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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 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 level 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 the revolutionary events in Paris in June 1848.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Guizot banned a Reform Banquet.'
'He was accused by the Deputies of forgetting who it was who put Louis Philippe on the throne in1830.'
'The crowds took to the barriers shouting "Vive la Reforme!" and "Mourir pour la Patrie".'
'Louis Philippe took fright and fled leaving the rebels in charge.'
'The Socialists and Republicans combined to form a provisional government of the new Second Republic (Feb.1848).'
'The Republicans immediately gave the vote to all men over 21.'
'They created the National Workshops in Paris to give jobs to the unemployed.'
'The National Workshops were closed down in June 1848.'
'This brought fresh uprisings called the 'June Days'.'
'The risings were ruthlessly suppressed.'
'Over 1500 were killed in four days of fighting.'
'Large numbers were executed, imprisoned or sent overseas.'

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

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(b) Why was the Austro-Hungarian Empire in danger of collapsing during 1848–49?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The Austro-Hungarian Empire was vast and contained Hungarians, Slovenes, Poles, Czechs, Slovaks, Ruthenians, Romanians, Croats, Italians and Serbs all of whom attempted in the course of the revolution to either achieve autonomy, independence or even hegemony over other nationalities.'

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

(One mark for each identification/description)

e.g. 'The outbreak in Paris acted as a catalyst for revolts within the Empire.'
'There were many groups wanting their independence.'
'There was a serious revolt in Hungary under Kossuth.'
'Metternich's resignation led to five short lived governments in1848.'
'Radetzky's armies were in disarray.'
'Charles Albert initiated a nationalist war in Austria-held northern Italian states.'
'In the Frankfurt National Assembly, they debated whether Austria should be included in the united German state.'
'Ferdinand was a weak emperor.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Empire had many problems over a large area.'

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

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(c) 'The 1848–49 Revolutions were more successful in Italy than in France.' 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'In France, the monarchy fell and socialists and republicans formed a provisional government giving the vote to all men over 21. Louis Napoleon became President but then assumed the power of a dictator. The power of the new legislative body was severely limited.'
OR
e.g. 'The liberals and nationalists wanted Austrians out of Italy for good. Charles Albert did not get the expected support and was heavily defeated. He was defeated again and abdicated, while Venice was secured by the Austrians.'

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

(One mark for each point)

e.g. 'In France the monarchy was removed.'
'A president was appointed in France.'
'The president turned into a dictator.'
'France was modernised.'
'Charles Albert was defeated.'
'The Austrians regained control.'

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

e.g. 'The French achieved their initial aim, the Italians did not.'

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

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2 (a) What benefits did Cavour hope to gain from the Crimean War?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'By supporting the alliance against Russia, Piedmont hoped to gain powerful international friends.'
'Cavour hoped for closer friendship with Britain and France.'
'Cavour hoped the War would enable him to build up a relationship with Napoleon.'
'Cavour hoped that at the peace conference he would gain a seat at the table.'
'It would enable Cavour to hint that Piedmont deserved a reward for its support of the alliance.'
'Cavour could hope that France would help the Italian states to remove the Austrians from Italian land.'

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

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(b) Why was the meeting at Plombières in July 1858 important?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

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

e.g. 'The meeting was important because Cavour and Napoleon met without the knowledge of Austria. It meant that the two could plan the first move in trying to remove Austrian power within the Italian states. This would be the catalyst for further Italian unification.'

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

(One mark for each identification/description)

e.g. 'It planned the possible unification of Italian states.'
'It planned the possible removal of Austria from the Italian states.'
'There was a secret agreement between Cavour and Napoleon III.'
'They agreed to a joint war against Austria.'
'It was agreed that Piedmont would unite with Lombardy and Venetia.'
'Piedmont would also unite with the Duchies of Parma and Modena.'
'It was agreed that France would gain Savoy and Nice from Piedmont.'
'It was agreed that Cavour would provoke Austria.'

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

e.g. 'It started the unification process.'

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

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(c) 'Napoleon's fear of Prussia's military strength was the most important reason for the sudden end to the war with Austria in 1859.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'Napoleon was concerned that the Prussians may take his exploits as empire building. He realised the Prussian forces were formidable and he did not want to annoy the Prussians over Italian states.'
OR
e.g. 'The battles of Magenta and Solferino had been hard fought and resulted in high casualties on both sides. At Solferino Napoleon lost 15 000 men. He saw the horrific state of casualties after the battle and decided that that was enough.'

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

(One mark for each point)

e.g. 'Napoleon lost too many men at Solferino.'
'French Catholics were concerned that he was fighting a Catholic nation.'
'He had gained Savoy and Nice.'
'The Piedmontese Army left too much to the French.'
'The Prussians became concerned at Napoleon's military exploits.'
'Defeating the Austrians protected by the Quadrilateral would be difficult.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There had been carnage on the battlefields.'

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

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3 (a) What problems did the Kansas-Nebraska issue cause before the Civil War?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'By 1850, settlers wanted to move into the area known as Nebraska.'
'Until it was organised as a territory, settlers would not move there because they could not legally hold a claim on the land.'
'Senator Douglas proposed the Kansas-Nebraska Act, splitting Nebraska into two so that the south would be Kansas.'
'The Act would allow each territory to decide the issue of slavery on the basis of popular sovereignty.'
'This undermined the Missouri Compromise.'
'Would Kansas be a free or slave state? There was a minor civil war between the abolitionists and supporters of slavery.'
'The Whig Party was split.'
'The Republican Party was formed from the northern members of the Whig Party.'
'Conflict arose between pro- and anti-slavery settlers after the passage of the bill and led to the period of violence known as 'Bleeding Kansas'.'
'This paved the way for the American Civil War.'

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

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(b) Why were Northerners horrified by the verdict in the Dred Scott Case?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Northerners were horrified by the Supreme Court's decision over Dred Scott. He was a slave who had been taken from Missouri, where slavery was legal, to Illinois, where slavery was illegal, and later to Wisconsin, where slavery was illegal under the terms of the Missouri Compromise. Dred Scott argued that he was automatically freed from slavery when he lived in free Illinois and Wisconsin.'

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

(One mark for each identification/description)

e.g. 'Abolitionists thought they had a strong case to put to the Supreme Court.'
'Dred Scott had lived in free states for part of his life.'
'The Court decided that a slave was not a citizen of the United States and could not bring action in an American court.'
'The Supreme Court decided that residency in a free state did not free a slave from slavery in his home state.'
'The Supreme Court declared that the Missouri Compromise was against the constitution, since by forbidding slavery it deprived an owner of his property.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Northerners thought the Court's decision was inhumane.'

