GradeMax

Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 **May/June 2020**

MARK SCHEME

Maximum Mark: 60

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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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.

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GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

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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

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Question	Answer	Marks
1(a)	**Describe how Piedmont was reformed during the 1850s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Siccardi laws controlled the powers of the Church.' 'Civil marriage was introduced.' 'Piedmont was industrialised.' 'Cavour had a railway built.' 'The running of the Piedmont army was modernised and the army strengthened.' 'Cavour made free-trade treaties with several countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(b)	**Why were Garibaldi's actions in 1860 important to Italian unification?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'In 1860 Garibaldi's Thousand defeated the Neapolitans and won control of Sicily. This was a major step towards unification. Sicily had been taken from the King of Naples and would later be annexed by Piedmont. It gave Garibaldi a base from which he could next launch an attack on mainland Italy. Basically, Garibaldi destroyed the Kingdom of Naples which was a massive move towards unification.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He defeated the Neapolitan army on Sicily.' 'He took control of Sicily.' 'He took control of the city of Naples.' 'Garibaldi handed over Sicily and Naples to Victor Emmanuel.' 'He destroyed the power of the Kingdom of Naples.' 'He made the first moves towards unification when Cavour was not ready to act.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were important because he changed a lot and took Italy towards unification.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**Did Napoleon III help or hinder the cause of Italian unification? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'did Napoleon III help or hinder' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Napoleon helped Italian unification because without him Austria would not have been defeated. Austrian power in Italy was the great obstacle in the way of unification, but Piedmont could not defeat it by itself. Cavour and Napoleon made a secret agreement to provoke Austria into a war. The French helped Piedmont defeat the Austrians and drive them from Lombardy. As a result, Lombardy was given to Piedmont. This was the beginning of the end of Austrian power in Italy and an important step towards unification as it led to uprisings in Italy and to Garibaldi's actions.' **OR** e.g. 'Napoleon was not all that interested in Italian unification. He wanted to gain Savoy and Nice. He was horrified by the killing in the battle of Solferino and worried that Piedmont was taking more land than had been agreed. Because of this he brought the war against Austria to an early end by agreeing an armistice. Piedmont was very disappointed because Austria had not been driven from Italy as Venetia was still under Austrian control. The Pope also still ruled Rome and central Italy. This shows that Napoleon was more interested in gaining Savoy and Nice than in helping Italian unification.'	

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Question	Answer		Marks
1(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'He helped defeat the Austrians at Magenta and Solferino.' 'He helped Piedmont defeat the Austrians and win Lombardy.' 'His victories with Piedmont over Austria started a process of unification that could not be stopped.' 'He prevented Austria from being driven from Italy by agreeing an armistice with the Austrians in June 1859.' 'He made peace with Austria when it was on its knees and could have been completely defeated.' 'Napoleon was only interested in what was good for France – winning Savoy and Nice.' 'Napoleon was only interested in replacing Austrian influence over Italy with French influence.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Napoleon did not really help Italian unification.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer		Marks
2(a)	**What were the aims of the revolutionaries in Berlin in March in 1848?**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	**1–4**	
	e.g. 'Parliamentary elections.' 'A constitution.' 'Freedom of the press.' 'Their demands included the division of the large estates of the rich amongst the poor.' 'Social reforms.' 'Better education for the poor.' 'A united Germany.'		
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
2(b)	**Why was the Frankfurt Parliament important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Frankfurt Parliament was important because it represented the first real serious effort to plan a united German state. It suggested a constitution for a united Germany as a federal union with an elected diet and an emperor. It even went as far as offering Frederick William of Prussia the position of emperor. Although it failed, it brought the issue of a united Germany to the forefront, making sure the issue would not disappear.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was the first freely elected parliament for all of Germany.' 'It produced a constitution for a united Germany.' 'It offered Frederick William the office of emperor of a united Germany.' 'It was an important step towards a united Germany.' 'It put the idea of a united Germany firmly on the agenda. It now would not go away.' 'It represented the German people from all parts of Germany.' 'Its failure was important because it led to a Prussian dominated Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Frankfurt Parliament was important because it was a real change and led to other changes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The main reason why Bismarck was able to achieve German unification was his use of diplomacy.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Bismarck's diplomacy was very important in achieving German unification. One big obstacle to unification was France, so Bismarck knew that France had to be defeated so that it was too weak to stop unification. Therefore, he used diplomacy to trick France into declaring war. He changed a telegram from William I to the French, making it look as if William had humiliated the French, and sent it to the newspapers for publication. In reply the French declared war giving Bismarck his opportunity.' **OR** 'I think it was the Prussian army that achieved unification for Bismarck. The army defeated Denmark, Austria and France. These military victories were essential for unification. The Prussian army had been reformed so it was better trained and well-armed. Although the Austrian army was bigger, the Prussians quickly defeated it by using the new breech-loading needle gun which fired five times faster than anything the Austrians had. This victory meant that Austria was no longer a contender for leading a unified Germany. Only Prussia could now do that.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘German unification was achieved because Bismarck manipulated the crisis over Schleswig Holstein.’ ‘Bismarck made the most of the mistakes made by others like those by the French over the Hohenzollern candidature.’ ‘Bismarck used opportunities like over the Ems telegram.’ ‘Bismarck used the situation at the time to draw the French into war.’ ‘Bismarck used the situation over Holstein to manufacture a war with Austria.’ ‘The Prussian army was reformed with new weapons.’ ‘Unification was achieved by defeating the Austrians.’ ‘Unification was achieved by defeating the French.’ ‘Unification was achieved because of the war with Denmark.’ ‘Unification was achieved because of the strength of the Prussian army.’ ‘Prussian economic strength gave it the resources to challenge Austria and France.’ ‘Bismarck was able to achieve unification because of the growth of German nationalism.’ ‘German unification was only possible because of Prussia’s economic strength.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Bismarck achieved German unification because he was more successful than anyone else.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(a)	**Describe the actions of 'carpetbaggers' after the Civil War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They exploited people in the South.' 'They supported Republican policies.' 'They supported the right of black Americans to vote.' 'They bought plantations in the South.' 'They bought people's votes so they would support their business schemes.' 'They planned to make money out of cotton.' 'They wanted to reform the South to make it more like the North.' 'They worked at the Freedman's Bureau.' 'They invested in the South hoping to make lots of money.' 'They made money from the South while it was in a weak position.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why was there so much violence in Kansas in the years 1854 to 1861?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'There was so much violence because of the issue of slavery. The disagreement was over whether Kansas should become a slave state or a free state. The Kansas-Nebraska Act said that this should be decided by popular vote in Kansas, and people on both sides of the argument moved into Kansas to gain the right to vote on the issue. Pro-slavers from Missouri flocked across the border to sway elections. In response, Northern abolitionists moved into Kansas, leading to violence between the two sides.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because of slavery.' 'There was disagreement over whether Kansas would allow or outlaw slavery.' 'Border Ruffians moved into Kansas to support slavery.' 'Abolitionists moved into Kansas to ensure it became a free state.' 'Both sides were armed.' 'Both sides raised their own armies.' 'John Brown stirred up much of the trouble.