign policy around this. He could have pressed for unification in 1866, but he believed that if Prussia absorbed too much territory at once this would cause problems. Austria's defeat was followed by lenient treatment at the Treaty of Prague, thus ensuring neutrality if Prussia and France went to war.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Germany was built on coal and iron.'
'Prussia's industrial towns produced the weapons of war.'
'There was a strong customs union.'
'Bismarck was an opportunist planner.'
'Bismarck funded the Prussian army.'
'Bismarck took advantage of the southern states' fear of France.'
'There was a strong sense of German nationalism.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Unification took place because of Bismarck's planning.'

Level 0 No evidence submitted or response does not address the question **[0]**

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4 (a) Describe the Chinese opium trade of the early nineteenth century.

Level 1 **[**

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

e.g. 'It was organised by members of the East India Company.'
'British ships took the opium from India to the Chinese coast.'
'Native merchants then smuggled the opium into China.'
'Successive emperors declared the trade illegal.'
'British merchants wanted Chinese tea but it had to be paid for in silver.'
'The 'illegal' opium trade was a way of financing the tea purchases.'
'By the 1830s, there were an estimated 12 million addicts in China.'
'The rampant demand and porous border encouraged the Americans to join the trade, importing an inferior Turkish brand of opium.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were Christian missions deeply involved in European imperialism?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Christian missions were able to draw attention to opportunities in previously unexplored territory. Their careful records of their progress through unmapped places and detailed accounts of what they had seen were invaluable to Western countries about to embark upon the colonisation of a new area. These records detailed possible trading opportunities and the problems which could lie ahead.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Missionaries were seen as a civilising influence on native peoples.'
'Missionaries kept careful records of places they had seen.'
'Missionaries drew attention to opportunities in previously unexplored territory.'
'Missionaries charted their progress through unmapped territory.'
'Missionaries were beginning to impose Western values on native peoples.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'By showing natives that they could be helped.'

Level 0 No evidence submitted or response does not address the question **[0]**

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**(c) How similar were the ways in which European powers treated their African co
Explain your answer.**

Level 5 Explains with evaluation of 'how similar' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'All European powers were keen to trade with their colonies, especially for raw materials such as palm oil, rubber, wood and precious metals. The powers were also interested in opening markets for their manufactured goods.'
OR
e.g. 'The British wanted control over their colonies without offending local people and so devised a system of indirect rule. The French wanted to treat the native people as equals and tried to assimilate them into the French way of life. The Belgian method was one of harsh repression by officials which allowed Leopold II to amass a massive fortune.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'They all wanted to trade with their colonies.'
'They all wanted the raw materials which the colonies could offer.'
'The British wanted control over the colonies.'
'The French wanted equals.'
'Belgium wanted the assets.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There were similarities but most countries wanted different things from their African colonies.'

Level 0 No evidence submitted or response does not address the question **[0]**

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5 (a) How was the Paris Peace Conference organised?

Level 1 **[…]**

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

e.g. 'It lasted for twelve months from January 1919 to January 1920.'
'Thirty-two nations were supposed to be represented.'
'It was a Conference for the victors. The defeated nations were not invited.'
'It was under the chairmanship of Georges Clemenceau.'
'There was a Council of Ten with two members from the five leading countries. These were the USA, Britain, France, Italy and Japan.'
'The important decisions were taken by the 'Big Three', the USA, Britain and France.'
'There were many diplomats and advisers to support the heads of state.'
'There were over fifty commissions set up to advise on such topics as prisoners of war, who was responsible for war and undersea cables.'
'The 'Big Three' met informally over one hundred and forty times to determine what would happen and then the rest would ratify what had been agreed.'
'It was agreed that five treaties would be drawn up at the Conference.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why did the Treaty of Versailles punish Germany harshly?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'By the end of 1917, Russia was defeated. In March 1918, Russia's new Bolshevik government signed the Treaty of Brest-Litovsk. The Germans inflicted severe punishment on Russia by taking Finland, the Baltic States, the Polish provinces and the Ukraine. It is not surprising that the Allies wanted to heavily punish Germany similar to Germany's treatment of Russia.'
'Germany had caused massive damage to the infrastructure of Belgium and France. Even in retreat, the Germans deliberately destroyed mines, railways, factories and bridges.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Germany had invaded Belgium and France.'
'Germany had inflicted massive damage on Belgium and France.'
'Germany had punished Russia severely at Brest-Litovsk.'
'Germany had punished France severely after the Franco-Prussian War.'
'The peacemakers did not want Germany to attack again.'
'The peacemakers had to consider their own public's views.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Germany lost the war.'
'Germany started the war.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) How successful was Wilson in achieving his aims at Versailles? Explain your

Level 5 Explains with evaluation of 'how successful'

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Wilson believed in 'self-determination' and he wanted the different peoples of Eastern Europe to rule themselves rather than be part of the Austro-Hungarian Empire. Some new states were established, such as Czechoslovakia, Poland, Estonia, Latvia and Lithuania.'
OR
e.g. 'Wilson did not want Germany treated harshly because he thought that if Germany was punished severely then, in the future, Germany would want revenge. He failed to persuade Clemenceau who wanted revenge because most of the fighting had taken place in France.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Wilson wanted to achieve world peace.'
'He believed in self-determination.'
'Wilson did not want defeated countries treated harshly.'
'Wilson wanted freedom of the seas.'
'Wilson wanted to strengthen democracy.'
'Wilson achieved some of his 14 Points.'
'The League of Nations was established.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He failed to get agreement on many things.'

