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Cambridge IGCSE™

HISTORY **0470/11**

Paper 1 **May/June 2021**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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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.

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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Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – 'How good is this response to this question?'
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

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Question	Answer	Marks
	SECTION A: CORE CONTENT	
1(a)	**Describe the revolutionary events in Prussia from March to May 1848.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'In March crowds in Berlin made demands to the king such as elections and a free press.' 'Frederick William agreed to demands for reform and promised Prussia would merge into Germany.' 'Demonstrators put up barricades and hundreds were killed in the fighting.' 'In May a Constituent National Assembly was elected and met in Frankfurt.' 'The Frankfurt Parliament dissolved into endless debate.' 'An assembly was elected in Berlin and began writing a constitution.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
1(b)	**Why were Charles Albert's actions in 1848–49 important for Italy?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'In 1848 Charles Albert declared war on Austria and led his army to fight against Austrian rule. Although he was eventually defeated in the Battle of Novara, his actions were important because they were the first attempt by the House of Savoy to get rid of Austrian rule. His efforts were continued by his son Victor Emmanuel II who became the first king of a united Italy in 1861. So, Charles Albert is important because he started the process of freeing Italy from Austrian rule.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He supported the idea of a united Italy free from Habsburg control.' 'He announced a constitution for Piedmont.' 'He led his army against the Austrian Army in the First Italian War of Independence.' 'He was defeated by the Austrians in the Battle of Novara and abdicated in favour of his son, Victor Emmanuel II.' 'He placed Piedmont in a position to lead the uniting of Italy in the future.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'His actions were very important because he was King of Piedmont and he did a lot for Italy.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**'Liberalism was more important than nationalism in causing the 1848 Revolutions.' 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 growth of liberalism was significant in causing many of the revolutions. Many people wanted the freedom to vote, worship and own land. They wanted freedom of speech to express their views and freedom of the press. People wanted a say in how their country was governed. This can be seen in Prussia where a new constitution was demanded and in Rome where press censorship was abolished and land was taken away from the Church. Also, in France demands for liberal reforms to the constitution, such as extension of the franchise were very important as causes of the revolution there.' **OR** e.g. 'Nationalism played a significant part in some of the revolutions, especially those that did not have a nation state of their own. In Hungary and parts of Italy, the national groups were seeking independence from the Austrian empire, while in Germany and Italy nationalists wished to unite with other states to form a larger nation.'	

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Question	Answer	Marks
1(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Nationalism was an important factor in Germany and Italy.' 'Liberal reforms were demanded by revolutionaries in France and Germany.' 'There was a demand for a greater say in how the country was governed.' 'There was unrest with the existing methods of government.' 'Royal absolutism seemed to be out of date and liberalism was popular.' 'There was demand for independence from an occupying power.' 'A desire for national unity was important in Germany and Italy but not France.' 'In places like Hungary they wanted independence from Austrian rule but in France they wanted constitutional reforms.' 'In some places like France they wanted to get rid of the monarchy and replace it with a liberal constitution.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'I think nationalism was more important because it was the reason why many supported the revolutions.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(a)	**Describe the main events of the Austro-Prussian War of 1866.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The war began because of a dispute over Schleswig-Holstein.' 'Prussia had made an alliance with Italy.' 'Prussian troops marched into Holstein.' 'Italy declared war on Austria which had to divide its forces over two fronts.' 'Moltke led the Prussian army into Saxony.' 'The battle of Koniggratz was a massive Prussian victory.' 'The Peace of Prague was signed in July 1866.' 'The German Confederation was dissolved.' 'Prussia took many of Austria's former allies and Austria was excluded from German affairs.'	
	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 war with France important to Bismarck's plans?**	**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 war was very important to Bismarck's plans for uniting Germany. After the war with Austria there were still southern German states outside the North German Confederation that was dominated by Prussia. Bismarck tricked France into war because he knew that a war with France would whip up German nationalism and encourage southern states like Bavaria to join Prussia. This would bring about German unification. As soon as France mobilised the southern German states joined on Prussia's side.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to southern German states joining Prussia.' 'It helped create a unified Germany.' 'It was a great victory for Bismarck and made him very powerful in Germany.' 'It led to Germany becoming a major European power.' 'It made possible the creation of the German Empire in 1871.' 'It ensured Prussian dominance.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important because it meant that Bismarck would be able to move forward and carry out his plans.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The Frankfurt Parliament of 1848–49 never had a chance of succeeding.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think this view is wrong. The Parliament did achieve things and could have succeeded. It was elected by voters all over Germany and produced a new constitution for a German Empire with an elected Parliament. It represented the strong liberal opinions that existed at the time and the desire for a united Germany. The fact that it did fail does not mean that it could not have succeeded. If it had been more moderate and got the support of the princes and rulers of German states like Prussia, it might have succeeded.' **OR** 'I agree with this. The Parliament had no real power. The power lay in individual German states like Prussia. For example, when the Parliament tried to take over control of a war with Denmark, Prussia ignored it and ended the war. When the Parliament offered Frederick William the crown of a German Empire, he simply rejected it. As soon as he did this the Parliament was finished. It was made up of liberals endlessly talking rather than a body that was supported by the German states'	

