

Cambridge International Examinations
Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **May/June 2017**

MARK SCHEME

Maximum Mark: 60

Published

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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

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

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Question	Answer	Mark
1(a)	**What was the 'Young Italy' movement?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was a political movement.' 'Its creator was Mazzini.' 'Its goal was to create a united Italian republic.' 'It promoted insurrection in the Italian reactionary states.' 'It wanted an uprising in the Italian states occupied by the Austrian Empire.' 'Mazzini believed that a popular rising would create a unified Italy.' 'The main members of the organisation spent most of their time in exile.' 'Young Italy's programme only called for minor reforms in the interests of the lower classes.' 'Young Italy did not win over the peasantry, the majority of Italian people.' 'The majority of its membership came from the middle classes and liberal nobility.' 'It laid the foundation for the Risorgimento.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
1(b)	**Why was Italy not unified in 1848–49?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the Austrians. He delayed too long. This gave the Austrians time to get reinforcements, while Charles Albert did not get the support from the people of Lombardy. As a result, Charles Albert was defeated and northern Italy remained largely in Austrian hands.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Some Italians wanted a monarchy and some wanted a republic.' 'Some wanted the Pope to be both temporal and spiritual leader.' 'Charles Albert was indecisive.' 'Support for Charles Albert's army did not materialise.' 'Austria had no intention of giving up influence in Italy.' 'Austrian and French armies were stronger.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was not clear what Italy wanted.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
1(c)	**'Cavour was only interested in Piedmontese expansion after 1849.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Cavour never planned for the establishment of a united country. Initially, he wanted to make Piedmont a strong economic power. Later, his objective was to expand Piedmont with the annexation of Lombardy and Venetia, rather than a unified Italy.' **OR** 'When Garibaldi invaded the southern peninsula and threatened the Papal States, Cavour felt he had to invade Umbria and Marche to protect the Pope. Cavour's army met Garibaldi's army and unification was achieved when Garibaldi handed control of the south to Victor Emmanuel.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Cavour wanted to make Piedmont a strong economic power.' 'Cavour wanted to enlarge Piedmont in northern Italy.' 'Cavour's agreement with Napoleon was for annexing Lombardy and Venetia.' 'By ceding Savoy and Nice, Cavour gained control of the central states.' 'Garibaldi's invasion pushed Cavour into defending the Papal States.'	2–3

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Question	Answer	Mark
1(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Cavour was an opportunist.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
2(a)	**Describe the main political problems in Germany at the beginning of 1848.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Germany consisted of a loose-knit set of states.' 'Each Germanic state had its own ruler.' 'Austria had considerable influence over the states in Germany.' 'There was a rivalry between Austria and Prussia for dominance.' 'Many nationalists and liberals wanted a united Germany.' 'It had been suggested that there should be a 'national parliament'.' 'There was a problem attempting to arrange a pre-parliament (vor-parliament) to discuss the future national parliament.' 'Debates had taken place as to whether a state of Germany should include Austria.' 'Debates had taken place as to whether a new Germany should be a republic or a constitutional monarchy.' 'There appeared to be a lack of political leadership.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
2(b)	**Why was Prussia humiliated at Olmütz in 1850?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The League of Princes was set up as a Prussian dominated union. When the ruler of Hesse-Cassel was overthrown, he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200 000, demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Olmütz made Austria dominant.' 'Austria appeared to be stronger militarily than Prussia.' 'The Frankfurt Parliament had failed to act.' 'Frederick William had rejected the crown.' 'Prussia had lost its opportunity to lead Germany.' 'Some Germanic states now looked to Austria for a lead.' 'Olmütz restored the Bund under Austrian leadership.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It made Austria stronger.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
2(c)	**'War with Austria in 1866 had not been planned by Bismarck.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Austria and Prussia could not agree on how to govern Schleswig-Holstein and so decided to split the territories. This made it easier for Bismarck to pick a quarrel. He put obstacles in the way of Austria and the German Bund when they tried to settle the matter peacefully.' **OR** 'As long as Austria did not rise to the bait, there would be no war. Bismarck did not know whether Austria would respond to his provocations and so his preparations were speculative.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Bismarck agreed to split Schleswig-Holstein between Austria and Prussia.' 'Schleswig-Holstein would allow Bismarck the opportunity to antagonise Austria.' 'Bismarck agreed with Italy that it would be rewarded for attacking Austria.' 'Bismarck gained French neutrality in the event of an Austro-Prussian war.' 'It was unlikely that Austria wanted to go to war.'	2–3

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Question	Answer	Mark
	Level 1 General answer lacking specific contextual knowledge e.g. 'Bismarck prepared the ground carefully.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
3(a)	**Describe events at Harpers Ferry in 1859.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'There was a raid by John Brown.' 'John Brown wanted to start a slave revolt.' 'John Brown intended to raid the arsenal at Harpers Ferry to arm the slaves.' 'John Brown was accompanied by 21 men in his raid.' 'John Brown successfully captured the armoury and took captives.' 'The raid was contained by the local militia.' 'Brown's men moved into the engine house.' 'US Marines, under Robert E Lee, broke into the engine house.' '10 conspirators were killed and 7 captured.' 'John Brown was felled with a blow from a sabre.' 'Brown was found guilty of treason and hanged.' 'Six other raiders were also hanged.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
3(b)	**Why did the South fail to win the Civil War?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The North held most of the advantages with the Union having the support of 25 states compared to the 11 states of the Confederacy. This inevitably meant the South had fewer men to fight with and fewer resources. The North had the advantage industrially, having the factories to mass produce weapons and supplies.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'There were more states supporting the Union's side.' 'The North had more men and bigger armies.' 'The North had a strong navy.' 'The Northern states had manufacturing industry.' 'The South had less able commanders.' 'The North had 70% of the railways.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The North was more powerful than the South.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
3(c)	**How far was Reconstruction a failure? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. In theory, the Southern states were treated equally with the Northern states.' **OR** 'Carpetbaggers, who were Northerners seeking election in the South, and scalawags, who were Southerners supporting the Republicans, were able to take control of the state governments in the Deep South and impose their wishes. They were often corrupt and spendthrift.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Initial representation did not happen.' 'Governments were elected by universal suffrage.' 'Southerners took the law into their own hands.' 'Confederate leaders were disqualified from voting.' 'Former Confederate politicians could not stand for office.' 'Ex-slaves were now free.' 'Ex-slaves could move states freely.' 'There was prejudice against black people.'	2–3

