GradeMax

Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/13**

Paper 1 **May/June 2019**

MARK SCHEME

Maximum Mark: 60

Published

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

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **95** printed pages.

© UCLES 2019

PUBLISHED

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

© UCLES 2019

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

© UCLES 2019

PUBLISHED

GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criteria to be considered should be – 'How good is this response to this question?'
- The 'Level Descriptor' should be used to decide the Level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct levels and given an appropriate mark within that level. If you cannot resolve the issue please contact your team leader.
- 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

© UCLES 2019

Question	Answer	Marks
1(a)	**Describe the events in Milan in 1848.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In January 1848 there were clashes between the people of Milan and the Austrian garrison.' 'There were tobacco strikes to deprive the Austrians of the tobacco duty.' 'An Austrian cavalry charge killed several people.' 'The riots grew worse and the Austrian troops were forced out of the city.' 'A provisional government was set up which asked Charles Albert for protection.' 'In August Radetzky re-entered the city and there was little opposition. Austrian rule was restored.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why did Napoleon III become involved in Italy?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Napoleon III became involved in Italy because he wanted to weaken Austria which had a hold over much of Italy. He felt if he could do this he would be able to replace it with French influence. This is why he reached an agreement with Cavour to drive Austria out of Lombardy and Venetia and set up a north Italian state. He thought that the new state would be a good ally for France.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He wanted to weaken Austria.' 'He wanted Savoy and Nice.' 'He was interested in French interests and personal glory.' 'To destroy Austrian influence over Italy.' 'To extend France's influence over Italy.' 'He supported the idea of nation states and of creating new ones.' 'He had fought with Italian patriots when young and still had sympathy with them.' 'He felt a united Italy would be a natural ally of France.' 'He kept troops in Rome to keep it independent and ruled by the Pope to please French Catholics.' 'The Crimean War had increased France's prestige and encouraged him to be bold in Italy.' 'At Plombières his aim was to keep Italy divided in a federation of weak separate states.' 'He wanted to make his mark like his famous uncle Napoleon I.' 'In 1849 he sent the French army to crush the Roman Republic to protect the Pope and Catholicism.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He thought this would bring France advantages.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
1(c)	**'Italian unification took so long because there was little enthusiasm for it in Italy.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Most people living in Italy did not think of themselves as Italians. They identified with their local area, town or state. There was never a great national uprising for unification and Mazzini and Young Italy never had a lot of support. Also, north and south had little in common, with the former regarding the latter as backward. The revolutions of 1848 were a total failure. There was a lack of cooperation between revolutionary groups, for example, Charles Albert would not work with other groups. There was no overall movement for unification. When unification was achieved it was because Piedmont wanted to control northern Italy and then events, which were opposed by Piedmont but led by Garibaldi, ended up with unification almost by mistake.' **OR** e.g. 'I do not think it was because there was little enthusiasm. There was strong Italian nationalism and there were a number of revolts. The Carbonari led one in Naples in 1820 and the people in Sicily also rose up. There were further revolutions in 1831. The problem was that Austrian power was too great. Young Italy, led by Mazzini, also shows there was support for unification. In the 1848 revolutions there were several uprisings. The trouble was that the Austrians and King Ferdinand were too strong. It wasn't that there was no nationalist enthusiasm. When unification was achieved, it was partly because of the popular movement led by Garibaldi who had become a national hero.'	

© UCLES 2019

Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Groups like Young Italy had little support.' 'The 1848 revolutions failed because there was no common purpose.' 'North and south had little in common.' 'Piedmont and Cavour were not trying to unite all Italy.' 'There was no national leader to lead the struggle for unification.' 'Most people did not identify themselves as Italian.' 'Unification was eventually brought about by Piedmont, not by popular efforts.' 'Uprisings in the 1820s.' 'The uprisings in 1831.' 'The strength of Austria and other established rulers.' 'Mazzini had some support.' 'Garibaldi was a popular figure and had support.' 'The early success of the 1848 revolutions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think this is right. There was not much support in Italy for unification and this made the job much harder.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe the crisis in 1870 over the Spanish Succession.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Spanish parliament was looking for a new monarch.' 'Prince Leopold was offered the Spanish crown.' 'Leopold accepted with the support of Bismarck.' 'The French were very annoyed because Leopold was related to King William of Prussia.' 'A German prince on the Spanish throne would alter the balance of power in Europe.' 'When he knew about the French reaction, William I persuaded Leopold to withdraw.' 'The French demanded a guarantee that Leopold's candidature would not be renewed but William refused.' 'Bismarck published an edited version of the Ems telegram that implied that the French Ambassador had been snubbed by William.' 'The French declared war on Prussia in July 1870.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
2(b)	**Why did the 1848 revolution in Prussia fail?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The revolution failed because the revolutionaries were never that strong. They only got as far as they did because of the dithering of Frederick William. If he had acted decisively at the beginning they would never had stood a chance. The landowners were against the revolution and the middle classes were disturbed by the violence in the streets and soon were separated from the more extreme elements. When the army finally took action, the counter-revolution was bloodless because the revolutionaries were too weak.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Junker landowners plotted to end the National Assembly because they were alarmed by it.' 'Frederick William dissolved the National Assembly and set up a constitution of his own.' 'The new constitution still gave most of the power to the King.' 'Frederick William remained popular throughout the revolution.' 'The army remained loyal to the King.' 'After 1848 the King was able to quietly do away with most of the reforms.' 'The middle classes were divided from more extreme revolutionaries.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It failed because the revolutionaries were never strong enough to overthrow the King.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
2(c)	**'German unification came about because of German nationalism.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think that German nationalism was very important. German national feeling grew stronger after the war crisis of 1859 and led to the formation of the *Nationalverein* after a meeting of liberals from all over Germany. It was the first national political organisation in German history. The strength of German nationalism can also be seen through festivals where national feelings were strongly expressed, for example, celebrating victory at Waterloo. Nationalist feelings can also be seen in the Frankfurt Parliament in 1848 where there were demands for a united Germany. It is true to say that nationalist feelings were growing all the way through the nineteenth century.' **OR** e.g. 'German unification came about because of Bismarck's diplomacy. Between 1862 and 1871 the map of Germany was radically altered and Bismarck led the events that brought this about. He used the issue of Schleswig-Holstein to provoke a war with Austria. This left only Prussia in a position to lead Germany. The North German Confederation under Prussian leadership followed. He then provoked a war with France which led to the rest of Germany being unified. Unification came about because of Bismarck's diplomacy, not nationalism.'	

© UCLES 2019

Question	Answer		Marks
2(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Germany's industrial strength.' 'Germany's leadership of the Zollverein.' 'The strength of the German army.' 'The weaknesses of the other German states.' 'Bismarck brought about war with Austria in 1866.' 'Bismarck brought about war with France in 1870.' 'Displays of German nationalism in the 1830s at the Hambach festival.' 'Demands for a united Germany under Frederick William at the Frankfurt Parliament in 1848.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'I think that German nationalism was a very important factor in helping Germany to unify.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer	Marks
3(a)	**What were the aims of the Ku Klux Klan in the 1860s?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'To resist Reconstruction.' 'To restore white supremacy.' 'To use violence and murder against black Americans and white Republicans.' 'To drive black Americans out of politics.' 'To restore the pre-war social structure in the South.' 'To support the Democratic Party.' 'To undermine Reconstruction states.' 'To re-establish control of the black labour force.' 'To stop black Americans voting.' 'To stop the education of black Americans.' 'To prevent the economic advancement of black Americans.' 'To stop the work of the Freedmen's Bureau.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
3(b)	**Why did the North want Reconstruction in the South?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'It wanted this to restore the economy of the South. After the war the economy of the South was in ruins. Industries were destroyed and farms were in disrepair; 40% of the South's livestock had been destroyed. Transport was in ruins with railroads unable to move goods around. The cost of the war to the South was over $3 billion. The Confederate dollar was worthless and people had to barter. If the economy of the South did not recover, it would be even harder to integrate it back into the Union so it was a priority.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To integrate the Southern rebel states back into the Union.' 'To give freedmen equal rights.' 'To help the economic recovery of the South.' 'To restore the economic infrastructure of the South, especially the railways.' 'To reunite the nation.' 'Military governors were appointed to keep rebellious states under control.' 'To restore a feeling of loyalty to the Union among white Southerners.' 'To allow the freedmen to enjoy their new freedom and rights.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They wanted Reconstruction because they thought this would improve the situation.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
3(c)	**'The main reason Lincoln fought the Civil War was to save the Union.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not have any doubt that Lincoln fought the war to save the Union. The Confederate states had seceded from the Union and Lincoln was determined to reverse this. Lincoln was an American nationalist and wanted to preserve the 'great experiment'. For him, slavery was not the key issue and if the war had not happened, he probably would not have tried to abolish slavery as he did. He said that if he could save the Union without freeing a slave, he would. He was willing to save the Union at any cost. He said that he had taken an oath to serve the Union. He thought there was a threat to the Union because South Carolina, Mississippi and Alabama seceded. They thought they were standing up for their independence and for state's rights but Lincoln saw it as a threat to the Union.' **OR** e.g. 'I think he fought the Civil War over slavery. The secession of some Southern states would not have destroyed the Union. Some believed they would have returned. Others believed that concessions could have been made by the North over slavery but Lincoln would not do this. The issue that was dividing the USA was slavery. It was the only institution not shared by North and South. It was at the root of all tensions between them. Lincoln said that slavery was the cause of the war and it was the election of him as President, and his opposition to slavery, that led to the secessions. If Lincoln had been mainly worried about the Union, he could have saved it by changing his stance over slavery but he was willing to go to war over it.'	