Level 0 No evidence submitted or response does not address the question [0]

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6 (a) What actions could the League take to encourage members to follow its decis…

Level 1 **[…]**

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

e.g. 'The Council encouraged members to bring problems before the Council so that they could be sorted out through discussion.'
'The Council could use 'moral condemnation'. The Council decided which country was the aggressor. It condemned the aggressor's action and then told it to stop what it was doing.'
'The Council could use economic and financial sanctions. It encouraged members not to trade with the aggressor.'
'The Council could use military force. The armed forces of member countries could be used against an aggressor.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were events in Corfu (1923) a problem for the League?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The League condemned Mussolini's bombing of Corfu, but also stated that Greece should pay compensation to Italy. The money was to be held by the League until Tellini's murderers were found. Mussolini persuaded the Conference of Ambassadors to change the League's ruling by making Greece apologise and paying the compensation directly to Italy. This event made the League appear weak.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'The League feared a powerful nation.'
'Italy was a permanent member of the Council.'
'Britain and France did not want to use force.'
'Mussolini out-manoeuvred the League.'
'Mussolini used the Conference of Ambassadors.'
'It was not a good example for the future.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The League had not confronted a powerful nation.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The League failed in Manchuria because of the attitudes of its leading members.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Britain and France, the dominant members of the League, considered Asia very distant and they did not consider an Asian crisis as being vital to the countries in Europe. If Britain and France considered military action against Japan, they could easily lose.'
OR
e.g. 'The League failed in Manchuria because it could not impose meaningful economic sanctions. The USA had failed to join the League. If economic sanctions were imposed, the USA could continue trading with Japan, nullifying the League's actions.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'It lacked the strength to impose sanctions.'
'It took the view that Japan was imposing stability.'
'The League had little interest in a distant country.'
'The lack of USA membership was crucial.'
'Japan was too powerful to attack.'
'The League lacked an army.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There was a lack of will.'

Level 0 No evidence submitted or response does not address the question **[0]**

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7 (a) What changes to the frontiers of Poland were agreed at the Potsdam Confere…

Level 1 **[…]**

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

e.g. ‘Poland’s (western) border with Germany was settled. It would be a line formed by the rivers Oder and Neisse.’ (A mark for the name of each river.)
‘Poland’s eastern border with the USSR would move westward.’

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why was the Marshall Plan offered to all countries of Europe?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Marshall Plan was introduced to try to prevent the spread of communism. Truman believed that communism spread when people faced hardship and poverty. In the aftermath of the War, European countries were still rationing, a recipe for communism. Truman wanted to rebuild Europe's prosperity to prevent communism taking hold in suffering countries.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'To help Europe recover from the War.'
'Governments in Europe were struggling to cope with the damage caused by the War.'
'To prevent the spread of communism.'
'Communism spread when people faced poverty and hardship.'
'Rationing and shortages were still prevalent in many European countries.'
'To help USA's trade with Europe.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'People needed help.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The main cause of tension between the Soviet Union and the West between 1945 and 1949 was the Berlin Airlift.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In June 1948, Stalin blocked all supply lines into West Berlin, cutting off two million civilians from western help. Stalin believed this would force the Allies out of Berlin. If US tanks had tried to ram the road and rail blocks, Stalin would have seen this as an act of war. Fortunately, the US decided on an airlift of supplies.'
OR
e.g. 'Western powers met in Washington believing that the Berlin Blockade could have led to war and so founded NATO in April 1949 to act as a defensive military alliance against the USSR. Stalin complained that the world was breaking up into two military blocks.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Stalin viewed Marshall Aid with suspicion.'
'In 1948, the Berlin Blockade brought the two sides dangerously close to war.'
'The reforming of the currency by the western powers was provocative, according to Stalin.'
'The forming of West and East Germany in 1949 cemented the divisions.'
'NATO was a military alliance against the USSR.'
'Cominform was set up to co-ordinate various communist governments in eastern Europe.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Berlin Blockade could have caused a war.'

Level 0 No evidence submitted or response does not address the question **[0]**

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8 (a) What was COMECON?

Level 1 **[…]**

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

e.g. 'Comecon stands for the Council for Mutual Economic Assistance.'
'It was set up by Stalin in 1949.'
'It was to co-ordinate the industries and trade of the eastern European countries.'
'Members traded with one another rather than trading with the West.'
'It favoured the USSR more than other members.'
'It provided the USSR with markets for its goods.'
'It guaranteed a cheap supply of raw materials to the USSR, such as Polish coal.'
'In1964, it set up a bank for socialist countries.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Berlin remain a focus of Cold War tensions in the years up to 1961?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In the 1950s, East Berliners were able to travel freely into West Berlin. From there, they could travel into West Germany. Those defecting were often highly skilled workers. The Communist government could not afford to lose such high quality people. Khrushchev thought the sight of East Berliners fleeing Communist rule for a better life under capitalism undermined communism generally.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'As a result of the Berlin Blockade, Germany was divided into two nations.'
'From the American point of view, it was an oasis of democratic freedom in the middle of Communist repression.'
'From the Soviet point of view, it was an invasive cancer growing in the workers' paradise of East Germany.'
'It was close to the border of the Iron Curtain.'
'East Berliners could see the economic differences compared to West Berliners.'
'Thousands of East Berliners fled into West Berlin for a better life.'
'Khrushchev tried to bully Kennedy into moving US troops out of Berlin.'
'On Kennedy's refusal, a wire fence and then a wall was erected in 1961 ending free movement between East and West Berlin.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Berlin was more than a symbol, it was a potential flashpoint.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) Which was the more serious threat to Soviet control of Eastern Europe: (i) the Hungarian Rising (1956) or (ii) events in Czechoslovakia (1968)?

Explain your answer by reference to each.