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

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(c) How significant were the actions of John Brown at Harper's Ferry? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'John Brown was captured and hanged. He was treated as a martyr by the abolitionists. The example of John Brown encouraged many pro-slavery groups. He went down in folk-lore and had rallying songs sung about him.'
OR
e.g. 'Some historians have called John Brown 'America's first domestic terrorist' and that he was a 'madman'. Some believe his actions were one of many such plots organised by anti-slavery Northerners.'

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

(One mark for each point)

e.g. 'John Brown led an attack on an armoury at Harper's Ferry to seize weapons for his slave revolt.'
'He was trying to persuade slaves to join a rebellion against plantation owners.'
'He was treated as a martyr by the abolitionists.'
'It seemed like a small event in 1859.'
'Southerners believed it was one of many Northern plots.'

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

e.g. 'It increased tensions between North and South.'

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

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4 (a) Describe the Alliance System.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'In 1914, the six most powerful countries in Europe were divided into two opposing alliances.'
'The Triple Alliance consisted of Germany, Austria-Hungary and Italy.'
'The Triple Entente consisted of Britain, France and Russia.'
'Politicians believed that the size and power of the two alliances would prevent either side from starting a war.'
'Politicians called this system of alliances the 'Balance of Power'.'
'If one country within an alliance was attacked, the remaining members of the alliance would be expected to help defend the country.'
'The danger was that a squabble between two countries from each alliance could potentially be a fight between six countries.'

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

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(b) Why was the role of Austria-Hungary important in international affairs before 1914?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'In 1908, Austria-Hungary added Bosnia-Herzegovina to its empire. The Serbians were furious because they had hoped to make Bosnia part of a 'greater Serbian' state. Germany supported Austria, but some Serbs intended to take revenge in the future.'

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

(One mark for each identification/description)

e.g. 'It was part of the Triple Alliance.'
'It was the only support for Germany in the Moroccan crises.'
'It was an empire of many nationalities.'
'Many Slavs in the empire wanted to join with Serbia.'
'It added Bosnia-Herzegovina to its empire.'
'Austria's growing influence in the Balkans annoyed Russia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Austria-Hungary had been an important power for over a century.'

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

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(c) 'German violation of Belgium's neutrality was the most important reason for Britain going to war in 1914.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'In 1839 Britain and other Great Powers signed the Treaty of London. This guaranteed the neutrality of Belgium in a future war. Britain did not want a major country, especially Germany, to occupy Belgium and use it as a base to invade Britain. Britain was honouring the Treaty of London.'
OR
e.g. 'The consequences of not intervening would be bad for Britain. If Germany defeated France then the Kaiser would dominate Europe and be a greater threat to Britain. If France won, the French would no longer trust Britain who would be left isolated.'

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

(One mark for each point)

e.g. 'Britain wanted to keep its dominance in the Naval Race.'
'Britain felt morally bound to aid its allies in the Triple Entente.'
'Britain felt sympathy for 'little' Serbia being invaded by the Austro-Hungarian Empire.'
'Britain had a treaty with Belgium.'
'Britain was fearful of German expansion in Europe.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Britain wanted to teach the Germans a lesson.'

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

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5 (a) What were the main terms of the Treaty of Sèvres with Turkey?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Turkey had to recognise the independence of the Kingdom of Hejaz and Armenia.'
'Turkey lost its provinces in the Middle East to Britain and France.'
'Turkey lost territory to Greece and Italy.'
'Turkey lost Smyrna and East Thrace to Greece.'
'Syria became a mandate under French control.'
'Iraq and Palestine became British mandates.'
'Rhodes was ceded to Italy.'
'The Dardanelles Strait was to become an international waterway.'
'The Turks had to accept that countries of their former empire such as Egypt, Tunisia and Morocco were now independent or were under British or French protection.'
'Turkey was allowed a maximum of 50 000 soldiers, seven sloops and six torpedo boats.'
'There should be no conscription.'
'Agree to the Covenant of the League of Nations.'

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

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(b) Why did Lloyd George believe that a moderate peace settlement with Germany was in British interests?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Lloyd George was anxious that the treaty should not be regarded as excessively harsh by the Germans as he was convinced that this would give rise to a sense of intense grievance. This might lead to attempts to overturn the treaty or even further hostility.'

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

(One mark for each identification/description)

e.g. 'Lloyd George realised Britain needed Europe to recover economically.'
'Germany had been Britain's most important customer prior to 1914.'
'If Germany lost the Rhineland, it would not be rich enough to buy British goods.'
'High reparation figures would check German economic recovery.'
'A weak Germany would not be a barrier to communism.'
'Lloyd George did not want France becoming too powerful and, therefore, needed a reasonably strong Germany to keep it in check.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Lloyd George did not want to give the Germans an excuse for a future war.'

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

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(c) Who was more satisfied with the Treaty of Versailles: Wilson or Clemenceau? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'Clemenceau failed to persuade Lloyd George and Wilson that the Rhineland should be taken away from Germany and made into an independent state. It meant France still had a common border with Germany.'
OR
e.g. 'Wilson was dissatisfied with the Treaty because he considered it too harsh on Germany. He disapproved of the decision that would mean the former German colonies were to be governed by Britain, France and Japan as mandated territories on behalf of the League of Nations.'

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

(One mark for each point)

e.g. 'Clemenceau was satisfied that the German forces were limited.'
'He was pleased Alsace-Lorraine had been returned to France.'
'He was not happy about the security of France's eastern border.'
'Wilson was pleased with the acceptance of the League of Nations.'
'He was pleased with the formation of Czechoslovakia, Yugoslavia and the recreation of an independent Poland.'

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

e.g. 'Neither was fully satisfied with the Treaty of Versailles.'

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

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6 (a) What actions had Hitler taken by the end of 1935 to break the Treaty of Versailles?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Hitler refused to pay any more reparations.'
'He left the League of Nations.'
'In 1933, Hitler began re-arming in secret.'
'Hitler attempted the Anschluss with Austria.'
'Hitler re-introduced conscription.'
'He announced that his army would be 500 000.'
'He announced his intention of creating a military air force.'
'Hitler signed the Anglo-German Naval Agreement, which allowed him a fleet that was 35% the size of Britain's fleet.'
'This Agreement allowed Germany 45% of Britain's submarines.'

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

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(b) Why was involvement in the Spanish Civil War of benefit to Hitler?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Hitler was able to test the capability of his Luftwaffe in strategic bombing of Spanish towns such as Guernica. It was testing carpet bombing which made civilians a direct target. The attacks were designed in waives to maximise the damage and casualties.'