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was so much violence because people disagreed with each other very strongly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'How far was Lincoln responsible for the North's victory in the Civil War? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides. **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think Lincoln was very important to the victory of the North. He was a great leader and speaker, and this made sure that Northerners stayed loyal to the North and did not join the South. His election victory in 1864 showed the support he had in the war. He used all his skill to keep the border states on his side and managed to unite the North. He was also very clever in issuing the Emancipation Proclamation which ensured the support of black people in the South and gave him lots of support.' **OR** 'I don't think Lincoln had much to do with it. The North was simply stronger. For example, it had a stronger navy and was able to establish a naval blockade of Southern ports. This meant that supplies of essential goods could not get through to the Confederate Army, and the South could not sell its valuable cotton. These financial problems were made worse by the small population of the South, since they were unable to raise enough taxes to fund the Confederate army.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Lincoln managed to unite the North.' 'Lincoln won the support of black people in the South.' 'Lincoln's speeches won the North a lot of support.' 'Lincoln led his generals in a decisive way and made them obey his orders.' 'Lincoln forced his generals to be more assertive and ruthless.' 'Lincoln's vision of saving the Union united the North.' 'The South lost because of a lack of manpower.' 'The North was able to blockade the South.' 'The North won because its industry was able to make weapons.' 'The South had little industry and was mainly agricultural.' 'The South lacked money. Its population was small and so taxes did not raise much.' 'The North had a stronger navy.' 'The North won because of its extensive railroad system.' 'The longer the war went on the more likely the South was going to lose because of its lack of resources.' 'Many slaves fled the South to join the Union armies, making them stronger.' 'Lee's offensive approach led to high casualties destroying a large part of the Confederate army.' 'The Battle of Gettysburg was a turning point and made the South retreat.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Lincoln was a great leader that helped the North win the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(a)	**Describe how Britain's system of indirect rule worked in Nigeria.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was run by Lugard.' 'It meant ruling through the local rulers that had been defeated by the British.' 'The emirs kept their positions if they accepted British authority.' 'The emirs were responsible to the British district officers who had the final authority.' 'This system required only a small number of British colonial officers.' 'All orders from the high commissioners were transmitted through the emirs so they kept their authority with the locals.' 'Most of the activities of government were carried out by the emirs.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why did Leopold II want to acquire the Congo?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Leopold believed that acquiring overseas colonies was essential if a country was to be seen as great. He had seen other European countries like Britain gain colonies and he thought that Belgium was being left behind. He had already tried to get the Philippines from Spain. When he failed to gain a colony for Belgium he acquired the Congo as a private citizen. This shows how desperate he was to gain a colony.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He believed that overseas colonies were essential to a country being great.' 'He thought he could make a lot of money from the ivory and rubber in the Congo.' 'He had failed to gain other colonies.' 'He thought that once he had the Congo he could win influence in other areas in Africa such as Sudan.' 'This was a time of colonial expansion by European powers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He wanted the Congo to make himself much stronger.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'The main reason for the Opium War was the growth of opium addiction in China.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think it was the main reason. The East India Company had been making enormous amounts of money by smuggling opium into China for many years. By the 1830s other countries like the USA were also smuggling it into China and making vast profits. The result was that millions of Chinese were addicted to opium and this was doing a lot of harm to the country. The Chinese government tried to stop this by passing laws against the trade but they had little effect. The Emperor even wrote to Queen Victoria asking for the trade to stop. In desperation the Emperor ordered the opium to be seized and ordered a blockade of foreign ships. In return the British sent troops to China. So it is clear that the war started because of the addiction in China which the Chinese wanted to stop.' **OR** e.g. 'The Opium Wars were caused by the British wanting to increase profits. The British bought lots of goods like tea from China but the Chinese were not buying any British goods in return. So, the British began to sell opium in China to balance things up. Its merchants made enormous profits from the trade. When the Chinese tried to stop the trade the British reacted with force to protect the enormous profits that were being made.'	

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Question	Answer		Marks
4(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. ‘ Millions of Chinese people were addicted and this was harming the country.’ ‘The Emperor was worried about the addiction and wanted to stop it.’ ‘The Chinese Emperor seized the opium and tried to stop foreign ships bringing it into China.’ ‘The British sent troops when the Chinese tried to stop the opium trade.’ ‘The British wanted to open China up to more trade.’ ‘The British went to war with China to protect the profits they were making from the opium trade.’ ‘The British were annoyed that they could only trade through one port in China.’	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. ‘People can become addicted to opium, and I think this was probably an important reason.’	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer	Marks
5(a)	**What territory did Germany lose in the Treaty of Versailles?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Alsace-Lorraine.' 'The Saarland was handed over to the League of Nations for 15 years.' 'Germany lost the city of Danzig.' 'Posen and the Polish corridor were given to Poland.' 'All German colonies were taken.' 'Eupen and Malmedy were given to Belgium.' 'Parts of Schleswig were given to Denmark.' 'Germany lost Memel.' 'Czechoslovakia was given the Hultschin district.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(b)	**Why did the Treaty of Sevres have to be renegotiated?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'It had to be renegotiated because of the emergence of a new, modern Turkey. Many people in Turkey thought that the treaty was far too severe on them. The Ottoman Empire had been cut up and destroyed and they wanted to create a new modern Turkish state. There was a Turkish War of independence led by Turkish nationalists. When they set up the Republic of Turkey they rejected the Treaty of Sevres and negotiated the Treaty of Lausanne which recognised the new state of Turkey.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The treaty was far more severe than the Treaty of Versailles.' 'It was rejected by the Turkish national movement.' 'It had to be renegotiated because of the emergence of a new Turkey.' 'The Turks thought they had been punished too harshly.' 'The Turks wanted to get the Greeks out of Smyrna.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This had to be done because the treaty was no good and would not work.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**How satisfied were the French with the Treaty of Versailles? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how satisfied' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The French were happy with a lot of the measures in the Treaty of Versailles. They were glad to get Alsace-Lorraine back which they regarded as French as it had been taken by Germany after the Franco-Prussian War in 1871. They were also glad that Germany was being punished by the reparations. Much of the war had been fought in France, and French industry had been destroyed. The French therefore felt that it was only right that Germany should pay for all this to be put right. The reduction of the German military would help to protect France from a future attack, and so France was satisfied by the territorial, economic and military terms of the Treaty.' **OR** e.g. 'The French were not all that happy. They wanted to completely cripple Germany so that it could never threaten France again. Some had wanted to weaken Germany by breaking it up into smaller states, but this did not happen. Overall, the treaty was not harsh enough for the French, and this can be seen by the fact that Clemenceau was voted out of office in 1920. The French thought that the Rhineland should have been taken away from Germany which would have made it harder for Germany to threaten France. Overall, the French felt that it did not provide the security from a future German attack that they had wanted.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'They liked the reduction of the German armed forces which made it harder for Germany to be a threat to France.' 'They were happy about the war guilt clause that blamed Germany for the war.' 'They liked the reparations which made Germany pay for war damage.' 'The French did not think that the League of Nations would protect them against Germany because it was powerless.' 'The French wanted an independent Rhineland, not a de-militarised and German one.' 'They wanted the Rhineland to be broken into small independent states.' 