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Question	Answer	Mark
3(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Problems were not overcome.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
4(a)	**Describe the impact of the opium trade on China in the 1830s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'British ships took opium from India to the Chinese coast.' 'It was organised by members of the East India Company.' 'Native merchants smuggled the opium into China.' 'Successive emperors declared the trade illegal.' 'British merchants wanted Chinese tea but it had to be paid for in silver.' 'The illegal opium trade was a way of financing the tea purchases.' 'By the 1830s, there were an estimated 12 million addicts in China.' 'Many Chinese were unemployable because of their addiction.' 'There was increasing crime as the Chinese tried to fund their addiction.' 'The huge demand and porous border encouraged the Americans to join the trade.' 'The Americans imported an inferior Turkish brand of opium.' 'The emperor refused to legalise and tax the opium trade.' 'It led to ill-feeling between the Chinese government and Western merchants.' 'The opium trade partly led to the first Opium War.' 'China lost silver.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
4(b)	**Why did nineteenth-century European imperialism take place?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'There were strong economic reasons to acquire colonies. Colonies would be expected to contribute raw materials and food products as well as providing a market for manufactured goods. It gave investors an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Western powers saw the value of colonies financially.' 'To establish trade markets.' 'To build an empire.' 'To gain prestige.' 'To maintain a balance of power.' 'It encouraged patriotism.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Some countries wanted to be more important than other countries.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
4(c)	**'Indian resistance to British rule was unsuccessful.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Indian Mutiny of 1857 was mercilessly crushed. Entire villages of the mutineers were torched. Unarmed Indians, including domestic servants were attacked, mutilated and murdered. The actions brought Indian fear and hatred.' **OR** 'After the Mutiny, there were changes as the British colonial administration embarked on a programme of reform, trying to integrate Indian higher castes and rulers into the government and abolishing attempts at Westernisation.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Indian attempts to fight British rule were crushed with the aftermath of the Mutiny.' 'Mutineers and their families paid a heavy price for resisting British rule.' 'Independence was still a century away.' 'After the Mutiny there were changes in governance.' 'Indians became part of government at a local level.'	2–3

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Question	Answer	Mark
4(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Resistance did bring changes.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
5(a)	**Describe the work of the League's International Labour Organisation (ILO).**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The work of the ILO was directed by a Frenchman, Albert Thomas.' 'In 1919 there was a convention on employment.' 'Its purpose was to improve conditions of labour all over the world.' 'It brought together employers, governments and workers' representatives once a year.' 'It hoped to persuade governments to impose standards.' 'It attempted to fix a maximum working day and week.' 'It wanted a maximum 48 hour week and an 8 hour day.' 'It specified adequate minimum wages.' 'It introduced sickness and unemployment benefit.' 'It introduced old age pensions.' 'It successfully banned poisonous white lead from paint.' 'It successfully limited the hours small children were allowed to work.' 'It collected and published a vast amount of information on working conditions.' 'It hoped to improve the safety of workers.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
5(b)	**Why did the requirement that decisions of the Assembly and Council had to be unanimous cause problems for the League?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Unanimity meant that when the Council or Assembly met to vote on aggressive action by a country, it would take just one negative vote for the motion to fail. This obviously made it very difficult to take decisive action against a country that decided to disturb the peace.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It made it difficult to take decisive action.' 'It meant often that no action was taken.' 'Britain and France often disagreed on action.' 'A small state could hold up a vital decision.' 'In the Council the veto could halt an action.' 'It slowed down decision making.' 'It could undermine the League's authority.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It made it difficult for the League to work well.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
5(c)	**How far was Mussolini responsible for the destruction of the authority of the League of Nations? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Mussolini undermined the authority of the League in 1923 when he persuaded the Conference of Ambassadors to change the League's ruling.' 'His invasion of Abyssinia revealed the League's weakness as members would not impose sanctions which hit their own industries.' **OR** 'The weakness of the League had already been exposed in Manchuria. The League failed to take decisive action, taking over a year to produce the Lytton Report and failing to take any assertive action. This encouraged Mussolini to take action in Abyssinia.'	4–6

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Question	Answer	Mark
5(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'Mussolini undermined the League over Corfu.' 'Mussolini ignored the League's wishes when he invaded Abyssinia.' 'The lack of power of the League was exposed in Manchuria.' 'The USA was not a member.' 'The USA was needed for economic sanctions to effectively work.' 'The League did not have a standing army.' 'Britain and France put self-interest before the needs of the League.' 'Hitler's rearmament undermined the League.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mussolini's actions were contrary to the League's aims.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
6(a)	**What happened in the Saar in 1935?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'In January 1935, a plebiscite was held. This was in accordance with the terms of the Treaty of Versailles.' 'Voters were asked whether they wanted the Saar to remain under the League of Nations. The alternatives were to return to Germany or become part of France.' 'The League provided an international force of over 3000 troops to maintain the peace. The troops came from Britain, Sweden, the Netherlands and Italy.' 'There were accusations of intimidation on the part of Germany.' 'People voted to return to Germany. Over 90% were in favour.' 'Just under 9% wanted to stay under the League of Nations.' 'Less than half of one per cent wanted to join France.' 'Germany had regained its first piece of lost territory by legal and peaceful means.' 'It was a tremendous propaganda success for Hitler.' 'It gave Hitler confidence to continue with his plans.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
6(b)	**Why was the remilitarisation of the Rhineland a risk for Hitler?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Hitler realised that marching into the Rhineland was a huge risk because he lacked military force. He had only two divisions, but the French alone could easily outnumber this force and with better equipment and air support. Hitler admitted that if the French had marched into the Rhineland 'we would have to withdraw with our tail between our legs'. This would have been humiliating for Hitler.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was against the Treaty of Versailles.' 'Germany had accepted the demilitarisation in the Locarno Treaties.' 'It was against the advice of Hitler's generals.' 'The French army was stronger than Hitler's forces.' 'The League could have used military intervention.' 'If he failed, Hitler's position could have been in danger.' 'If he failed, he faced personal humiliation.' 'If he failed, Hitler would have lost the support of the Army.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was a big gamble.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
6(c)	**'Germany was more responsible for war in 1939 than any other country.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Britain had guaranteed to preserve the independence of Poland. Hitler had pushed them to war.' **OR** 'The British felt that Germany had been harshly treated at Versailles and began to make concessions. Desperate to avoid war, Britain and France responded to Hitler's demands with a policy of appeasement, which led to Hitler taking advantage of the policy.'	4–6