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

(One mark for each identification/description)

e.g. 'He was able to support a fellow fascist.'
'Hitler was able to try out his military equipment.'
'He was able to try out his tactics.'
'Hitler could test his Luftwaffe.'
'Hitler was able to combat communism.'
'It provided a distraction while he took action over Austria.'
'Mussolini and Hitler worked closely together in Spain leading to the 'Rome-Berlin Axis'.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave Hitler confidence in his military action.'

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

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(c) 'Chamberlain's attempts to reach agreement at Munich were worthwhile.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'During the 1st World War, Chamberlain was Director General of National Service and had seen the horrors of war. Nearly every family had lost a member in the war. He wanted to avoid going to war again at all costs.'
OR
e.g. 'If war had broken out in October 1938, Britain and France would have had the support of the 36 divisions of the Czech army fighting behind their well prepared defences. The Soviet Union would probably have remained neutral.'

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

(One mark for each point)

e.g. 'Chamberlain was trying to keep the peace.'
'Chamberlain did not think Britain was prepared for war.'
'Britain's air defences were incomplete.'
'The British Empire would not support another war.'
'Britain had abandoned Czechoslovakia.'
'Britain, France and Czechoslovakia together could have defeated Hitler.'
'There was little point given Hitler's plans.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It may have seemed sensible at the time.'

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

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7 (a) What did the Geneva Agreements of 1954 propose for Vietnam?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'There should be a ceasefire.'
'There should be an exchange of prisoners.'
'A withdrawal of all foreign forces.'
'Vietnam to gain independence from France.'
'Vietnam was to be temporarily divided into North and South Vietnam.'
'The boundary was the 17th Parallel.'
'Ho Chi Minh's government was recognised in the North.'
'Ngo Diem's government was recognised in the South.'
'Elections were to take place for a united Vietnam within two years.'

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

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(b) Why did the USA become involved in the conflict in Vietnam?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Eisenhower and Dulles were convinced that China and the USSR were planning to spread communism throughout Asia. The idea was referred to as the Domino Theory. If Vietnam fell to communism then Laos, Cambodia, Burma, Thailand and even India might also fall, just like a row of dominoes. The Americans were determined to resist the spread of communism in Vietnam which they saw as the first domino in the row.'

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

(One mark for each identification/description)

e.g. 'The USA saw Vietnam as a key battleground in the fight against communism.'
'The French had given up and pulled out of Vietnam.'
'The USA did not want the elections to go ahead to unite Vietnam because it thought the communists would win.'
'It was part of the Domino Theory.'
'With the fall of China and Korea to communism, the USA thought Vietnam was next.'
'It was part of the policy of Containment, which meant stopping the advance of communism.'
'Presidential candidates always talked tough about stopping the spread of communism.'
'There are some who thought the military and big business wanted a war!'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USA thought it had the weaponry to win the war.'

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

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(c) How successful was the USA's containment policy? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'In 1947, Britain declared that it could not continue to support the Greek government in its civil war against Communists. The Greek government appealed to the USA and Truman agreed to help and provide $400 million in aid. It saved Greece from Communism.'
OR
e.g. 'The Vietnam War saw the loss of the whole of Vietnam, Laos and Cambodia to Communism. This showed the failure of containment, although other states, such as Thailand, Burma and Malaysia, did not fall.'

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

(One mark for each point)

e.g. 'The USA saved Greece from Communist control.'
'The Marshall Plan supported most of Western Europe.'
'There was partial success in Korea.'
'Communist influences spread from Cuba to parts of Central America.'
'Vietnam was totally lost to the Communists.'
'The Vietnam War did limit the spread of Communism.'

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

e.g. 'There were successes and failures.'

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

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8 (a) Describe the involvement of the Western Powers in the Iran-Iraq War, 1980–88.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The USA supported Iraq with arms, intelligence and finance.'
'The US did not want an Iranian victory and the installation of an Islamic revolutionary government in Baghdad.'
'The US sent warships to the Gulf to guarantee oil supplies.'
'The US warships attacked Iranian oil installations and Iranian gunboats.'
'Britain, France, USSR and West Germany supplied military equipment to Iraq.'

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

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GradeMax

(b) Why was there opposition within Iran to the Shah's rule?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Iran's wealth from oil revenue had grown from $34 million to $20 billion in twenty years, but the majority of the population had only seen modest improvements in their standard of living. 10% of the population owned 40% of the wealth. Many lived in mansions and palaces while the poor lived in shanty towns with no roads or basic services.'

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

(One mark for each identification/description)

e.g. 'The Shah gave in to pressure from the West to remove Mossadeq.'
'The Shah was unpopular for associating with Western powers.'
'The West, such as the USA, Britain and France, wanted the Shah to guarantee their oil supplies.'
'The Shah imported large quantities of US foodstuffs at the expense of Iranian farmers.'
'He introduced American-style shopping malls which damaged the interests of bazaar merchants.'
'Despite Iran's oil wealth, most villages lacked piped water, electricity, roads and other basic services.'
'Both infant mortality rates and illiteracy were high.'
'The Shah established a one-party state.'
'The intelligence service and secret police, known as SAVAK, were known for their brutal tactics including torture, forced confessions and executions.'
'There was increasing opposition from Muslim religious leaders, the mullahs, who criticised the wealth, luxury and corruption of the Shah.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a huge gap between rich and poor.'

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

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GradeMax

(c) 'Iraq suffered more than Iran as a result of the war between the two countries.' 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'Partly as a result of Western assistance to Iraq, by the end of the war Iraq possessed a clear advantage over Iran in terms of tanks, fighter aircraft, helicopters and artillery. It was this Iraqi superiority that persuaded Khomeini to agree to a ceasefire.'
OR
e.g. 'Both sides were bankrupted by the war but Iraq was hit hardest and owed $80 billion in foreign debt. There were severe cuts in social projects such as housing, schools and hospitals. Life expectancy fell and infant mortality increased.'

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

(One mark for each point)

e.g. 'The death toll for Iran was approximately one million.'
'The death toll for Iraq was about half a million.'
'The Iranians suffered from Iraqi chemical attacks.'
'Both sides cut back on social measures to fund the war.'
'Iraq was still well armed at the end of the war.'

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

e.g. 'The civilian populations of both sides suffered greatly.'

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

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GradeMax

9 (a) What was the 'race to the sea' in 1914?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Germans decided to try to outflank the enemy's lines.'
'The charge began on 12th of October and became known as the 'race to the sea'.'
'As the Germans charged west towards the sea, the British and French moved troops to block them.'
'Both sides used railways to move troops and equipment.'
'The key battle was the first Battle of Ypres, which the British secured.'
'It meant the ports of Dunkirk, Calais and Boulogne remained under British control.'
'Through these ports equipment and reinforcements could be supplied.'

