GradeMax

**Cambridge Assessment International Education**
Cambridge International General Certificate of Secondary Education

**HISTORY** **0470/13**

Paper 1 **October/November 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 October/November 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level 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 **94** printed pages.

© UCLES 2019

Cambridge Assessment International Education

**[Turn over**

PapaCambridge

GradeMax

**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

PapaCambridge

GradeMax

| |
|---|
| GENERIC MARKING PRINCIPLE 5:<br><br>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:<br><br>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

PapaCambridge

GradeMax

## 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

PapaCambridge

GradeMax

## SECTION A

| Question | Answer | Marks |
|---|---|---|
| 1(a) | **What were the April Laws (March Laws) in Hungary in 1848?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Laws pushed forward by the dominating liberals.'<br>'They made the Hungarian Government responsible to the Hungarian Diet in Budapest and not the Imperial Government in Vienna.'<br>'They abolished serfdom.'<br>'They introduced religious freedom and abolished press censorship.'<br>'There was equality for all in the eyes of the law.'<br>'The National Guard was formed to defend Hungary's freedom.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Why was there support for revolutionary ideas in France in 1848?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Many were unhappy that the government had done nothing to end the economic depression following the recession in 1846–47. Large numbers of people were unemployed and many thought that the government was corrupt. As a result, they called for greater freedoms, including the right to vote.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The government was not doing enough to help people.'<br>'There was increased taxation.'<br>'The government of Louis-Philippe refused to carry out reforms.'<br>'A major recession in 1846–47 added to popular unrest.'<br>'Some liberal ideas spread among workers and some wanted the power to control their own small businesses.'<br>'People wanted political reform as they saw the government as corrupt.'<br>'Some wanted the right to vote.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Because people were unhappy.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 1(c) | **'The 1848 revolutions brought little change to Germany.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Revolutions spread across Germany. Liberals and nationalists met to draft a new constitution but failed. Prussian attempts to become leader of a united Germany were quashed by Austria.'<br>**OR**<br>e.g. 'There was some change because of the 1848 revolutions in Germany. Reforms were introduced in some parts of the country. The German governments agreed to create three constituent assemblies at Berlin, Vienna, and Frankfurt by which democratic constitutions were to be drafted for Prussia, Austria, and Germany. Although the Frankfurt Parliament was closed in 1849, it had begun a series of debates about the way German states were ruled and the rights which should be given to the people. The Constitution of 1850 for Prussia remained.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 1(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Frederick William IV of Prussia introduced some liberal reforms.'<br>'They were not successful because demands were initially agreed to and then power was regained.'<br>'The Frankfurt Parliament failed.'<br>'There were many divisions in the Frankfurt Parliament.'<br>'The liberals wanted to draft a constitution.'<br>'The radicals wanted a law-making parliament.'<br>'It needed to decide whether Germany should include Austria.'<br>'Frederick William IV turned down the crown as German Emperor.'<br>'Austria was able to reassert its influence.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The revolutionaries were not well organised.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 2(a) | **What was agreed by the Treaty of Prague, 1866?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The treaty acknowledged Prussia's position as the major power in northern Germany.'<br>'The Duchies of Schleswig and Holstein, the Kingdom of Hanover, Electoral Hesse, the Duchy of Nassau and the city of Frankfurt were taken by Prussia.'<br>'A new North German Confederation was formed, with Prussian leadership. Its members included Saxony.'<br>'Austria agreed to abandon any authority in southern Germany.'<br>'Austria paid a war indemnity.'<br>'In Italy the Austrians agreed to give up Venetia but were left free to defend the South Tyrol.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Why was the Spanish Succession crisis important for German unification?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Bismarck wanted an opportunity to fight the French to reduce the power of France in Europe. Napoleon wanted to secure the candidature for the Spanish throne and this gave Bismarck his opportunity. The French ambassador to Prussia asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future be put up as a candidate for the Spanish throne. When Bismarck received a report about this he decided to edit the despatch, making it seem that the King was abrupt in his refusal and the French were more demanding than they had been. When he released it to the French and Prussian press, the French demanded war, giving Bismarck the opportunity he was looking for.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The Spanish throne had been empty since 1868.'<br>'It was offered to German Prince Leopold.'<br>'He was related to the King of Prussia but did not want the Spanish crown.'<br>'The French ambassador to Prussia asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future be put up as a candidate for the Spanish throne.'<br>'Bismarck received a report from the King's secretary.'<br>'He decided to edit the despatch making it seem that the King was abrupt in his refusal and Benedetti was more demanding.'<br>'He released it to the French and Prussian press.'<br>'The French demanded war.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There was a dispute about who should be the King of Spain.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 2(c) | **'Bismarck caused the war with Austria in 1866.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Some think Bismarck deliberately agreed to this so that it would be easier to pick a quarrel with Austria. Bismarck managed to get a promise of French neutrality and relied on British and Russian neutrality. With this control, he picked a war with Austria.'<br>**OR**<br>e.g. 'If Austria did not rise to the bait, there would be no war. Bismarck did not know whether Austria would respond to his provocations and so his preparations were speculative. Austria was also responsible for the war.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 2(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Bismarck agreed to split Schleswig-Holstein between Austria and Prussia.'<br>'Schleswig-Holstein would allow Bismarck the opportunity to antagonise Austria.'<br>'Bismarck agreed with Italy that it would be rewarded for attacking Austria.'<br>'Bismarck gained French neutrality in the event of an Austro-Prussian war.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Bismarck made careful preparations.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 3(a) | **What was the Freedmen's Bureau?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Freedmen's Bureau was the popular name for the US Bureau of Refugees, Freedmen, and Abandoned Lands.'<br>'It was established by Congress to provide practical aid to newly freed black Americans.'<br>'It was led by Major General Oliver O Howard.'<br>'The Bureau built hospitals and gave medical assistance to more than 1 000 000 freedmen.'<br>'Rations were distributed to impoverished black people as well as white people.'<br>'Its greatest accomplishments were in education.'<br>'More than 1000 schools were built and over $400 000 spent to establish teacher-training institutions.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 3(b) | **Why was the US Constitution changed in the 1860s?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The 14th Amendment was passed in April 1866, partly because of the 13th Amendment. Ending slavery was not popular in the southern states and many introduced "black codes" to keep the freed slaves as second-class citizens. The new amendment was made to ensure that the right to freedom given by the 13th Amendment could not be taken away by a future government. The 14th Amendment was the Civil Rights Act and it gave all citizens equality before the law. Federal government also reserved the power to intervene if an individual state tried to pass laws to restrict the legal rights of freed slaves.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The 13th Amendment ended slavery.'<br>'Lincoln announced his intention to end slavery in September 1862.'<br>'On 1 January 1863 Lincoln proclaimed that ending slavery was now a war aim.'<br>'The Senate passed the amendment in 1864 but it failed to get the necessary majority in the House.'<br>'The change was approved in January 1865 and added to the Constitution in December 1865.'