© UCLES 2019

Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Some Confederate states had seceded from the Union.' 'Lincoln was an American nationalist.' 'For Lincoln the Union was almost a religious concept.' 'Lincoln said the Union was 'the last, best hope of mankind'.' 'Lincoln became President as an anti-slavery candidate.' 'He could have saved the Union by making concessions over slavery.' 'Secession did not necessarily mean the end of the Union.' 'The main issue dividing North and South was slavery.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I agree with this. Lincoln thought the Union was falling apart and he did not want that.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**Describe colonial rivalry over Africa between the Great Powers in the late nineteenth century.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Most parts of the world were under European control and Africa was one of the areas left so far unconquered.' 'After 1870 European nations began to acquire colonies in Africa.' 'There was a scramble for colonies in Africa.' 'There were rivalries, for example, between France and Italy over Tunis and between France and Germany over Morocco.' 'Germany was the last to join the race in Africa.' 'Britain had colonies in the south and dominated over Egypt and the Sudan.' 'France was focused on the north – Morocco, Tunisia and the Sahara.' 'The Belgians colonised the Congo region.' 'Portugal had Mozambique and Angola.' 'Germany took south-west Africa.' 'Italy took Somalia and Eritrea.' 'Rivalry in Africa led to the formation of alliances, for example, Italy turned to Germany when she lost Tunis to France.' 'The colonial rivalry in Africa helped intensify the arms race.' 'It lead to hostility between European powers, for example, France and Britain nearly came to war over the Sudan in 1898.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why did the Balkan Wars of 1912 and 1913 have an important impact on relations between the Great Powers?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'These wars made relations between the Great Powers worse. Russia was always going to support Serbia which was in constant friction with Austria. When the Balkan League defeated Turkey in the First Balkan War, Russia had supported the League. The war also made Serbia stronger which led it to aim for a union of Southern Slav people. This frightened Austria which turned to Germany. The war also made Turkey look to Germany and Austria. All this made relations between Russia, on the one hand, and Germany and Austria on the other, worse. It also made Germany and Austria renew their alliance.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Russia supported Serbia in its quarrels with Austria.' 'The First Balkan War increased tensions between Russia and Germany and Austria.' 'Germany would support Austria against Serbia.' 'The Alliance System had the potential of dragging in other countries such as France supporting Russia.' 'Austria was worried by the defeat of Turkey and turned more to Germany.' 'The First Balkan War led to a more confident Serbia with Russian support. This frightened Austria.' 'Russia saw the Balkan League as a toll against Austria.' 'Austria suspected Russia of whipping up the agitation of Austria's Slav subjects.' 'The Second Balkan War was a blow to Russia because it marked the end of the Balkan League which was Russia's defence against Austria.' 'After the Second Balkan War, Russia only had Serbia left as an ally so became closer to it which worried Austria.' 'Both Austria and Germany were concerned about the increase in Serbia's territory and strength, especially because Serbia was a satellite of Russia.' 'Austrian and German concerns about a Russian-supported Serbia meant that the assassination of the heir to the Austrian throne in 1914 by Serbs would lead to war with Russia.'	

© UCLES 2019

Question	Answer	Marks
4(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'They made relations in Europe very bad.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(c)	**'Germany was mainly responsible for the outbreak of war in Europe in August 1914.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think Germany was mainly responsible for the actual outbreak of war in August. Austria only sent the ultimatum to Serbia, one which they could not agree to, which made war inevitable, because they had been given a blank cheque by Germany. This was when Germany in July promised full support for Austria. German armies were ready to march if Russian armies moved. The Germans must have known that by giving Austria a free hand to invade Serbia, they were risking a European war. If there was war with Russia, then this would drag in France and perhaps Britain. If the Germans were taking the risk that Russia would not support Serbia, then it was a foolish risk. This means that Germany was to blame for the outbreak of war.' **OR** e.g. 'I think Britain was to blame for the outbreak of war. This is because it did not make its position clear to Germany in the months before. Germany thought that Britain had indicated that it would not intervene to help France and Russia. However, Britain had promised to defend Belgian neutrality and when Germany invaded, Britain went to war. If Germany had known that Britain would do this, then it would have done more to preserve peace and would not have supported Austria so much. Germany felt it had been tricked into war by Britain.'	

© UCLES 2019

Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Alliance System dragged all the countries in and made it a European war.' 'Germany was to blame because of the blank cheque.' 'Austria was to blame because of the ultimatum it sent to Serbia which was bound to cause war.' 'Russia was to blame because it began mobilising its troops which led Germany to declare war.' 'Britain was to blame because it did not make it clear that it would support France if it was attacked.' 'Germany was to blame because Austria would never have invaded Serbia without German support.' 'Serbia was to blame because of the assassination of the Archduke.' 'Russia was to blame because without its support Serbia would not have been so aggressive.' 'Austria was to blame because it invaded Serbia.' 'Germany was to blame because it invaded Belgium and then France.' 'Germany was to blame for declaring war on Russia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that several countries were to blame for the outbreak of war but Germany was probably more to blame than the others.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe how the German armed forces were affected by the terms of the Treaty of Versailles.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The German army was restricted to 100 000.' 'Conscription was banned.' 'Germany was not allowed to have any tanks, armoured vehicles or heavy artillery.' 'No air force was allowed.' 'The navy was limited to 6 battleships, 12 destroyers, 6 light cruisers, 12 torpedo boats, and no submarines.' 'No German armed forces were allowed into the Rhineland which was demilitarised.' 'The German armed forces were seriously weakened.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
5(b)	**Why did the Turks strongly object to the terms of the Treaty of Sèvres?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Turks claimed the treaty was much harsher than the other peace treaties. They thought that Britain and France in particular were using it as an excuse to destroy the Turkish Empire and take as much as they could for themselves. They had started to partition the Empire as early as 1915. Britain was given mandates over Iraq and Palestine while the French had Syria and Lebanon.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Turkey lost its provinces in the Middle East to Britain and France.' 'Turkey lost territory to Greece and Italy.' 'Turkey had to recognise the independence of the Kingdom of Hejaz and Armenia.' 'The Dardanelles Strait became an international waterway.' 'It began the dividing up of the Turkish Empire.' 'The Turkish army was restricted to 50 700 men. Turkey could have no air force and only seven sloops and six torpedo boats.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Turks thought the treaty was very harsh and unfair.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
5(c)	**'President Wilson was bitterly disappointed by the outcome of the peace negotiations at Versailles.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Wilson was generally pleased with what had been achieved. He had managed to get some of the worst of Clemenceau's demands to be rejected. For example, the Rhineland was not going to be made into a separate state or given to France. It remained as part of Germany. This allowed Germany to remain as a major economic power and keep trading with the USA.' **OR** e.g. 'I think that Wilson would have been disappointed. He had gone into the negotiations with his 14 Points which he hoped would form the basis of the treaty. However, he was up against Britain and France, both of which had suffered badly during the war. They were not as keen on his points. One of the points was self-determination. This was only partly achieved. Britain and France took Germany's colonies, which was against self-determination. He also failed to gain other points such as every country reducing armaments and freedom of the seas. The problem was that Wilson, the idealist, was up against pragmatic politicians such as Lloyd George and Clemenceau who both wanted to get the best they could for their own countries.'	

© UCLES 2019

Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'He was disappointed with the reparations.' 'He thought that Germany had been punished too harshly.' 'He was not happy that the idea of free navigation of the seas had been dropped.' 'He was not happy that Britain and France had helped themselves to Germany's colonies.' 'He was not happy that the Sudeten Germans had not been consulted about their future.' 'He was disappointed there was not a general disarmament.' 'There was no self-determination for Austria or Alsace-Lorraine.' 'He was happy that the principle of self-determination had been used for East Prussia, Upper Silesia and Schleswig.' 'He was pleased that the idea of a League of Nations had been accepted.' 'He was happy that the Rhineland remained part of Germany.' 'He was happy that an independent Poland had been created.' 'He was happy that Czechoslovakia and Yugoslavia had been created.' 'He was not happy when the USA decided not to join the League of Nations.' 'He was happy that the defeated countries had to disarm.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Wilson was mainly disappointed, although there were some things that he was pleased about.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer		Marks
6(a)	**Describe the dispute over Corfu in 1923.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	**1–4**	
	e.g. 'Italian soldiers had been killed on Greek soil on the border between Greece and Albania.' 'Mussolini demanded compensation and those guilty to be executed.' 'The Greeks could not find those guilty.' 'Italy bombarded and occupied the Greek island of Corfu.' 'Greece appealed to the League which condemned the attack.' 'Mussolini insisted it should be dealt with by the Conference of Ambassadors.' 'Greece was ordered to pay compensation and Italy had to withdraw its troops.' 'Italy had got away with bullying tactics.' 'The League was shown to be weak because Mussolini had been able to ignore it.'		
	Level 0 No evidence submitted or response does not address the question	**0**	