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Question	Answer	Marks
2(c)	**Level 2 – Identifies AND/OR describes 2–3** (One mark for each point.) e.g. 'It needed, and never had, the support of the German states and their leaders.' 'Frederick William of Prussia rejected its offer of the crown of a united Germany.' 'There were too many different opinions in the Parliament for it to succeed.' 'It was divided between moderate and the extreme left.' 'It represented the strong liberal and national ideas at the time.' 'It was elected from all over Germany.' 'It managed to create a constitution for a united Germany.'	
	Level 1 – General answer lacking specific contextual knowledge 1 e.g. 'The Frankfurt Parliament never had a chance of succeeding because it was weak and not enough people supported it.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
3(a)	**Describe how Faidherbe governed Senegal.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He governed by direct rule.' 'His policy was designed to turn Africans into 'French' men.' 'He tried to spread French culture through Senegal.' 'He opposed slavery.' 'He made France the dominant country in the area.' 'He extended French conquests and control.' 'He established French control of the important peanut cultivation and export industry.' 'He built many bridges and provided fresh drinking water.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why did Britain deal harshly with the Indian Mutiny?**	**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 of the reasons it was dealt with harshly was the mood in Britain. Many people in Britain were shocked by the accounts (often exaggerated) of the atrocities by the rebels in the newspapers. This created a mood for harsh revenge and seemed to justify the harsh punishment handed out by the British.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The mood in Britain demanded harsh punishment.' 'Some of the rebels were members of the army and so had disobeyed their officers. This was seen as disloyalty and regarded with horror by the army.' 'The rebels did commit atrocities and this angered the British to commit atrocities in return.' 'The reason was racism. The British were horrified by people they regarded as inferior rising up against them.' 'The British valued their empire in India and had to make sure nothing like this happened again.' 'It was to show British supremacy.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It had to deal with it harshly to teach everyone a lesson.	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**Was European imperialism driven mainly by economic or by strategic motives? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'was European imperialism driven mainly by economic or by strategic motives' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think strategic motives were more important. All countries were concerned about their own, and their colonies, security. Control of the seas was very important to Britain and some areas were colonised because they were vital fuelling stations for naval ships. Also, the more land a country could acquire, the greater its power and reputation became. This explains the competition between Russia and Britain in Central and South Asia. The British fought to keep Russia out of areas such as Afghanistan, Iran and India. The Scramble for Africa can also be understood through strategic motives. For example, France was interested in Tunisia because of its commanding position in the Mediterranean, and Britain was interested in Egypt because of the Suez Canal route to India.' **OR** e.g. 'I think that economic motives were important. To develop their industries and wealth, European countries needed to develop their trade markets abroad. Areas like Africa and Asia provided markets for European goods and cheap raw materials for European factories. Empires also provided European countries with outlets for the investment of their surplus money by seeking new markets and foreign investments.'	