<br>'The 14th Amendment was passed in April 1866.'<br>'The 14th Amendment was the Civil Rights Act.'<br>'All citizens were given equality before the law.'<br>'The 15th Amendment was introduced in 1869 but not ratified until 1870.'<br>'This made it illegal to deny the right to vote based on colour or race.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The law was changed.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 3(c) | **'The South lost the Civil War because its economy was weak.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Confederacy only had 11 states compared to the North's 25 states. This inevitably meant the South had fewer men to fight with and fewer resources. The North had the advantage industrially. It had the factories to mass produce weapons and supplies. The North had a sizeable navy which could be used to blockade the Southern states.'<br>**OR**<br>e.g. 'It could be argued that the North had better military leadership. The Union had a winning team in Grant and Sherman. Grant is sometimes seen as the war's greatest soldier and was responsible for important victories at Fort Donelson and Vicksburg. He became overall commander of the North's forces in 1864. Sherman was important as he captured Atlanta and took the war much further into Confederate territory than was expected. This had the effect of weakening the Confederacy both logistically and psychologically.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 3(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'There were more states in the North.'<br>'The North had more men and bigger armies.'<br>'The North had a navy.'<br>'The North had manufacturing industry.'<br>'The South had less able commanders.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The North was more powerful than the South.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 4(a) | **Describe the French policy of assimilation.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The concept was based on the idea of spreading French culture to the colonies.'<br>'Natives of these colonies were considered French citizens if the culture and customs of France were adopted.'<br>'This also meant they would have the rights and duties of French citizens.'<br>'The French set up four communes in Senegal based on this idea.'<br>'Slavery was abolished and the four communes were given voting rights.'<br>'The residents of the four communes were referred to as the "originaires".'<br>'Blaise Diagne was the first black deputy in the French assembly.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 4(b) | **Why did the Opium Wars take place?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'A trade dispute between the British and the Chinese Qing Dynasty was the cause of the Opium Wars. British merchants were growing rich trading in Chinese goods, such as silk and tea. However, the Chinese would not buy British products in return. They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain. To stop this, the East India Company and other British merchants began to smuggle Indian opium into China illegally, for payment in silver. This was then used to buy tea and other goods. By 1839, opium sales to China paid for the entire tea trade. The Chinese wanted to stop the trade as there were millions of addicts in the country. In May 1839 they forced the British to hand over the stocks of opium for destruction. This outraged the British and was the incident that sparked conflict.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'There was a trade dispute between the British and the Chinese Qing Dynasty.'<br>'British merchants were growing rich trading in Chinese goods, such as silk and tea.'<br>'The Chinese would not buy British products in return.'<br>'They would only sell their goods in exchange for silver, and as a result large amounts of silver were leaving Britain.'<br>'The East India Company and other British merchants began to smuggle Indian opium into China illegally, for which they demanded payment in silver.'<br>'This was then used to buy tea and other goods.'<br>'The Chinese wanted to stop the trade as there were millions of addicts in the country.'<br>'In May 1839 they forced the British to hand over the stocks of opium for destruction.'<br>'The British were outraged and this sparked conflict.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 4(b) | **Level 1 General answer lacking specific contextual knowledge** **1**<br>e.g. 'There was an illegal trade going on.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 4(c) | **'The Indian Mutiny broke out because of the introduction of the greased cartridges.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Mutiny broke out among the "sepoys" in the Bengalese army of the East India Company. The sepoys believed they were issued with bullets greased with cow or pig fat. This offended both the Hindu and Muslim religions. The sepoys had to bite the ends of the cartridges and they mutinied against this.'<br>**OR**<br>e.g. 'There was opposition and unrest brought about by the reforms Lord Dalhousie was trying to introduce. They were being introduced too quickly and they ignored many Eastern customs and religious practices. This apparently dismissive approach to Indian customs contributed to resentment against the British.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 4(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The British were trying to bring in reforms.'<br>'The views of Indians were ignored.'<br>'Religion was an issue.'<br>'The cartridges for the guns were thought to be greased with cow or pig fat.'<br>'Hindus and Muslims believe it is wrong to eat cow or pig fat.'<br>'When they had to bite the tops off the cartridges they refused.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The Indians disliked being ruled by the British.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 5(a) | **What territories in Europe did Germany lose in the Treaty of Versailles?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Alsace Lorraine was given to France.'<br>'Eupen, Malmedy and Moresnet were given to Belgium.'<br>'North Schleswig was given to Denmark.'<br>'West Prussia, Posen and some of Upper Silesia went to Poland.'<br>'The Saar Basin was put under the control of the League of Nations.'<br>'Memel was given to Lithuania.'<br>'Danzig became a free city.'<br>'Hultschin became part of Czechoslovakia.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 5(b) | **Why did the Treaty of Sèvres cause political problems in Turkey?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The treaty caused political problems because the Turks thought they had been too harshly treated. They lost land to Greece, Yugoslavia, Italy and territories in the Middle East were given over as mandates held by Britain and France. Turkey's tax system, finances and budget were also to be controlled by the Allies. This treatment humiliated and angered the Turks. The nationalist movement grew in strength because of the discontent the treaty raised, and Mustafa Kemal led troops into Smyrna, forcing the Greeks to withdraw and the treaty to be redrawn.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'Turkey was forced to accept the independence of the Kingdom of Hejaz and Armenia.'<br>'Turkey lost lands in the Middle East to Britain and France.'<br>'Land was lost to Greece and Italy.'<br>'The Dardanelles became an international waterway.'<br>'The nationalist movement grew stronger.'<br>'Kemal challenged the treaty.'<br>'Greece was forced to give up Smyrna.'<br>'The Allies interfered in Turkey's financial affairs.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Turkey lost land and the people were unhappy about this.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 5(c) | **'The Treaty of Versailles was unjust.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Germany thought that the "war guilt" clause was particularly unjust as they were not the only ones to blame for the war. Because they were forced to accept blame, they had to pay for all the damage. They thought that the reparations bill was so high that it would destroy them and thought that this was revenge rather than a just peace.'<br>**OR**<br>e.g. 'Germany was operating double standards. Its call for fairer treatment did not fit with the harsh manner it treated Russia in the Treaty of Brest-Litovsk. In any event, the Treaty did not weaken Germany as much as they complained it might. By 1925, German steel production was twice that of Britain.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 5(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Germany thought it was a dictated peace.'<br>'They thought the reparations were harsh.'<br>'It left their armed forces depleted.'<br>'The Allies thought Germany treated Russia worse.'<br>'The Allies said Germany had agreed to the terms of the Armistice.'<br>'The Allies believed Germany would have imposed a harsh treaty if they had won.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The Germans didn't like the treaty.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 6(a) | **Describe Hitler's policy towards Czechoslovakia in 1938–39.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Hitler wanted to bring the Germans who lived in the Sudetenland into the Reich.'<br>'Hitler encouraged the German-speaking Czechs to protest against the government.'