Level 5 Explains with evaluation of 'more serious' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Imre Nagy was a serious threat to the Soviets because one of his wishes was to leave the Warsaw Pact. If this happened other states might attempt the same action. There was considerable violence in Hungary with over 9000 Russians killed by the resistance fighters.'
OR
e.g. 'Dubcek's 'Prague Spring' did not seem the physical threat of Hungary to the USSR. Even so, many other countries would support, in the near future, Dubcek's demands for free speech and freedom of the press. It was considered not so serious a threat and Dubcek was removed from office and made ambassador to Turkey.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'In Hungary there was considerable violence.'
'There were large scale casualties in Hungary.'
'The Soviet Union had to use force in Hungary.'
'It was so serious that Imre Nagy was put to death.'
'In Czechoslovakia there was little violence.'
'Dubcek's reforms were intelligible and difficult to counter.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Both countries resented Soviet influence and were a threat.'

Level 0 No evidence submitted or response does not address the question **[0]**

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9 (a) Describe the dangers faced by soldiers in trench warfare on the Western Fro…

Level 1 **[…]**

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

e.g. 'Enemy bombardment could lead to injury or death.'
'Enemy snipers shot at soldiers who put their heads above the parapet.'
'Going over the top on a charge could lead to death, serious injury or capture by the enemy.'
'Soldiers could be attacked by the enemy coming across no-man's land.'
'Poisonous gas could bring a slow and horrifying death.'
'Many men suffered from shell shock from being under constant shellfire.'
'Soldiers could get trench foot.'
'Germs in water and food led to serious diseases such as typhus, cholera and dysentery.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Germans attack Verdun?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Germans believed that the city was like a huge trap. They would attack with only a small army and the French would pull troops from other areas to defend Verdun, which had never been captured. These troops would be slaughtered by gas and shellfire. The Germans would 'bleed the French dry' and the spirit of the French army would collapse.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Verdun had never been captured.'
'It was a symbol of French defiance.'
'If it fell to the Germans, it may break French morale.'
'It could be attacked on three sides.'
'It would pull in troops from other parts of the Western Front.'
'It would 'bleed the French dry'.'
'If it fell, the French might surrender.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'To defeat the French.'

Level 0 No evidence submitted or response does not address the question **[0]**

Commentary

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GradeMax

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(c) How successful a military leader was Haig? Explain your answer.

Level 5 Explains with evaluation of 'how successful'

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Haig was a highly successful military leader. Working with the BEF, he was able to slow down the Schlieffen Plan so that it did not reach Paris and it did not reach the English Channel ports. This meant the British Army could be kept supplied with equipment, food and reinforcements.'
OR
e.g. 'Haig has been accused of being the 'Butcher of the Somme.' His tactics of attrition meant massive casualties. Even after losing 20,000 on the first day of the Somme, Haig refused to call off the offensive and it continued for another 20 weeks with little ground gained.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Haig helped and organised the BEF.'
'He slowed the Schlieffen Plan at Mons and Le Cateau.'
'He won the First Battle of Ypres securing the English Channel ports.'
'Haig's tactics of attrition lost thousands of soldiers' lives.'
'The overall planning for the Somme campaign was Haig's responsibility.'
'Haig used modern technology by using the tank on the Somme.'
'Haig's tactics of wearing down the German forces was finally successful.'
'Haig's tactics on the Somme were to help the French at Verdun.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Haig won the War.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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10 (a) What initially did the Allies gain from America's entry into the First World War

Level 1 **[**

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

e.g. 'A very powerful ally.'
'The entry was a great morale booster.'
'The prospect of a considerable fighting force.'
'The prospect of certain victory.'
'A country with considerable wealth.'
'The Americans had vast industrial resources.'
'Not much in the early months.'
'There was no large US army ready to fight.'
'Materials for the US forces still had to be produced.'

Level 0 No evidence submitted or response does not address the question [0]

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GradeMax

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(b) Why did America enter the war in April 1917?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Zimmerman Telegram was printed in US newspapers. Zimmerman, Germany's foreign minister, sent a telegram to one of his agents in Mexico suggesting that Mexico should make an alliance with Germany if the USA joined the War. The Mexicans would then attack the southern states such as Texas and Arizona. President Wilson decided that he had no option but to declare war on Germany.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'American ships were being attacked by German U-boats.'
'In February 1917, the Germans started sinking US merchant ships.'
'Eight US ships were sunk in eight weeks.'
'The US remembered the Lusitania sinking.'
'The printing of the Zimmerman Telegram.'
'The possible threat from Mexico.'
'Pressure from various nationalities settled in the USA.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Americans did not like their citizens being killed.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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(c) 'The failure of the Ludendorff Offensive was the main reason Germany asked armistice.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Ludendorff Offensive made much progress in March and April 1918, but a counter attack by Allied forces drove the Germans back inflicting over 400 000 casualties, leaving the German troops exhausted and low in morale. In August, another 400 000 were taken prisoner with 400 field guns. With such losses, the Germans could not fight on.'
OR
e.g. 'In May 1918, the first Americans went into battle and now every week brought fresh boatloads of fit, keen soldiers from the USA. The Germans had lost their superiority in numbers on the Western Front and it was just a matter of time before Germany would have to sue for peace. The USA also stepped up the production of equipment for warfare.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Germans suffered 400 000 deaths in the Offensive.'
'The Offensive failed to reach Paris or the Channel ports.'
'The US army brought large numbers of troops.'
'The British blockade caused even greater food shortages and discontent with the German civilians.'
'The U-boat campaign had been defeated by the convoy system.'
'General Foch co-ordinated Allied defences and forces.'
'Germany's allies, Turkey and Austria, were talking about surrender.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Germans could not continue fighting.'

Level 0 No evidence submitted or response does not address the question **[0]**

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11 (a) Describe the German Revolution of 1918.