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Question	Answer	Marks
3(c)	**Level 2 – Identifies AND/OR describes 2–3** (One mark for each point.) e.g. 'To create fresh markets for European products.' 'Leopold was interested in the Congo because this would open up opportunities to penetrate central Africa.' 'By exploiting the natural resources of colonies, European countries made their own economies more prosperous.' 'Britain was interested in South Africa because of its diamonds.' 'When Leopold took over the Congo he made a fortune from rubber plantations.' 'Imperialism was designed to keep European countries strong and secure.' 'Britain was interested in Egypt because it wanted to keep the Suez Canal safe.' 'Germany wanted colonies because it believed it could not be a great power without them.'	
	Level 1 – General answer lacking specific contextual knowledge 1 e.g. 'Economic motives were most important because this was what most countries were interested in.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
4(a)	**Describe German interventions in Morocco.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1905 the Kaiser visited Tangier to talk with the Moroccan government.' 'The Kaiser rode around the city on a white horse.' 'The Kaiser claimed he was trying to support the sovereignty of the Sultan.' 'The Kaiser was challenging French influence in Morocco.' 'Germany demanded an international conference.' 'At the Algeciras Conference, German proposals were rejected.' 'In 1911 Germany sent the gunboat 'Panther' to Morocco after French troops were deployed there.' 'Germany accepted a French protectorate on Morocco in return for the French Congo.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why was the Austrian ultimatum to Serbia in July 1914 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. 'It was important because it was designed to cause war with Serbia which Austria and Germany would quickly win. It was impossible for Serbia to agree to the terms in the ultimatum without losing face completely. Nevertheless, Serbia accepted all the terms except one, but this made no difference because Austria declared war on Serbia. So it was important because it led to the start of the war.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to war.' 'It was important because there was no way in which Serbia could agree to its terms and so it made the situation worse.' 'It was important because its unreasonable demands showed that Austria wanted war.' 'It was important because it led to Austria declaring war on Serbia.' 'It was important because it started the chain of events that led to the First World War.' 'It was important because it showed that Austria had the backing of Germany.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important because it changed the situation in Europe completely.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'The Alliance System was more important than the arms race in bringing about the First World 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think the Alliance System was more important. The main powers of Europe were divided into two alliances – the Triple Alliance and the Triple Entente. This meant that if one country on one side was in dispute with one country on the other side, they could drag the other members of their alliance into war. This is what happened in 1914. When Austria declared war on Serbia, Germany joined Austria. Because of Austria's actions, Russia began to mobilise and this led Germany to declare war on Russia. This brought France into the war and Germany's declaration of war on France, which then led to Britain declaring war on Germany. Soon the war was one alliance against the other.' **OR** e.g. 'The arms race was more important. This was because so many countries having such enormous amounts of arms meant that any dispute could easily end up in a major war. The arms race also increased competition and tensions between the countries so that disputes were more likely. This can be seen in the naval race where Britain and Germany competed to have the most powerful navy through the building of Dreadnoughts. This led to each country accusing the other of wanting world domination and perhaps planning an invasion. It also meant that if Germany was involved in war, Britain would be dragged in because of its naval rivalry with Germany.'	