'The French wanted the treaty to be harsher and to punish Germany more.' 'They were angry that France only got the Saar coalfields for fifteen years.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The French were on the whole happy although there were things about it that they did not like.''	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(a)	**What was the Nazi-Soviet Pact?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany and the Soviet Union would not go to war with each other.' 'It was a non-aggression pact.' 'Neither country would ally itself to an enemy of the other party.' 'The Pact had a secret protocol to divide Eastern Europe into Nazi and Soviet spheres of influence.' 'Germany and the Soviet Union agreed to divide Poland up between the two of them.' 'It was signed in August 1939.' 'It meant that Germany would not have to fight a war on two fronts.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why was Mussolini's support over Anschluss important to Hitler?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Mussolini's support was crucial because he had a big interest in what was happening in Austria. In 1934 Hitler had tried to take over Austria but it was Mussolini who had stopped him. Mussolini was worried that Hitler would demand the return of Italian territories that had once been ruled by Austria. If anyone could stop Anschluss it was Mussolini, so his support was important. If he did not object then the way was open for Hitler with no one to stop him.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mussolini had stopped Anschluss in 1934.' 'Only Mussolini could stop Anschluss in 1938.' 'Mussolini's support showed Hitler that he could get away with other aspects of his foreign policy.' 'It showed that the Anti-Comintern Pact was working for Hitler.' 'If Italy did nothing then Britain and France certainly would not do anything about it.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mussolini's support was very important because Hitler had few friends at this time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'The Munich Agreement made war more, not less, likely.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It made war more likely. The agreement showed Hitler that the European countries were not going to stand up to him. He could continue to demand more and powers like Britain and France would give in every time. This encouraged him to invade the rest of Czechoslovakia and then in September 1939 he invaded Poland. Britain and France had said they would declare war on Germany if Poland was invaded. Hitler did not believe them because of the way they gave in over the Munich Agreement. When they did declare war Hitler was shocked. As a result of the Munich Agreement, Hitler thought he would get away with anything.' **OR** e.g. 'I think it made war less likely. Hitler was ready to invade Czechoslovakia and take the Sudetenland. War seemed imminent Trenches were even being dug in Hyde Park in London in preparation for a war. The agreement meant that war was averted at this point since Hitler had got what he wanted. Chamberlain said the agreement had brought 'peace in our time', and others agreed with him. It is clear that the agreement made war less likely.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes reasons** **2–3** One mark for each point. e.g. 'The Munich Agreement simply moved the start of the war rather than making it more or less likely.' 'It made Hitler think he could get away with anything and this made war more likely.' 'It gave Britain a chance to build up its armed forces and so made war more likely.' 'It encouraged Hitler to invade the rest of Czechoslovakia and Poland, and this made war more likely.' 'Hitler got the Sudetenland and so he had no reason to go to war.' 'Chamberlain called it 'peace for our time'.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Munich Agreement made war less likely because the two sides had agreed with each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(a)	**Describe what happened in the Bay of Pigs incident.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Kennedy supplied anti-Castro exiles with arms and equipment for an invasion of Cuba.' 'The exiles landed at the Bay of Pigs.' 'American bombers attacked Cuban airfields.' 'In three days they were defeated by Cuban troops and tanks.' 'Kennedy decided against sending more air support for the exiles.' 'The exiles were all captured or killed within days.' 'The exiles were funded and trained by the CIA.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(b)	**Why was the existence of Soviet missiles in Cuba a problem for the USA?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The missiles in Cuba were a problem for the USA because Cuba was communist, and anti-American. It was very close to the USA. The missiles were only 90 miles from the USA, and therefore threatened Florida and the east coast. As this was happening in the middle of the Cold War, this was a real threat to the people of the US. The presence of missiles in Cuba would change the balance of power between the USA and the USSR.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Cuba was close to the USA.' 'Cuba was a communist country.' 'Cuba was anti-American' 'The missiles could reach most of the Continental USA.' 'The missiles were nuclear ones.' 'Cuba was an ally of the USSR.' 'It was difficult to think how the US could get rid of the missiles without causing a war.' 'It would be seen as a victory for the USSR if the missiles remained.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Soviet missiles made the Americans very worried.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**'Kennedy handled the Cuban Missile Crisis more effectively than Khrushchev.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree that Kennedy was very effective. He resisted the temptation to go to war several times when his advisors were advising him to use force. He also ignored Khrushchev's second letter and concentrated on his first letter where he said he could take the missiles away if the US agreed not to attack Cuba. His acceptance of Khrushchev's offer in the first letter meant that the Kennedy had managed to ensure the removal of the missile threat in Cuba without war.' **OR** e.g. 'I don't really agree with this. It was Khrushchev who put forward the suggestion of getting rid of the missiles in return for the USA promising not to attack Cuba. In addition, not only was Cuba protected from the USA, Khrushchev also managed to secure the removal of newly installed American missiles in Turkey in return for taking missiles out of Cuba. This made the USSR feel less threatened, and was therefore effective. '	

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Question	Answer		Marks
7(c)	**Level 2 Identifies AND/OR describe** One mark for each point. e.g. 'Kennedy managed to get rid of the Soviet missiles without a war.' 'Kennedy managed to achieve a peaceful resolution and ignored those who wanted him to use force.' 'Kennedy managed to come out of the crisis looking like the winner.' 'The removal of American missiles from Turkey was not made public, making Kennedy seem more effective.' 'Both leaders managed to compromise and avoid a war.' 'Khrushchev managed to protect Cuba.' 'Khrushchev managed to get rid of US missiles in Turkey.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'I think Kennedy was most effective because he won the Cuban Missile Crisis.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
8(a)	**Describe Saddam Hussein's modernisation programme in Iraq.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Saddam Hussein modernised and expanded the Iraqi economy.' 'Universal free schooling.' 'Increased the literacy rate.' 'Free hospital treatment for everyone.' 'Modernised the public health system.' 'Gave subsidies to farmers.' 'Modernised farming with the introduction of mechanisation.' 'Introduced welfare programmes for the Iraqi people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why did Ayatollah Khomeini become the 'supreme leader' of Iran in 1979?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Khomeini became the supreme leader because of what happened while he was in exile. During this time the Shah became more and more unpopular because of his repressive rule. Khomeini became the obvious person to replace him because while in exile he became the figurehead of opposition to the Shah. While he was in Paris he led the protests in Iran urging Iranians not to compromise and ordering work stoppages. This meant that when the Shah fled, he was the natural person to become leader.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He became the focus of opposition to the Shah during his exile.' 'This was because the Shah left the country.' 'Soldiers defected to him.' 'The Bakhtiar regime collapsed due to its unpopularity.' 'In the referendum of 1979 the people voted to establish an Islamic Republic.' 'He had popular support.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He became the leader because he was popular and most people wanted him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'Iraq's economic problems explain why it invaded Kuwait in 1990.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Iraq's economy was in a bad state. The war against Iran had been very expensive and had destroyed much of Iraq's economy. Iraq owed billions of dollars to Saudi Arabia and Kuwait, and its industrial production had gone right down. It was also put under an international embargo which made matters worse. This meant that Iraq could not repay the loans from Kuwait during the war with Iran. Saddam Hussein believed that he could raise millions of dollars by invading Kuwait and taking over its oil.' **OR** e.g. 'I think Iraq invaded Kuwait because it was thought that Kuwait was using a new method of drilling called slant-drilling to unlawfully drill for oil in Iraq's Rumaila oilfield. Iraq claimed that by doing this Kuwait had stolen oil worth billions of dollars. When Saddam Hussein threatened Kuwait with invasion, he used the alleged illegal drilling as an excuse..'	