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

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GradeMax

(b) Why was the Battle of Verdun important?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

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

e.g. 'It was important because if the Germans won the battle it would have dealt a devastating blow to French morale. The Germans believed that if France lost the battle they would surrender and it may have led to Britain withdrawing from the War.'

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

(One mark for each identification/description)

e.g. 'It was the strongest part of the French defences.'
'If it fell, France might surrender.'
'It was the longest battle of the war.'
'Because of the pressure at Verdun, the Battle of the Somme was fought.'
'Verdun was a symbol of French military pride.'
'It showed how hard it was to achieve a breakthrough.'

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

e.g. 'It was one of the significant battles of the War.'

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

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GradeMax

(c) 'The Schlieffen Plan failed because it was changed by the Germans.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'Schlieffen had said to 'keep the right wing strong' but von Moltke weakened the right wing to place more troops on the eastern front and in Alsace. It was not strong enough to carry out the Plan.'
OR
e.g. 'The Germans expected to march through Belgium unopposed. The Belgians, using their forts, resisted and slowed down the German advance. This gave the BEF time to arrive and enabled the French armies to march north and defend Paris.'

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

(One mark for each point)

e.g. 'Belgium put up more resistance than expected.'
'Britain entered the War which was not expected by the Germans.'
'The Russians put armies into the field quicker than expected.'
'Von Moltke weakened the 'right hook'.'
'He kept east of Paris instead of encircling it to the west.'
'He put more troops to face Russia and in Alsace.'
'The Plan did not keep to the timetable.'
'There was ill-discipline amongst the German troops in Belgium.'
'The BEF slowed the Plan down.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Plan assumed too many things.'

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

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GradeMax

10 (a) What was the Defence of the Realm Act?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was an act passed in 1914.'
'It gave the government wide-ranging powers to control people's lives.'
'It allowed the government to seize any land or buildings it needed.'
'It gave it power to take over any industries which were important in the war effort.'
'It allowed the government to control what the public knew about the war.'
'The government had the power to force workers to stay in jobs considered vital for the war effort.'
'The railways and docks were now under military law.'
'Strikes in vital industries were made illegal.'
'It gave the government the power to take over the coal industry so that the mines could be run to support the war effort and not for private profit.'
'It allowed the government to introduce British Summer Time.'
'It allowed the government to enforce the watering down of beer in pubs.'

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

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GradeMax

(b) Why did the British government use propaganda during the war?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The government wanted the British people to believe the Germans were cruel and evil. This would encourage support for the war effort and encourage volunteers to join the armed forces. This meant calling the Germans 'Huns' and 'Vandals' as though they were barbarians. It portrayed German troops as beasts crucifying enemy troops, raping nuns and bayoneting babies.'

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

(One mark for each identification/description)

e.g. 'The British government wanted men to fight Germany.'
'It needed civilians to support the war effort.'
'It wanted neutral countries to stay friendly to Britain.'
'It needed to keep morale high at home.'
'It needed to show that the sacrifices were worthwhile.'
'It needed to portray the Germans as evil.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The government wanted the country on its side.'

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

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GradeMax

(c) How far did the First World War have a positive effect on Britain's civilian population? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'Women were able to break into traditional male occupations. With five million men involved in the armed forces during the war, women could become police officers, railway staff, bus conductors, welders, plumbers, munition workers and farm labourers.'
OR
e.g. 'Civilians on the east coast were subjected to shelling from German warships. The shelling of Scarborough, Whitby, and Hartlepool resulted in the deaths of 140 civilians with nearly 600 seriously injured.'

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

(One mark for each point)

e.g. 'Women tackled many jobs they had not been involved in before.'
'It led to higher wages for many working women.'
'Middle and upper class women joined the workforce.'
'As a reward for their efforts in the war, an act was passed in Dec 1917 granting women over 30 years the vote.'
'German warships shelled the east coast killing civilians.'
'There was compulsory rationing in 1918.'
'DORA restricted civilians' knowledge of the war through censorship.'

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

e.g. 'The Government had considerable powers over civilians.'

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

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GradeMax

11 (a) What happened to Hitler as a result of the Munich Putsch?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Hitler was arrested and charged with treason.'
'Hitler was sentenced to five years in prison.'
'At his trial Hitler gained much publicity for himself and his ideas.'
'He became known nationally rather than just in Bavaria because of the newspaper coverage.'
'Hitler only served nine months in Landsberg Castle.'
'It gave Hitler time to write a book, Mein Kampf.'
'He was able to clarify and present his ideas for the future of Germany.'
'As a result of the failure of the Putsch, Hitler realised that he would not be able to seize power by force.'
'He realised that he would have to work within the democratic system to achieve power.'

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

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GradeMax

(b) Why did the Nazi Party have little success in elections before 1930?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'With the successes of Stresemann's policies, the moderate parties, which made up the Weimar coalitions, were the winners at the polls. The German electorate could see little reason to switch their support to an untested, extreme right-wing party whose leader had recently been convicted of high treason.'

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

(One mark for each identification/description)

e.g. 'The disastrous attempt to seize power in the Munich Putsch.'
'Most industrial workers supported left wing parties.'
'The successes of Stresemann in the economy and in foreign affairs.'
'Germany seemed to be prospering without the Nazis.'
'Nazi aims were irrelevant to most Germans.'
'There was a lack of support from the police and army.'
'Political opponents disrupted their meetings.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They lacked support because times were good.'

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

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GradeMax

(c) 'The election of 5 March 1933 was the most important reason for Hitler gaining control over Germany.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'In the March elections, Hitler used the same tactics as in previous elections but now he had the resources of the state media and control of the streets. Hitler only achieved an overall majority with the support of the Nationalists.'
OR
e.g. 'When President Hindenburg died, Hitler proclaimed himself Chancellor and Reich Fuehrer. He was Head of State and Commander-in-Chief of the Army. Every soldier swore an oath of personal loyalty to Hitler.'

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

(One mark for each point)

e.g. 'Hitler gained emergency powers because of the Reichstag Fire.'
'The Nazis arrested leading Communists under these powers.'
'Hitler was given the power to take over regional governments.'
'The election did not give the Nazis outright control.'
'The Enabling Act gave Hitler almost dictatorial powers.'
'The Night of the Long Knives removed potential rivals to Hitler.'
'The death of Hindenburg gave Hitler complete dictatorial powers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The March elections were only a stepping stone to power.'