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Question	Answer	Mark
6(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'Hitler's aim was to destroy the Treaty of Versailles, which inevitably meant war.' 'Britain and France failed to act over Hitler's aggressive foreign policy.' 'The Nazi-Soviet Pact meant that Russia was partly responsible for the start of war.' 'Mussolini supported Hitler with the Rome-Berlin Axis.' 'The isolationist policy of the USA helped Hitler's policy decisions.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The main countries failed to act.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
7(a)	**What were Stalin's main achievements at the Yalta Conference?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'He weakened Germany.' 'He obtained an unconditional surrender of Germany.' 'Germany was divided into four.' 'He obtained the eastern zone of occupation of Germany.' 'He obtained the eastern zone of occupation of Berlin.' 'Eastern Europe was to be a Soviet 'sphere of influence'.' 'It was agreed there would be elections in the eastern European countries in which Stalin still had his armed forces. Stalin could 'supervise' these elections.' 'Germany's eastern border was to be moved westwards.' 'Germany was to pay reparations.' 'Poland's provisional government was to include pro-Soviet Lublin Poles.' 'For Stalin's future involvement in the fight against Japan, the Soviet Union would receive land in Manchuria.' 'The Soviet Union would receive land lost to Japan during the Russo-Japanese War.' 'Stalin helped to set up the United Nations.' 'The USSR was playing a greater role in world affairs than before the Second World War.' 'It was agreed to hunt down war criminals.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
7(b)	**Why was it difficult to deal with Poland after the Second World War?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Western Allies wanted Poland to have a government which had been elected by free and fair multi-party elections. They wanted the elections to be held as soon as possible, but agreed to a provisional government of pro-Soviet Lublin Poles and exiled London Poles. Stalin wanted a pro-Soviet government on his border and was, therefore, willing to murder opposition leaders and fix the elections.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It bordered the USSR.' 'Stalin did not keep to the agreement made at Yalta.' 'The Western Allies wanted free and fair elections.' 'Stalin wanted a pro-Soviet government.' 'Stalin wanted to 'move' Poland westwards.' 'The West had fought for the Poles' freedom, whereas Stalin had originally occupied Poland with the Nazis.' 'It was in the Soviet 'sphere of influence'.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was disagreement over the future of Poland.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
7(c)	**'The most important consequence of the Berlin Blockade was the formation of the North Atlantic Treaty Organisation (NATO) in 1949.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The USA pledged to join NATO, the first time in the country's history that it had committed itself in peacetime to a military alliance, and one which would not require an attack on the USA to involve it in possible military action.' **OR** 'The West had successfully stood up to the Soviet Union. In May 1949, it was announced that the Federal German Republic, West Germany, had been formed by the merging of the zones of the Western allies.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The USA joined in the setting up of NATO.' 'It was a defensive alliance for large parts of Europe and North America.' 'The Federal German Republic (West Germany) was established.' 'The German Democratic Republic (East Germany) was established.' 'COMECON was created to direct the economies of the Soviet bloc.' 'In 1955 the Warsaw Pact was formed.' 'The Berlin Airlift was successful.'	2–3

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Question	Answer	Mark
7(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'NATO was important, but so were other consequences.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
8(a)	**What was Eisenhower's policy towards Vietnam?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Eisenhower saw Vietnam as a key battleground in the fight against communism.' 'Eisenhower saw Vietnam as a crucial part of his domino theory.' 'If Vietnam became totally communist, other nearby states would become communist. He thought Laos, Cambodia, Burma, India, Thailand and Pakistan would quickly follow.' 'He backed the anti-communist government in South Vietnam.' 'He thought he had to act, otherwise the whole of Vietnam would become communist.' 'Eisenhower had sent American air force pilots to support the French military operations.' 'After the French left, Eisenhower offered military and economic aid to the South.' 'He increased the number of military advisers to 900.' 'He maintained a naval presence in the region.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
8(b)	**Why was the USA unhappy with the changes Castro introduced immediately following the Cuban Revolution?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The USA was unhappy with Castro's changes because US companies and many of its citizens lost land and industries as Castro put into effect his communist ideas. His friendship with the USSR was even more concerning as it led to trade deals, arms supplies and military advice. This would give the USSR influence in America's 'own backyard' at a time of the Cold War.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The USA lost influence and control over Cuba.' 'The USA had supported Batista, who had been removed.' 'Castro took over many American agricultural businesses.' 'Castro distributed American owned land to the peasants.' 'Castro intended to nationalise industries, many belonging to US citizens.' 'The USA feared Castro being communist.' 'Castro had made friends with the USSR.' 'Castro negotiated trade agreements with the Soviet Union.' 'Castro sold his sugar and tobacco to the USSR.' 'The US feared a Soviet Union friendly state close to its borders.' 'The USSR sent arms and military advisers to Cuba.' 'The USA received thousands of Cuban exiles.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The USA resented its loss of control over the country.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
8(c)	**'The American policy of containment between 1950 and 1973 was successful.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'In the American view, the fall of South Korea, Formosa and Japan to the communists would represent a major shift in the power balance between the communist and capitalist worlds. None of these states fell to the communists, so containment in this area seemed successful.' **OR** 'The Americans seriously failed to contain communism to North Vietnam. Not only did it spread to South Vietnam eventually uniting the two parts of Vietnam into a united communist country, but it spread to Laos and Cambodia.'	4–6