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Question	Answer		Marks
8(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Saudi Arabia and Kuwait refused to give Iraq new loans.' 'Kuwait demanded that Iraq pay back the loans given to Iraq during the war with Iran.' 'Kuwait increased its oil production keeping the price of oil down. This annoyed Iraq.' 'Iraq claimed that Kuwait was drilling for oil in an Iraqi oilfield.' 'Iraq was in a terrible economic state after the war with Iran.' 'Iraq claimed Kuwait was an artificial creation and the territory belonged to Iraq.' 'Saddam Hussein was hoping to increase his power in the Middle East.' 'Iraq believed that the US would not stop the invasion.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Iraq invaded Kuwait because it was ambitious to have more power.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
9(a)	**Describe what life was like for soldiers in the trenches.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Much time was spent repairing the trenches.' 'They spent some days in the trenches and then some days in support trenches or behind the lines.' 'Sometimes it was very boring, with little to do.' 'The smell was terrible because of sewage and rotting corpses.' 'The soldiers were often infested with lice.' 'In wet weather they would be up to their knees in water and mud. Many suffered from trench foot.' 'In winter many got frostbite because of the cold.' 'The trenches were infested with rats.' 'They had to suffer days of artillery bombardments.' 'There were many dreadful casualties.' 'They suffered from gas attacks.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(b)	**Why did the German failure to break through at Verdun in 1916 matter?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The battle of Verdun was an attempt by the Germans to severely weaken the French army by making them use up all the troops they had to defend Verdun. The Germans thought that all the French reserves would be called up and killed. Although there were huge French casualties, the French fought back more strongly than the Germans expected. There were nearly as many German casualties. This led the Germans to eventually give up. This was important because there was still a French army at the end of the battle. The Germans had hoped that a defeat here would knock the French out of the war.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was a great symbolic victory for the French and helped their morale.' 'A defeat at Verdun would have finished the French war effort and the Germans would have won.' 'It meant that France's eastern defences had held.' 'If the Germans had broken through Paris would have been vulnerable.' 'Verdun was a French salient into German territory which was a great threat to the Germans.' 'After the battle the salient still remained.' 'It halted the German advance and France survived to fight another day.' 'The Germans had huge casualties and after the battle had to change their strategy.' 'It mattered because it led to the firing of the German chief of staff Erich von Falkenhayn.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It mattered a lot as it was important to them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**How well did General Haig lead the British army in the Battle of the Somme? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how well' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It can be argued that Haig successfully led the British Army at the Somme. There are claims that he knowingly sent tens of thousands to their deaths. These claims ignore the difficulties of commanding an inexperienced army of a scale never seen before. The sheer size of the British army and the battle was new. The front was 15 miles long. This caused lots of difficulties for commanders. For example, communications were very difficult, and Haig often had to act on out-of-date information. Haig was in a completely new situation but never lost his nerve.' **OR** e.g. 'Haig made several misjudgements during the battle. He ordered a heavy artillery bombardment of the German lines for seven days before the Allied soldiers attacked. Haig thought this would make sure that British soldiers would meet little resistance. Haig was totally wrong. Many of the shells used did not explode. Many of the shells that did explode were not powerful enough to destroy the deep German dugouts or fortifications, and very little of the barbed wire was cut by the bombardment. Many shells consisted of just shrapnel, rather than high explosive. When the British soldiers went over the top on the first day, 19 000 were killed and nothing was gained. Despite this, Haig continued with this tactic.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Somme did take some pressure off the French at Verdun.' 'He was ready to use new methods of fighting.' 'Given the circumstances of the western front heavy casualties were inevitable, there was little Haig could have done about this.' 'If he had refused to fight at the Somme, Verdun would have been lost and co-operation with the French would have broken down.' 'He stayed away from the front to get an overall picture of such a vast battle.' 'His apparent callousness was part of the determination he needed when he had to send men to their deaths.' 'Haig's idea of a heavy bombardment before British soldiers attacked was a failure.' 'Haig made a mistake when he continued the offensive into November when there was little chance of advancing.' 'Haig seemed to think it was worth the high death toll if the German army was weakened as well.' 'He never went near the front and had no idea of the conditions in which the men were fighting.' 'Haig had no respect for human life and cared nothing about casualties.' 'Haig underestimated the strength of the German trenches, including deep concrete bunkers to protect them.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I don't think he did this very well. He was not really very good at leading the army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer		Marks
10(a)	**Describe how the British government restricted the freedom of civilians during the war.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	**1–4**	
	e.g. 'The Defence of the Realm Act was introduced in 1914.' 'DORA gave the government the right to take over industries and land for the war effort.' 'Conscription was introduced in January 1916 for men over 18.' 'Rationing was introduced in 1918 for meat, butter and cheese.' 'Censorship was introduced.' 'Striking was forbidden.' 'Pub opening times were limited.' 'No one was allowed to buy binoculars.'		
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
10(b)	**Why was the Eastern Front important in the First World War?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'One reason why the Eastern Front was important was because it led to the failure of Germany's Schlieffen Plan. The huge Russian army invaded eastern Germany more quickly than the Germans were expecting. This meant that Germany had to move 100 000 of its troops from the Western Front to fight the Russians. The Schlieffen Plan depended on Germany having enough troops in France to take Paris and defeat France within six weeks. It could then send its troops to fight Russia. This plan meant that Germany did not have to fight two fronts at the same time. But when Germany pulled 100 000 troops out of the advance on Paris it slowed the advance down and the first part of the plan was never accomplished. All hopes of a quick victory for Germany were over and this was because of the Eastern Front.	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It meant that the Schlieffen Plan was defeated.' 'It meant that a quick victory for Germany was prevented.' 'The Russians pulled out of the war in 1917 allowing Germany to send more troops to the Western Front.' 'Brusilov's Offensive weakened the Austro-Hungarian army.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Eastern Front was very important because there was a lot of fighting there.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'The most important aspect of the war at sea was the British blockade of German ports.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think the blockade of German ports was the most important part of the war at sea. This is because it stopped supplies getting through to Germany. It depended on imports to feed its population, and to make weapons and ammunition. Most of this came from the USA but the British used its warships to make sure that little got through. This caused enormous suffering in Germany where people were starving. Many Germans were killed by the effects of the blockade. This caused riots in Germany and was one of the main reasons why Germany collapsed in 1918. It was simply too weak and exhausted on the home front to carry on fighting. ' **OR** e.g. 'Much more important was the British defeat of the German U-boats. The Germans used unrestricted submarine warfare to stop food supplies getting to Britain from America. They were very successful and by 1917 Britain was close to a crisis with only a few days supplies left. However, the threat was defeated by organising the merchant ships into convoys. Using the convoy system made it much easier to defend the merchant ships. Use of mines also helped to defeat the U-boat threat. It was crucial to defeat this threat, otherwise Britain could have run out of food and have been defeated in the war.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Germany was stopped from importing supplies for the USA.' 'By 1918 much of the German population was starving and Germany was in a dreadful state.' 'Defeating the German U-boat threat prevented Britain from running out of food.' 'After Jutland the German warships mainly stayed in their ports handing the seas over to Britain.' 'The use of convoys for merchant ships was crucial.' 'German U-boat tactics helped persuade the USA to enter the war on the Allies side. This was a crucial development.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The British blockade of German ports was very important. Without it, Germany would not have been defeated.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(a)	**Describe revolutionary events in Germany in 1918–19.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Sailors in northern Germany mutinied and took over Kiel.' 'There were uprisings by Socialists, workers and soldiers in German ports and cities.' 'In November 1918, the Kaiser abdicated.' 'Freedom of speech and worship was introduced.' 'In January 1919 free elections were held for the first time in Germany.' 'The Spartacists led a communist rebellion.' 'Fighting between the Spartacists and the Freikorps.' 