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

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GradeMax

12 (a) What did the Nazis promise the German people during election campaigns in the early 1930s?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'They promised a strong leader.'
'To destroy the Treaty of Versailles.'
'To stop paying reparations.'
'To create full employment.'
'To defend traditional values.'
'To destroy communism.'
'To rebuild the armed forces.'
'To bring about order on the streets.'
'To implement the 'Twenty-Five Points'.'
'To end Weimar's democratic system.'
'To support German farmers.'
'They promised a programme of public works.'

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

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GradeMax

(b) Why did Nazi policy towards young people create loyal Nazis?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The curriculum was changed to take account of Nazi ideas. Biology and History lessons were particularly affected as textbooks had to be rewritten to reflect Nazi race theories and Germany's progress towards its destiny as the world's most powerful nation. This had a powerful impact on the beliefs held by German children.'

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

(One mark for each identification/description)

e.g. 'The Nazis invested in the education system and youth movement.'
'The Nazis made the Hitler Youth exciting so it would attract the young.'
'The young people were indoctrinated and more easily accepted Nazi ideas.'
'Local state governments lost control of education to the Ministry of Education in Berlin which could then control the school curriculum.'
'All teachers had to swear an oath of loyalty to Hitler.'
'Teachers had to belong to the Nazi Teachers' League.'
'Apart from the Hitler Youth, all youth groups, such as the boy scouts, were banned.'
'To gain support for the 'Thousand Year Reich'.'
'So the young would follow and adopt Nazi ideology.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Nazis made the young feel important.'

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

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GradeMax

(c) Were German workers better or worse off under the Nazis? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'Workers lost their main political party, the SDP, and they lost their trade unions. All workers had to belong to the German Labour Front, which kept strict control of workers. They could not strike for better pay and conditions.'
OR
e.g. 'The Nazis introduced the 'Beauty of Labour' movement. This improved working conditions in factories. It introduced features not seen in many workplaces before, such as washing facilities and low-cost canteens.'

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

(One mark for each point)

e.g. 'Most men had a job.'
'There was satisfaction in what was built.'
'The 'Beauty of Labour' improved working conditions.'
'The 'Strength through Joy' gave rewards to workers.'
'There were no free trade unions.'
'Workers had longer hours for less pay.'

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

e.g. 'There was no improvement in the standard of living.'

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

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GradeMax

13 (a) What reforms did the Provisional Government achieve in its eight months in power?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The secret police, the Okhrana, was disbanded.'
'An amnesty was announced for political and religious prisoners.'
'Personal freedoms, such as freedom of speech and religion, were granted.'
'The death penalty was abolished.'
'Preparations were made for the forming of a Constituent Assembly.'
'Elections were held for local government.'
'This was done with universal, equal and secret voting.'
'Special interest groups such as trade unions and professional organisations were encouraged.'

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

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GradeMax

(b) Why did the Provisional Government become increasingly unpopular?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'By not removing Russia from the War, the problems of heavy casualties at the front and severe food problems at home continued. The Government launched the 'Kerensky Offensive' in an attempt to push the Germans back. The Offensive was a disaster with heavy casualties, mass desertions and some soldiers even killing their officers rather than fight.'

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

(One mark for each identification/description)

e.g. 'The Government refused to withdraw Russia from the War.'
'The offensives in the War failed.'
'There were large numbers of casualties.'
'Food shortages led to the threat of famine.'
'Food prices remained very high.'
'Land redistribution was not well managed and led to land grabbing.'
'The Petrograd Soviet exerted considerable influence often contradicting the Government.'
'The existence of the Soviet undermined the Provisional Government.'
'The Government could only defeat Kornilov by enlisting the support of the Bolsheviks.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Government did not address the problems.'

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

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GradeMax

(c) 'The Bolsheviks won the Civil War because of their own strengths.' 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'In a very short time, Trotsky created a new Red Army of over 300 000 men. They were led by former Tsarist officers. Trotsky made sure of their loyalty by holding their families hostage and appointing political commissars to watch over them. Trotsky proved to be a brilliant and inspirational leader.'
OR
e.g. 'The Whites had limited support from the Russian population. The Russian peasants did not especially like the Bolsheviks, but they preferred them to the Whites. If the Whites won, the peasants knew the landlords would return.'

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

(One mark for each point)

e.g. 'Trotsky's leadership of the Red Army was superior to the Whites.'
'The Bolsheviks made sure the towns and armies were fed.'
'War Communism was harsh but effective.'
'The Bolsheviks had control of the factories of Moscow and Petrograd.'
'The Red Terror kept the population under strict control.'
'The Reds used the atrocities of the Whites as effective propaganda.'
'The Whites were not united and had different aims.'
'The Whites were widely spread and lacked co-ordination.'

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

e.g. 'The Reds were united but the Whites were not.'

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

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GradeMax

14 (a) What were the effects of collectivisation?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Initially, it led to an increase in the grain harvest.'
'Peasants were being asked to abandon a way of life that they and their ancestors had led for centuries.'
'The peasants disliked being under the control of the local Communist leader.'
'They disliked having to grow crops such as flax rather than grain.'
'Most kulaks refused to hand over land and produce.'
'Kulaks were arrested and sent to labour camps.'
'Many kulaks burnt their crops and slaughtered their animals so that the Communists could not have them.'
'There was a famine between 1932 and 1933.'
'Millions died in Kazakhstan and the Ukraine.'
'More machinery and chemicals were used on the farms.'
'Grain exports earned foreign currency to finance the modernisation of industry.'

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

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GradeMax

(b) Why did Stalin launch the first Five-Year Plan?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

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

e.g. 'Stalin saw the first Five-Year Plan as vital to the USSR's security to focus on heavy industry in order for the USSR to be able to adequately protect itself against foreign threats. From the developed heavy industry the weapons of war could be constructed.'

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

(One mark for each identification/description)

e.g. 'To increase production in heavy industries.'
'To develop the oil, coal, iron and steel and electricity industries.'
'To create a foundation on which to build the next Five-Year Plans.'
'To increase the USSR's military strength.'
'To rival the economies of the USA and the capitalist countries.'
'To catch up with the West.'
'It was to produce a central economy, planned and controlled by the government.'
'It would put into action Stalin's 'Socialism in One Country'.'

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

e.g. 'To make the USSR a stronger country.'

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

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GradeMax

(c) 'Stalin's Five-Year Plans increased the well-being of the Russian 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'Factory life for workers under the Plans could be harsh. Lateness or absences could be punished by sacking and this often meant losing your house or flat. To escape the hard discipline, some workers tried to move jobs, but the free movement of workers in the USSR was banned.'
OR
e.g. 'By the late 1930s, many Soviet workers had improved their conditions by acquiring well-paid skilled jobs under the Plans and earning bonuses for meeting targets. Education, medicine and training schemes were free.'