© UCLES 2019

Question	Answer	Marks
6(b)	**Why was the League of Nations able to have some successes in the 1920s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'One reason that it had some successes was that some disputes did not involve the interests of major powers and so they were happy for the League to sort them out. This was true of successes like that over the Aaland Islands where Sweden and Finland were involved. Another success was the border dispute between Greece and Bulgaria where the two sides withdrew when ordered to do so by the League. Also the League's agencies such as those for refugees and health were successful. Again, their work did not upset any of the major powers.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Its successes did not involve the interests of major powers.' 'The Aaland Islands was only between Sweden and Finland.' 'The dispute between Greece and Bulgaria did not involve any major powers.' 'The League was successful in the Greece-Bulgaria dispute because neither side was really able to go to war. Both had domestic difficulties.' 'In its early years its members were keen to make it a success.' 'The memories of the First World War were recent and people did not want another major war.' 'The major powers were exhausted and recovering from the First World War. They did not want another major dispute.' 'The major powers were recovering economically and did not want to fight wars.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The League had some successes because of the international situation at the time which made it easier for the League.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
6(c)	**How far was the response of the League of Nations to the Japanese invasion of Manchuria justified? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The League's response was not justified because it took far too long and then did nothing. It took ages to send the Lytton Commission which then took its time. Meanwhile the Japanese had invaded further and had dug in. In March 1932, long before the Commission reported, Japan had established the area it occupied as a puppet state called Manchukuo. The final report of the Commission ruled against Japan, but Japan simply ignored it and left the League. By this time there was nothing the League could do about the Japanese who were firmly established in Manchuria. None of this was justified. It took too long and let Japan get away with aggression.' **OR** e.g. 'I think the League was justified. It did the best it could. However, neither the Soviet Union nor the USA were members of the League and it had no army of its own. It was not able to put a military force together and even if it had, the problem was across the other side of the world where Japan was strong. Also the Japanese had dug themselves strongly into Manchuria and it would have needed an enormous effort to get them out. It was also difficult to use economic sanctions because the USA would not have been involved. This would have weakened the sanctions and would have given the US a chance to grab trade away from Europe.'	

© UCLES 2019

Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Justified because Japan already had a presence in Manchuria.' 'Justified because Manchuria was a lawless area and needed to be brought to order.' 'Justified because Japan needed to protect its business interests there.' 'Justified because a bomb exploded near the railway owned by the Japanese.' 'Justified because the League was happy to leave Japan to sort out such a lawless area across the other side of the world.' 'Justified because it had no army and really could do little.' 'Justified because European powers did not want to disrupt their trade with the Far East.' 'Even if it had got a naval force together it was across the other side of the world.' 'Justified because it was worried about the military taking over in Japan.' 'Not justified because it was invasion of one member of the League by another member.' 'Not justified because its original order for Japan to withdraw was ignored and then it did nothing.' 'Not justified because it took far too long which let Japan establish itself in Manchuria.' 'Not justified because China appealed to the League and it should have acted.' 'Not justified because it took far too long.' 'Not justified because both countries were members and one had got away with aggression against the other.' 'Not justified because it showed Hitler and Mussolini that they could get away with similar actions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were considerable successes in political disputes and humanitarian matters.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe how the authorities in Poland tried to deal with Solidarity in the period 1980 to 1989.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In August 1980 the authorities tried to isolate Solidarity by cutting telephone lines and censoring newspapers.' 'In August 1980 the authorities negotiated with Solidarity.' 'In August 1980 the authorities agreed to some of the demands.' 'In December 1981 the government banned Solidarity and arrested the leaders.' 'In 1985 many Solidarity supporters were released.' 'In 1988 the government negotiated with Solidarity.' 'In 1989 Solidarity was legalised and its candidates allowed to stand in elections.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
7(b)	**Why was Gorbachev important to Eastern Europe in 1989?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Gorbachev was important because in 1989 he announced massive cuts in the number of Soviet forces stationed in Eastern Europe. He also made it clear that he would not stand in the way if any Eastern European countries wanted to introduce democracy. This was crucial and led to the collapse of communism in Eastern Europe. For example, in East Germany the leader Honecker was removed and then the Berlin Wall was torn down. Other communist regimes then collapsed.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was in charge of the Soviet Union.' 'His policies of Glasnost and Perestroika.' 'His policy of Glasnost encouraged free speech and other freedoms.' 'He ended the Brezhnev Doctrine.' 'He said he would not stand in the way of democracy in Eastern Europe.' 'His reforms led to communist regimes in Eastern Europe collapsing.' 'In 1989 he told the leaders of communist regimes he would not support them.' 'Without Soviet support communist regimes collapsed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was very important because he could decide what was going to happen in Eastern Europe.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
7(c)	**How similar were events in Hungary in 1956 and in Czechoslovakia in 1968? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think they were very similar. The events in Hungary were far more extreme and more dangerous to the Soviet Union. In Czechoslovakia Dubcek was careful to make clear that the protestors had no intention of taking the country out of the Warsaw Pact and he had no intention of changing the country's foreign policy. Also, when Warsaw Pact troops entered the country there was no resistance. However, events in Hungary were more worrying for the Soviet Union. The leaders said that Hungary would leave the Warsaw Pact and asked the West to help them. When Soviet troops hit back there was fierce fighting with the rebels.' **OR** e.g. 'There were lots of ways in which they were similar. In both countries people had grown tired of communist control. They wanted to lessen ties with the Soviet Union and wanted more freedom. In both, the protestors wanted censorship to end and more freedom of speech. They also wanted economic reforms because the standard of living was low. In both, the Soviet Union crushed the uprising using troops.'	

© UCLES 2019

Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Both were revolts against Soviet control.' 'Both involved a struggle between leaders who were close to Moscow and leaders who wanted some reforms.' 'Students played an important part in both.' 'In both, the Soviet Union did little at first and then acted.' 'In both, the Soviet Union used violent methods to put down the uprisings.' 'Both ended with the Soviet Union strengthening its control.' 'In both, the leaders who led the protests were removed.' 'Both resulted in mass emigration.' 'International reaction was against Soviet action in both.' 'In both, the West failed to intervene.' 'The causes were different. In Hungary it started because of Stalin's death and events in Poland. In Czechoslovakia the causes were economic conditions in the country.' 'The Hungarians wanted to leave the Warsaw Pact, the Czechs did not go this far.' 'There were far more deaths in Hungary.' 'Nagy was executed, Dubcek was not.' 'The Soviet Union used Soviet forces in Hungary, while Warsaw Pact forces were used against Czechoslovakia.' 'In Czechoslovakia the leader sparked off events, while in Hungary the people led events.' 'In Hungary the people fought Soviet troops, while in Czechoslovakia they did not.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think there were many similarities, especially in terms of the role of the USSR.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe the damage done to Iran and Iraq by the war of 1980–88.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The death toll on both sides was enormous – about 2% of both populations.' 'Iraq was transformed from one of the richest countries in the world to a bankrupt state.' 'Iraq's revenues from oil production fell drastically.' 'Social projects such as housing and schools were ended in Iraq.' 'Iran also faced bankruptcy and its oil revenues went down.' 'Living standards in both plummeted.' 'The infrastructure of both countries was badly damaged and would take a lot of money to repair.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
8(b)	**Why were relations between Kuwait and Iraq poor by July 1990?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Relations were poor for reasons going back years. When Iraq was created as a country in 1920 it refused to recognise Kuwait. Iraq thought that Kuwait was an artificial creation as a result of British meddling in Arab affairs and was really part of Iraq. Several past rulers of Iraq had demanded that Kuwait be incorporated into Iraq. It was also annoyed that Kuwait had much better access to the Gulf while Iraq was almost landlocked. All of this soured relations between the two countries.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Saddam accused Kuwait of stealing oil from the shared Rumaila oil field. He claimed Kuwait owed Iraq $10 billion.' 'Saddam surrounded Kuwait's borders with its armed forces.' 'Iraq had a long-standing claim to Kuwait.' 'Iraq was annoyed that Kuwait had good access to the sea while Iraq itself was almost landlocked.' 'Iraq asked Kuwait to write off its loans but it refused.' 'Kuwait increased its oil production thus bringing the price of oil down. This hit Iraq badly.' 'Saddam asked for more loans but Kuwait said no.' 'Iraq was in a terrible position after the Iran-Iraq War and needed help from Kuwait. It refused.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The two countries did not get on very well, especially because of the attitude of Saddam.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
8(c)	**'Economic factors were the main cause of the Iranian Revolution of 1979.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Shah had become very unpopular for many reasons. Economic factors were very important. Despite some reforms most people still had a very low standard of living. Villages lacked piped water, electricity and roads. There were few hospitals and many new-born babies died. Levels of illiteracy were very high. What made all this worse was that the gap between the rich and the poor was growing. The rich lived in luxurious palaces and the conspicuous spending of the Shah's family was an insult to ordinary people. Iran was a rich country but most of the people did not share in its wealth. This is why there was a revolution.' **OR** e.g. 'I do not think that economic factors were the main reason. The Shah's regime was hated for many reasons – political and economic. There was widespread opposition from many different kinds of groups – Islamic, Marxists, nationalists and liberals. The problem was that they had different grievances and were not united. A figurehead to unite the opposition was needed and this came in the form of Ayatollah Khomeini. He lived in exile and sent simple and clear messages into Iran outlining all the grievances. He was careful not to mention that he wanted to establish an Islamic government. Instead, he focused on things that everyone could agree about. This united the opposition against the Shah and made it strong enough to overthrow him.'	