'Communists led a rebellion in Bavaria and declared a Soviet republic .'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(b)	**Why did events in the Ruhr in 1923 have important consequences for Germany?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Events in the Ruhr had important consequences because they led to hyperinflation for Germany. When the French and Belgian troops occupied the Ruhr, the German government ordered Germans to go on strike. This stopped industrial production in the wealthiest area in Germany. As a result, the government had to print money to pay the workers. This paper money was worthless, prices increased rapidly and there was hyperinflation. Soon many people could not afford food.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The events in the Ruhr led to hyperinflation.' 'They led to occupation by French and Belgian troops.' 'German workers went on strike and German industrial production collapsed.' 'People could not afford food.' 'Stresemann replaced the worthless mark with the Rentenmark.' 'Pensioners and those with savings were greatly affected by the hyperinflation.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They had important consequences because the events affected Germany a lot.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**'The Weimar Republic never recovered from its early weaknesses.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It did recover under Stresemann. He got rid of hyperinflation by introducing the Rentenmark and arranged for new loans from the United States under the Dawes Plan. This helped German industry recover, exports went up and the country was becoming prosperous again. Germany began to be accepted internationally after the Locarno Treaties. Stresemann even got reparations reduced through the Young Plan. These were great achievements and showed that Germany was recovering.' **OR** e.g. 'The Weimar Republic never really recovered. Although things might have looked good on the surface, there were serious problems hidden away. Germany's recovery depended on American loans and when the USA asked for the loans to be repaid as it did the Depression, there was economic collapse. It became clear that the recovery was built on weak foundations. The Republic also had other weaknesses such as rising unemployment and the huge sums spent on welfare and health care. It only needed a development like the Depression and the Weimar Republic collapsed.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Hyperinflation was ended.' 'German industry prospered.' 'The USA gave Germany huge loans to help it recover.' 'Germany became accepted internationally.' 'The Weimar Republic had many cultural achievements.' 'The recovery was not a real recovery, it all depended on German loans.' 'There were still groups ready to strike the Republic down such as the Nazis and the Communists.' 'Unemployment was going up.' 'The government was spending vast sums on health care and welfare.' 'The Republic was weak and it only needed a crisis like the Depression to finish it off.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'I think the Weimar Republic was able to recover a bit but it did not last long.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(a)	**Describe the activities of the 'Swing' movement.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They listened to jazz and swing music.' 'They danced in clubs and rented halls.' 'They wore clothes and fashion that had British and American influences.' 'Their clothing and love of music represented a rebellion against Nazi values and against the Hitler Youth.' 'The young women wore their hair down and used make-up.' 'They set up Swing Clubs.' 'They distributed anti-Nazi propaganda.' 'They developed songs to mock the Nazis.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why did the Nazis change their economic policies during the war years?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Nazis changed their economic policies because as the war progressed they needed to increase military production. Germany had lost a lot of planes in the Battle of Britain. More tanks and ammunition were needed as well. As a result, civilian factories were converted to military use. In 1943 Germany switched to a full war economy under Albert Speer. This meant that nearly all of Germany's economy was dedicated to military production.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To produce weapons and armaments for the war.' 'Slave labour camps were set up to produce armaments for the war.' 'Attempts at autarky were intensified.' 'The British blockade meant they needed to produce more goods for themselves.' 'Rationing was introduced in 1939.' 'They exploited conquered territories.' 'Speer introduced a war economy because of the needs of war.' 'Shortages were very serious by 1943, and Speer changed the system and greatly increased production.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because the war changed everything and so their economic policies had to change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**'Nazi policies towards women were unsuccessful.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'One of Hitler's aims was to increase the birth rate in Germany, to provide Germany with soldiers and workers in the future. Nazi policies tried to overturn the falling birth rate under the Weimar Republic. Financial rewards were given for having lots of children, and Nazi propaganda emphasised that the proper role of women was as mothers and homebuilders. The German Maiden's League was used to indoctrinate girls in these ideas. The policies did work to an extent. Many women left their jobs and looked after their homes and families, and the birth rate did go up in the 1930s.' **OR** e.g. 'Nazis policies towards women did not really work. This is because there were basic contradictions in the policies. The Nazis wanted women to stay at home and have children. At the same time, they wanted the economy to grow. Especially during the war, Women were needed to work in factories. The number of women in jobs actually went up in the 1930s. Despite this by 1936 Germany had a shortage of workers. The situation got worse during the war when the Nazis had to allow many women to go back to work even. This went against what the Nazi's believed to be best for Germany.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The birth rate went up between 1933 and 1939.' 'Births outside marriage were encouraged.' 'Many women followed the propaganda ideas to stay at home and have lots of children.' 'Women were sacked from government jobs when the Nazis came to power.' 'In 1939 the Nazis had to introduce compulsory agricultural labour service for unmarried women under 25.' 'The number of women in jobs increased in the 1930s.' 'During the war the number of women in work went up.' 'The birth rate started to decline after 1939.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Nazi policies towards women did not really work because they were not thought out properly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer		Marks
13(a)	**Describe the actions of the Bolsheviks in Petrograd during 7–8 November 1917.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	**1–4**	
	e.g. 'Bolsheviks took control of post offices, bridges and the State Bank.' 'They took control of most of Petrograd.' 'They stormed the Winter Palace and arrested the ministers of the Provisional Government.' 'Abolition of private property and redistribution of land to the peasants was announced.' 'Withdrawal from the war was announced.' 'Censorship of newspapers was introduced.'		
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
13(b)	**Why were there disagreements between the Provisional Government and the Petrograd Soviet?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'I think the main reason for the disagreements was the war. The Provisional Government declared that Russia would stay in the war until Germany was defeated. This was very unpopular with the Petrograd Soviet. The Socialists and Mensheviks in the Soviet wanted peace because conditions in Russia were dreadful. They wanted to reform the country and this could not be done whilst Russia was fighting in a war.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They disagreed over whether to withdraw from the First World War.' 'The Provisional Government was made up of middle-class liberals, but the Soviet consisted of socialists and Mensheviks.' 'The Soviet wanted to pass reforms that were too radical for the Provisional Government.' 'The Provisional Government tried to stop peasants taking over land, but the Soviet supported them.' 'The Provisional Government was officially in charge, but the real power lay with the Soviet.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were disagreements because they wanted different things and had different aims.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'The introduction of the New Economic Policy by Lenin was surprising.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I am not surprised that Lenin introduced the New Economic Policy. His previous policy of War Communism had achieved its aim of helping the Bolsheviks win the Civil War. As a result, War Communism was not needed anymore. War Communism also caused enormous hardships. There was a lot of opposition to War Communism. There were food shortages and millions of people died in a famine in 1921. The NEP was designed to try and put the situation right. It introduced elements of capitalism such as peasants selling their surplus grain for profit. Some factories went back into private ownership. The policy worked and food production went up.' **OR** e.g. 'It was very surprising. The NEP involved capitalist ideas like peasants selling their surplus produce for profit. This is what the Bolsheviks were trying to get away from. They believed in state ownership and everything being produced for the state. They believed that individual people should not make enormous profits and get rich at the expense of everyone else. Many Bolsheviks were horrified at what Lenin was doing. This makes his policy a great surprise.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was introduced because of the famine.' 'It was introduced because War Communism led to food shortages.' 'Lenin introduced it because of the Kronstadt revolt.' 'There was trouble all over Russia with peasants rebelling over their grain being taken from them.' 'The Bolsheviks had won the Civil War and so War Communism was no longer needed.' 'It led to an increase in food production.' 'It involved a return to capitalism.' 'It was seen as a betrayal by some Bolsheviks.' 'It let people make profits for themselves.' 