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

(One mark for each point)

e.g. 'The Plans helped develop Russia.'
'Unemployment was non-existent.'
'There was a slight increase in the standard of living in the late 1930s.'
'Creches were set up so women could work.'
'Millions died from economic hardship.'
'Factory discipline was harsh and punishments were severe.'
'There was a lack of consumer goods.'

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

e.g. 'Russia improved at the expense of the people.'

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

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GradeMax

15 (a) Describe how car ownership changed people's lives in 1920s America.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'People could live in the suburbs and travel into the city centre.'
'They carried their owners to and from their entertainments.'
'Cars carried boyfriends and girlfriends beyond the moral gaze of their parents.'
'The car took Americans to an increasing range of sporting events.'
'Americans could visit shopping malls.'
'They could go on holidays to the beach or picnics in the country.'
'Americans could visit family and friends.'
'It gave employment to car workers.'
'It gave employment to road builders and hotel construction workers.'
'It gave employment to workers in other industries, such as glass, rubber, steel and leather.'

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

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GradeMax

(b) Why did US governments in the 1920s follow policies favourable to big business?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'From 1920 to 1932, all the US presidents were Republican and Republicans dominated the Congress. They believed in laissez-faire which meant government not interfering in people's everyday lives and leaving businessmen alone to get on with their jobs, to create prosperity.'

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

(One mark for each identification/description)

e.g. 'The governments in the 1920s were Republican.'
'The governments in the 1920s represented the business classes.'
'The Republicans believed in laissez-faire.'
'The Republicans believed in import tariffs to protect home industries.'
'The Republicans kept taxation low.'
'The Republicans allowed the development of trusts.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was what they stood for.'

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

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GradeMax

(c) 'The main reason for many Americans living in poverty in the 1920s was racial discrimination.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'During the 1st World War, many black families in the South moved to the cities in the North, attracted by the jobs in factories. After the War, there was intense competition for jobs and many whites resented the black newcomers. Black people were given the lowest paid jobs and were the first to be laid off.'
OR
e.g. 'The main reason for poverty in the 1920s was the crisis in agriculture. There was overproduction and therefore low prices. This resulted in 600 000 farmers going out of business by 1924 and millions of farm labourers being made unemployed.'

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

(One mark for each point)

e.g. 'There was poverty because of the crisis in agriculture.'
'There was a lack of government action to deal with poverty.'
'There were millions of poor white farmers in the 1920s.'
'The agricultural slump particularly hit black labourers and sharecroppers.'
'Blacks moving to the North found little work and slum conditions.'
'Native Americans found only low paid work off the reservations.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The problems in farming were the real causes of poverty.'

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

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GradeMax

16 (a) What happened at the 'Monkey Trial'?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Fundamentalist Christians managed to pass a law banning the teaching of evolution in six states.'
'In Tennessee, one of the six states, a biology teacher, John Scopes, deliberately broke the law.'
'Scopes taught 'evolution' and was arrested and taken to court.'
'The trial took place in 1925.'
'A leading criminal lawyer, Clarence Darrow, defended Scopes.'
'The prosecution was led by a Fundamentalist, William Jennings Bryan.'
'Scopes was found guilty and fined $100.'
'At the trial, the anti-evolutionists were subjected to great mockery.'
'Bryan was ridiculed when he tried to defend the Bible's version of the creation of mankind.'
'The trial had seriously weakened the anti-evolution lobby.'

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

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GradeMax

(b) Why was there a growth in popular entertainment in America during the 1920s?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The average working week dropped from 47 hours to 44 hours so people had more leisure time. Average wages rose by 10% in real terms so workers had more disposable income. Many chose to channel this spare time and money into entertainment.'

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

(One mark for each identification/description)

e.g. 'Most people had more leisure time.'
'People had more disposable income.'
'An attitude of 'putting the war behind them'.'
'Radios could be purchased in instalments.'
'Cinemas were improving technically.'
'There were numerous sporting heroes and people followed them.'
'The car helped their owners to and from the entertainments.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The war was over and there was time for fun.'

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

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GradeMax

(c) Was Prohibition justifiable? 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'When the Volstead Act was passed, 18 states had already banned the sale and distribution of alcohol. It was particularly popular in the 'Bible Belt' across the Mid-West where the Anti-Saloon League and the Women's Temperance Union had been campaigning since the nineteenth century.'
OR
e.g. 'It appeared illogical to spend vast sums on ineffective law enforcement. It also seemed absurd to continue with a law that suppressed an industry that could have employed thousands at a time of high unemployment.'

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

(One mark for each point)

e.g. 'Many said that alcohol was the cause of poverty, crime and ill-health.'
'The 'dries' were influential in rural areas in the South and Midwest.'
'The Protestant Church believed alcohol was linked to a decline in moral standards.'
'Industrialists thought Prohibition would reduce absenteeism.'
'Those in the big cities were strongly against Prohibition.'
'It would lead to a loss of revenue.'
'The illegal sale and distribution of alcohol would provide an opportunity for criminal gangs.'

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

e.g. 'Prohibition was popular by the end of the First World War.'

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

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GradeMax

17 (a) Describe life in the Yenan Soviet.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Soviet gave time for the Communists to recover from fighting.'
'Mao was able to indoctrinate his followers with Marxist-Leninist ideas.'
'Mao could focus his followers on leading and supporting the peasantry.'
'He taught his followers to live their lives as the peasants did.'
'The Soviet gave Mao an opportunity to re-organise his defences.'
'The Soviet became an attraction for visitors, even from the West.'
'Communist numbers recovered despite the huge losses of the Long March.'
'Membership reached 100 000 in 1937 and grew to over a million by 1945.'
'Visiting foreign journalists brought Mao's work to international audiences.'

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

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GradeMax

(b) Why was the Long March important?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

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

e.g. 'It made Mao the new, unchallenged leader of the Communists because he had led the march and kept the Communist Party alive. It would be his ideas that would be followed in the battle to take control of China.'

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

(One mark for each identification/description)

e.g. 'It was important because the March enabled the Communist Party to survive.'
'It secured Mao's position as leader of the Party.'
'It was great propaganda.'
'The March represented a significant episode in the history of the Communist Party of China.'
'It gave the Party time to rebuild while moving into the rural north of China.'
'It gained them support.'
'They could work and live alongside the Chinese peasantry.'
'Many saw the Communists as heroes and began to support them.'

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

e.g. 'It was a key event in Chinese history.'