© UCLES 2019

Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The repressive rule of the Shah.' 'He had established a one party state.' 'The actions of the Shah's secret police.' 'The torture and executions carried out by the regime.' 'In 1977 the Shah relaxed controls which helped the opposition and protests grew.' 'Religious grievances such as getting rid of the Muslim calendar.' 'The Shah's modernisation and westernisation programme.' 'The 'White Revolution'.' 'Land reform did not help the peasants.' 'In rural areas living standards were very poor with no piped water or electricity.' 'The gap between rich and poor grew.' 'The conspicuous consumption of the ruling families.' 'Opposition from Khomeini.' 'Opposition to westernisation.' 'Criticism of foreign influence in Iran, for example, American.' 'All of the opposition groups, often with little in common, united against the Shah.' 'The fact that Khomeini provided leadership for all the groups and united them.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think economic factors were very important but there were other reasons as well.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer		Marks
9(a)	**What were aircraft used for during the First World War?**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'They were important for observing and reporting back details about enemy defences.' 'They could see the troop movements of the enemy and report these back.' 'They did carry out limited bombing raids on the enemy.' 'They were used to bomb enemy airfields.' 'German planes bombed Dover.' 'Zeppelins bombed London.' 'Fighter aircraft were used to frighten away enemy reconnaissance aircraft.' 'Aircraft did have mounted machine guns and could fire at each other.'	**1–4**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer	Marks
9(b)	**Why was the Battle of Verdun important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The battle was important because it was the main German effort to win the war. The Germans believed that a concerted attack at Verdun would force the French to send all their reserves there and so gradually the French army would be bled dry. In effect, they would run out of men and would surrender. It was the longest battle of the war and the fact that the Germans did not break through meant that France would not be defeated quickly.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'If Verdun had fallen France would have surrendered.' 'The fortress of Verdun was a symbol of French military strength.' 'The aim of the Germans was to inflict massive casualties on the French army and weaken it to the point of collapse.' 'It led to the Battle of the Somme which reinforced the fact that the war would not be over quickly.' 'It led to the sacking of the German general Falkenhayn.' 'It showed that as long as the defending side could sustain casualties, trench warfare made attacking almost impossible.' 'It meant that the war would not end quickly and would go on for years.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it had an important impact on the development of the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
9(c)	**'Neither side won the Battle of the Somme.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'In some ways it was a victory for the Germans. The British hoped that a massive attack would overwhelm the Germans by sheer weight of numbers and that this would provide a decisive breakthrough. This did not happen. The Germans were dug into a strong system of trenches with barbed wire and machine guns. The British attacks were repulsed and hardly any ground was gained. On the first day, 20 000 British troops were killed. It was clear that the defensive systems were stronger than the offensive and that the war would be a long war.' **OR** e.g. 'I think that neither side won the battle. It went on from July to November in 1916 and both sides ended up more or less where they had started with little or no ground being gained. It was impossible to launch a successful attack across No Man's Land against machine guns and trenches. Altogether there were over one million casualties and it ended in a stalemate. For this reason I do not think it was a victory for anybody.'	

© UCLES 2019

Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was a victory for the Allies because it relieved the French at Verdun.' 'It was a victory for the Germans because the British hoped it would lead to a breakthrough.' 'The British believed that a major victory would lead to a decisive breakthrough in the war. It did not.' 'Haig believed a 'big push' would overwhelm the Germans by sheer weight of numbers.' 'The initial bombardment failed to destroy German barbed wire.' 'The bombardment warned the Germans that a major attack was coming.' 'When the battle had ended, the Allies had gained just seven miles.' 'The casualties amounted to over a million and it ended in stalemate.' 'It was meant to open up a gap in the German lines through which cavalry would pour. It didn't do this.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I agree with this. The battle was so awful that it was not a victory for either side.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe what happened during the Brusilov offensive.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Brusilov planned to knock Austria out of the war and divert German forces before the Somme offensive.' 'The Russians used reconnaissance and intelligence gathering in preparation.' 'The offensive lasted three months.' 'It was successful at first with the Russians advancing 30 km.' 'It seriously damaged the Austrian army.' 'The Russians lost over 1 million men and could not launch another offensive.' 'The Russian generals were reluctant to follow up the initial offensives and German reinforcements arrived.' 'The Russians were pushed back to where they started. They had 1.5 million casualties.' 'The offensive relieved pressure on the Allies in the Western Front.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why were many women's lives greatly affected by the war?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The lives of many women were completely changed. Before the war many did not go out to work, or if they did they worked in domestic jobs. During the war men went to fight and so women had to do their jobs. This was important because Britain was facing food shortages and armaments had to be produced. This led to women doing jobs that they had not done before. Many worked on farms helping to produce food. Others worked in munitions factories and on public transport. They were needed to keep the war effort going.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Men went to fight and women were needed to do their jobs.' 'Women worked on the land producing food.' 'Women worked in munitions factories.' 'They had to work on farms because Britain was short of food.' 'German submarine warfare restricted Britain's food supplies.' 'Women had to cope with rationing.' 'Britain needed armaments.' 'Their lives were affected because they were needed to help the war effort.' 'Their lives were affected because they started to do jobs that were not traditionally women's jobs such as in dockyards, factories, munitions and transport.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were greatly affected because the war went on so long and nobody was left untouched by the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
10(c)	**Which was more important for Britain, the Battle of Jutland or defeating the U-boat threat? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'This must be defeating the U-boat threat. This is because Britain imported 60% of its food. This made it vulnerable to blockades. Germany used U-boats to attack merchant ships bringing food and other goods to Britain. This was at its height in 1915 and again in 1917. This was very effective and in 1917 Britain was desperately short of food and had to introduce rationing. Food shortages could have easily led to Britain's defeat. It managed to fight the U-boat threat by using convoys, mines and Q-ships and by the end of 1917 the threat was over. If it had not been beaten, then Britain could have been forced out of the war.' **OR** e.g. 'The Battle of Jutland was crucial. Although the Germans sank more ships, the German navy then retreated to German ports and never came out again. This left Britain in control of the North Sea and this allowed it to blockade Germany for the rest of the war. Neutral ships were searched for any goods that might help the German war effort, including food. This had an enormous impact on Germany's armaments industry and gradually left the German people with little to eat. In 1917 there were food riots in Germany and it was close to collapse. This was all possible because the German navy retreated after the Battle of Jutland.'	

© UCLES 2019

Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Britain depended on imported food and goods.' 'The U-boat campaign was sinking large numbers of merchant ships bringing supplies to Britain.' 'In 1917 Britain was desperately short of food.' 'After the Battle of Jutland the German fleet returned to their bases.' 'After the Battle of Jutland the British navy controlled the North Sea.' 'The British navy was able to maintain a blockade of Germany.' 'By 1917 Germany was becoming desperately short of food and other supplies.' 'The Germans failed in their objective at Jutland of picking off British ships and avoiding a big battle, and the German fleet sailed for home.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it was defeating the U-boats because they were very dangerous to Britain and a real threat.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer		Marks
11(a)	**Describe how Goebbels contributed to the rise of the Nazi Party.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'He edited the Nazi newspaper Volkische Freiheit.' 'He spoke at party meetings and organised rallies.' 'He controlled Nazi newspapers across the country.' 'He organised the Nazi election campaigns.' 'He organised Hitler travelling around the country by airplane during the elections.' 'He organised Nazi rallies, parades, speeches during the election campaigns.' 'He arranged for Hitler's and his speeches to be published on records and as pamphlets.' 'His propaganda showed the opponents as November criminals, communists and Jews.' 'He made use of silent films.' 'He was in charge of Nazi propaganda.' 'He helped the Nazis do well in the elections of 1932.'	**1–4**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer	Marks
11(b)	**Why was Hitler able to become Chancellor in January 1933?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'He was able to become Chancellor because Hindenburg and von Papen thought they could manipulate Hitler. Von Papen was too unpopular to be appointed Chancellor again so he persuaded Hindenburg to appoint Hitler. They thought they could control Hitler and resist the most extreme Nazi policies. They were worried that unless they appointed him there might be a Nazi uprising.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Nazis had done well in the 1932 elections.' 'The Nazis were the largest party in the Reichstag.' 'This was because of the deal between Hindenburg and von Papen.' 'Von Papen thought he could control Hitler and the Nazis.' 'This was because von Schleicher resigned.' 'The Depression had made Hitler and the Nazis much more popular.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This happened because by that date he was in a much stronger position.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
11(c)	**'The Munich Putsch was no more than a minor setback for Hitler.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Although the Putsch failed and Hitler was imprisoned, he turned the whole affair to his advantage. He was able to use the trial as a national platform for Nazi ideas and he gained enormous publicity with newspapers reporting him. This made him a national figure. He also learned the lessons of the Putsch and realised that the Nazis would have to use political methods in the future. The whole Nazi strategy was changed and this led to its eventual success.' **OR** e.g. 'I do not agree. The Putsch was a humiliating failure and it showed that the Nazis were a small pathetic group. When they marched into Munich they were easily defeated with just a minute of shooting! Hitler was slightly wounded and hid for most of the events. The whole event showed they had little support and were little more than a rabble. The leaders were arrested, put on trial and imprisoned.'	