'It led to the emergence of 'NEPmen' who were businessmen that made profits because of NEP during the period.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It wasn't surprising as it needed to be introduced.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(a)	**Describe what happened at Stalin's 'show trials'.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Leading communists were made to confess to being traitors to the state and they were sentenced to death or sent to labour camps.' 'They confessed to the crimes because they were tortured or their families were threatened.' 'Stalin's opponents were removed.' 'The Soviet army was purged of its leaders.' 'Leaders like Bukharin and Kamenev confessed to being traitors.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did it surprise many people when Stalin emerged as the new leader of the Soviet Union?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'It was a surprise when Stalin emerged as the leader, as Trotsky was a more prominent member of the Bolsheviks. To many people, Trotsky seemed like the natural successor to Lenin. Trotsky was a brilliant speaker, and had led the Red Army to victory over the Whites in the Civil War. Stalin, on the other hand, was much less well known, and a relatively minor position in the Party. This difference between the two made it surprising that Trotsky did not become the new leader as he seemed an obvious choice.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Trotsky had been an important person in both the Bolshevik Revolution and the Civil War.' 'Trotsky was a brilliant speaker and political thinker.' 'Kamenev and Zinoviev were also leading Bolsheviks who could have become leader.' 'Lenin stated in his Testament that he did not want Stalin to succeed him.' 'Stalin was regarded as rather mediocre with no special talents.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because there were other people who were more likely to become leader.	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'The main reason that Stalin was able to control the Soviet Union was his use of the cult of personality.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree that he kept control because of the cult of personality. He could not stay in control just by using terror, so needed the Russian people to respect and even love him. This was achieved through propaganda. History was rewritten to make Stalin the hero of the Revolution. Posters, statues and photographs flooded the country so that Stalin appeared everywhere in a heroic pose. Music and poems were created to praise Stalin. Many towns held regular processions to celebrate Stalin. It was all this propaganda that made people loyal to Stalin, allowing him to control the Soviet Union.' **OR** e.g. 'I disagree with this. He controlled the country through terror. In the purges in the 1930s he removed anyone he thought might be a threat to him. This included leading communists like Zinoviev, army officers, teachers, scientists and even ordinary workers. Millions of people were sent to the labour camps. This created an atmosphere in the country where people knew that they needed to agree with everything Stalin did if they wanted to survive. It is often called the Great Terror and people were so frightened that Stalin was able to make his control complete.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'He controlled the Soviet Union through terror during the purges.' 'He destroyed any chance of opposition by sending millions of people to labour camps.' 'He got rid of anyone who might be a threat to him.' 'Propaganda was used to make people love him as a great figure.' 'He was shown in poster and photographs to be responsible for all the Soviet Union's achievements.' 'The arts were used to show him as a great and lovable man.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The purges were very important to Stalin and helped him keep power.''	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer		Marks
15(a)	**Describe the attractions of the cinema for Americans in the 1920s.**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	**1–4**	
	e.g. 'The cinema produced many films about sex and sex symbols.' 'In 1927 the first 'talkie' movie was made.' 'People had more leisure time for things like the cinema.' 'There were many daring adventure films.' 'It was cheap to attend.' 'Stars like Charlie Chaplin and Douglas Fairbanks attracted people.' 'The films became more polished and realistic.' 'Enormous luxurious movie palaces were built to make it a special experience.'		
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
15(b)	**Why were there changes to the roles of women in the 1920s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'This was mainly due to the effect of new technology that was mass produced. Mass production meant that middle-class women could afford new products. These were products and appliances like the car, vacuum cleaners and washing machines. Inventions like washing machines gave women more free time, and the car meant they were no longer tied to the home. If they had free time and some money they could get out.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The development of labour-saving devices in the home.' 'The car gave them freedom away from the home.' 'Some women had worked during the war and after the war they wanted to continue to have jobs.' 'New industries provided more jobs for women.' 'Advertising persuaded them they needed new things and a new way of life.' 'Films, magazines and novels showed women a different kind of life.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because women wanted a more exciting life.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'Immigrants suffered most from the intolerance of US society in the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Immigrants did suffer from intolerance. In the 1920s people in the US became much more worried about immigration. They blamed immigrants for the rising violence and problems in the large cities. Americans were worried that they were bringing in communist ideas. This intolerance can be seen when two Italian immigrants Sacco and Vanzetti were executed for a crime they did not commit. A number of new laws were passed restricting immigration, and in 1929 only 150 000 immigrants were allowed in and immigration from Asia and southern and eastern Europe was almost stopped.' **OR** e.g. 'I disagree as black Americans suffered far more from intolerance. Most states had segregation laws for schools, hospitals and other public places. Discrimination and worse in the South was so bad that many black families moved north to live in cities like New York. The worst intolerance came from the Ku Klux Klan (KKK) which terrorised black Americans. Black people were lynched and beaten, and driven from their homes. This was worse than the treatment of immigrants.	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Immigrants were blamed for rising crime and communist ideas.' 'Harsh new immigration laws were passed.' 'Immigration was virtually stopped from Asia and southern and eastern Europe.' 'Sacco and Vanzetti did not get a fair trial because they were immigrants.' 'Immigrants became associated with un-American ideas such as socialism and trade unionism' 'The Red Scare was often aimed at immigrants.' 'Black people suffered from the Jim Crow laws in the South.' 'Black people were discriminated against in jobs, housing and schooling.' 'States in the South segregated black people in public places like restaurants and buses.' 'The KKK lynched and beat up black Americans.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Immigrants did suffer from intolerance but there were many other groups that suffered as well.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer		Marks
16(a)	**What was the Works Progress Administration (WPA)?**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was part of the Second New Deal.' 'It gave work to two million people.' 'It put people to work on building roads, schools, sewers and other public buildings.' 'It created projects for artists, writers and musicians.' 'It brought together all the organisations that were creating new jobs.'	**1–4**	
	Level 0 No evidence submitted or response does not address the question	**0**	

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Question	Answer	Marks
16(b)	**Why was the Supreme Court important to the New Deal?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Supreme Court was important to the New Deal because it could block any laws that it thought were going against the American constitution. In the 1930s most of the judges on the Supreme Court were Republicans. The judges thought that the New Deal was undermining the American constitution and values like individual freedom from government control. In 1935 they decided that some of the measures in the New Deal were unconstitutional.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Supreme Court could block any measures by the President or Congress that it thought was unconstitutional.' 'It was dominated by Republicans who were against the New Deal.' 'In 1935–6 it decided that parts of the New Deal were unconstitutional.' 'There was an enormous battle between Roosevelt and the Supreme Court in 1936.' 'The struggle with the Supreme Court led to Roosevelt to slow down on the New Deal.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because its decisions affected the New Deal.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'The successes of the New Deal were more important than its failures.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think its successes were more important. It was introduced to help industry and farming recover and to get people back to work. Unemployment was reduced and businesses were revived. Many people's lives were improved by the building of schools, hospitals and sewage plants and by being given jobs. In many ways its most important achievement was to restore hope to millions of people. This was why Roosevelt was re-elected in 1936.' **OR** e.g. 'Its failures were more important. This is because it failed to end the depression. As soon as the government spent a bit less money in 1937 there was another wave of depression. It was clear than even enormous amounts of public works were not a permanent solution to the depression which was not ended until the Second World War started and the demand for American goods increased.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The New Deal stopped the depression from getting worse.' 'It helped farmers and homeowners keep their property.' 'It gave many people jobs and unemployment was reduced.' 'It provided schools, roads, dams.' 'It introduced better social security for people.' 