Level 1 **[…]**

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

e.g. 'In October 1918, von Hipper and von Scheer planned a final attack on the Royal Navy. Some crews refused to obey orders and on three ships there was outright sabotage and mutiny.'
'On the 4th of November, sailors in Kiel mutinied leading to the setting up of a soldiers' council. By the evening, Kiel was under the control of 40,000 rebellious sailors, soldiers and workers.'
'On the 6th of November, Wilhelmshaven fell to the mutinous sailors.'
'By the 7th of November, Hanover, Brunswick, Frankfurt and Munich had fallen to the revolution.'
'In Munich, a Workers' and Soldiers' Council forced the King of Bavaria to abdicate.'
'Bavaria was declared to be the Bavarian Soviet Republic.'
'The Kaiser abdicated and went into exile in the Netherlands on the 9th of November.'
'Ebert declared that Germany was a republic with himself as President and Scheidemann as Chancellor.'
'A Council of People's Representatives was formed to establish the way forward headed by Ebert.'
'The Spartacists decided to found the Communist Party of Germany to achieve their aims.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why was the Weimar Republic facing problems in 1919–20?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In January 1919, the Spartacus League, Germany's Communist Party, staged a revolt in Berlin in an attempt to seize power and make Germany a communist country. The army had been disbanded after the war and Ebert had to rely on volunteers in the form of the Freikorps, ex-soldiers who were bitter opponents of communism. They crushed the revolt and executed the leaders, Liebknecht and Luxemburg.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Army leaders blamed the Weimar government for the armistice of 1918.'
'Germans blamed the Weimar government for the humiliating peace terms of Versailles.'
'Some Germans wanted a return to the Germany of the Kaiser.'
'There was a communist revolt in Berlin.'
'The government relied on volunteers to put down the revolt.'
'There was a Soviet republic proclaimed in Munich.'
'There was anger when the government tried to disband the Freikorps.'
'The Freikorps marched on Berlin.'
'The army did not protect the government.'
'The people called a general strike to support the government.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There were disagreements of how Germany should be governed.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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(c) 'By 1929, the Weimar Republic had overcome its problems.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Stresemann was able to bring stability and restore confidence by ending hyperinflation, by introducing a new currency and reducing government spending. He negotiated loans from the USA through the Dawes Plan which made reparation payments more manageable.'
OR
e.g. 'Some argued that the new ideas of culture and art were unpatriotic and they wanted more traditional values. They argued that the new phase meant Germany was going into moral decline.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'A new currency was introduced.'
'Hyperinflation was ended.'
'American loans were negotiated.'
'The economy recovered.'
'International acceptance improved.'
'Political instability remained.'
'Some did not approve of the changes in the arts.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It recovered partly and life did improve.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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12 (a) What was the role of the Gestapo in Nazi Germany?

Level 1 **[…]**

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

e.g. 'To discover the enemies of the state.'
'To act on the information of informers.'
'To watch the enemies and render them harmless.'
'To arrest and detain suspects without trial.'
'To get information from detained suspects.'
'To send suspects to concentration camps.'
'To promote fear or respect for the Nazi regime.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why did the Nazis persecute the mentally and physically handicapped?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Nazis believed in the superiority of the Aryan race. The ideal Aryan was tall and athletic with blond hair and blue eyes. They, therefore, persecuted any group which they thought challenged Nazi ideas about Germans being a perfect master race. Nazis felt that both mentally and physically disabled people did not fit in Nazi society.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'The Nazis persecuted any group that they thought challenged Nazi ideas.'
'These groups threatened the perfect master race.'
'The Nazis thought German society would be healthier without them.'
'They did not contribute to the German economy.'
'They were a burden on the Nazi state.'
'They had no respect for these groups.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Nazis didn't think these people fitted in the German state.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The use of culture and propaganda was the most effective way by which the Nazis controlled the German people.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The SS had unlimited powers to search houses, confiscate property and arrest people without charge. They could send people to concentration camps without trial. This made people frightened of speaking out.'
'The Gestapo had power to arrest anyone and often used informers to report anything anti-Nazi. The Gestapo became the most feared organisation in Germany.'
OR
e.g. 'Hitler realised the importance of propaganda. It was organised by Goebbels who got the message across through cheap radios and censoring the press. He promoted spectacular rallies and encouraged art and sculpture which showed the strength of Nazi Germany.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Opposition was removed by the Gestapo.'
'Culture and media were totally controlled by the Nazis.'
'Hitler gained support because of popular policies.'
'The young were indoctrinated in schools and the Hitler Youth.'
'The Nazis tried to control people through their church.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Nazis used repression to control the people.'

Level 0 No evidence submitted or response does not address the question **[0]**

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13 (a) Describe how Tsar Nicholas II ruled Russia at the beginning of the twentieth c…

Level 1 **[…]**

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

e.g. 'The Tsar had absolute power to rule Russia.'
'There were no elections and no parliaments.'
'The Tsar appointed all ministers.'
'He could sack ministers without consulting anyone.'
'His power was supported by the Russian Orthodox Church.'
'His ministers and governors were taken from the wealthy landowning aristocracy.'
'Local officials such as the land captains and regional governors were appointed by the Tsar.'
'Local governors controlled the local police force.'
'The Tsar was supported by the Okhrana, his secret police.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why did Tsar Nicholas II issue the October Manifesto in 1905?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In 1904, the Tsar hoped to unite the country behind him with spectacular victories in a war against Japan. At Mukden and Tsushima the Russian army and navy suffered crushing defeats. The Tsar had to react to these humiliating defeats.'
'In the weeks before the issuing of the Manifesto, there was serious disorder which could have led to a revolution. Striking workers put up barricades in the streets, revolutionaries like Lenin and Trotsky returned from exile to organise workers' councils, while in the countryside peasants murdered landlords. The Tsar needed to respond.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'There was a demand for reform.'
'A need to react to the events of Bloody Sunday.'
'He feared that Russia was close to a revolution.'
'A need to react to the defeat in the war against Japan.'
'There was mutiny on the Potemkin.'
'There was a general strike which paralysed industry.'
'The Tsar's uncle and some landlords were assassinated.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There was a growth in general discontent.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) How far was the Tsarina responsible for the collapse of the Tsarist regime? E… your answer.