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Question	Answer	Marks
4(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'The Alliance System meant that if one country in an alliance was at war, it could drag in the other members of the alliance.' 'Germany supported its ally Austria over Serbia and this then meant that Russia got involved.' 'Once Russia was involved in the war, then France was bound to be involved.' 'The arms race increased tensions between different countries.' 'The existence of so many arms meant a small dispute could easily escalate.' 'The arms race between Britain and Germany increased the rivalry between them.' 'The arms race glorified militaristic culture in several countries.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'The arms race was more important because it involved guns and weapons which are to do with war.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(a)	**Describe the work of the League of Nations in the areas of health and refugees.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The League started an international campaign to exterminate mosquitoes to end malaria.' 'It worked with the Soviet government to prevent a typhus epidemic in Siberia.' 'It set up research institutions to develop vaccines like the one for diphtheria.' 'It helped many displaced people return home or find a new home.' 'It set up camps in Turkey to help with the refugee crisis there.'	
	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 League of Nations have some success in dealing with international disputes 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. 'It had some successes because the disputes it had to sort out were all minor ones that did not involve the major powers. For example, the dispute over the Aaland Islands was between Sweden and Finland, while the Greek invasion of Bulgaria was sorted out because no major powers were involved. Minor powers were more likely to accept the rulings of the League because they did not have the power or powerful allies to stand up to the League which was largely run by major powers like Britain and France.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was successful in the 1920s because countries accepted its decisions.' 'All the disputes it had to deal with were between minor powers.' 'During this period the major powers were peaceful.' 'After the First World War, there was a general wish to make the League work.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It had some successes because it was determined to succeed and made a big effort.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**'Britain and France were justified in not supporting strong action by the League against Italy over its actions in Abyssinia.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think Britain and France were justified because of the bigger picture. Britain and France were mainly worried about Germany and its rearmament. They hoped that Italy would become their ally against Germany. Italy had recently joined Britain and France in the Stresa Front where they all agreed to work against Germany. For these reasons they did not want to upset Italy too much because it might then ally with Germany.' **OR** e.g. 'I do not think they were justified. Italy invaded Abyssinia without justification. Mussolini wanted to build an Italian empire but his invasion was exactly the kind of aggression the League was set up to deal with. Britain and France were the two leading members of the League and they should have set an example. Instead, Britain refused to close the Suez Canal to Italian ships and only supported weak sanctions that did no real harm to Italy.'	

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Question	Answer	Marks
5(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Italy invaded and then took over Abyssinia by force so Britain and France were not justified.' 'The Italian actions over Abyssinia were exactly the kind of thing the League was meant to deal with, so Britain and France were not justified.' 'I think they did do enough. They supported sanctions on Italy.' 'They were not justified, especially the underhand and secret Hoare-Laval Pact.' 'They were justified because the public in Britain and France did not want their country going to war.' 'They wanted Italy's support against Germany.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'I do not think they were justified. They should have acted and should have stood up to Italy.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(a)	**Describe the main aims of Hitler's foreign policy.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He wanted Anschluss with Austria.' 'He wanted to incorporate all German speakers into Germany like those in the Sudetenland.' 'He wanted to revise the terms of the Treaty of Versailles.' 'He wanted to expand eastwards to achieve Lebensraum.' 'He wanted to destroy communism.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why was the remilitarisation of the Rhineland 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. 'The remilitarisation of the Rhineland was important because it was demilitarised by the Treaty of Versailles. This had humiliated Germany and Hitler hated it. The Rhineland was part of Germany and had been occupied by Allied troops. Hitler believed that Germany had the right to put troops on its own territory.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Remilitarisation was a sign of strength.' 'Allied troops had left and so Hitler felt that German troops should be allowed there.' 'Demilitarisation was a sign of Germany's humiliation.' 'It would reverse part of the Treaty of Versailles.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'This was important to Hitler because if he achieved it, he would be able to go on and do other things that he wanted.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**How surprising was the signing of the Nazi-Soviet Pact? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'how surprising' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I do not think it was surprising because it made sense at the time for both countries. The two countries agreed not to attack each other and divided Poland up between themselves. Hitler wanted Poland and needed to be sure that when he invaded it, he was not attacked by Russia. On the other hand, Stalin knew that Germany might invade Russia at some point but the Pact gave him time to prepare and build up his armed forces. He hoped that a war between Germany and France and Britain would keep Germany busy for years.' **OR** e.g. 'It was very surprising. This is because Hitler hated communism. He had banned them as a political party in Germany. The destruction of communism was a foreign policy aim and yet here he was making an agreement with the leading communist country. Also, Stalin hated fascism. Enemies of the state were called fascists and yet he was making an agreement with Hitler who was a fascist.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'They were able to divide Poland up between themselves.' 'It gave Germany a chance to invade Poland.' 'It gave Hitler a chance to fight France and Britain without having to worry about Russia.' 'It gave Russia time to build up its armed forces and its defences.' 'Germany was a fascist country and Russia was communist.' 'Neither side meant to keep to the agreement.' 'Stalin didn't trust the British or the French because of appeasement.'	