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Question	Answer	Mark
8(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'South Korea remained free from communism.' 'Formosa and Japan did not fall to the communists.' 'Communism was contained in Cuba.' 'Early attempts to spread communism into central and south America failed.' 'The USA failed to contain communism in North Vietnam.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'American containment had mixed results.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
9(a)	**On what assumptions was the Schlieffen Plan based?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It assumed that Germany would have a quick and decisive victory.' 'It assumed that Russia would take six weeks to fully mobilise.' 'It assumed that Germany would only need a small army in the east in the first six weeks.' 'It was assumed that during the six weeks France would be defeated.' 'It assumed Germany would not have to fight a war on two fronts.' 'It assumed that Belgium would not resist.' 'It assumed that Belgium would allow the Germans to march through quickly and unopposed.' 'It assumed that Britain would not honour the Treaty of London.' 'It assumed Britain would not enter the war.' 'It assumed that, if Britain did enter the war, its army would arrive after the French were defeated.' 'The Plan assumed that the French had anticipated the German attack to come through Alsace-Lorraine.' 'It assumed the German armies would reach and encircle Paris before the French armies arrived.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
9(b)	**Why did the Germans try to capture the Channel ports?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Battle of the Marne was a turning point. The Schlieffen Plan had failed. Germany was now fighting a war on two fronts and, therefore, it attempted to gain the Channel ports to cut off the reinforcements to the British Army and to stem the flow of equipment, ammunition and food supplies to the Allied armies on the Western Front.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'To stop British troops landing in northern France.' 'To stop supplies and ammunition reaching British troops.' 'To attempt to achieve a breakthrough in north-west France.' 'It was an attempt to outflank the enemy's lines.' 'It was a reaction to the failure at the Battle of the Marne.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was an attempt to gain a German victory.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
9(c)	**'Belgium's reaction to the Schlieffen Plan was the main reason for its failure.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Belgian government refused permission for German forces to pass through Belgium. Military resistance was centred around Belgian fortresses, which slowed the Plan until mid-August. Sorties from the National Redoubt at Antwerp disrupted German communications and kept operational German troops in Belgium until mid-September.' (5 marks) **OR** 'The Russians mobilised more quickly than expected and engaged with the German army. The Germans had to send a further 100 000 troops out of the army advancing on Paris, which weakened the 'fist' of the Plan.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Belgian resistance seriously delayed the Plan.' 'The Russians mobilised earlier than expected.' 'There were significant changes to the original plan.' 'The entry of Britain into the war was not expected.' 'The BEF were very professional and slowed the Plan at Mons.' 'The Channel ports were not captured, allowing British troops into France.' 'The Germans suffered from exhaustion and a lack of food and ammunition.' 'The result of the Battle of the Marne meant the Plan would fail.'	2–3

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Question	Answer	Mark
9(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'The Plan failed because it was too risky.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
10(a)	**What was 'No Man's Land'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was the land between the enemies' front-line trenches.' 'It could be between 30 metres and half a mile in length.' 'It was the land soldiers went into when they went 'over the top'.' 'It was the land where most casualties were suffered in trench warfare.' 'Soldiers had to get through barbed wire positioned in No Man's Land.' 'Machine guns repelled attacks across No Man's Land.' 'It was the area across which gas could be sent to attack the opposition front line.' 'It became a deserted strip of devastated battleground full of shell holes.' 'In wet weather it turned into a sea of mud.' 'In No Man's Land at Ypres, men drowned and tanks submerged.' 'It was riddled with landmines.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
10(b)	**Why did the French fight to save Verdun?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The French fought to save Verdun because, if the Germans won the battle, it would have dealt a devastating blow to French morale. The French realised that the Germans believed that, if France lost the battle, they would surrender and it might have led to Britain withdrawing from the war.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was the strongest part of the French defences.' 'If it fell, France might surrender.' 'It took pressure off the British on the Somme.' 'Verdun was a symbol of French military pride.' 'The French did not want to allow the Germans a breakthrough.' 'The French needed to show they were willing to play their part in the war.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They didn't want to lose it.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
10(c)	**'The tank was the most successful innovation on the Western Front.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Although early tanks broke down and often did not get across No-Man's Land, they caused panic among German forces and later tanks became more reliable and faster. When used in large numbers, such as at Amiens and Cambrai, the German lines could be breached.' **OR** 'The machine gun was the most effective weapon on the Western Front accounting for over 90% of deaths. It was capable of firing 400 to 600 rounds per minute. It was a very effective defensive weapon.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Tanks scared the Germans.' 'Early tanks often broke down.' 'Aircraft were useful for spotting the position of the enemy.' 'The machine gun was effective as a defensive weapon.' 'Gas only accounted for 4% of deaths.' 'The flame thrower was as dangerous to the user as it was to the enemy.' 'Millions of shells were fired using heavy artillery.'	2–3

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Question	Answer	Mark
10(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'The tank was very useful.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
11(a)	**What methods did Goebbels use between 1929 and 1932 to ensure that Nazi ideas were brought to the attention of the German people?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Goebbels introduced new campaigning methods.' 'The Nazis relied on generalised slogans rather than detailed policies.' 'Goebbels talked about uniting behind one strong leader.' 'He talked about returning to traditional values.' 'Current difficulties were blamed on the Jews, communists and Weimar politicians.' 'Goebbels concentrated on feelings and emotions rather than detailed policies.' 'Posters and pamphlets were everywhere.' 'Large rallies and torch-lit parades were held.' 'Goebbels arranged for Hitler to travel to rallies by plane all over Germany.' 'Goebbels arranged for Hitler to speak as often as possible because he was a great speaker.' 'Film, radio and records brought the Nazi message to everybody.' 'Goebbels set up photo opportunities.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
11(b)	**Why did the Nazi Party have limited success before 1929?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'After 1923, the economic, political and international conditions of the country were improving. People were content with the recovery work of Stresemann and the Weimar government and could see little point switching to an extreme right-wing party like the Nazi Party.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Party was banned after the Munich Putsch.' 'It could not campaign and build up support.' 'The imprisonment of the Party leader put people off from supporting them.' 'People did not support a party trying to take power by force.' 'The Party failed to gain the support of the workers.' 'The workers supported the SPD or the Communists.' 'Many hated the violence of the SA.' 'The country was doing well without the Nazis.' 'Nazi aims were irrelevant to most Germans.' 'The Nazis lacked support in the police and army.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They made some mistakes.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
11(c)	**'The main reason Hitler became Chancellor of Germany was because of the actions of Papen and Hindenburg.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Von Papen and von Schleicher experienced problems in government. Von Papen persuaded Hindenburg to agree to a political deal. Hitler would become Chancellor with von Papen as Vice-Chancellor. With only a few Nazis in the Cabinet, they were confident that Hitler would be controlled.' **OR** 'Unemployment had reached 6 million by 1932. Hitler and the Nazis had promised to get the people back to work and provide food. They gained support from all areas of German society, including powerful industrialists, and had become the largest party in the 1932 elections.'	4–6