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

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GradeMax

(c) 'The Second World War had a greater impact on the Nationalists than it had on the Communists.' 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'The Red Army took over 19 areas and 95 million peasants by the end of the war. They secured peasant support by lowering rents, opening schools and medical facilities. They even helped in the fields to produce food.'
OR
e.g. 'Chiang's forces had retreated to Chungking where they remained until the end of the war. The Allies provided $750 million of aid but Chiang rarely engaged the Japanese in warfare. The Nationalists treated the peasants poorly and, therefore, gained little support from them at the end of the war.'

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

(One mark for each point)

e.g. 'Chiang considered the Communists a bigger threat than the Japanese.'
'Aid to Chiang to fight the Japanese was wasted.'
'Chiang adopted defensive tactics against the Japanese.'
'The Communists adopted guerrilla style tactics.'
'Mao organised local resistance forces in areas occupied by the Japanese.'
'Mao controlled large rural areas at the end of the war.'

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

e.g. 'Mao gained popularity by attacking the Japanese.'

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

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GradeMax

18 (a) What were 'speak bitterness' meetings?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'With the passing of the Agrarian Reform Act, the Party insisted that land reform be accompanied by Speak Bitterness meetings.'
'These would give peasant farmers the opportunity to express their anger about old injustices.'
'It meant landlords or employers were, in effect, placed on public trial.'
'Peasants were encouraged to tell their story and expose past sufferings.'
'There were no time limits on testimonies, no formal process and no cross-examination of witnesses.'
'There was little opportunity for landlords to speak or bring witnesses.'
'Landlords were often insulted, beaten and even executed.'
'Others were just stripped of their land holdings and private property.'
'Mao was responsible for devising Speaking Bitterness.'
'He wanted a device for healing the past and bolster land reform and redistribution.'

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

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GradeMax

(b) Why were communes less effective in improving agriculture than the Communists had hoped?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Communes were designed not only to improve agriculture, but also industry, education, local government and medicine. The backyard furnaces had a negative effect as they took workers away from the fields meaning desperately needed food was not being harvested.'

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

(One mark for each identification/description)

e.g. 'The communes had more than one purpose.'
'Backyard furnaces took peasants away from the fields.'
'Inaccurate production figures meant grain was sold abroad.'
'There were famines.'
'Many communes were too large to run efficiently.'
'Peasants resent the loss of their private plots.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Communes were too large and tried to do too much.'

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

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GradeMax

(c) 'The most important of the social reforms of the Chinese Communists in the 1950s was the improvement in the status of women.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'The Communist government banned arranged marriages and women were given equal rights. Gradually women came to play a greater role in Chinese society with equal rights in education, health and all jobs.'
OR
e.g. 'In 1949 only 20% of Chinese people were literate. By 1980 this had been increased to 90%. The biggest campaign took place in the 1950s with teachers being sent into the villages to teach the children and then holding adult classes in the evening.'

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

(One mark for each point)

e.g. 'There was a successful campaign to improve literacy.'
'Adults were taught to read and write as well as youngsters.'
'There was a campaign to improve hygiene and cut down diseases.'
'The government trained teachers and doctors.'
'Women were given equal rights.'
'The government campaigned to overcome resistance to equality.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Education, health and the status of women were all important.'

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

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GradeMax

19 (a) What was apartheid?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The policy of apartheid was introduced into South Africa by Prime Minister D. Malan.'
'It was introduced in 1948.'
'The essence of apartheid was the separation of whites and non-whites.'
'Apartheid also implied white control over the state.'
'It implied that there was greater importance of white interests over black interests.'
'The state, under apartheid, felt no obligation to provide equal facilities for whites and non-whites.'
'Apartheid appeared like a continuation of the segregation introduced after 1910.'
'The big difference was that apartheid was more coherent, far-reaching and intense in its objectives.'

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

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GradeMax

(b) Why was the United Party unsuccessful in the 1948 general election?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The approach of the United Party to the racial question was that blacks were in the cities to stay and that complete segregation was completely impracticable. This was far from reassuring for most Afrikaners, who, as a result, voted for the Nationalist Party.'

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

(One mark for each identification/description)

e.g. 'By 1948, Jan Smuts was 78 years old and regarded as out of touch.'
'He was regarded with suspicion for supporting equal human rights in the UN Charter.'
'1948 coincided with a high point in the level of Afrikaner nationalism.'
'The Nationalist Party had been formed to represent the Afrikaner community.'
'The Dutch Reformed Church continued to teach that Afrikaners were the chosen people destined to rule over blacks and non-whites.'
'During World War II, there had been a relaxation of laws enforcing segregation. Many whites felt it was time to re-impose their authority.'
'There were more seats in the rural areas which favoured the National Party.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The white minority decided to turn the clock back to pre-war South Africa.'

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

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GradeMax

(c) 'The Bantu Education Act, 1953, had a greater impact than the Bantu Self-Government Act, 1959, on the non-white population of South Africa.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'Black children were to be taught a different curriculum from whites which prepared them for life as part of a permanent underclass. They were often taught in their native language.'
OR
e.g. 'Bantustans failed to provide the answer for apartheid as blacks continued to live outside their homelands in squatter camps outside the cities. By 1980, only half of those who should lived in Bantustans.'

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

(One mark for each point)

e.g. 'All black schools were put under the Native Affairs Department.'
'Government grants for missionary schools were withdrawn.'
'Money for black education was reduced producing larger classes, poorer equipment and less qualified teachers.'
'Eight Bantustans were created as the homelands for all blacks.'
'This provided a way for the government to eject blacks from white areas.'
'The land provided was infertile and only 13% of South Africa.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They both seriously affected the lives of the non-white population.'

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

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GradeMax

20 (a) What was Umkhonto we Sizwe (Spear of the Nation)?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was the armed wing of the African National Congress.'
'It was co-founded by Nelson Mandela in the wake of the Sharpeville Massacre.'
'The ANC decided that it could no longer limit itself to non-violent protest.'
'Its mission was to fight the policies and actions of the South African government.'
'It launched its first attacks against government installations in December 1961.'
'It was classified as a terrorist organisation by the South African government and banned.'
'It set up bases in Angola, Tanzania and Mozambique.'

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

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GradeMax

(b) Why did the South African government pass the Bantu Homelands Constitution Act of 1971?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'There were African chiefs who wanted independence from South Africa and were willing to become the political leaders of the new states. This policy enabled the South African government to pose as a progressive regime willing to acknowledge the self-governing wishes of black South Africans.'

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

(One mark for each identification/description)

e.g. 'It reinforced the Bantu Self-Government Act of 1959.'
'It wanted Bantustans to become independent.'
'Some African chiefs wanted independence.'
'Citizens of the independent Bantustans would lose their South African citizenship.'
'It meant the South African government saved money because it did not have to provide schools, hospitals and homes.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To reinforce apartheid.'