Level 5 Explains with evaluation of 'how far' **[…]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Tsarina became more dependent on the advice from Rasputin, especially when the Tsar went to the Front. Rasputin gave her poor advice on who should be appointed to government positions and, under his influence, corruption grew at court. Members of the royal family begged Alexandra to dismiss Rasputin but she refused.'
OR
e.g. 'By 1916, there were food shortages. What made it worse was that there was enough food but it could not be transported to the cities. The rail network could not cope and by 1917 working people stood and shivered in the bread queues and cursed the Tsar.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Tsar failed as commander-in-chief.'
'The Duma lacked power.'
'The people were hungry from severe food shortages.'
'The Tsarina took advice from Rasputin.'
'The Tsarina was German.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It was the Tsar who lost support at home and at the front.'

Level 0 No evidence submitted or response does not address the question **[0]**

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14 (a) What were the main features of the new constitution introduced by Stalin in 1…

Level 1 **[…]**

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

e.g. 'There was a national assembly known as the Supreme Soviet.'
'Elections were held by secret ballot to vote in members.'
'The Supreme Soviet elected a smaller body, the Praesidium, to act on its behalf.'
'The Supreme Soviet chose the Council of People's Commissars, which was a small group of ministers.'
'Elections for the Supreme Soviet were held every four years but there was only one candidate to vote for in each constituency.'
'The constitution stated there were universal human rights, including freedom of speech, thought, press, religion and public assembly.'
'Although not mentioned in the constitution, real power lay with the Politbureau.'
'Stalin held the posts of General Secretary of the Party, Chairman of the Politbureau and Prime Minister.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why was Stakhanov a celebrity in Stalin's Russia?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'In 1935, Alexei Stakhanov with two helpers managed to cut an amazing 102 tons of coal in one shift. This was fourteen times the average for a shift. Stakhanov became a hero and the propaganda machine encouraged all workers to be Stakhanovites.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Stakhanov's shift work was outstanding however judged.'
'He beat the targets in the Five Year Plans, which were tough.'
'He encouraged workers to work hard.'
'His efforts helped the USSR to industrialise rapidly.'
'Stakhanov's feat gave a hand to the Soviet propaganda machine.'
'Celebrity status was reserved for the heroes in industry and the military.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'He was a hero of the state.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) How successful was Stalin in establishing control over the Soviet Union? Exp… answer.

Level 5 Explains with evaluation of 'how successful' **[1…**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Over 500 000 party members were arrested on charges of anti-Soviet activities and were either executed or sent to gulags. Over 25 000 army officers were removed from office. Stalin made sure no-one became too powerful and, therefore, did not undermine his authority.'
OR
e.g. 'Stalin found it difficult to control people's personal lives. Petty crime and hooliganism were common in the cities. Divorce and abortions were rising fast. There is plenty of evidence that people in their private lives behaved as they wanted rather than as the government wished.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Stalin gained control by his 'purges'.'
'The Great Terror removed most of the opposition.'
'The new constitution gave total power to Stalin.'
'Many ordinary Russian citizens admired Stalin.'
'Local officials often ignored instructions.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Stalin had considerable control.'

Level 0 No evidence submitted or response does not address the question **[0]**

PA CAMBRIDGE

GradeMax

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15 (a) What benefits did the US economy gain from the First World War?

Level 1 **[**

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

e.g. 'The US gained markets during the War.'
'It took markets from Britain in South America and Asia.'
'It built up its finances from the War, which could be invested in future industrial production.'
'Strategic industries developed during the War including iron and steel, coal, iron and electrical production. These could be used for peaceful purposes.'
'It developed its chemical industry and overtook Germany as the world's leading country for chemicals.'
'The advertising industry learned its skills during the War.'
'The US economy was not damaged by the War so it could increasingly invest in consumer goods.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did some American people not share in the economic 'boom' of the 1920

Level 4 Explains TWO reasons

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The USA's black population suffered discrimination in employment. Historically, most Black Americans lived in the south, but during the First World War many families had moved to the cities in the north, attracted by jobs available in the factories. Once the war finished, competition for jobs increased and many whites resented the black newcomers.'
'In a 1928 government report, the Native Americans living on reservations were in poverty because it was impossible to scrape a living because the land was so poor.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Unemployment remained stubbornly high throughout the 1920s.'
'Workers in old industries such as coal, leather and textiles received low pay.'
'Competition from man-made fibres depressed wages.'
'Industry grew by electrification and mechanisation not new jobs.'
'Most farmers suffered from low prices.'
'Black people suffered discrimination in employment.'
'Native Americans lived on very poor land.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many people did not have a job.'
'In some jobs there was very low pay.'

Level 0 No evidence submitted or response does not address the question [0]

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GradeMax

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(c) 'The main reason for agricultural decline in the 1920s was competition from C
How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'US farmers struggled against competition from the highly efficient Canadian wheat producers. European grain imports were mainly Canadian rather than from the USA. The Canadian farmers worked on huge units and were highly mechanised in their farming.'
OR
e.g. 'Overproduction was the biggest problem. From 1900–1920, farming was doing well and more and more land was being farmed. Improved machinery, especially the combine harvester, and especially improved fertilisers made the US agriculture efficient. By 1920, it was producing surpluses of wheat which nobody wanted.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The problems were caused by overproduction.'
'Canadian farmers were more efficient.'
'The US population was dropping.'
'Europe did not want US food after the War.'
'The tariff system penalised US farmers.'
'Prices crashed and so did farmers' incomes.'
'Southern farms were hit by the boll-weevil.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'American agriculture was simply too successful.'