<br>'In May 1938 Hitler considered seizing Czechoslovakia.'<br>'In March 1939 he invaded the whole of Czechoslovakia.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 6(b) | **Why was there an increase in militarism in Italy under Mussolini?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'One reason for the increase in militarism was that Mussolini adopted aggressive policies. He wanted to make Italy great again, especially after their poor treatment at the end of WWI. This was popular with Italians.'<br>**OR**<br>e.g. 'To carry out his policy required rearmament, and this increased job opportunities. This was also popular, particularly in the Depression when unemployment was high. This encouraged him to make policy even more aggressive, eventually invading Abyssinia in 1936.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'Aggression was a response to the Depression.'<br>'Mussolini invaded Abyssinia.'<br>'Italy sent troops to support the Nationalists in the Spanish Civil War.'<br>'Italy signed the Rome-Berlin Axis.'<br>'Italy joined the Anti-Comintern Pact.'<br>'The Pact of Steel was signed with Germany.'<br>'Italy rearmed.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The Italians liked Mussolini's policies.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 6(c) | **How far was Hitler's determination to overturn the Treaty of Versailles to blame for war in 1939? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Hitler's policy wasn't the only thing to blame for the outbreak of war. Chamberlain and Daladier assumed that if they followed appeasement it would reduce the chances of war. They gave in to Hitler's demands. This encouraged Hitler to demand more. It showed them as weak – giving in to a bully.'<br>**OR**<br>e.g. 'It was Hitler's determination to overturn Versailles which caused the war. He destroyed the Treaty by re-arming and introducing conscription. He then re-occupied the Rhineland which was also against the Treaty. He went on to reunite with Austria and to try to unite all German-speaking people.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 6(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Hitler wanted Germany to be strong and to unite all German-speaking people who had been separated after the Treaty.'<br>'He wanted Anschluss with Austria, forbidden under the Treaty.'<br>'Hitler wanted to militarise the Rhineland.'<br>'Hitler wanted lebensraum.'<br>'The Allies miscalculated and thought they could appease Hitler's demands.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Hitler hated the Treaty of Versailles.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 7(a) | **What changed in the US-Soviet relationship between the Yalta and Potsdam Conferences?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Truman replaced Roosevelt as President of the USA.'<br>'Truman was inexperienced in foreign policy and distrusted Stalin.'<br>'Stalin did not stick to the promise he made at Yalta.'<br>'Churchill was replaced during the Conference by Attlee.'<br>'Attlee's main concern was to establish the welfare state in Britain.'<br>'The USA had developed an atomic weapon.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 7(b) | **Why was Germany split in two in 1949?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'At Potsdam, there was a fundamental disagreement between Stalin and Truman over how to treat Germany. Stalin wanted to cripple Germany to protect the USSR against future threats and huge reparations for the damage done to the USSR. Truman was against this as he did not want to repeat the mistakes made in the Treaty of Versailles.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The Allies could not decide about how to treat Germany.'<br>'Stalin wanted to cripple Germany, so it could not attack Russia again.'<br>'Each of the Allies had a zone of control in Berlin.'<br>'The US wanted to strengthen Germany.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Germany was divided into East and West.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 7(c) | **How far was the Cold War caused by the USSR's need for security? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The USSR wanted to keep Germany weak and to build a buffer zone between the USSR and the West to avoid any future attack. The Red Army made sure the governments in the Eastern European states were communist controlled. The USA interpreted this as the start of communism being spread around the world, but Stalin argued that it was simply for security.'<br>**OR**<br>e.g. 'Stalin did not simply want security from the Eastern European states. The Russian economy had been ruined by war and he wanted reparations from Germany.'<br>**OR**<br>e.g. 'The USA's response to Stalin's actions was also to blame for the Cold War. The Truman Doctrine offered support to any free people struggling to avoid communism. The Marshall Plan was set up to help the vulnerable European economy suffering from the after effects of war. Stalin saw this as aggressive and refused to allow Soviet bloc countries to accept aid. He thought the real purpose was for the USA to build up their power in Europe and benefit their own economy.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 7(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Stalin wanted to avoid future attack by the West.'<br>'He built a buffer zone of Eastern European states.'<br>'The Soviet Union and USA had different ideologies.'<br>'The Soviet Union and the USA did not trust each other.'<br>'Stalin wanted to spread communism.'<br>'Eastern Europe became communist controlled.'<br>'Stalin set up Cominform and Comecon.'<br>'Stalin wanted reparations for WWII.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The USSR and USA were both to blame.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 8(a) | **Describe how Kennedy dealt with the Cuban Missile Crisis.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'He decided to blockade the island.'<br>'Kennedy announced the discovery of Soviet missiles on Cuba to the American public on 22 October.'<br>'He stated that any missile launched from Cuba would be treated as an attack on the USA.'<br>'He had air force and ground troops prepared for an attack on Cuba on 23 October 1962.'<br>'He raised military readiness to DEFCON2 on 25 October.'<br>'On 27 October he decided to delay an attack on Cuba and accepted the terms of a letter sent to him by Khrushchev the day before.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 8(b) | **Why did the USA want to overthrow Castro?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The USA wanted to overthrow Castro because it saw the Cuban Revolution as a threat. Castro's policies reduced American influence in Cuba. American companies had dominated much of the Cuban economy, but Castro nationalised many industries and this took power and money away from American business.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The USA had supported Batista.'<br>'Castro was a Communist.'<br>'Castro took over American owned businesses in Cuba.'<br>'The USA was concerned about the spread of communist ideas close to its shores.'<br>'Land owned by American companies was given to Cubans.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The USA disliked Castro.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 8(c) | **How successful was the outcome of the Cuban Missile Crisis for Khrushchev? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how successful'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The outcome of the Cuban Missile Crisis could be considered a success for Khrushchev because he got the USA to withdraw its nuclear missiles from Turkey. He was able to portray himself as a responsible leader who had saved the world from a nuclear holocaust as he had contacted Kennedy with proposals to end the dispute. Keeping Cuba safe from US intervention could also be seen as a success; the USSR had supported a communist government very close to the borders of the USA and was interested in using it as a jumping off point for the expansion of communism in Central and South America.'<br>**OR**<br>e.g. 'The outcome could also be considered a limited success for Khrushchev. He had to keep the withdrawal of the missiles in Turkey a secret and so was unable to use this for propaganda purposes. Also, he had been forced to back down and withdraw the missiles from Cuba and this was infuriating for Soviet military leaders, particularly as the US insisted on counting the missiles, which they found humiliating. Annoyance in the USSR at the way Khrushchev had apparently backed down was a contributing factor to his removal from power in 1964.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 8(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Khrushchev had to withdraw the missiles from Cuba.'<br>'Soviet military leaders were angry at the terms of the withdrawal.'<br>'Khrushchev claimed he had saved the world from nuclear war.'<br>'The US removed missiles in Turkey.'<br>'This removal of US missiles was not publicised.'<br>'Khrushchev was criticised in the USSR for backing down.'<br>'Castro was angry and felt he had been abandoned by Khrushchev.'<br>'Khrushchev had stopped US intervention in Cuba.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Khrushchev withdrew the missiles.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