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Question	Answer	Mark
11(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'The Nazis had answers for the effects of the Depression.' 'Goebbels led a very effective propaganda machine.' 'The Nazis were seen as defending the state against communism.' 'Industrialists financed the Nazis to prevent the communists taking power.' 'The SA and SS gave an impression of discipline and order.' 'Von Papen and von Schleicher could not form stable governments.' 'Von Papen convinced Hindenburg he would be able to control Hitler.' 'The Nazis were the largest party in the Reichstag by 1932.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Nazis seemed to have the answers to problems.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
12(a)	**What opposition to the Nazi regime existed in its early years in power?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The Nazis were opposed by the Communists.' 'After 1933, the Communists maintained an underground network.' 'It distributed anti-Nazi pamphlets, posters and slogans.' 'Before the Enabling Act, the Social Democrats openly opposed the Nazis.' 'For a short time, many trade unions opposed the Nazi policies.' 'Many churchmen spoke out against the Nazis including Pastor Niemöller.' 'Until the Night of the Long Knives, many senior Army leaders were unsure of Hitler.' 'There was opposition from army officers and aristocrats.' 'They discussed how Germany should be governed after Hitler's removal.' 'The Edelweiss Pirates distributed pamphlets, scrawled graffiti on walls and picked fights with the Hitler Youth members.' 'The Swing Movement opposed Hitler.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
12(b)	**Why was the Gestapo important to the Nazis?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Gestapo was important to the Nazis because it was the force most feared by citizens. They could arrest citizens on suspicion and send them to concentration camps without trial or explanation. They provided information by spying on German citizens through their telephones, mail and accessing information through a network of informers.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'They helped to make German citizens obey the Nazis.' 'They helped to control the German people.' 'They were feared by the ordinary citizens.' 'They provided information on Germans by tapping phones.' 'They intercepted mail to find any enemies of the Nazi state.' 'They made it unsafe to express anti-Nazi views.' 'They had powers to arrest citizens and send them to concentration camps.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Gestapo helped the Nazis.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
12(c)	**'The use of education was more effective than the use of mass media in controlling the German people.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Goebbels' job was to spread Nazi ideas and create loyal followers of Hitler by controlling mass media. By taking total control of newspapers and radio stations, only material favourable to the Nazis was printed or played.' **OR** 'Children were indoctrinated into being loyal followers of the Nazis and Hitler. The curriculum was changed to reflect Nazi ideas. Biology and History lessons were affected as textbooks had to be re-written to reflect Nazi race theories and Germany's progress to being the most powerful country.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'All newspapers were under Nazi control.' 'All radio stations were brought under Nazi control.' 'Cheap radios were made available to listen to Hitler's speeches.' 'All schools were controlled by the Nazi Ministry of Education.' 'All teachers took an oath to Hitler.' 'The curriculum ensured that Nazi ideas and racial beliefs were taught.' 'The Hitler Youth reinforced Nazi ideals.'	2–3

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Question	Answer	Mark
12(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Both were powerful weapons of control.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
13(a)	**In what ways were official culture and censorship used to maintain Stalin's control over the Soviet Union?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'All forms of media were strictly censored.' 'Only approved newspapers and magazines could be published.' 'Books, films, art and plays were only allowed if they matched Stalinist beliefs.' 'Stalin believed that all of the arts should portray the working man's struggle to achieve communism.' 'Stalin's image was everywhere.' 'Statues and pictures of Stalin increased and made Stalin appear god-like.' 'Children were taught that he was 'the wisest man of the age'.' 'Famous photographs were changed to make him a hero and to remove purged people.' 'Propaganda was used.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
13(b)	**Why were the Purges an effective way for Stalin to control the Soviet people?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Trotsky had been Stalin's main rival and, even though he had fled abroad, he still continued to denounce Stalin. Members of the left wing opposition, like Zinoviev and Kamenev, were thought to be agents for Trotsky. Stalin felt they had to be removed to maintain control.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Purges removed political rivals of Stalin.' 'They cleared out prominent old Bolsheviks, who might oppose Stalin.' 'The Purges removed supporters of Trotsky.' 'Stalin purged the kulaks and the Nepmen to enforce his policies.' 'By purging the armed forces and secret police, Stalin removed any possible rival and threat to him.' 'The Purges scared people into obeying Stalin.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Purges helped Stalin achieve his aims.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
13(c)	**'It was Trotsky's weaknesses that enabled Stalin to achieve success in the leadership contest.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Trotsky was an intellectual and considered arrogant by some of the party. He refused to criticise Stalin publicly as he assumed he would naturally be Lenin's successor. He totally underestimated Stalin.' **OR** 'Stalin's argument for 'Socialism in One Country' was more acceptable to party members compared to Trotsky's 'Permanent Revolution'. This was because it focused on Russia and the cementing of Bolshevik control over Russia before thinking of spreading communism everywhere.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Trotsky failed to build up support in the party.' 'Trotsky offended senior members of the party.' 'Trotsky seriously underestimated Stalin.' 'Trotsky was tricked by Stalin into missing Lenin's funeral.' 'Many were worried by Trotsky's idea of 'Permanent Revolution'.' 'Stalin believed in 'Socialism in One Country'.' 'Stalin was good at political manoeuvring.'	2–3

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Question	Answer	Mark
13(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Trotsky was outwitted by Stalin.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
14(a)	**Describe Russification.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Stalin discouraged differing national identities within Russia.' 'Stalin wanted people to see themselves as 'Soviets' not Latvian or Ukrainian.' 'Teaching the Russian language in all schools became compulsory.' 'In 1932, citizens had to carry identity booklets which included their nationality.' 'Russian was the language of command in the Red Army.' 'There was mass deportation of ethnic minorities back to Asia.' 'Many Russians were sent to minority areas to live and work.' 'Non-Russian members of the Communist elite in positions of power were removed.' 'Stalin used the purges of the 1930s to target Latvians, Estonians, Finns, Poles and Hungarians within the Soviet elite.' 'Anti-Semitic measures were introduced.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
14(b)	**Why was there resistance to collectivisation?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Under Stolypin and under Lenin's NEP, wealthier peasants had been encouraged to buy more land to produce more crops and to earn a profit on their surpluses. These wealthier peasants or kulaks were expected to hand over their land and produce under collectivisation. They had most to lose and, therefore, put up much resistance.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The peasants were suspicious of the government.' 'The peasants were concerned with the speed of collectivisation.' 'The peasants did not like the idea of the farms being under the control of the local Communist leader.' 'The peasants did not want to grow flax for Russian industry.' 'The peasants wanted to grow grain to feed their own families.' 'The kulaks did not want to hand over their land and produce.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The peasants didn't like it.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
14(c)	**'The changes Stalin made to agriculture were more important than the changes he made to industry.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Stalin's collectivisation policy did attempt to modernise agriculture and it did increase grain exports. The foreign currency earned did help the modernisation of industry. It was at a terrible cost with 5 million dying from famine in 1933.' **OR** 'Stalin's establishment of GOSPLAN and the tough targets it set in heavy industry were very successful. Coal and steel increased 500% between 1928 and 1940, while oil production doubled. It meant Russia was strong militarily and enabled it not to lose the war against the Nazis.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Collectivisation allowed for big machinery on farms.' 'It increased grain exports.' 'Collectivisation failed to feed the population.' 'The First Five Year Plan concentrated on heavy industry and hit its targets.' 'The Second Five Year Plan increased chemicals and improved transport.' 'The Third Five Year Plan concentrated on re-armament as war approached.' 'Industrial policies helped Russia defend itself against the Nazis.'	2–3