Level 0 No evidence submitted or response does not address the question **[0]**

PA CAMBRIDGE

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16 (a) In what ways was industry helped by the New Deal?

Level 1 **[…]**

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

e.g. 'The New Deal created huge infrastructure projects, each requiring materials such as steel and concrete. Such industries saw growth and employment.'
'The Golden Gate Bridge in San Francisco and the Hoover Dam are examples of huge projects requiring massive amounts of materials.'
'The National Industrial Recovery Act set up The National Recovery Administration which tried to do away with the evils of child labour, long hours and low pay.'
'Those employers who agreed to fair wages and conditions in an employment code were allowed to display the NRA's logo of a blue eagle.'
'The NIRA also set up the Public Works Administration to create labour in building schools, hospitals, town halls, roads and bridges.'
'The NIRA gave the right to workers to collective bargaining of wages. This was an enormous boost to trade unions, but also helped industry negotiate with one appropriate body.'

Level 0 No evidence submitted or response does not address the question [0]

PAPA CAMBRIDGE

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(b) Why was the New Deal unsuccessful in solving the problem of unemployment?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The New Deal found work for millions of unemployed Americans, but it did not actually solve the problem. Critics said the new jobs were not 'real'. If the government withdrew its money, the jobs would disappear.'
'The New Deal did nothing specifically to help Black Americans, the largest single group in poverty and without jobs. Roosevelt was reluctant to alienate Southern Democrats and so failed to address race issues.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'It failed to provide permanent jobs.'
'It did not help farmers enough.'
'It did not help Black Americans.'
'At its peak, there were 12 million unemployed.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The various schemes had limited impact.'
'The scale of the problem was enormous.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The greatest threat to the New Deal came from radical critics like Huey Long.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Huey Long thought Roosevelt's measures were weak. He wanted to do much more for the poor. He thought big corporations should be taxed more and the money used to build more roads, schools and hospitals. He thought there ought to be a cap on wealth and the taxes shared more evenly across society. Roosevelt regarded him as one of the most dangerous men in the USA.'
OR
e.g. 'In 1935, the Schechter Poultry Corporation had been found guilty of breaking NRA regulations. It appealed to the Supreme Court. The Court ruled that the government had no right to prosecute the company. This was because the NRA was unconstitutional.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Supreme Court thought parts of the New Deal were unconstitutional.'
'The business community resented the government's interference in the economy.'
'Radical leaders complained that the New Deal did not go far enough.'
'Republicans still believed in 'rugged individualism'.'
'The wealthy thought the government was giving their money away.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Republicans were against the New Deal.'

Level 0 No evidence submitted or response does not address the question **[0]**

PAPA CAMBRIDGE

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17 (a) What changes in agriculture did Communist rule bring to China before 1957?

Level 1 **[**

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

e.g. 'The government introduced the Agrarian Reform Law of 1950.'
'The land was taken from the landlords and shared out amongst the peasants.'
'Landlords as a class were wiped out. They were often executed on the orders of a People's Court.'
'The impact of peasant ownership was record grain production in 1952.'
'In 1952, groups of peasants were encouraged to join co-operatives. They kept their own land but shared the animals and labour.'
'In 1953–55, there was a move towards collectives for all peasants, where all land was handed over to the collectives and private ownership ceased to exist.'
'By 1957, over 90% of the peasants were in collectives.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were social changes introduced by the Communists on coming to powe…

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Mao realised that China was backward in many ways. He wanted to remove feudal practices and he questioned many traditional practices. He believed women should be treated equally and not as second class citizens. He realised women were a great source of untapped labour.'
'Mao believed that all should be able to read and write. This would benefit industry and agriculture. China needed professionals such as doctors. These needed to be educated. He wanted workers to be able to read the works of Marx, Lenin and Mao.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Mao wanted to remove traditional and feudal practices.'
'He wanted a literate society.'
'Mao wanted to improve his peoples' well-being.'
'He needed a healthy workforce.'
'Mao wanted equality for the sexes.'
'To practise true Communism.'
'To combat disease and improve hygiene.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Mao wanted China to be a modern country.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'The main reason for the failure of the Great Leap Forward was the withdrawal of Soviet economic help following the Sino-Soviet split.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The First Five Year Plan had been a relative success with the help of Soviet expertise and resources. There were striking successes in coal, iron, steel, oil, cement and power. When Soviet expertise was withdrawn, there was no central planning and so the Great Leap Forward proved a failure.'
OR
e.g. 'Mao insisted on following true communism. He wanted to get rid of the middle class of experts running the factories, businesses, hospitals and universities. He wanted another revolution to hand back control to the peasants and workers. This proved to be a disaster in the Great Leap Forward.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Mao wanted to give control to the peasants.'
'Mao insisted on the commune system.'
'There was a lack of technical help.'
'There was a lack of central planning.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Soviet advisers were missed.'

Level 0 No evidence submitted or response does not address the question **[0]**

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18 (a) What international developments in 1950 increased the USA's suspicion of Communist China?