## SECTION B

| Question | Answer | Marks |
|---|---|---|
| 9(a) | **What was an artillery bombardment?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Enemy lines were shelled.'<br>'Heavy guns were used.'<br>'The firing took place from behind the Allies' trench lines.'<br>'The enemy trenches were bombarded with shells, sometimes for days or weeks at a time.'<br>'The bombardment was meant to make attacking enemy trenches easier.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 9(b) | **Why was attacking across 'no man's land' so difficult?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Attacking across no man's land was difficult because the enemy hadn't been killed in the bombardment. Instead of being dead, as the British soldiers were told they would be, the German army were in deep dugouts, safe from the British shelling which preceded the attacks. They had time to man their machine gun positions while the British troops went over the top. No man's land was covered in mud, shell holes and barbed wire. This meant the troops could only make slow progress, allowing the German army to fire at them easily.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The enemy had not been killed.'<br>'The land was difficult to cross with shell holes and barbed wire.'<br>'Often the soldiers were told to walk.'<br>'The British soldiers were carrying heavy equipment – 66 lbs of kit.'<br>'The German dugouts were deep and safe from bombing.'<br>'The Germans were waiting with machine guns.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'No man's land was the land between the trenches.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 9(c) | **'The Battle of the Somme served no useful purpose.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Battle of the Somme did serve a useful purpose. In 1916, the French army came under intense pressure at Verdun. The Germans hoped it would break French morale if this heavily fortified town and symbol of French military pride was captured. The attack by the British on the Somme drew away some of the German troops and relieved some of the pressure on the French defences.'<br>**OR**<br>e.g. 'In many ways the Battle of the Somme seemed like an awful loss of life for very small gains. When the Somme campaign was called off, the British had taken a strip of land 25 km long and 6 km wide. This cost the lives of 20 000 British troops on the first day of the battle alone, with another 40 000 being injured at the same time. New technology was used in the shape of tanks but they broke down and were ineffective.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 9(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The Battle of the Somme eased the pressure on the French at Verdun.'<br>'It drew German troops away from Verdun.'<br>'It allowed the French army to regroup under Marshal Petain.'<br>'The French army survived.'<br>'Paris was now not in danger until 1918.'<br>'The Battle of the Somme made a modest gain of land.'<br>'It sapped the strength of the German army.'<br>'German losses would have an impact later in the war.'<br>'The British attempted a new tactic by using tanks.'<br>'There were massive casualties on both sides.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There were many casualties.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 10(a) | **What were the 'Pals Battalions'?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Pals Battalions were made up of friends who joined up together.'<br>'They were volunteers.'<br>'Men would join at football matches.'<br>'They were put into the same units in the army.'<br>'It was thought they would fight better if they were with their pals.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 10(b) | **Why was the Defence of the Realm Act passed?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'DORA allowed the government unprecedented control of many aspects of people's daily lives so that the country could focus on the war effort. The government was allowed to seize any land or buildings it needed, and to take over any industries which were important to the war effort. It was also allowed to control what the public knew about the war through censorship. This meant that sensitive information was not published and people's morale was kept up.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 10(b) | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'It allowed the government to make any regulations considered necessary for the safety of the country.'<br>'It meant the government did not have to keep going to Parliament to pass individual acts for changes in the law.'<br>'It meant the government had control of all docks and railways.'<br>'The coal mines were nationalised to support the war effort.'<br>'Strikes were declared illegal in vital industries such as mining.'<br>'Miners, farmers and machine-tool operators were not allowed to join the Army because their skills were needed for the war effort.'<br>'The "Direction of Labour" meant a man could be directed to do a certain job which was vital for the war effort.'<br>'Under DORA, the government could take over land and turn it into farm production.'<br>'The government brought in air raid precautions.'<br>'Censorship of the press was brought in.'<br>'Only good news was published to keep up civilian morale.'<br>'Sensitive information had to be stopped from leaking out to the enemy.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'DORA affected daily life for everyone in Britain.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 10(c) | **'German civilians suffered more than British civilians during the war.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Great Britain, being an island, was especially vulnerable to blockade as it had to import large amounts of food and other raw materials from other countries. This meant British civilians suffered a great deal. The German campaign of unrestricted warfare had a devastating effect and resulted in the introduction of rationing. By late 1915, the number of volunteers joining the army was not enough and conscription was introduced. This meant men between 18 and 41 were compulsorily enlisted into the armed forces. Men had to go and fight, leaving the women folk to keep the family going.'<br>**OR**<br>e.g. 'German civilians suffered more, especially towards the end of the war. The British blockade of German ports meant that food supplies were very short and in February 1917 German rations were cut by more than half to only 1000 calories a day. There were food riots across Germany. The potato crop failed in 1916 and people were driven to eating turnips (cattle fodder) instead. By the end of the war, the German population was facing starvation.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 10(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. Britain:<br>'There were food shortages because shipping was being sunk.'<br>'Food rationing was introduced.'<br>'Shortages could affect health and morale.'<br>'There was some bombing of civilians by German ships and Zeppelins.'<br>'Conscription was introduced to recruit enough manpower to fight the war.'<br>'Women had to work in munitions and on the land to keep the country going.'<br><br>e.g. Germany:<br>'The blockade of German ports cut food imports.'<br>'Civilian rations were cut in February 1917.'<br>'People were forced to eat cattle fodder and synthetic products.'<br>'Germany already had conscription in 1914 and 3.8 million reserves were called up at the start of the war.'<br>'Women and young people had to fill the jobs left by the men, many of them working in the munitions industries.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Both sides suffered.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 11(a) | **Describe Hitler's actions against the Communists in 1933.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Communists were blamed for the Reichstag Fire.'<br>'Hitler exploited this to encourage fear of communism.'<br>'The KDP (Communist Party) were repressed.'<br>'Communists could be arrested and held without trial.'<br>'Communists were intimidated by the Nazis in the March elections and their meetings were broken up by the SA.'<br>'The Communists were the main target of the Nazis in the March elections and their slogan was "the Battle against Marxism".'<br>'The KDP was banned.'<br>'Communists were rounded up and put into prison camps.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 11(b) | **Why did Hitler turn against the SA in 1934?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Röhm wanted a second revolution to ensure socialist policies were put into practice, including taking wealth from the rich. Many leading industrialists felt that the SA programme was too close to communism. Hitler decided to get rid of the SA because he needed the support of the industrialists.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'Röhm was a challenge to Hitler.'<br>'Röhm's views were too left wing.'<br>'The SA was violent.'<br>'Hitler was worried he would lose support.'<br>'He no longer needed the SA.'<br>'Röhm wanted to take control of the army.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'To get rid of opposition.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 11(c) | **'The Depression was the most important reason why Hitler was able to come to power in 1933.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Depression was a very important reason why the Nazis came to power. In the late 1920s the Nazis had performed poorly in the elections. However, once the Depression set in they won wide support with their promises of work. Over 6 million Germans were unemployed and they wanted a party which would give them jobs again. Therefore, they voted Nazi and by July 1932 they had secured 37.3% of the national vote, compared to only 2.6% in May 1928.'