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Question	Answer	Mark
14(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Russian industry improved.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
15(a)	**What actions were taken by governments in the 1920s to limit the impact of foreign competition?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'American governments of the 1920s believed in protectionism.' 'The Republicans believed in import tariffs. This made it expensive to import foreign goods.' 'In 1922, Harding introduced the Fordney-McCumber tariff. This tariff protected businesses against foreign competition.' 'It encouraged Americans to buy American goods.' 'It allowed American companies to grow even more rapidly.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
15(b)	**Why was the growth of hire purchase and advertising important to the economic boom?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Advertising was important to the boom because it persuaded people to buy products. Many advertisers had learned their skills in wartime propaganda and now set up agencies to sell cars, cigarettes, clothing and other consumer items. Poster advertisements, radio advertisements and travelling salesmen encouraged Americans to spend more, which was good for the economy.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Both persuaded Americans to buy consumer goods.' 'Hire purchase meant Americans could buy on credit.' '8 out of 10 radios were bought on credit.' 'Potential customers did not have to wait to save up to buy an item.' 'Advertising agencies were set up to promote products.' 'The consumer was bombarded with adverts and commercials through radio, cinema and billboards.' 'Companies advertised their new merchandise through mail order catalogues.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Methods were needed to get consumers buying.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
15(c)	**'Over-production was the main problem facing the American economy in the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'By 1929, American industry was producing more consumer goods than there were consumers to buy. The market had become saturated as Americans with money had now bought their cars, fridges and other domestic appliances. This meant that some workers lost their jobs as there was no need to produce more goods.' **OR** 'American tariffs on foreign imports led to tariffs being set up by potential customers. This made it difficult for American exporters to operate in foreign markets.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The market for consumer goods had become saturated.' 'The US had limited opportunities for exporting its products.' 'US farming over-produced because of mechanisation.' 'There was an unequal distribution of income.' 'Too many could not afford the food and consumer goods.' '50-60% of Americans were too poor to take part in the consumer boom.' 'There was speculation on the stock market.'	2–3

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Question	Answer	Mark
15(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Mass production required mass consumption.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
16(a)	**What effects of racial intolerance did black Americans face in the 1920s?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'There was violence towards black Americans by the Ku Klux Klan.' 'The most extreme violence involved beatings, mutilation and lynching.' 'Most black Americans lived in poverty.' 'Black Americans often had poorly paid jobs.' 'Black Americans endured the worst housing conditions.' 'There was segregation under the Jim Crow Laws.' 'Black American children experienced limited education.' 'There were inadequate health services for black Americans.' 'African American communities in the northern areas became isolated ghettos.' 'In Chicago, poor white Americans stopped black Americans using parks, playgrounds and beaches.' 'Public facilities were segregated.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
16(b)	**Why did the 'Monkey Trial' take place?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Rural Fundamentalist Christians believed in the literal interpretation of the Bible and were contrary to the views of many urban Christians which accepted Darwin's theory of evolution. A biology teacher called John Scopes taught the theory of evolution in his lessons in Tennessee in the middle of the Bible Belt where the teaching of evolution had been made illegal. As a result, he was brought to trial.' (5 marks)	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Rural Fundamentalist Christians believed in a literal interpretation of the Bible.' 'Urban Christians accepted Darwin's theory of evolution.' 'The Fundamentalists thought the teaching of evolution showed the USA abandoning traditional values.' 'The Fundamentalists succeeded in outlawing the teaching of evolution in six states.' 'John Scopes deliberately broke the law by teaching evolution in one of the six states.' 'Scopes wanted a trial to ridicule the Fundamentalists' argument.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was ill-feeling.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
16(c)	**'Prohibition was good for the USA.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'If drinking alcohol was considered ill-advised, then prohibition was a success because the consumption of alcohol per person in the 1920s was reduced by 30%. Most of the reduction took place in rural areas where it was claimed health improved.' **OR** 'The attempted enforcement of prohibition meant a loss of taxes, a loss of respect for the law, corruption and the promotion of gangsters. It is estimated that organised gangs made about $2 billion out of the sale of illegal alcohol.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Consumption of alcohol declined.' 'Pressure groups claimed prohibition improved people's health.' 'Some people ignored the law.' 'Some law enforcers were corrupt and ignored the law breakers.' 'Prohibition made gangsters rich and powerful.' 'It made the USA lawless in many areas.'	2–3