© UCLES 2019

Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Putsch was a failure.' 'The Putsch was easily put down with only a few shots necessary.' 'Hitler was humiliated. He hid during the main events.' 'The Nazi Party was banned.' 'The trial made Hitler a national figure.' 'At the trial Hitler was able to make speeches about Nazi ideas that were widely reported.' 'His sentence was so light as to be a victory for him. He was released after just nine months.' 'He changed the methods of the Nazis to political ones.' 'In the 1924 elections the Nazis won 32 seats.' 'While imprisoned he wrote Mein Kampf.' 'It led him to reorganise the Party.' 'He realised that violent methods would not work.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it was more than this. It was a complete disaster for Hitler.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**What was 'Strength Through Joy'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was an organisation designed to win the support of German workers for the Nazi Party.' 'It organised the leisure time of German workers.' 'It organised concerts, films and opera for the workers.' 'It organised holidays like cruises and hikes for the workers.' 'It organised sports activities for the workers.' 'It was part of the German Labour Front.' 'It was a state-operated organisation.' 'It tried to bridge the gap between classes by making middle-class activities available to the masses.' 'It was meant to boost the German economy by stimulating the tourist industry.' 'Millions of Germans participated in its activities.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
12(b)	**Why did the Nazis persecute gypsies and the mentally ill?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'They persecuted these people because they thought they were a danger and a burden for the Nazi state. They thought the gypsies were lazy and did not contribute to the Nazi state. They were not Aryan and the Nazis were worried that they would mix and breed with proper Germans. This would weaken the pure Aryan blood strain in Nazi Germany. They passed a law banning marriage between gypsies and Aryans. They were seen as a real threat to Nazi Germany.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They thought they were inferior.' 'They thought they did not match the Aryan ideal.' 'The Nazis thought they were not socially useful and so were a burden on everyone else.' 'The Nazis regarded the mentally ill as expensive.' 'They regarded the gypsies as non-Aryan.' 'They saw gypsies as homeless and work-shy.' 'They thought that the mentally ill were useless members of society. The Nazis thought that everyone had to be useful.' 'They thought that the mentally ill were a burden on the state and were expensive.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they thought that this was the right thing to do for Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**Which was more important in keeping the Nazis in power, terror or persuasion? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Persuasion was very powerful. One of the ways this was done was through the radio. Millions of cheap radios were produced that people could afford. They were also put up in public squares and places of work. They could not pick up foreign broadcasts. The radios were used to broadcast Hitler's speeches, programmes about German history and German music. They were used to make people proud to be German and to accept Nazi ideas. If you were living in Nazi Germany there was no escape from these radios.' **OR** e.g. 'I think terror was more important. It made people afraid that they would be arrested, tortured and imprisoned by the Gestapo and the SS. There were Gestapo informers everywhere, including neighbours and at work. This made people keep quiet and obey. People knew that if they stepped out of line they would be in trouble. Even the slightest thing could end up with their homes being ransacked. People were arrested for vague things like 'spreading false rumours'. It is not surprising that people kept their heads down, went about their everyday lives and kept quiet.'	

© UCLES 2019

Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Communists and Social Democrats were arrested and put in concentration camps.' 'The SA beat up and arrested opponents.' 'The Nazis closed down trade unions.' 'The SS and the Gestapo dealt with any sign of opposition.' 'They used informers to spy on neighbours.' 'Books were burned.' 'The Gestapo tapped telephones and intercepted the post.' 'The SS crushed opposition by terrorising people and putting them in concentration camps.' 'Newspapers were censored and used to send out Nazi propaganda.' 'Films were used to put across Nazi ideology.' 'The radio was used a lot. It was controlled by the Nazis and put out Nazi messages.' 'Grand torchlight parades were used to win people over.' 'People had to celebrate dates like Hitler's birthday and the anniversary of the Munich Putsch.' 'The Nuremberg rallies.' 'Propaganda against Jews was pumped out everywhere.' 'The school curriculum was used to indoctrinate children.' 'The Hitler Youth was used to turn young people into Nazis.' 'Music, the theatre and literature were all controlled by the Nazis.' 'There was approved art which glorified strong heroes. Degenerate art was banned.' 'Even architecture was used with grand buildings being put up to glorify Germany and the regime.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the use of terror was more important because this made people obey them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**What were the main features of the Russian system of government at the beginning of the twentieth century?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Nicholas II was an autocratic Tsar.' 'He ruled by divine right.' 'The Tsar had a council of ministers.' 'There was a massive civil service.' 'There was no parliament.' 'There was strict censorship.' 'The government was repressive.' 'The Okhrana, the secret police, used spies and locked up anyone who criticised the regime.' 'Cossacks were used to break up strikes or demonstrations.' 'There was a massive system of prisons and penal colonies.' 'The Orthodox Church supported the rule of the Tsar and taught that he ruled by divine right.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
13(b)	**Why was Stolypin important in the period 1906 to 1911?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Stolypin was important because he brought order to Russia after the 1905 revolution and helped the Tsar survive. There were still many disturbances in Russia well into 1906 and so the Tsar appointed Stolypin as Prime Minister. He set up military courts which could sentence and hang a person on the spot. Thousands were executed and the hangman's noose became known as 'Stolypin's necktie'. This is why he was important. He introduced a period of repression which helped protect the Tsar.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was Prime Minister.' 'He was appointed after the 1905 revolution to sort things out.' 'He introduced a period of repression.' 'He had thousands executed.' 'He set up special courts to deal with opponents.' 'He introduced reforms in the countryside to help the peasants.' 'He allowed peasants to buy land.' 'He set up a peasants' bank to help them buy land.' 'He tried to create a new class of hard working enterprising landowning peasants so that more food would be produced.' 'He hoped to produce a class of conservative but profit-motivated farmers.' 'He increased industrial output.' 'He planned some basic education programmes.' 'He planned regulations for work in factories.' 'He introduced some agricultural education.' 'He expanded the Trans-Siberian railway.'	

© UCLES 2019

Question	Answer	Marks
13(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Stolypin was important because he was a major figure in the government and had a lot of power.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(c)	**How important was the role of the Tsarina in causing the March Revolution of 1917? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'She was important because she contributed to the Tsar's regime becoming very unpopular. This was mainly because of the influence she gave to Rasputin, a monk who claimed he could help her son who was a haemophiliac. He was very unpopular because of his corruption, his interference in government and his immoral lifestyle. Some people even believed he was having an affair with the Tsarina. Her relationship with him made the regime unpopular and contributed to the revolution.' **OR** e.g. 'I do not think that she was particularly important. Much more important were the effects of the war. Men were conscripted and this left no one to do the farming, so less food was produced. Soon there were food shortages. This led to an increase in prices when wages were not going up. There was also a shortage of coal which led to factories being shut and to unemployment. The defeats in the war and the enormous casualties also meant people had lost all confidence in the government.'	

© UCLES 2019

Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'She strongly believed in the autocratic power of the Tsar.' 'She strongly urged the Tsar to resist demands for political reform.' 'She became very unpopular, especially during the First World War.' 'When the Tsar took control of the army, she took control of domestic policy.' 'She dismissed many able ministers.' 'She appointed her friends and Rasputin's friends.' 'People suspected she was pro-German and wanted a separate peace.' 'Her close relations with Rasputin made her very unpopular.' 'She let Rasputin have a lot of influence over the government.' 'The fact that the war was going badly was an important cause of revolution.' 'The war caused food shortages.' 'There was much unemployment and much poverty.' 'Nicholas made the mistake of taking over control of the army. He was hopeless and was directly blamed for the way the war was going.' 'The winter of 1916 was a hard one. Prices went sky high and there were shortages of fuel and food.' 'By March there were widespread strikes and demonstrations.' 'The Tsar ordered the troops to fire on demonstrators, but they refused.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think she was very important. She did not know what she was doing and caused a lot of trouble.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**Describe how the lives of young people were affected by Stalin's policies in the 1930s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Education of young people was strictly controlled. There was strict discipline.' 'History was re-written for the classroom with people like Trotsky disappearing from textbooks.' 'Children joined political youth groups like the Pioneers where they were taught political ideas and did lots of sport and camping.' 'There were political groups for children to join such as the Octobrists, the Pioneers and the Komsomol, where they were indoctrinated.' 'In these groups children were organised into brigades and had their own banners, uniforms and songs.' 'A cult of childhood was encouraged because children were seen as essential for the future of socialism and the Soviet Union.' 'The arrest of parents as enemies of the people left children traumatised and marred them socially.' 'Many of the children whose parents had been arrested ended up homeless or in state orphanages.' 'In 1930 universal primary education was introduced.' 'Numbers in secondary education increased enormously.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(b)	**Why were the purges important to Stalin?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Stalin was always worried about threats from those in the Party. He was worried about those who had been important in the past in the Bolshevik Party and were still powerful. Some of them were popular and might be rivals to him. He was especially worried about those who remembered the Revolution and thought that the misery caused by his collectivisation policy was wrong and not part of the original Bolshevik plan. People like Kamenev were arrested and Stalin used show trials where those accused were made to confess their guilt. These showed everybody that Stalin was right – that there were conspiracies against him.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was able to deal with opponents.' 'He started them because he thought his position was under threat from people like Kirov.' 'They enabled him to deal with critics in the Party who were shocked by the deaths and misery caused by Stalin's collectivisation policies.' 'Some in the Party wanted to slow down the drive towards industrialisation and improve relations with the peasants.' 'Old, important members of the Bolshevik Party such as Bukharin were always a potential threat to Stalin.' 'Stalin was worried that important Bolsheviks like Kirov were more popular than he was.' 'During the purges, over one fifth of the members of the Party were shot or expelled.' 'Stalin thought that this terror would frighten people into staying loyal to him.' 'He wanted to make sure that the army stayed loyal and so he purged it.' 'He wanted to create a Party that was totally loyal to him.' 'He wanted to create a Party of people who had no memory of the Revolution and knew only about Stalin.' 'Stalin believed he was the only person who could transform Russia and so opponents had to be got rid of.' 'He was worried that if the pace of industrialisation was slowed down by some in the Party, then Hitler would be able to defeat Russia.'	