<br>**OR**<br>e.g. 'The most important reason the Nazis came to power was because of political manoeuvring in the Reichstag. Von Papen persuaded Hindenburg to agree to a political deal. Hitler would become Chancellor with von Papen as Vice Chancellor. With only a few Nazis in the Cabinet, they were confident that Hitler would be controlled but wanted to gain from his popularity.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 11(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'People wanted work and the Nazis promised jobs.'<br>'The Nazis had answers for the effects of the Depression.'<br>'Goebbels led a very effective propaganda machine.'<br>'The Nazis were seen as defending the state against communism.'<br>'Industrialists financed the Nazis to prevent the communists taking power.'<br>'Von Papen and von Schleicher could not form stable governments.'<br>'Von Papen convinced Hindenburg he would be able to control Hitler.'<br>'The Nazis were the largest party in the Reichstag by 1932.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There were many reasons for Hitler's rise to power.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 12(a) | **How did war change life for women in Nazi Germany?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Life became harder as rationing for food and clothes was introduced.'<br>'There was a labour shortage, so some women went back to work.'<br>'Hitler refused to introduce conscription for women in 1939.'<br>'In 1943 women had to register for "state-allocated work".'<br>'Women worked in the German armed forces.'<br>'As many men were fighting, women had to run the home and keep their families going without support.'<br>'By the end of the war many women were involved in civil defence, for instance, in Berlin against the Russian invasion.'<br>'Allied bombing meant over 3 million homes were destroyed so women and children were made homeless.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 12(b) | **Why did the war lead to the Final Solution?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The war radicalised the Nazis' policies against the Jews and plans for deportation to the East turned into mass murder instead. When the Soviet Union was invaded, the Einsatzgruppen followed the army into Russia, rounding up and murdering any Jews they encountered. As it became clear the war would not be won easily in the East, Nazi officials looked for a more efficient method of dealing with the Jews. As a result, death camps were built in the occupied territories, especially Poland, where the Nazis thought they could get away with murdering the Jews in secret.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The Nazis built death camps in the occupied territories.'<br>'Jews were rounded up and killed in large numbers in the invasion of the USSR.'<br>'In Poland, the Jews were forced into poor ghettos where living conditions meant that disease was rife, killing many.'<br>'The Wannsee Conference was held in 1942.'<br>'The decision was taken to eliminate all the Jews in Europe.'<br>'The plan to deport the Jews failed and so another solution was found.'<br>'The war was going badly for Germany.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Many Jews died in the Final Solution.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 12(c) | **How successful was Germany's conversion to a war economy? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how succesful'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'On the one hand the war economy was very effective, especially after 1942. Between 1941 and 1944, ammunition production, tank production and arms production all rose to unprecedented levels. Capturing so much land in the early months of the war allowed Germany access to raw materials and to forced labour, and this enabled them to make up for shortages of labour and supplies in Germany.'<br>**OR**<br>e.g. 'In some ways the war economy was not effective. For instance, women weren't conscripted until 1943. Hitler refused to conscript women in 1939, believing that they should stay at home and look after their families. This meant that Germany failed to make the best use of the labour supply they already had.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 12(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'There were shortages of food and raw materials.'<br>'Clothing was rationed.'<br>'The occupied territories provided raw material and forced labour.'<br>'Women were not conscripted until 1943.'<br>'Production of armaments rose rapidly, especially after 1942.'<br>'Speer was put in charge of the economy in 1942.'<br>'Around 25% of workers in German factories were slaves or forced labourers.'<br>'Some argue the German economy was not well organised at the start of the war.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The German economy changed when the war started.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 13(a) | **What was Trotsky's role in the October Revolution?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Trotsky was President of the Petrograd Soviet.'<br>'He was responsible for the MRC.'<br>'Trotsky planned the uprising in October 1917.'<br>'He gained military support for the uprising.'<br>'He created detailed plans for military operations to seize power.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 13(b) | **Why did War Communism cause opposition?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'War Communism caused opposition because peasants had to hand over their surplus food to the government so that the Bolshevik Army could be fed. Many peasants did not support the Bolsheviks and so did not see why their food should be taken away.'<br>**OR**<br>e.g. 'War Communism caused opposition because it led to a famine in Russia. The peasants were forced by the Cheka to hand over their grain and this didn't leave them with enough to eat.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The whole economic life of the country came to be directed by the state.'<br>'It nationalised industry and controlled the production and distribution of goods.'<br>'It nationalised the banks.'<br>'It required strict discipline for workers.'<br>'Peasants had to hand over surplus food to the government.'<br>'It attempted to redistribute wealth among Russian people.'<br>'A result of War Communism was famine.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'People disliked the policy.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 13(c) | **'Poor leadership was the main reason for the failure of the White armies in the Civil War.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Whites were weak because of poor leadership. They had no single overall commander, and the leaders of the various White armies had different aims and ambitions. The White generals did not trust each other and so did not coordinate their attacks. They could not be successful with such disunity.'<br>**OR**<br>e.g. 'The failure of the Whites was due more to the strengths of the Reds. The Reds controlled the main cities of Moscow and Petrograd with their factories, which meant that the Red troops could be kept supplied with equipment and ammunition. The Reds' control of the railways ensured that military supplies, food and men could be transported easily.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 13(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The Whites lacked an overall commander.'<br>'The Whites failed to gain the support of the people of Russia.'<br>'The Whites were geographically separated so they were unable to coordinate their campaigns.'<br>'The White generals did not trust each other.'<br>'There was indiscipline and corruption in the White armies.'<br>'Trotsky produced a first-rate fighting force, the Red Army.'<br>'The Reds used War Communism to meet the needs of war.'<br>'The Bolsheviks held the central area, including Moscow and Petrograd.'<br>'Britain and France withdrew their support from the White armies.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The White armies were defeated in the Civil War.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 14(a) | **What changed for ethnic minorities under Stalin's rule?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'National identities were discouraged in the USSR.'<br>'Russification was introduced.'<br>'People had to learn Russian.'<br>'1.5 million people from ethnic groups were deported.'<br>'There were purges of non-Russians from the political elite; Finns, Estonians and Latvians were removed.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 14(b) | **Why did many women benefit from Stalin's policies?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Women benefitted from Stalin's policies because there were more opportunities for work within the Soviet Union. The Five-Year Plans meant there were many more jobs available in industry. Policies such as providing childcare meant that children were cared for during working hours and this enabled many women to carry on working.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The First Five-Year Plan showed that there was a shortage of workers.'<br>'More women were encouraged into industry.'<br>'Thousands of crèches and day care centres were established so mothers could work.'<br>'By 1937, 40% of industrial workers were women.'<br>'Women were encouraged into the health services as doctors and nurses.'<br>'By 1937, 72% of health service workers were women.'<br>'In the eyes of the law women were equal with men.'<br>'In the early years of the revolution, abortion and divorce were made easy to obtain.