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Question	Answer	Mark
16(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'It failed.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
17(a)	**Describe Communist China's relations with India up to 1962.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'India was one of the first countries to recognise Mao's China.' 'India made it clear that it had no political claim to Tibet.' 'In 1954, India and China signed an eight year agreement on Tibet called 'Panch Shila'.' 'It was meant to promote understanding between India and China over Tibet.' 'Cultural exchanges between India and China began.' 'There were exchanges of artists and writers as well as political meetings.' 'In 1954, India published maps showing the border between India and China.' 'In 1959, the Chinese stated that the borders were incorrect and much 'Indian land' was in fact Chinese.' 'In 1959, the Dalai Lama and thousands of Tibetan refugees fled to India.' 'China claimed that the Indians supported rebels in Tibet.' 'India claimed that China supported communists within India.' 'Growing tension led to a brief war in 1962 which China won.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
17(b)	**Why did Communist China's relations with the Soviet Union worsen after 1956?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Khrushchev favoured good relations between communist and capitalist nations which directly challenged Mao's own policy of only working with communist states. The final blow for Mao came as the USSR pursued better relations with the USA, and ignored China's pleas for help in a dispute with India.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Mao did not get on with Khrushchev.' 'Khrushchev did not like Stalin's dictator-like role, much like Mao's role.' 'Mao considered Khrushchev betrayed Marx and Lenin.' 'Mao disagreed that the USSR and the capitalist West should co-exist.' 'Mao did not agree that Party members should have privileges.' 'Khrushchev withdrew all technical and economic experts with many projects unfinished.' 'Mao was annoyed that the USSR would not help China develop an atomic bomb.' 'Mao was annoyed that the USSR would not help China in the border dispute with India.' 'Mao disapproved of the USSR's invasion of Czechoslovakia in 1968.' 'In 1969 there were border disputes including shots being exchanged.' 'The Soviet embassy was attacked in Beijing during the Cultural Revolution.' 'The Chinese supported the Afghan rebels during the USSR's war in Afghanistan.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They had arguments constantly.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
17(c)	**How far had China achieved superpower status by 1976? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'In 1964, China exploded a test nuclear bomb to join a limited number of countries with this capability. This had been done because of the development in education and science in China under Mao and without the help of Russia, which had withdrawn its experts from China in 1960.' **OR** 'Mao's campaigns, such as the Great Leap Forward and the Cultural Revolution were not successful in promoting China as a superpower and, in fact, caused widespread chaos and resulted in a drop in production in both agriculture and industry.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'It was accepted by the United Nations.' 'China was an atomic power.' 'It was a trading partner with the USA.' 'Mao had changed the role of women.' 'Mao had improved education.' 'The Great Leap Forward was not a success.' 'The Cultural Revolution caused chaos.'	2–3

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Question	Answer	Mark
17(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'China was now a stronger power.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
18(a)	**What threats did Liu Shaoqi pose to Mao?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Mao's successor, Liu Shaoqi, did not favour Mao's reforms on collective farms and factories.' 'Mao saw Liu as a threat to what he had achieved.' 'Mao was concerned that Liu was taking China's revolution towards the Soviet model.' 'Mao thought Liu had encouraged elements of capitalism such as private trade and made certain people richer than others.' 'Mao wanted to stop groups becoming more powerful and privileged.' 'Mao wanted to re-impose his authority on the Party.' 'The Cultural Revolution could help Mao re-establish his influence and remove Liu's influence.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
18(b)	**Why did Mao think the Cultural Revolution would benefit China?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism. He wanted real equality, co-operation in the interests of all and the removal of things that stood in the way of perfect communism.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Mao wanted to change the culture of China.' 'He wanted to create perfect communism.' 'Mao wanted to regain power and take control.' 'He wanted to stop the move to capitalism.' 'He wanted to remove the 'Four Olds'.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao wanted to change things.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
18(c)	**Which was affected more by the Cultural Revolution: Chinese society or the Chinese economy? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Factories were reorganised to give power to the workers. Prizes and bonuses for town workers were abolished. Instead, special importance was placed on teamwork. Existing managers were dismissed and technicians made redundant. As a result, production fell dramatically.' **OR** 'People were encouraged to question their parents and teachers, which had been strictly forbidden in traditional Chinese culture. Slogans such as "Parents may love me, but not as much as Chairman Mao" were common. It led to many being 're-educated' in the ways of the revolution.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Industrial production fell.' 'Transport ground to a halt.' 'Formal education was seriously interrupted.' 'Family traditions were questioned.' 'Traditional Chinese culture was under attack.'	2–3

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Question	Answer	Mark
18(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'It ruined millions of people's lives.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
19(a)	**In what ways did the Bantu Education Act of 1953 enforce apartheid?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Its main provision was enforcing racially separated educational facilities.' 'All black schools were brought under the control of a government department.' 'Government grants for missionary schools were withdrawn.' 'It resulted in missionary schools being closed. These schools had taught 90% of African pupils.' 'Black children would now be taught a different curriculum to white children. This in effect meant they would have a life as a permanent underclass.' 'The government employed and trained teachers as they saw fit.' 'Black pupils were often taught in their own native language.' 'Money allocated for black education was reduced.' 'This meant black children had larger classes and less-qualified teachers.' 'It meant poorer quality buildings and equipment for black children.' 'Education for black pupils was not free.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
19(b)	**Why were Bantustans created?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Prime Minister Verwoerd wanted an all-white South Africa. The policy of Bantustans provided a way for the government to eject all blacks who were not employed or needed for the functioning of the economy, such as women, children, the old and the unemployed, from white areas.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was part of Verwoerd's vision for an all-white South Africa.' 'Bantustans were intended to be the homelands for all blacks.' 'The Bantustans were based on the original African reserves.' 'The newly established regions were intended to become self-governing.' 'It was to give white South Africans 87% of the land.' 'They were created to put apartheid into practice.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They were created to change the situation.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
19(c)	**'The Freedom Charter of 1955 was the most important response to apartheid before 1963.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Freedom Charter was significant because it set out a vision for the future of South Africa. It called for an end to apartheid and the introduction of democracy, human rights, land reform and equality before the law.' **OR** 'The Defiance Campaign of 1952–53 saw the membership of the ANC increase from 7 000 to 100 000. Campaigners entered 'whites only' waiting rooms, travelled in 'whites only' railway carriages and stood in 'whites only' post office queues. Curfews were ignored. Coverage by the foreign press prompted international condemnation of the apartheid system.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The F.C. Congress represented blacks, whites, Indians and coloureds.' 'The F.C. was to be the basis of the new South Africa.' 'In 1949, the Youth League introduced a Programme for Action. The action included boycotts, civil disobedience and a national strike. 'The Defiance Campaign highlighted the evils of apartheid.'	2–3