'It gave the American people hope for the future.' 'It did not end the depression.' 'It did not solve unemployment. In 1941 there were still six million unemployed.' 'Many of the poorest such as tenant farmers, sharecroppers and migrant workers were not helped much.' 'Black Americans were not helped much.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think its failures were more important because it did not really achieve much.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(a)	**Describe the threat to the Communists from Chiang Kai-shek in the period 1927–34.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1927 Chiang Kai-shek suddenly turned on the Communists.' 'In 1931 he started a full-scale military campaign against them.' 'He surrounded the Communists in Jianxi and they were in danger of being destroyed.' 'In 1927 he declared membership of the Chinese Communist Party illegal.' 'In 1927 he had communists in Shanghai slaughtered.' 'He launched five campaigns against them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(b)	**Why were the years spent at Yenan important for the Communists?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'In these years Mao really made his position as leader of the Communists completely safe. He started the Rectification Movement which involved giving thousands of new members of the Communist Party a grounding in Marxist ideas. Party members were, indoctrinated into being loyal to Mao. He also developed the volunteer corps meaning that Mao had tens of thousands of loyal young supporters.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Yenan was an isolated area and gave the Communists some safety.' During the time that the Communists spent in Yenan, Mao started the Rectification Movement.' 'The time at Yenan was important because it gave Mao time to win the peasants over to communist ideas.' 'In this time the Communists grew from 10 000 troops to 2.8 million members.' 'It gave the Communists a chance to recover and grow in strength' 'It gave Mao a chance to develop a set of ideas.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'These were important for the Communists because they were able to prepare for the future.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The weaknesses of the Nationalists, and not the strengths of the Communists, was the most important factor in the outcome of the Civil War.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The weaknesses of the Nationalists were very important to the outcome of the Civil War. In the areas of China that The Nationalists controlled their officials made little attempt to win over the peasants. The officials were corrupt, making as much money as they could for themselves. Army officers were left to do as they wanted and often mistreated the peasants. The Nationalists also made the peasants pay heavy taxes. All of this was a mistake and it is not surprising that many peasants ended up hating the Nationalists. When the Nationalists and Communists fought, lack of support for the Nationalists among the peasants was very important.' **OR** e.g. 'I think the strengths of the Communists were more important. An important strength was that the Communists won the support of the peasants. The Red Army lived in the villages with the peasants. The Communists protected the peasants from the Japanese. The peasants saw the Communists as the same as them. The Communists were not corrupt. The Communists treated the peasants with respect and taught them communist beliefs. All this meant that the Communists had the support of over 100 million Chinese peasants.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The incompetence of the Nationalist army leaders.' 'Nationalist officials were often corrupt and therefore unpopular.' 'Low morale in the Nationalist armies.' 'Nationalist rule in areas they controlled was harsh.' 'Chiang's scorched earth policy against the Japanese brought misery to thousands of Chinese peasants.' 'The Nationalists put little effort into fighting the Japanese, they were more interested in dealing with the Communists.' 'The Communists won support because of their constant opposition to the Japanese.' 'The Communists treated the peasants well and won their support.' 'The Communists taught the peasants communist ideas and beliefs.' 'Communists guerrilla tactics were very effective.' 'Nationalist troops defected to the Communists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think this is wrong. The Communists had lots of support and that is why they won the Civil War.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(a)	**Describe the power struggle between Hua Guofeng and Deng Xiaoping after Mao's death.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hua reinstated Deng to the politburo.' 'Deng was in charge of the four modernisations and had important economic and political power.' 'Hua followed the policy of supporting Mao's policies. This became unpopular.' 'Hua was implicated in the crimes of the Gang of Four and resigned.' 'Deng installed his supporters as Premier and General Secretary of the Party.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why did the Cultural Revolution come to an end?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The cultural revolution came to an end because Mao had created the Red Guards to purify China and take it back to pure communism. However, the Red Guards got out of control. They turned on each other and fought street battles. They fought with peasants and militia, and the country was close to civil war. In 1968 the army stepped in to disarm the Red Guards and restore order.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Red Guards were getting out of control.' 'It was plunging the country into a deep crisis.' 'It had achieved what Mao wanted.' 'Zhou Enlai argued for a return to normality.' 'Mao had consolidated his power and his possible rivals had been dealt with.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It came to an end because it had to be stopped.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'China in 1990 was very different from China under Mao.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'In many ways China in 1990 was very different from Mao's China. This was partly because Zhou Enlai and Deng had introduced the Four Modernisations of industry, agriculture, science and technology, and the army. These modernised China in many ways. China was opened up to foreign trade and investment. Living standards improved for many Chinese people. Consumer goods like televisions, washing machines and watches became popular. In the countryside, communes were broken up and peasants were able to sell their surplus, thus making some very rich.' **OR** e.g. 'Although there were many changes, the Chinese people did not enjoy much greater political freedom. China remained as a one-party state, with the Communist Party in control. Many of the freedoms gained in the 1980s were lost. Firm control over the press and mass media was re-established, with all official media publications being state owned or state controlled. These changes took the country back to the time of Mao.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘China opened up to more foreign trade.’ ‘Foreign investment was allowed in China.’ ‘The Chinese began to buy consumer goods.’ ‘The standard of living was much higher.’ ‘Peasants were allowed to make a profit by selling their surplus produce.’ ‘There was little more political freedom than there was under Mao.’ ‘The Communist Party was still in control.’ ‘There was still little democracy.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘There were many differences by 1990. China was a completely different kind of country and many reforms had been passed.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(a)	**Describe the consequences of the Native Urban Areas Act of 1923 for black South Africans.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Separate residence locations for black South Africans were set up usually on the edge of towns.' 'New black townships were built.' 'Black South Africans did not have the right to own property.' 'Black South Africans were only allowed into urban areas to serve the needs of the white population.' 'It made it much harder for black South Africans to go into urban areas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(b)	**Why did the 1948 election have important consequences for South Africa?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The 1948 election had important consequences for South Africa because it changed South Africa in important ways. The National Party won the election after promising to introduce apartheid. When they came to power The National Party fulfilled their election promise and introduced apartheid. Within two years laws had been passed to ban marriages and sexual relationships between people of different races. Changes like this dominated South African history for the next 40 years and brought much violence and misery.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The 1948 election led to apartheid laws being introduced.' 'Public services and spaces were divided according to race.' 'Towns were divided into 'White', 'Coloured' and 'Black' areas.' 'Many black South Africans were forcibly moved out of their homes, as in Sophiatown.' 'The National Party dominated politics in South Africa for a long time.' 'Black South Africans were forced to attend inferior schools and get poorer education than white people.' 'Communism was banned.' 'The election and apartheid led to the resistance struggle by the ANC.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it led to many changes in South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**'Economic development by 1945 benefited the people of South Africa.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'There was much economic growth after 1933. Mining companies did well because of the rise in the price of gold. This gave good jobs to many white workers, whose living standards gradually improved. Even during the Depression, white workers were helped by the government. There were job creation schemes and white farmers received a guaranteed price for their products.' **OR** e.g. 'Black South Africans did not benefit much. A whole range of jobs were restricted to white people only, such as some jobs in the mines where black people were labourers. Every job on the railways was white only. Black South Africans suffered very badly during the Depression. Black people were sacked from their jobs to provide employment for whites. Wages were held down for black workers and by 1939 the average black South African was 10 percent worse off than in 1919.'	