Level 1 **[1–**

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

e.g. 'Mao visited the USSR to gain recognition for his regime.'
'Mao wanted friendship and aid for industry and the military.'
'Mao secured $300 million in the Treaty of Friendship, Alliance and Mutual Assistance.'
'To the USA, the success of Mao in China and his friendship with Stalin was part of a worldwide advancement of Communism.'
'In 1950, China invaded Tibet and turned it into a province of China.'
'Communist China claimed all territory traditionally ruled by the emperors. This led to clashes with its neighbours.'
'Communist China began regular shelling of Taiwan, the home of Chiang Kai-shek, recognised by the USA as the rightful ruler of China.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were there disputes between China and India in 1962?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Relations between China and India worsened when the Dalai Lama sought sanctuary in India after the Tibetan rising in 1959. The Dalai Lama led a government in exile. In the early 1960s, the CIA funded him with $1.7 million a year to launch guerrilla operations against the Chinese. This naturally upset even more Sino-Indian relations.'

Level 2 Identifies AND/OR describes reason **[2–3]**

(One mark for each identification/description)

e.g. 'The border between India and Tibet was not well defined.'
'The Chinese wanted to build a road into Tibet.'
'The Chinese built border posts in areas considered Indian by India.'
'Nehru had given the Dalai Lama sanctuary in India.'
'There were numerous border incidents between opposing border guards.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The disputes were mainly over land.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) How far did Mao's death in 1976 result in improvements in China's relations w rest of the world? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In the early '80s, Deng Xiao-ping adopted an 'open door' policy towards the West. Many American and Western companies set up businesses in China and China started to purchase military and industrial equipment from abroad.'
OR
e.g. 'The international community was shocked by the Tiananmen Square massacre in 1989. China faced overwhelming international criticism for its human rights policies. This event was an important factor in the rejection of Beijing as the venue for the Olympic Games in 2000.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Deng Xiao-ping's attitude encouraged better relations.'
'China steadily increased contact with the rest of the world.'
'It became easier to visit China.'
'Hong Kong was returned to China.'
'Relations improved with the USSR.'
'Tiananmen shocked the international community.'
'China did not get the 2000 Olympic Games.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Relations improved significantly.'

Level 0 No evidence submitted or response does not address the question **[0]**

PA CAMBRIDGE

GradeMax

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19 (a) What were the main features of South African society in 1940?

Level 1 **[1–3]**

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

e.g. 'It was apartheid in all but name.'
'The whites followed a policy of divide and rule.'
'Segregation policies stressed white supremacy.'
'Segregation policies kept black people in an inferior position, enabling employers to pay them low wages.'
'The more skilled and better paid jobs were reserved for white people.'
'In the preamble to an Act of Parliament in 1922, it stated that 'black people were in towns to minister to the needs of the white man'.'
'Segregation policies protected white supremacy by placing controls on the movement of black people into towns and encouraging the building of black townships well away from city centres.'
'It limited black people's control over land and, therefore, freed it for white farmers.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why did the National Party want apartheid?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The National Party represented the white minority and apartheid would give particular privileges to those of European origin. These included securing all the best farm land for the whites and only allowing black people into cities to work for white businesses if they had passes.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'It was the policy of the Nationalists.'
'It favoured the white minority.'
'It gave whites the best land.'
'It meant black people were the servants of the whites.'
'The National Party represented the whites.'
'White voters agreed with the policy.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It wanted to keep racial groups separate.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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(c) 'The National Party won the election of 1948 because the electoral system wo its favour.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The National Party and the Afrikaner Party won 79 seats in the House of Assembly against a combined total of 74 won by the United Party and the Labour Party. Due to the 'first past the post' system the National Party had won more seats even though the United Party had received 11% more votes.'
OR
e.g. 'The Nationalists, realising that many white South Africans felt threatened by black political aspirations, pledged to implement a policy of strict racial segregation in all spheres of living. The Nationalists labelled this new system of social organisation 'apartheid' and many white people were attracted to it.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Malan's Party appealed to many white voters.'
'He had the support of the press.'
'Malan appealed to the Transvaal farmers.'
'He won over the workers in the industrial heart of South Africa.'
'Malan formed an alliance with the Afrikaner Party.'
'The first past the post gave Malan the majority.'
'Smuts received most votes but not enough seats.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The National Party had a well organised campaign.'

Level 0 No evidence submitted or response does not address the question **[0]**

PAPA CAMBRIDGE

GradeMax

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20 (a) What challenges faced de Klerk when he became President in 1989?

Level 1 **[**

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

e.g. 'There were increasing raids from ANC and PAC.'
'There was increasing white opposition to apartheid.'
'The townships were ungovernable.'
'Many officials were attacked and often murdered.'
'Economic sanctions were biting.'
'There was disinvestment.'
'De Klerk believed apartheid was unsustainable.'
'He needed to continue Botha's reforms.'
'There was no international sport.'
'Church groups were speaking out against apartheid.'
'Pope John Paul II became involved.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did many Afrikaners oppose de Klerk?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'There were extreme individuals such as Eugene Terre'Blanche, who was the leader of the Afrikaner Weerstandsbeweging (Afrikaner Resistance Movement), who wanted to break away from the existing South Africa and form an independent Boer-Afrikaner republic. Members could not accept that in the eyes of the law white and black would be equal.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'The previous president, P.W.Botha, did not believe in democracy.'
'Afrikaner nationalists still believed in their superiority.'
'They had a desire for an independent Boer-Afrikaner republic.'
'Afrikaners thought the ANC was a communist group.'
'Some thought he was negotiating with terrorists.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'They preferred the previous president.'

Level 0 No evidence submitted or response does not address the question **[0]**

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GradeMax

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(c) How important were the actions of African nationalist organisations in bringi apartheid to an end? Explain your answer.