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'More women got jobs.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 14(c) | **'Stalin achieved his economic aims.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Stalin achieved many of his economic aims. For instance, he wanted to rival the economies of the USA and other capitalist countries and by 1939, the USSR was the world's second largest industrial power. The Five-Year Plans saw massive increases in output for Russian industry, particularly in coal and steel production. Huge new industrial complexes were constructed such as the steel works at Magnitogorsk, new towns were built and spectacular infrastructure projects such as the Moscow Underground were built.'<br>**OR**<br>e.g. 'One of Stalin's economic aims was to increase food production so that he could feed the new towns and cities and sell grain abroad so that he could buy industrial equipment. The introduction of collectivisation created an immense famine and millions died. Eventually output began to recover, although the number of farm animals did not reach pre-collectivisation levels until 1940. The human cost of the policy was immense, and Stalin was forced to allow farmers on the kolkhoz their own plots of land.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 14(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The USSR became the world's second largest industrial power.'<br>'The USSR could survive a world war.'<br>'Spectacular advances were achieved in industrial output.'<br>'Strict targets and factory discipline existed.'<br>'Food was in short supply and overcrowding remained.'<br>'Collectivisation caused a massive famine.'<br>'Food production dropped in the early 1930s.'<br>'Economic growth started slowing down in the mid-1930s and the economy became dependent on slave labour in the gulags.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The economy grew under Stalin.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 15(a) | **Describe the methods used to encourage Americans to buy more in the 1920s.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Mass marketing was introduced.'<br>'Adverts for products were played on the radio and in cinemas and appeared on billboards and in newspapers.'<br>'Mail order schemes were started.'<br>'Hire purchase schemes were set up so people could pay by instalments.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 15(b) | **Why did government tariffs contribute to the boom?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Government tariffs contributed to the boom because they made imported goods more expensive to buy. For instance, the 1922 Fordney-McCumber tariff made imported food expensive. This meant that people bought American produced food instead because it was cheaper. This made demand increase and therefore drove up production.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The Fordney-McCumber tariff was introduced in 1922.'<br>'Tariffs made imports more expensive.'<br>'Tariffs encouraged people to buy American products.'<br>'Demand for American products rose.'<br>'As demand rose, American companies began to produce more.'<br>'American companies began to expand and employed more people.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'They made production go up.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 15(c) | **'All sectors of the US economy were included in the prosperity of the 1920s.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Some sectors prospered in the 1920s. For instance, new industries such as car manufacturing benefited from new production methods like the assembly line. America's raw materials were used to make steel and glass which were then used by the car industry, so the production of these materials also increased. There was a boom in new consumer goods such as fridges and radios.'<br>**OR**<br>e.g. 'Some sectors didn't do so well in the 1920s. Farming was badly affected as farmers were unable to sell their excess produce to the European market. Overproduction drove prices down and this meant farmers suffered hardship in the 1920s with many failing to pay their mortgages and having to leave their farms.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 15(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Car manufacturing boomed.'<br>'Raw material production for steel and glass increased.'<br>'The chemical industry boomed.'<br>'Old industries such as coal did not benefit.'<br>'Traditional textiles, such as cotton, went into decline.'<br>'Farming suffered from overproduction.'<br>'Cheap imports of Canadian wheat were damaging for American farmers.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The American economy improved in the 1920s.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 16(a) | **Describe the actions of speculators on the stock market prior to the crash.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Americans bought shares on the stock market to make a profit.'<br>'As more shares were bought, share prices kept rising.'<br>'People bought shares on credit expecting to sell them for a profit.'<br>'Speculators did not intend to keep their shares but bought them to sell them to someone else at a higher price.'<br>'Speculators did not have to pay the full value of the shares. They could buy "on the margin" by putting down 10% of the cash needed to buy shares and borrowing the rest.'<br>'It was risky buying on the margin as the money could be lent by a bank using securities such as your house.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 16(b) | **Why did the Wall Street Crash lead to unemployment?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The Wall Street Crash led to unemployment because the banks were struggling to stay afloat. Many people had withdrawn their cash from the banks. Because of this, banks did not have enough money to loan to businesses and so they called in the existing loans which they had already made. This meant that businesses had no money to keep running and they were forced to lay off the workers.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The banks lost money and could not support businesses with loans.'<br>'Some businesses could not pay back their loans and went bankrupt.'<br>'People tried to save their money and so stopped buying goods.'<br>'Demand for products fell.'<br>'Businesses started to lose money.'<br>'Workers had their hours cut or were laid off.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'People lost their jobs.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 16(c) | **'Hoover was more important for the outcome of the 1932 election than Roosevelt.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Hoover lost support before the 1932 election. He had created an image of being heartless and uncaring by refusing the war veterans, known as the Bonus Marchers, their war bonus early and having them evicted from their camps in Washington.'<br>**OR**<br>e.g. 'When compared to Hoover, Roosevelt seemed to promise a more optimistic future/Roosevelt's promise of a New Deal gave people hope and the feeling he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, relief for the poor and unemployed.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 16(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Hoover failed to deal with the Depression.'<br>'Hoover lost popularity over his handling of the Bonus Marchers.'<br>'Hoover offered a little but it was too late.'<br>'Roosevelt promised relief for the people.'<br>'People knew Roosevelt's record.'<br>'Roosevelt gave hope to the unemployed.'<br>'Roosevelt offered a "New Deal".' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Roosevelt won the election.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 17(a) | **What were the 'backyard furnaces'?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'They were built to make steel.'<br>'Mao believed making steel would turn China into a successful industrial country.'<br>'People were encouraged to set up small kilns to make steel at home, in their gardens or yards.'<br>'Millions of people took part.'<br>'It became a national movement.'<br>'Mao said that people would "learn by doing" and the steel quality would get better the more they did.'<br>'The smoke from the furnaces was reported to block out the midday sun.'<br>'Much of the steel produced was worthless.'<br>'People melted down their cooking pots, pans and bikes in the drive to make steel.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 17(b) | **Why was there a famine in China by the end of the 1950s?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'One reason China faced a famine was that the PRC took the advice of a Russian agriculturalist named Lysenko. He advised that China should use different methods to grow their crops. Mao adopted these policies and insisted they be applied whatever the crop and in every region. The advice was not suitable and instead of increasing rice production sixteen-fold as promised, crops failed and starvation followed.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'Crops failed.'<br>'The farming skill and knowledge of the peasants was ignored.'<br>'Farming was directed centrally.'<br>'Peasants were not allowed to move from one commune to another.'<br>'Peasants were no longer allowed to grow their own food.'<br>'Lysenko's ideas were applied and these were disastrous for crop yields.'<br>'"Sparrowcide" resulted in crops being destroyed by insects.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The people had no food.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 17(c) | **How far had Mao's policies improved the position of women in China by the mid-1960s? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The position of women in Chinese society improved a great deal under Mao because women began to be treated equally to men. The Marriage Reform Law in 1950 banned forced marriages and women (and men) who had previously been forced to marry could divorce. Men were no longer allowed to have more than one wife and it became easier to obtain a divorce. Women were also allowed to own property and land for the first time.'<br>**OR**<br>e.g. 'Although there were some changes, China remained a male dominated society and there was still prejudice against women. This was particularly true in rural areas where women's roles were still strictly controlled. Even Soong Qingling, one of the first women to hold a high position within the PRC, complained that her male colleagues did not treat her equally. Male children continued to be celebrated, while girls were thought of as a drain of resources.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 17(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The Marriage Reform Law in 1950 banned forced marriages.'<br>'Divorce was made easier to obtain.'<br>'Women could own property.'<br>'Foot binding was forbidden.'<br>'Women had equal opportunities in education.'<br>'Women were encouraged to work and become involved in politics.'<br>'Male children were preferred.'<br>'Attitudes were slow to change.'<br>'Women suffered most in the famine.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Women got more freedom.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 18(a) | **Describe Mao's relationship with Stalin.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'In 1950 Mao and Stalin signed a Treaty of Friendship.'<br>'The USSR sent advisers to China to help modernise industry.'<br>'Stalin made loans to China and a 30-year military alliance was agreed.'<br>'Mao criticised the Soviet model of communism and this irritated Stalin.'<br>'Stalin treated Mao as inferior.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 18(b) | **Why were relations with Tibet important to Communist China?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Tibet was important to China because it had come under increasing Indian influence in the 1940s and China wanted to remove this threat on their border. They also wanted to end the influence of Buddhism in the region as this was contrary to their own beliefs. By doing this they would also remove the influence of the Dalai Lama. In 1950, Chinese troops invaded Tibet. The Tibetan leader, the Dalai Lama, asked the UN for help, but none came.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'In 1950, Chinese troops invaded Tibet. The Tibetan leader, the Dalai Lama, asked the UN for help, but none came.'<br>'By 1951, the Chinese were in control of Tibet and turned it into a Chinese province.'<br>'In 1958, there was a rebellion and the Tibetans declared their independence. The Chinese responded by crushing it.'<br>'In 1959, the Dalai Lama went into exile in India after objecting to the spread of communism.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Tibet disagreed with China's policies.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 18(c) | **How far was Mao to blame for the deterioration in relations with the USSR after 1956? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of communism based on the peasants was what Marx and Lenin had preached and that he was more true to the original ideas. Therefore, he challenged Khrushchev for the leadership of the world communist movement by claiming that China was the leader of Communism.'<br>**OR**<br>e.g. 'Khrushchev was also to blame. He developed more friendly relations with the West and was suggesting that the USSR and the capitalist West could follow peaceful co-existence. When China wanted Soviet support in border disputes with India, Khrushchev would not send assistance; in fact he helped India instead.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 18(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Mao did not like Khrushchev.'<br>'Khrushchev was friendlier to the West.'<br>'Mao thought the USSR was not in touch with the people.'<br>'The Soviet Union would not help China militarily.'<br>'There were armed clashes between Soviet and Chinese troops.'<br>'China tested its own atomic bomb.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'They did not like each other.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 19(a) | **What was the Freedom Charter?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The Freedom Charter was drawn up in June 1955.'<br>'It was agreed by the ANC and other opposition groups at Kliptown, near Johannesburg.'<br>'The Charter set out aims for South Africa free of segregation.' The aims included:<br>'An end to apartheid.'<br>'Equal voting rights.'<br>'Redistribution of land.'<br>'Freedom of speech, worship and assembly.'<br>'The abolition of Pass Laws.'<br>'The right to a fair trial.'<br>'Free and equal access to education.'<br>'Equal pay for equal work.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 19(b) | **Why was the Bantu Education Act important?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Black children had to pay for their education in schools which were poorly equipped. 30% had no electricity and 25% had no running water. They had few textbooks and only one third of teachers were trained. Meanwhile, education was free for white children and schools and teaching were of a higher standard. This emphasised the social gap between white and non-white students and increased a sense of inferiority among non-white students.'<br>**OR**<br>e.g. 'Because the education offered was poor in terms of teaching and curriculum, it was even harder for non-white students to make progress. As their education was limited it was even harder for them to gain employment.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'It meant separate schools for black and white students.'<br>'Black education was not free.'<br>'The white people had better schools and more money was spent on them.'<br>'Many non-white schools had no power and no running water.'<br>'It produced poor quality education for black people.'<br>'Schools for black students offered a restricted curriculum.'<br>'Teachers in the Bantu schools were less well qualified and had fewer resources.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Schools were separated.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 19(c) | **How far did Verwoerd's homelands policy succeed? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The homelands policy was designed to meet Verwoerd's vision of an all-white South Africa. To some extent it succeeded as it created eight Bantustans, based on the original African homelands. The formation of the Bantustans provided a way for the government to eject from white areas all black people who were not needed for the functioning of the economy. This meant that South Africa itself would become white dominated which was Verwoerd's aim. 1.1 million non-whites were removed from farming areas and 1.6 million relocated from urban areas to the Bantustans.'<br>**OR**<br>e.g. 'However, the policy did not work as Verwoerd intended. There was very little work in the Bantustans and large numbers of the people supposedly registered to the Bantustans continued to live in squatter camps outside the cities. By 1980, only just over half of those who should have lived in Bantustans did so. Verwoerd also intended that the international community would recognise the "Homelands" as independent states and not part of South Africa, but no country in the world did this.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 19(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The policy was designed to meet Verwoerd's vision of an all-white South Africa.'<br>'It created eight Bantustans or Homelands. The Bantustans were based on the original African homelands (reserves).'<br>'They were intended to be the homelands for all black people.'<br>'They were supposed to become self-governing and self-supporting, but this did not happen.'<br>'The policy provided a way for the government to eject from white areas all black people who were not needed for the functioning of the economy.'<br>'Large numbers of people were removed from farm and urban areas.'<br>'Black people continued to live in squatter camps outside the cities.'<br>'By 1980, only just over half of those who should have lived in Bantustans did so.'<br>'The international community refused to recognise them as independent states.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Homelands were created within South Africa.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 20(a) | **What changes did de Klerk make to National Party policy?** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'He said apartheid would be reformed.'<br>'He legalised the ANC and PAC.'<br>'He suspended capital punishment.'<br>'He released prisoners who had been jailed for non-violent offences including Walter Sisulu.'<br>'He released Nelson Mandela unconditionally.'<br>'Anti-apartheid demonstrations were allowed to go ahead.'<br>'He declared the intention to write a new constitution for South Africa which would give equal rights to all South Africans.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 20(b) | **Why did the African National Congress (ANC) win the 1994 election?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The ANC won the 1994 election because, for the first time in South Africa, there was equal voting. This had been agreed in November 1993 and meant than non-white South Africans were able to vote for the first time in their lives in April 1994. Many of these people saw the ANC as the party which best represented their interests and which offered a new way forward for an equal South Africa.