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Question	Answer	Mark
19(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'It was a milestone in defeating apartheid.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
20(a)	**Describe the role of young people in events in Soweto in 1976.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Many of the young people were inspired by Steve Biko's Black Consciousness movement.' 'In June, thousands of black schoolchildren demonstrated.' 'They were against the government's instruction that half their subjects had to be taught in Afrikaans. The youngsters considered this the language of white supremacy.' 'On June 17, 134 young people under the age of 18 years were killed.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
20(b)	**Why did international opposition to apartheid have limited effect?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The West considered the attempt to end white rule as a communist-inspired movement. The ANC had close links with Soviet Russia. US and Western leaders regarded support for sanctions as support for the communist cause. Sanctions would weaken the South African government. During the Cold War it was unthinkable that South Africa should fall under communist influence or that the USSR should gain control over South Africa's mineral wealth.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'There was a fear of damaging trade.' 'UN policy was not put into action by industrialised countries.' 'Thatcher and Reagan thought sanctions would hurt black South Africans.' 'South Africa was a major source of uranium for the nuclear industry.' 'Industrialised countries did not want to interrupt the gold and diamond trade.' 'International investors wanted to protect their investments.' 'The West wanted support from South Africa in the Cold War.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'International opposition was not united.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
20(c)	**'Economic improvements in the 1980s had greater impact on white than on black South Africans.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The main beneficiaries of the booming economy were the whites, who enjoyed rising standards of living, high standards of health care and increasing life expectancy. In particular, the white farmers received massive state support which they used to mechanise their farms and increase output.' **OR** 'Half the black population was living in the Homelands during the 1980s. The majority lived below the poverty level and suffered from high levels of infant and child mortality as a result of inadequate nutrition.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'White farmers received state subsidies.' 'The success of the economy was built on low labour costs.' 'Whites in manufacturing and construction earned six times that of blacks.' 'Whites in mining earned over twenty times that of blacks.' 'South Africa had exceptionally unequal distribution of wealth and income.'	2–3

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Question	Answer	Mark
20(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Blacks received few rewards for the economic improvements.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
21(a)	**What was the Arab League, formed in March 1945?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was an organisation of Arab countries.' 'It was formed in Cairo with six members.' 'It consisted of Egypt, Iraq, Transjordan, Lebanon, Saudi Arabia and Syria.' 'Its aim was to draw closer relations between member states.' 'It wanted to collaborate to safeguard independence and sovereignty of member states.' 'It wanted to consider the affairs and interests of the Arab countries.' 'It hoped to mediate in disputes and solve conflicts without foreign assistance.' 'Its aim was to co-ordinate a campaign to create an Arab state.' 'Its aim was to resist the creation of a Jewish state.' 'It resisted increased Jewish immigration.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
21(b)	**Why, by the end of the Second World War, was the creation of a Jewish homeland likely?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Haganah, the military wing of the Jewish Agency, had stockpiled weapons and had gained considerable military experience during the war. It was thought to have placed the group in a strong position should it have to fight either Britain or the Arabs to achieve its goals.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The effects of the Holocaust created sympathy for the Jews.' 'International public opinion supported an independent Jewish state.' 'There was US support from 5 million US Jews. These put pressure on the US government to support their cause.' 'The new Labour Government in the UK was sympathetic to the Zionist cause.' 'The role of Haganah during the war persuaded many British politicians to support a Jewish homeland.' 'The Democrats and Republicans both endorsed the Biltmore programme in the 1944 Presidential elections.' 'The new President, Harry Truman, believed that European Jews should be able to establish a homeland in Palestine.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Jews were determined to see a Jewish state.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
21(c)	**How secure was the Israeli state by 1949? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Israeli military forces were confident of defending their new state because they had air superiority, superior military leadership and a well equipped army compared to the surrounding Arab nations. Israel also had support from the USA, which had agreed to help Israel against military incursions by Arab states.' **OR** 'Public opinion in the Arab countries was intensely bitter over their defeat and in their hatred over Israel. 700 000 Palestinian Arabs had become refugees before and during the war and the refugee camps became the breeding ground for hatred of Israel to fester.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Israel was 20% bigger than when the state was proclaimed in 1948.' 'The border was more coherent and easy to defend.' 'Britain, France and the USA agreed to protect Israel against incursions.' 'The hope of Palestinians to create their own state had been destroyed.' 'There were no permanent peace treaties for over 30 years between Israel and the Arab states.' 'The Arab League thought refugees had the right to return to their homes.'	2–3

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Question	Answer	Mark
21(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Israel had some enemies.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
22(a)	**Describe the part played by Fatah in the developing conflict between Israel and its Arab neighbours between 1965 and 1967.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Fatah had bases in three Arab countries bordering Israel.' 'Fatah's bases were in Syria, Lebanon and Jordan.' 'Armed raids by Fatah from these countries meant Israeli reprisals.' 'Lebanon and Jordan tried to restrict Fatah activities because they feared the reprisals on their countries.' 'The Syrian government in 1966 encouraged Fatah to 'liberate Palestine'.' 'Israeli commanders wanted to teach Syria a lesson for its encouragement of Fatah's attacks.' 'In 1966, Fatah exploded a mine on the Israeli-Jordan border killing three Israeli soldiers.' 'The Israelis launched a massive attack on the Jordanian village of Samu.' 'In April 1967, after an attack on an Israeli farmer and the shelling of Israeli settlements, the Israelis sent in tanks. Israeli aircraft were also sent in and destroyed six Syrian aircraft.' 'After the Samu incident, the Jordanians accused Nasser of cowardice and goaded him into war.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
22(b)	**Why was the Six-Day War beneficial to the PLO?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Arafat and the PLO realised that Palestinians could not rely on powers such as Egypt, Syria and Jordan to defeat the Israelis in battle. With such a heavy defeat in the Six-Day War, it would be a long time before countries would be willing to put their forces up against the Israelis. The only option for the Palestinians was to join or support the PLO, thus boosting its membership.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Arab countries would not fight Israel again in the near future.' 'The PLO would have to fight for their homeland on their own.' 'The PLO could recruit from the many refugees who fled during the war.' 'The PLO were concentrated in Jordan amongst the refugee camps.' 'The PLO was now the voice of the Palestinian people.' 'The PLO could now adopt more violent and frequent tactics.' 'Syria, Jordan and Egypt were weakened.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The PLO assumed a more prominent role in the conflict.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Mark
22(c)	**'The main result of the actions of the PLO was to make the Palestinian cause unpopular with the rest of the world.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The main result of the PLO using terrorism was to gain publicity for their cause. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane, which was taken to Entebbe.' **OR** 'Many condemned the PLO for its attacks on civilians. Before 1982, most of the world considered the PLO to be a terrorist organisation. The use of force brought little success with Israel and brought no independent Palestinian state.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'It provided a voice for Palestinians.' 'It gained massive publicity with its tactics.' 'In 1988, the PLO accepted the existence of Israel.' 'The USA invited the PLO for talks.'	2–3

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Question	Answer	Mark
22(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'It was popular with some, but condemned by many.'	1
	Level 0 No evidence submitted or response does not address the question	0

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