© UCLES 2019

Question	Answer	Marks
14(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'They were important to him because he thought they would help him rule the country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(c)	**'Stalin's plotting and scheming explain why he had emerged as leader of the Soviet Union by 1929.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do think that Stalin's plotting and scheming was crucial. He presented himself as a very humble ordinary person and as Lenin's natural successor publishing pictures of the two of them together. His position as General Secretary of the Party allowed him to do his plotting. He gradually put his supporters into positions of power in the Party and got rid of people more likely to support Trotsky. Stalin was regarded as rather dull and he deliberately stayed in the background, building up his support. At the Party Congress in 1924, he packed it with his supporters, allied with Bukharin to defeat Zinoviev and then turned on Bukharin.' **OR** e.g. 'I think Trotsky was to blame for Stalin becoming leader. Trotsky was too arrogant to do any plotting or to try and get people on his side. He didn't attend Lenin's funeral and people thought he couldn't be bothered. He was also not trusted by many in the Party. They thought he might become a dictator because he had the support of the Red Army and many thought his ideas were too extreme and would split the Party. He simply let himself be outmanoeuvred by Stalin.'	

© UCLES 2019

Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'He was in a powerful position – General Secretary of the Party.' 'Stalin gradually put his supporters into key positions in the Party and got rid of those who supported his rivals.' 'Stalin seemed dull and middle of the road and people did not fear him.' 'Stalin was lucky – Lenin's last will criticising Stalin was kept secret.' 'Many in the Party preferred his idea of Socialism in One Country to Trotsky's more radical idea of Permanent Revolution.' 'Stalin played off one group within the Party against another.' 'Stalin schemed. For example, first he allied with Bukharin and then he turned on him.' 'Many members of the Party distrusted Trotsky and his idea of Permanent Revolution.' 'People were worried that as Trotsky had the support of the Red Army, he might turn into a dictator.' 'Trotsky had illnesses and was not always strong enough to deal with attacks on him.' 'Trotsky was arrogant and did not bother to plot to get people on his side.' 'Trotsky did not attend Lenin's funeral.' 'Trotsky's strong ideas about the NEP alienated some people in the Party while Stalin kept quiet.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was how he managed to get power. He was a very scheming type of person.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer		Marks
15(a)	**Describe the impact that radio had on the lives of Americans.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Companies advertised their goods through the radio.' 'By 1930 nearly half of Americans had a radio in their homes.' 'It introduced them to new types of music such as dance bands and jazz.' 'It created a national habit – listening to sports events.' 'Radio made sports personalities national figures.'	**1–4**	
	Level 0 No evidence submitted or response does not address the question	**0**	

© UCLES 2019

Question	Answer	Marks
15(b)	**Why did the lifestyle of some American women change during the 1920s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'One big change was that more women went out to work. Mechanisation in factories made this possible because strength was no longer important. In some new industries like radio, the employers actually preferred women workers. There was also a massive expansion in office work and many young women took these jobs. They were attractive employees because they could be paid less than men.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'More women went out to work.' 'Restrictions on how they dressed weakened.' 'Waistless, knee-length, lightweight dresses became popular, giving women more freedom of movement.' 'More women had short hair.' 'Women smoked in public and drove cars.' 'Make-up became popular.' 'Women had more free time because of labour saving devices in the home.' 'Women's magazines became popular.' 'Flappers had short skirts and lots of make-up.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Their lifestyle changed a lot during this period because of all the new inventions at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
15(c)	**Which was more important in 1920s America, religious or racial intolerance? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think that racial intolerance was more important. In many southern states there were 'Jim Crow' laws which meant that black Americans had to use separate schools, parks and hospitals. These were usually inferior to white ones. They were discriminated against when they tried to get jobs and often suffered from violence. The Ku Klux Klan was a real problem. Its members lynched black Americans but juries, full of white Americans, let them off. This was all a serious problem because it meant that basic American laws and rights did not apply to black Americans.' **OR** e.g. 'Religious intolerance was an important problem in the South and Midwest. This is an area often called the bible belt. There were many Christian fundamentalists living there who tried to hold back behaviour and habits that were coming from big cities and which they regarded as going against the bible. This was important because it led to the Monkey Trial when a science teacher was put on trial for teaching evolution. This showed up the intolerance in the South and how backward it was. Religious intolerance was also important because the Ku Klux Klan took violent action against Catholics.'	

© UCLES 2019

Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The 'Jim Crow' laws which enforced segregation.' 'Black Americans had to use separate schools and hospitals.' 'Black Americans were discriminated against.' 'The Ku Klux Klan attacked and lynched black Americans.' 'People in the South opposed ideas like evolution because of their religious beliefs.' 'Religious intolerance led to violence against Catholics by the KKK.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think racial intolerance was more important because it affected a lot of people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
16(a)	**Describe how jobs were created by the 'alphabet agencies'.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Civilian Conservation Corps gave jobs to young single men who planted trees and cleared land.' 'Three million men were given jobs by the CCC.' 'The Civilian Works Administration gave jobs to millions of people doing useful work such as building roads and sweeping leaves. These jobs were short term ones.' 'The Public Works Administration employed people to build dams, hospitals and schools.' 'They created jobs by putting people on building much needed public services.' 'The TVA created thousands of jobs in building a dam and in all the industries that followed, like electricity.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
16(b)	**Why, in 1937, did Roosevelt put forward proposals to reform the Supreme Court?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Roosevelt wanted to appoint six new judges to the Supreme Court. This would have changed the balance of power in the Court so that a majority supported his policies. He wanted to do this because the Court believed the New Deal was undermining the American Constitution. In 1935 it ruled the National Industrial Recovery Act was unconstitutional and in 1936 it ruled that the work of the AAA was also unconstitutional. Roosevelt felt he had to do something about this otherwise all of his work in the New Deal might be pulled down.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Because the Supreme Court was opposing the New Deal.' 'Because in 1935 and 1936 the Supreme Court said that the work of the NIRA and the AAA was unconstitutional and had to stop.' 'Roosevelt had just had a massive victory in the 1936 election so he felt strong enough to do this.' 'He wanted to appoint new judges to the Supreme Court so that it would not oppose his policies.' 'Because the Republicans had a majority in the Supreme Court.' 'To change the balance of power in the Supreme Court.' 'To protect the New Deal.' 'To stop the Supreme Court opposing the New Deal.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did this to save all his work because of the threats there were to it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
16(c)	**'Roosevelt's massive win in the 1936 presidential election shows that the New Deal was popular.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. He won a landslide victory and the Republicans fought the election trying to criticise him but Roosevelt won a majority in all but two states. The New Deal was popular because although it did not get rid of unemployment, it did reduce it. Many people had jobs and were no longer living in poverty or without a home. It also revived business and industry and stopped bank failures. Most important of all, it gave people confidence that the future would be better.' **OR** e.g. 'Just because he won the election does not mean that the New Deal was popular with everyone. Republicans claimed that Roosevelt was a dictator and was forcing socialism on America. This, they said, was undermining the American way of life and was making people lazy and dependent on government help. Business leaders did not like the government interfering in their affairs or the support the New Deal gave to the trade unions. Even Democrats like Huey Long criticised the New Deal, this time for not doing enough to help people.'	