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'The ANC got 62.5% of the vote.'<br>'There was a one-person-one-vote system.'<br>'16 million black South Africans were able to vote for the first time.'<br>'People wanted Mandela to be President and he was head of the ANC.'<br>'The ANC promised development for South Africa and shared prosperity.'<br>'People were tired of the violence and discrimination and wanted a new start.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'They were more popular.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 20(c) | **'South Africa was close to civil war in the early 1990s.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'South Africa was close to civil war in the early 1990s. Political violence escalated and over 3000 people were killed as a result between 1990 and 1994. De Klerk struggled to keep control over the security forces and they took the law into their own hands, for instance, shooting protestors near Johannesburg in March 1990. Mandela suspected that a 'Third Force' was causing trouble between the ANC and Inkatha, and it was later proved that the security forces had been involved in deliberately causing violence to push the peace process off course.'<br>**OR**<br>e.g. 'Despite the violence, the peace process continued in the early 1990s and a referendum showed that most of the white population supported the peace process. An interim constitution was agreed and plans made for elections and a Government of National Unity to take over in 1994. Despite tension between Inkatha and the ANC, Mandela persuaded Buthelezi to take part in the elections in 1994. Although there was violence right up to the elections, it did not stop them from taking place.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 20(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'Political violence escalated and over 3000 people were killed.'<br>'De Klerk struggled to keep control over the security forces.'<br>'Protestors near Johannesburg were shot by security forces in March 1990.'<br>'Mandela suspected that a 'Third Force' was causing trouble between the ANC and Inkatha.'<br>'A referendum showed that most of the white population supported the peace process.'<br>'An interim constitution was agreed.'<br>'It was agreed the Government of National Unity would take over.'<br>'Mandela persuaded Buthelezi to take part in the elections.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There was a great deal of violence.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 21(a) | **Describe the objections of the Arabs to the UNO Partition Plan.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The Arab state would be divided.'<br>'The Jewish state would be larger.'<br>'Many Arabs would be based within the Jewish state.'<br>'The Palestinians would receive poor farming land.'<br>'They had already rejected the idea in the 1930s.'<br>'The Jews were only 30% of the population but would be given 56% of the land.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 21(b) | **Why did Jewish nationalists resort to violence against the British from 1946 to 1948?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'The Jewish nationalists attacked British military and infrastructure targets in a bid to weaken their control over Palestine. Patrol boats were attacked and planes were destroyed. All but one of the road and rail bridges which linked Palestine to its neighbours were destroyed.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'They attacked the King David Hotel which was a British administration base in Palestine.'<br>'Over 90 people were killed in the attack.'<br>'The British had been trying to crack down on suspected Jewish terrorists.'<br>'They tried to weaken the infrastructure so the British would not be able to control the area.'<br>'Bridges and railroads were attacked.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'They wanted to drive the British out.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 21(c) | **'The Israelis won the 1948–49 war because of international support.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The US and USSR supported the UN Partition Plan; this translated into US diplomatic backing for the new state of Israel and an arms embargo, while the USSR persuaded Czechoslovakia to send tanks and planes.'<br>**OR**<br>e.g. 'The Arab side lacked organisation and an effective co-ordinated strategy because the leaders of Syria, Egypt and Jordan argued amongst themselves for land and glory.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 21(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The Jews had the support of the US.'<br>'They had tanks from Czechoslovakia.'<br>'The Jews were fighting for their homeland and were very determined to win.'<br>'Experience of fighting in WWII and against the British meant the Israeli army was highly skilled.'<br>'The Arabs were badly organised.'<br>'Arab leaders were not united in their aims and each tended to fight for their own interests.'<br>'Arab efforts in the war were not co-ordinated.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There were many reasons for Israeli success.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 22(a) | **Describe the aims of Hamas.** | **4** |
| | **Level 1 One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Hamas was formed in 1987.'<br>'It aimed to remove Israel from the occupied territories (Gaza, West Bank and Golan Heights).'<br>'It wanted to create a united Palestinian homeland.'<br>'It rejected peace with Israel because they did not recognise the Palestinian state.'<br>'It aimed to establish Palestine as an Islamic state.'<br>'It wanted the refugees to be allowed to return.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 22(b) | **Why was Lebanon important in the Arab-Israeli conflict?** | **6** |
| | **Level 4 Explains TWO reasons** **6** | |
| | **Level 3 Explains ONE reason** **4–5**<br><br>Four marks for one explanation, five marks for full explanation.<br><br>e.g. 'Lebanon has been important because it is a territory which borders Israel and, until 1982, was very important for the PLO. The PLO established bases there in the 1970s and launched attacks on Israel. The Lebanese government was very unstable and was unable to prevent violence breaking out between Lebanese and PLO forces. Border attacks and the attempted assassination of the Israeli ambassador in London prompted Israeli invasions of Lebanon in 1978 and 1982.' | |
| | **Level 2 Identifies AND/OR describes reasons** **2–3**<br><br>One mark for each identification/description.<br><br>e.g. 'Lebanon is on the Israeli border.'<br>'The PLO established bases there in the 1970s.'<br>'A civil war broke out between the PLO and the Lebanese army.'<br>'Attacks on Israel were carried out from Lebanon.'<br>'In 1978 Israel invaded Lebanon.'<br>'The UN and US persuaded Israel to withdraw.'<br>'Israel attacked again in 1982.'<br>'The PLO moved out of Lebanon.'<br>'Many civilians were killed in the siege of Beirut, damaging Israel's reputation and winning international support for Lebanon.'<br>'UN peacekeepers were deployed.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Lebanon is a border state between Israel and the Middle East.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 22(c) | **'Rivalry between Palestinian groups has been the main reason for the failure to secure peace with Israel.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 Explanation of both sides** **7–9**<br><br>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.<br>Fuller explanation of one issue to be given two marks.<br>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**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Rivalry between Palestinian groups has been important in the failure to secure peace. The PLO has been the dominant group arguing for a Palestinian homeland. However, they began to lose support after 1982 and although Yasser Arafat was influential in bringing about the Palestine Authority, other groups disagreed with his methods. For instance, Hamas carried out attacks against Israel which meant they strengthened their control over the occupied territories, making peace a distant prospect.'<br>**OR**<br>e.g. 'Israeli politicians are also divided and this has made finding a peaceful solution difficult. Likud and the Labor Party dominate Israeli politics and have very different views. Likud want to create a 'Greater Israel' and be dominant over the West Bank. Labor believe that Israel would be more secure if a peaceful agreement was reached with the Palestinians. Peace talks in the 1990s achieved some success because Labor was in power.' | |

© UCLES 2019

PapaCambridge

GradeMax

| Question | Answer | Marks |
|---|---|---|
| 22(c) | **Level 2 Identifies AND/OR describes** **2–3**<br><br>One mark for each point.<br><br>e.g. 'The PLO has been the dominant group.'<br>'They began to lose support after 1982.'<br>'Yasser Arafat was partly responsible for the Oslo Accords which led to the Palestine Authority.'<br>'Hamas do not agree with the approach of the PLO.'<br>'Hamas carried out attacks against Israel.'<br>'Israeli politicians are divided.'<br>'Likud want to create a 'Greater Israel'.'<br>'Labor want a peaceful agreement with the Palestinians.'<br>'Peace talks in the 1990s achieved some success because Labor was in power.' | |
| | **Level 1 General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Politicians on both sides are divided.' | |
| | **Level 0 No evidence submitted or response does not address the question** **0** | |

© UCLES 2019

PapaCambridge