Level 5 Explains with evaluation of 'how important' **[**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The ANC had a long history of fighting apartheid, from the campaign of defiance in the '50s through to the violent action after Sharpeville in the '60s. In the '70s and '80s other groups such as PAC, the Black Consciousness Movement, the SACP, the AWB and the UDF meant the ANC started to lose influence, but its leader, Nelson Mandela, was to help broker the end of apartheid.'
OR
e.g. 'The UN tried to impose economic sanctions on South Africa from 1962, although many western countries continued to trade and appreciated the support from South Africa during the Cold War. With the end of the Cold War, attitudes changed. P.W.Botha realised that South Africa was under threat as companies like Barclays withdrew and a complete boycott on exports looked likely.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The ANC held a campaign of defiance.'
'The ANC produced a Freedom Charter.'
'The Black Consciousness Movement raised the profile.'
'The end of the Cold War meant focus turned on South Africa.'
'Mandela and de Klerk brought about change.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The ANC had a long history of opposing apartheid.'

Level 0 No evidence submitted or response does not address the question **[0]**

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21 (a) What were the aims of the founders of the Palestine Liberation Organisation?

Level 1 **[…]**

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

e.g. 'To give Palestinians a strong voice.'
'It wanted to promote the Palestinian cause.'
'It wanted to reclaim the land lost in the first Arab-Israeli War.'
'It wanted to set up a Palestinian state.'
'It wanted to unite all Palestinian fighters in one organisation.'
'It wanted to provide health and welfare services in the Palestinian refugee camps.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why were the results of the Six-Day War of 1967 important for the Middle East?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Israel increased its lands. It captured and kept Sinai, the Gaza Strip, the West Bank and the Golan Heights. Israel had control over the Old City of Jerusalem for the first time in 2,000 years. These territories doubled the size of the country and made its frontiers shorter and easier to defend.'
'The War was a total disaster for the Palestinians, losing men, weapons and land. A million Palestinians, who had been living in the West Bank and the Gaza Strip, suddenly found themselves in 'Occupied Territories' under Israeli rule.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'Palestinian pride and prestige were crushed.'
'Palestinians lost land.'
'There were restrictions placed on Palestinians.'
'Israel was in conflict with the UN.'
'Israel was much safer and stronger than before.'
'The Israelis increased their lands.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It increased the suffering of the Palestinians.'
'It did not bring peace.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(c) 'Military strength enabled Israel to survive in the years up to 1973.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In the Six-Day War of 1967, the Israelis launched Operation Focus with a large air strike. The Israelis caught the Egyptian aircraft on the ground. They also destroyed the air forces of Syria, Iraq and Jordan. Over 400 aircraft were destroyed by the Israelis in two days.'
'With air superiority, the land campaign for the Israelis was equally successful in Sinai, the West Bank and the Golan Heights.'
OR
e.g. 'In 1973, Egypt hit first and caught the Israelis by surprise. The USA gave Israel support by airlifting emergency supplies of arms to enable a successful counterattack to take place.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Israeli air force was superior.'
'The Israeli forces had excellent commanders.'
'The USA gave Israel support.'
'The Israelis received American supplies.'
'There was a lack of Arab co-ordination.'
'There were many Arab mistakes.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Israelis had to win to survive.'

Level 0 No evidence submitted or response does not address the question **[0]**

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22 (a) What was 'Fatah'?

Level 1 **[…]**

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

e.g. 'It was a group of Palestinian fighters.'
'It was founded in 1959.'
'The name came from the Arabic initials of its name 'The Movement for the Liberation of Palestine.'
'When spelt backwards, the initials spell 'fatah', which is Arabic for 'victory'.'
'Its aim was to create a Palestinian state.'
'Its leader was Yasser Arafat.'
'It was a movement which carried out guerrilla attacks on Israel.'
'Fatah became the largest group within the PLO.'

Level 0 No evidence submitted or response does not address the question **[0]**

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(b) Why did some Palestinians turn to terrorism?

Level 4 Explains TWO reasons

Level 3 Explains ONE reason **[4–5]**

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Since the formation of the Israeli state, there had been very little progress using peaceful means in achieving a united Palestinian state. During the '60s and '70s, more violent methods were attempted to attract the attention of both the Arab and Western worlds to the Palestinian cause.'
'There was massive publicity for hijacking planes in Jordan in 1970 and for hijacking a French plane which was taken to Entebbe. Equally, in 1972, the world would know about the cause because of the deaths of 11 Israeli athletes at the Munich Olympic Games.'

Level 2 Identifies AND/OR describes reasons **[2–3]**

(One mark for each identification/description)

e.g. 'To attract attention to the Palestinian cause.'
'Peaceful methods were not working.'
'To speed up the Palestinian goal.'
'To give Palestinians a voice.'
'They did not recognise Israel.'
'To destroy Israel.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'To help Palestinians.'
'To make a point.'

Level 0 No evidence submitted or response does not address the question **[0]**

PAPA CAMBRIDGE

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(c) How far did international views of the Palestinian cause change between 1968 and the early 1990s? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[1**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The violent actions of Fatah and then the PLO from 1969 turned international opinion against the cause. The PFLP hijacked planes, bombed sites and took hostages. As a result, the PLO was expelled from Jordan and later evicted from Lebanon. The murders at the Munich Olympics by Black September brought the most hostile reaction.'
OR
e.g. 'The Intifada (1987–1993) or uprising, especially of young men throwing stones at Israeli soldiers, gained considerable support around the world and even in the USA. Many were shot in front of the television cameras.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Fatah's and PLO's activities caused hostility.'
'Black September's activities were abhorred.'
'In 1974 Arafat spoke at the UN and Palestinians were recognised by the international community.'
'In 1979 the USSR recognised the right of Palestinians to have their own country.'
'The Intifada gained universal support except in Israel.'
'Hamas has divided international support.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Opinions have varied from hostile to supportive.'

Level 0 No evidence submitted or response does not address the question **[0]**

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