© UCLES 2019

Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was because Roosevelt won in all but two states.' 'The New Deal was reducing unemployment.' 'The Republicans fought the election on the issue of the New Deal.' 'The New Deal had given people their confidence back.' 'The New Deal revived industry and business.' 'People had been rescued from poverty and homelessness.' 'It was very unpopular with many Republicans.' 'Some accused Roosevelt of being a socialist and a dictator.' 'People argued that the New Deal would destroy the American way of life and American values.' 'It was said that the New Deal was making people lazy.' 'Business leaders did not like the government interfering.' 'The rich did not like paying higher taxes.' 'Father Coughlin said that the New Deal was failing to solve the problems of the poor.' 'Huey Long argued that the New Deal needed to do a lot more for the poor.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Yes, I think this is right. He would not have won the election if the New Deal had been unpopular.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**What was the Xian Incident in 1936?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Chiang Kai-shek was detained by his own men.' 'A telegram was sent demanding an end to the civil war with the Communists.' 'Young army officers demanded that Chiang be killed.' 'Chiang Kai-shek was detained because they wanted a change of policy towards Japan and the Communist Party.' 'Some of Chiang's supporters wanted a truce with the Communists so that the Japanese invasion could be dealt with.' 'Zhang Xueliang only wanted Chiang to change his policy; he did not want him to be killed.' 'Zhou Enlai told Zhang that he did not have the support of the Soviet Union.' 'Zhang realised he did not have the support of the Chinese Communist Party and released Chiang.' 'Chiang's leadership was confirmed and the Communists grew in strength.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
17(b)	**Why did the Second World War strengthen support for the Communists?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Second World War strengthened support for the Communists because they were seen as the ones who had successfully defended China against the Japanese. This won them the support of the peasants. They had used guerrilla-style tactics against the Japanese. They destroyed bridges and railways and ambushed the Japanese. This was in contrast to the reluctance of the Nationalists to fight the Japanese. When the war ended, the Communists had won the hearts and minds of the Chinese peasants.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They fought the Japanese.' 'They seemed to be the only people standing up to the foreign invaders.' 'They introduced reforms in the parts of rural China which they controlled.' 'They won the support of the peasants through their fighting against the Japanese and their reforms.' 'They reduced rents for the peasants and increased taxes for the rich.' 'They appeared to be the party of the people because of their closeness to the peasants.' 'The Nationalists became unpopular – attacking the Communists before the foreign invaders, their corruption and their reluctance to engage with the Japanese.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It made the Communists much more popular because of what they did in the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(c)	**'The Long March solved the Communists' problems.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think the Long March did solve their problems. The problem they had was that they were based in Jiangxi province but the Nationalists were gradually encircling them using a series of blockhouses. Soon the Communists would be facing annihilation. They made the decision to escape and they then marched to Shaanxi. This was a very long march of 370 days over difficult ground. But it took them out of the grasp of the Nationalists and let them recover their strength. This is how it solved their problems.' **OR** e.g. 'The Long March did not solve all their problems. When they reached Yenan their numbers were down to 10 000 from the 80 000 that had started the march. They had been marching for 370 days and were exhausted. They needed time to recover their strength. Another problem was that Shaanxi province was under the control of warlords. Even Chiang had been unable to break their power and so the Communists had them to worry about too. It could be argued that all they had done was to retreat, that the Nationalists had got rid of the Communists from the south and were still in a position to wipe them out while they were weak.'	

© UCLES 2019

Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'They escaped being wiped out by the Nationalists.' 'They were surrounded by the Nationalists while they were in Jiangxi province.' 'The Long March got them away from the threat posed by the Nationalists.' 'When they reached Yenan they were exhausted and their numbers were down.' 'Shaanxi province was ruled by warlords who were very powerful.' 'They were so weak when they arrived that they were still on the point of being destroyed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Long March was very important for the Communists but I do not think it solved all their problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What happened in the power struggle after Mao's death?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Gang of Four managed to hold on to power for only a few weeks.' 'The Gang of Four were arrested.' 'The Gang of Four were blamed for all China's problems.' 'They were put on trial and given life sentences.' 'Two groups emerged struggling for power led by Hua Guofeng and Deng Xiaoping.' 'Hua wanted to carry on with Mao's policies, Deng wanted to go in a new direction.' 'The members of the Party preferred Deng and he won the power struggle.' 'A new economic policy was started in 1978 to produce quick economic growth.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
18(b)	**Why was the Cultural Revolution important to Mao?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'It was important to Mao because it was his attempt to revive the revolutionary spirit in China. He was worried that the revolution was losing its spark. He thought that a privileged class was emerging in the Party that was conservative and forgetting the intentions of the Revolution. As the Revolution faded into the past he was worried that young people had no experience of revolution. Mao thought it was essential to teach them about pure communism and keep the Revolution going.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It would enable him to restore his power.' 'He thought it would keep the Chinese Revolution pure.' 'He thought it would deal with Liu Shaoqi who was opposing Mao's policies.' 'He wanted to achieve a classless society in China where everyone worked together.' 'He was worried that a privileged class was emerging in China.' 'He did not want China to end up like the Soviet Union.' 'Mao's influence was fading.' 'Mao was worried that the revolutionary spirit of the Chinese people was dying down.' 'He thought it was crucial to root out bourgeois influences.' 'He was worried that the young people had no revolutionary experience.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important to Mao because he thought it would enable him to achieve what he wanted in China.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
18(c)	**'Deng Xiaoping's reforms only changed China on the surface.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think that Deng's reforms went deeper than just on the surface. He swept away most of Mao's policies. His were real changes. Farmers were allowed to return to family farming and collectives were dismantled. They were given freedom to decide what they planted. Harvests recovered quickly. Also in industry there was modernisation with money from foreign investors helping. China was heading towards a western-style economy with people able to buy consumer goods. He even released thousands of political prisoners. So I think the reforms were changing China deep down.' **OR** e.g. 'I do not think the reforms were all that deep, especially in politics. Pro-democracy demonstrations broke out in Beijing in 1989. The demonstrators wanted freedom of the press and freedom of speech. The demonstrations were suppressed. The government declared martial law. As many as 300 000 troops were sent to Beijing. Any officials who were sympathetic to the protests were removed. This was all followed by stricter rule by the state. This shows that the reforms were only on the surface.'	

© UCLES 2019

Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Collective farming went and farmers were given more freedom.' 'Industry was modernised.' 'A western-style economy was established.' 'Foreign investment was encouraged.' 'Political prisoners were released.' 'In 1989 protests were suppressed. Reforms then slowed.' 'More repressive measures were introduced such as control of the press.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the reforms were very important but there were some things that did not change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
19(a)	**Describe how the migrant labour system worked before 1948.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Black South Africans travelled far to work in the gold mines.' 'Black South Africans were recruited from their reserves to work in the mines.' 'The workers signed a contract which gave them wages, food and living quarters. Breaking the contract was a criminal offence.' 'When the contract ended the workers went home.' 'Wages were low and conditions in the compounds were poor.' 'Workers would not see their families for months.' 'The workers left their families behind in the rural areas where they lived.' 'Large numbers of workers were needed in the mines.' 'The companies kept wages down by paying workers as if they did not have families to support.' 'Movement to and from the mining areas was controlled by the introduction of pass laws.' 'Mining companies sent agents to encourage chiefs to send men to the mines.' 'The mining companies built compounds/hostels for the workers to live in.' 'Many workers came from outside South Africa, for example, Mozambique.' 'The companies acted together to recruit workers and to pay them on an agreed scale. This helped keep wages down.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why was there some relaxation in the attitude of the South African government towards racial segregation during the Second World War?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'During the war many white South Africans went to fight. This caused a shortage of labour in the factories, especially because industry was expanding. They responded to this by employing more black South Africans. The number of black workers in industry went up by 70%. Some of them took over skilled and semi-skilled jobs. All this meant that the pass laws were relaxed and that blacks were doing jobs that they would not have been allowed to do before.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Industry was expanding because of the need for weapons and so more labour was needed.' 'Pass laws were relaxed to let black workers move around.' 'Many white workers went to fight so there was a shortage of labour.' 'More black people moved to towns for jobs so the government had to relax segregation.' 'To enable South African industry to keep functioning.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The government had a more relaxed attitude because it realised that things had to change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
19(c)	**'Gold mining was mainly responsible for South Africa's economic development up to 1945.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this statement. Up to 1945 South Africa's economy grew quickly and this was due to gold mining. It provided many jobs and was the country's main export. This brought in foreign exchange which could be used to buy oil and advanced technology goods. Also many other industries were stimulated by gold mining because machinery and equipment had to be made. It also boosted coal mining and railways. The industry also paid lots of taxes which helped pay for other things in the country.' **OR** e.g. 'I am not sure about this. Other industries were very important to South Africa's development. The electricity industry expanded enormously. This was crucial to economic development because industries and transport needed the power. Also South Africa's coal and iron industries were expanded and the amount being produced grew quickly. This also helped other industries. The government helped by introducing tariffs on imports to help home industries. All of this helped South Africa's economic development.'	