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

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GradeMax

(c) 'International sanctions were more successful than the United Nations in opposing apartheid.' 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 **[4–6]**
OR
One explanation of both sides 5–6 marks

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

e.g. 'The UN General Assembly discussed apartheid in South Africa every year starting in 1952, but, apart from setting up committees to highlight the problems, it did very little except bring in an arms embargo in 1977.'
OR
e.g. 'The most effective sanctions came from sport during the 1970s. Cricket and rugby were particularly hit by Britain and the Commonwealth. It took until the late 1980s and early 1990s for any trade sanctions to bite.'

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

(One mark for each point)

e.g. 'The UN had passed annual resolutions condemning apartheid since 1952.'
'In 1967, the UN set up a Special Committee on Apartheid.'
'In 1973, the UN declared apartheid to be a crime against humanity.'
'In 1970, the South African cricket tour to England was cancelled.'
'In 1977, the Commonwealth banned all sporting contacts with South Africa.'
'Trade and business sanctions were limited because of foreign trade and investment.'

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

e.g. 'Countries did not want to damage their national interests.'

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

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GradeMax

21 (a) What was planned for Palestine after 1945 by the British government?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'When the war ended, the British announced there would be no change in their policy in Palestine.'
'This policy was based on a White Paper of 1939.'
'Palestine would not be partitioned for Arabs and Jews.'
'It would be one state shared by Arabs and Jews.'
'Both Arabs and Jews would have responsibility for governing the state.'
'In the meantime, Britain would continue to rule Palestine.'
'It was hoped that within ten years it would be independent.'
'There would be no more than 10 000 Jewish refugees allowed into Palestine each year.'

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

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GradeMax

(b) Why did the United Nations propose a Partition Plan for Palestine in 1947?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'In order to be endorsed by the UN, the UNSCOP plan to partition Palestine required a two-thirds majority in the General Assembly. Both sides knew that the stance of the USA would be decisive in determining the vote's outcome. President Truman announced his support and, surprisingly, three days later, the USSR announced that they too would support the plan.'

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

(One mark for each identification/description)

e.g. 'The London Conference could not find a solution acceptable to Jews and Arabs.'
'The British government sought advice from the United Nations.'
'The British wanted to leave Palestine.'
'The USA favoured partition.'
'The USSR announced that it too would support partition.'
'The UN Special Committee on Palestine made recommendations.'
'The UN General Assembly voted to accept its recommendations.'
'The UN thought it would force the Jews and Arabs to co-operate.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The UN thought this was the best solution.'

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

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GradeMax

(c) 'Pressure from the USA was the most important reason for the withdrawal of Britain from Palestine in 1948.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'There were millions of Jews living in the USA and they exerted pressure on their government to pressurise Britain to take more Jewish immigrants and to accept the partition of Palestine. The Mayor of New York launched a campaign to raise £2 million in 1947 for the purchase of guns to fight the British! The British government had enough of this pressure and gave in.'
OR
e.g. 'The Second World War had left the British exhausted with huge debts. The new Labour Government wanted to concentrate on introducing numerous expensive social reforms, such as the NHS, and, therefore, could not afford to keep thousands of troops in Palestine.'

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

(One mark for each point)

e.g. 'President Truman pressurised Britain to take more Jewish immigrants.'
'Truman backed the UN's partition plan rather than Britain's plan.'
'The attack on the King David Hotel caused a great loss of life.'
'Two British soldiers were hung by Irgun.'
'The British were exhausted from the War.'
'Britain could not afford to keep 100 000 troops and police in Palestine.'
'The Labour Government had different priorities than policing Palestine.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Britain had tried for thirty years to solve Palestine's problems.'

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

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GradeMax

22 (a) What was decided at Camp David in 1978?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was decided that a formal peace treaty was to be signed between Egypt and Israel within three months.'
'It decided there should be diplomatic relations between the two countries.'
'It decided that Israel should withdraw from the Sinai Peninsula within three years.'
'It was decided that Israeli shipping was to have free passage through the Suez Canal and the Straits of Tiran.'
'It was decided that commercial flights could start between Israel and Egypt within a year.'
'It decided there should be further meetings to resolve the Palestinian question.'
'It stated that future meetings should include Jordan and a representative from the Palestinian people.'
'It decided that there would be a five-year transitional period of Israeli withdrawal from the West Bank and Gaza.'
'It was decided that this transitional period would include the introduction of Palestinian self-government.'
'It decided that there should be an end to Israeli settlements in the West Bank.'

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

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GradeMax

(b) Why was the First Intifada important?

Level 4 Explains TWO reasons **[6]**

Level 3 Explains ONE reason **[4–5]**

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

e.g. 'Worldwide publicity was given to the tear-gassing of demonstrators, the beatings of men, women and children, the closing of schools and colleges. There was much sympathy in the USA for the Palestinians and many Jewish Americans began to question the methods used by the Israeli forces.'

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

(One mark for each identification/description)

e.g. 'It was spontaneous and completely unplanned.'
'It turned into a national uprising.'
'The 'iron-fist' approach by the Israelis backfired.'
'There were numerous deaths of young Palestinians.'
'The media showed the events around the world.'
'The Israeli action divided Israelis.'
'It brought international sympathy for the Palestinian cause.'
'It made many feel that there could only be a political solution.'
'It encouraged the USA to open channels for discussion with the PLO.'

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

e.g. 'It took everyone by surprise.'

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

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GradeMax

(c) 'The main reason for the failure to achieve peace in the Middle East by the end of the twentieth century was the rise of Hamas.' 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 [4–6]
OR
One explanation of both sides 5–6 marks

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

e.g. 'Hamas had opposed the peace process because they believed that the Palestinians gained little. It was the declared aim of Hamas to destroy the state of Israel. The suicide bombings of Hamas made the Israeli government take a harder line, such as curfews and closing border crossings.'
OR
e.g. 'The Israelis kept on building Jewish settlements in the occupied territories. This involved the seizure of Palestinian land and often the demolition of their homes. It also meant the building of roads through Palestinian areas but only for Jewish use. This was seen as confrontational.'

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

(One mark for each point)

e.g. 'Hamas opposed the Oslo Accords.'
'Hamas refused to recognise the state of Israel.'
'Hamas embarked on a campaign of suicide bombings.'
'The building of Jewish settlements in the occupied territories.'
'There was no Israeli recognition of Palestine's right to an independent Palestinian state.'
'The lack of leadership from the United Nations.'
'The USA's failure to insist Israel obeys UN resolutions.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a lack of desire to achieve a mutual settlement.'

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

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