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Question	Answer		Marks
19(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'White people benefited from many good jobs being reserved for them.' 'The mining industry prospered and this benefited white workers.' 'Many white South Africans found good jobs on the railways.' 'Many white farmers were unable to make a living in the 1920s and gave up farming.' 'Black South Africans were only given the lowest jobs, like labouring.' 'The standard of living of most black people went down.' 'Black South Africans suffered badly during the Depression when many lost their jobs.'	**2–3**	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The economic development only benefited some of the people in South Africa.'	**1**	
	Level 0 No evidence submitted or response does not address the question	**0**	

Question	Answer	Marks
20(a)	**Describe the actions taken by the United Nations against South Africa in the period 1966 to 1973.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1966 the UN tried to make South Africa hand back Namibia.' 'The UN encouraged economic sanctions against South Africa.' 'In 1971 the UN declared that South Africa's mandate over Namibia was terminated.' 'In 1968 the UN asked all states to suspend cultural and sporting links with South Africa.' 'The UN asked all states to stop selling arms to South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(b)	**Why was Steve Biko important?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Steve Biko was important because he encouraged the Black Consciousness movement. This encouraged black South Africans to be proud of being black, refusing to accept help from white people and to be proud of their African heritage. These ideas inspired the pupils in Soweto schools and led them to riot in 1976. These riots had international attention and meant that the police never really controlled Soweto again.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Developed the ideas of Black Consciousness.' 'Set up a students' union for black students only.' 'Encouraged black South Africans to be proud of being black.' 'Worked for the Black Consciousness Convention.' 'Travelled the country speaking and influenced a lot of people.' 'Inspired the Soweto uprising of 1976.' 'Died while in police custody. His death was condemned around the world.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was important because a lot of people supported him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**How far did South Africans benefit from improvements in the economy in the period 1966 to 1980? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Black South Africans did not benefit at all. The quality of their education was dreadful. The government spent ten times more on educating each white child. The teachers were badly trained and poorly paid. When the government announced that some of the subjects would be taught in Afrikaans the students rioted in 1976. Black workers in Natal also went on strike in 1973 because their wages were being reduced and their hours of work made longer.' **OR** e.g. 'The South African economy grew in the first part of this period and countries all round the world were investing in the country. It also did well because of its reserves of gold and diamonds. The mines did provide work for black South Africans, but it was white South Africans who had better jobs and owned the businesses who did best.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Soweto riots showed that black students were not benefiting.' 'The quality of education for black students was dreadful.' 'The South African economy began to suffer in the 1970s and black workers had their wages reduced and their hours lengthened.' 'White South Africans benefited from economic development in the late 1960s.' 'At the end of the 1970s black South Africans did benefit from their Trade Unions being made legal.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that white South Africans benefited far more than black South Africans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(a)	**What was the Arab League?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Arab League was an organisation of Arab states founded in 1945.' 'It helped Arab countries have closer relations with each other and co-ordinate their policies over matters important to them.' 'It deals with disputes between members.' 'Its members include Egypt, Jordan, Saudi Arabia, Palestine and Iraq.' 'It develops economic and social programmes for member states.' 'It has a joint army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did Jews want Britain to leave Palestine?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Jews hoped that when the Labour government came to power in 1945 it would change the British immigration policy for Jews. They hoped that Jewish immigration into Palestine would be welcomed. However, the government continued with the policy of restricting immigration. The Jews were disappointed and thought that they would never improve the situation until the British left. This led to Jewish groups like the Irgun to step up their terrorist campaign against the British.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They wanted to create a Jewish state in Palestine.' 'Britain was limiting Jewish immigration into Palestine.' 'When the new Labour government was elected in 1945 it announced it was continuing with the restrictions on Jewish immigration.' 'British policy was to divide Palestine between Jews and Arabs.' 'Britain had the mandate for Palestine.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They wanted Britain to leave Palestine because they thought they would then be better off.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'Israel won the war of 1948–49 because of support from Europe and the USA.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Support of European countries and the US was very important to Israel in the 1948–49 war. Israel was able to buy three B-17 Flying Fortress bombers from the USA, one of which was used to bomb Cairo. Large amounts of arms were also acquired from Europe, especially Czechoslovakia, which supplied fighter aircraft as well as other arms. Countries like France allowed planes carrying arms to land on their way to Israel. All this meant Israel had a lot of modern equipment and was better equipped than most of the Arab forces. **OR** 'e.g. 'The Israeli military won the war because of its fighting style and tactics. It developed a very flexible style of command. Junior officers were allowed to make their own decisions and react quickly to changing circumstances. This meant that they were able to capitalise on the experience. Israeli forces had gained a lot of experience fighting during World War 2, and against the British after the war, making them very effective.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Israelis had modern weapons from Europe and the USA.' 'Israel received large amounts of armaments from Czechoslovakia.' 'The Israelis were fighting for their survival.' 'Many Jews had had experience of fighting in World War II.' 'The Arab countries all had different plans and aims and often quarrelled.' 'Jordan was the only Arab country that had an effective army.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The support of Europe and the USA was very important to Israel and was one of the main reasons why it won the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(a)	**Describe how the United Nations has helped Palestinian refugees.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The UN set up refugee camps in Gaza in the 1950s and provided food, clinics and schools.' 'In 1949 the UN Relief and Works Agency for Palestine Refugees was set up to help Palestinians who were forced to flee their homes.' 'The UN helped about 4.3 million Palestinian refugees.' 'The UN made more than 100 000 loans to help refugees restart their lives.' 'The UN made sure that no refugees are returned to a country where they might be persecuted.' 'The UN ran refugee camps for Palestinians all over the Middle East including in Iraq, Egypt and Libya.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why did the events of 1947–48 create a refugee crisis?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'A refugee crisis was created because of the 1947–48 war. At the end of the war Israel controlled more than three-quarters of Palestine including half of the Arab state proposed by the UN. Palestinian Arabs had fled out of fear to neighbouring Arab states because of the Israeli advance. When the war was over, they were trapped because Israel refused to let them return to their homes. This led to refugee camps being set up in Lebanon, Gaza and Jordan.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The war with Israel caused this.' 'Arabs fled from their homes because of the Israeli advance.' 'Some historians claim Arabs chose to leave their homes, but they planned to return after an Arab victory.' 'The Arabs in places like Haifa and Acre were expelled by the Israelis.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'These events were very bad and a lot of people suffered including those who became refugees.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**Did Yasser Arafat help or hinder the Palestinian cause? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'did Yasser Arafat help or hinder' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Arafat did help the Palestinian cause. In 1974 he decided that peaceful methods would be best, and he started to argue for a Palestinian state that would include the West Bank and Gaza. The Arab states decided to recognise the PLO as the only rightful representatives of the Palestinian people. Arafat made a speech at the UN that was well-received. Arafat's main achievement was the fact that the Palestinians could not be ignored in the future.' **OR** 'e.g. ' While he was leader of the PLO, Arafat at first supported terrorist actions to win the Palestinian cause publicity. This did not work as he intended. This included hijackings and kidnappings in 1973 where innocent people were killed. This violence did not win sympathy for the Palestinians. In fact, they lost support from Arab states like Saudi Arabia. By the end of 1973 Arafat realised his mistake and announced that terrorism would only be aimed at Israel.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'He led the PLO and made sure that the world and the UN had to take notice of the Palestinian cause.' 'In 1988 Arafat rejected all forms of terrorism and won a lot of support for this.' 'In the early 1990s he was involved in the talks leading to the Oslo Accords which supported Palestinian self-rule.' 'He became head of the Palestinian National Authority.' 'His policy of hijackings lost support for the Palestinian cause.' 'He was accused of not being tough enough with the Israeli government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Yasser Arafat tried to help but he did not always get everything right.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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