© UCLES 2019

Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Gold mining provided jobs.' 'It earned foreign currency.' 'It stimulated other industries because it needed machinery and equipment.' 'It paid lots of taxes.' 'It attracted investment and skilled labour into the country.' 'One third of the working population worked in agriculture.' 'Farming produced 20% of the country's economic output.' 'Manufacturing industries grew enormously.' 'The development of the provision of electricity was very important.' 'The iron and coal industries expanded quickly.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I do agree with this. It was very important and the rest of South Africa depended on it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
20(a)	**Describe the security measures introduced by the South African government in the period 1966 to 1976.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Terrorism Act made terrorism a separate crime equal to treason.' 'Murder and possession of arms and explosives were terrorist acts.' 'The receiving of military training was considered a terrorist act.' 'Convicted terrorists could receive the death penalty.' 'The Security Act allowed suspects to be detained without charge for 12 months.' 'The 12 months detention was renewable.' 'Potential witnesses could be detained for six months in solitary confinement.' 'This enabled the state to detain indefinitely anyone who was a threat to law and order.' 'It allowed the state to detain anyone acting against the policy of apartheid.' 'BOSS was set up to help with state security.' 'The State Security Council was set up to advise the Prime Minister on security matters.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why did the government begin to grant independence to Homelands from 1976?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'By doing this they hoped that black South Africans would all go to the Homelands and leave South Africa. This would save South Africa lots of money. It would no longer have to pay money for houses, schools and hospitals for black South Africans. The hope was that South Africa would be left for white South Africans.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Citizens of the new independent states lost their South African citizenship.' 'The leaders of the new states were African leaders willing to collaborate with the South African government.' 'The South African government thought that this would make it look like a progressive government.' 'This would leave South Africa with white people as the single largest racial group.' 'They would exclude black South Africans from South Africa.' 'It would get credit internationally for giving black people self-government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because it thought it might help the situation in South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
20(c)	**'The impact of Steve Biko was the most important factor in the opposition to apartheid in the period 1966 to 1980.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The impact of Steve Biko was very important. This was because his ideas of Black Consciousness inspired the young people in Soweto. This led in 1976 to demonstrations by thousands of black school children against the government decisions that half their subjects should be taught in Afrikaans which was regarded as the language of oppression and white supremacy. Biko's idea was that black people should have pride and confidence in their own language and culture. The South African government reacted with great violence and news of this went round the world making the government even more unpopular.' **OR** e.g. 'I think the armed struggle carried out by the ANC was more important. The armed struggle was continued after Mandela was imprisoned in 1963. This was continued from their bases in nearby countries such as Mozambique and Angola. These countries were independent and were willing to support the ANC in its struggle. Training bases were set up and raids were made into South Africa such as the bomb explosion at an oil refinery in 1980. South Africa was being threatened with oil sanctions and so this kind of attack was dangerous. The importance of the campaign by the ANC can be seen by the measures Botha tried to take against it in his Total Strategy.'	

© UCLES 2019

Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'He said black people should be proud and confident in being black.' 'They should be proud of their own culture.' 'Black people should not rely on well-meaning white people in their struggle against apartheid but should do it for themselves.' 'He achieved solidarity and assertiveness among black people.' 'While at university he organised strikes and demonstrations.' 'He inspired the Soweto riots.' 'His terrible death at the hands of the security forces had a big impact internationally.' 'Bases set up by the ANC outside South Africa and the raids it launched.' 'The black workers' strikes of 1973.' 'Revived trade union activity.' 'Opposition from abroad.' 'International sanctions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The impact of Steve Biko was great. He had a real impact on black South Africans and how they thought and acted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**Describe the part played by the Soviet Union in the politics of the Middle East during the period 1954 to 1976.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In the Suez Crisis the Soviet Union threatened to attack Israel.' 'In 1955 Nasser bought planes (bombers and fighters) and tanks from the USSR.' 'The Soviet Union has opposed Zionism.' 'The Soviet Union has supported Arab regimes.' 'The Soviet Union has armed Syria.' 'The Soviet Union supported Yasser Arafat and the Palestinian cause.' 'It broke off diplomatic relations with Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
21(b)	**Why did Arab states introduce an oil embargo in 1973?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The main reason was the USA's involvement in the Yom Kippur War. When Egypt and Syria launched an attack on Israel the USA quickly supplied Israel with arms. OPEC raised the price of oil, cut production and then introduced the embargo. The Arab countries regarded the USA and its allies as the enemy for supporting Israel. The aim was to stop the USA from supporting Israel in the future.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was aimed at countries that supported Israel in the Yom Kippur War.' 'It was to punish the USA for arming Israel.' 'Because of the dependence of the USA and other countries on Arab oil.' 'To raise the price of oil. It went up by four times by 1974.' 'To make the producing countries much richer.' 'To push countries like the USA and Britain towards a more pro-Arab position.' 'To strengthen their position in the post-war negotiations.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they thought it would make them much stronger.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
21(c)	**How far were the Camp David Accords of 1978 a success? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think they were a failure. On the Arab side only Egypt was involved, while to achieve a real settlement in the Middle East all the Arab countries needed to agree. They were totally against the agreements which were condemned throughout the Arab world. The Arab League announced a boycott of Egypt. Sadat became very unpopular, even in Egypt, and was assassinated in 1981.' **OR** e.g. 'They were a success. They represented the first peace deal between Israel and an Arab state. They agreed a framework for peace in the Middle East and this led to an Egyptian-Israeli peace treaty in 1979 which has brought peace to relations between the two countries. Israel agreed to move out of Sinai which was returned to Egypt. At the same time Israel was recognised by Egypt. This was an enormous achievement because the two countries had been enemies for years and had fought four major wars against each other.'	

© UCLES 2019

Question	Answer		Marks
21(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'They were a failure because they were rejected by all the Arab countries except Egypt.' 'Sadat and Begin were awarded the Nobel Peace Prize.' 'Parts of the Accords were rejected by the United Nations.' 'They ended the state of war between Israel and Egypt.' 'Sinai was returned to Egypt.' 'They did little to solve the problem of Palestine.' 'Egypt got Sinai back.' 'Israel was recognised by Egypt.' 'The Arab League boycotted Egypt.' 'They brought peace to Egyptian-Israeli relations.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'On the whole I do not think they were a success because not much came out of them.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

© UCLES 2019

Question	Answer	Marks
22(a)	**What was the Intifada of 1987–1993?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was an uprising by Palestinians.' 'It began in a refugee camp after an Israeli army truck killed four Palestinians.' 'It consisted of strikes and civil disobedience.' 'Palestinians refused to pay taxes or work in Israeli settlements.' 'Stones and Molotov cocktails were thrown at Israeli soldiers.' 'Israeli forces used violence against the protestors, including children.' 'Over a thousand Palestinians were killed.' 'Palestinian child protestors were beaten.' 'Its aim was Israeli withdrawal from the territories.' 'They wanted to stop Israeli curfews and checkpoints.' 'It was led by members of the PLO and community councils.' 'Israel responded by deporting those involved and destroying their houses.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
22(b)	**Why was Yasser Arafat important to the Palestinian cause?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Yasser Arafat led the PLO for a long time. One way in which he was important to the Palestinian cause was when he changed tactics in 1988 and rejected terrorism, accepted Israel's right to exist and supported a two-state solution. He followed this up in secret talks with the Israelis in Oslo that led to the 1993 Oslo Accords which set up the Palestinian National Authority. He became President. This was an important step for the Palestinians.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He led the PLO for many years.' 'He publicised the Palestinian cause.' 'He spoke at the UN in 1974 to support the Palestinian cause.' 'He was President of the Palestinian National Authority in the 1990s.' 'He co-founded Fatah, a terrorist organisation.' 'In 1988 he recognised Israel's right to exist and supported a two-state solution.' 'He led the PLO in negotiations with Israel, for example, the Madrid Conference of 1991 and the Oslo Accords of 1993.' 'In 1994 he was awarded the Nobel Peace Prize.' 'He is seen as a heroic freedom fighter by Palestinians.' 'He led the PLO against Jordan.' 'In 1974 the PLO was admitted to the Arab League and recognised as the only representative of the Palestinian people.' 'He changed the direction of the PLO in 1988 and repudiated terrorism.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was their leader and was very important to them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
22(c)	**Did the PLO help or harm the Palestinian cause between 1964 and 1993? Explain your answer.**	**10**
	Level 5 Explains with evaluation **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think the PLO has helped the Palestinian cause. This is especially the case when in the 1990s it changed tactics and used negotiation rather than violence. It took part in negotiations with Israel in Oslo and these talks resulted in the Oslo Accords. This led to the Palestinians getting the right to self-government in the Gaza Strip and the city of Jericho in the West Bank through the creation of the Palestinian Authority. This was not everything that the Palestinians wanted but was a major step towards an independent Palestinian state. This was achieved by the PLO.' **OR** e.g. 'For a long time the activities of the PLO did not really help the Palestinian cause. Its terrorist acts like plane hijackings lost it international support. It also suffered reversals when it was ejected from Jordan and then Lebanon. None of this helped the Palestinians much, especially when groups within it like Black September committed the Munich Massacre in 1972. This can be seen by the fact that the PLO gradually moved from violence to political methods in the 1970s and 1980s.'	

© UCLES 2019

Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was set up in 1964 to liberate Palestine through armed struggle.' 'It is recognised as the only legitimate representative of the Palestinian people.' 'In 1993 it got Israel to recognise it as the representative of the Palestinian people.' 'In the 1960s it committed a series of terrorist acts.' 'It was in conflict with Jordan and was expelled.' 'The PLO attracted much hostility from Arab states because of its actions.' 'Both Syria and Jordan expelled the PLO and Egypt abandoned it when making peace with Israel in 1978–9.' 'The PLO's support for Saddam Hussein's invasion of Kuwait brought criticism from the international community.' 'Israel expelled it from Lebanon.' 'In 1988 it accepted the two-state solution.' 'In 1996 it rejected the policies of destroying Israel and armed resistance.' 'It negotiated with Israel in the Oslo Accords.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The PLO tried to help the Palestinian cause but it did not always succeed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019