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Question	Answer	Marks
6(c)	**Level 1 – General answer lacking specific contextual knowledge** **1** e.g. 'It was a great surprise because nobody believed it would happen.'	
	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 during the Tet Offensive.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'North Vietnamese troops and Vietcong attacked many cities in South Vietnam.' 'In January 1968 South Vietnamese towns and cities, government buildings and US bases were attacked in over 120 attacks.' 'Vietcong fighters got inside the US Embassy in Saigon.' 'The attacking forces were spread thinly and the US and South Vietnamese troops managed to defend and counter attack.' 'The communists took the city of Hue, where they executed many people connected with the Americans or the South Vietnamese authorities.' 'Hue was taken back by the Americans.' 'The Communist attacks were stopped but they had shown that the war was not nearly over.' 'Johnson halted escalation of the war and called for peace talks.' 'In the US, opposition to the war increased because of Tet.'	
	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 Bay of Pigs incident 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 Bay of Pigs was important because of the effect it had on the relations between Kennedy and Khrushchev. The attempted invasion of Cuba was a disaster and had been supported by Kennedy. It was a humiliation for Kennedy and it meant that in future events like the Cuban Missile Crisis, he wanted to prove himself. Meanwhile, Khrushchev thought the disaster meant that Kennedy was inexperienced and weak, which is why he thought he could get away with putting missiles into Cuba. He thought he could bully Kennedy.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because it humiliated the US and Kennedy.' 'It made the communist revolution in Cuba stronger.' 'Castro was stronger than ever in Cuba.' 'It meant that Kennedy was determined not to be humiliated by Cuba again.' 'Kennedy decided never to attempt a military attack on Cuba again.' 'It made Khrushchev think he could bully and outmanoeuvre Kennedy in the future.' 'It pushed Cuba closer to the Soviet Union.' 'Kennedy ordered a trade embargo against Cuba.' 'It highlighted the failure of the CIA.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important because it showed what would happen if the two sides started to fight each other.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**'US involvement in Vietnam was an error from the beginning.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I do not think it was an error. This is because of the domino theory which showed that if one country fell to communism, surrounding countries would fall as well. China and North Korea had fallen and it looked as if Vietnam would be next. If this happened, then Thailand could fall and eventually the whole of South East Asia. This is why the US had to act. It was to stop the spread of communism.' **OR** e.g. 'It was an error from the beginning because there was no way the US could win the war. This was clear from the French defeat in Vietnam but the Americans did not learn anything from this. The Vietcong were fighting in their own territory and had the support of the peasants. They avoided big battles and used hit and run tactics. The American army never adapted to the local conditions and lost the support of many villagers by their heavy-handed tactics. It was impossible to actually defeat the Vietcong and so it was an error from the beginning.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'The US intervened to stop the spread of communism.' 'The Viet Cong had local support and local knowledge and could not be defeated.' 'The regime in South Vietnam was corrupt and not worth defending.' 'The US didn't have the right tactics for jungle warfare.'	

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Question	Answer	Marks
7(c)	**Level 1 – General answer lacking specific contextual knowledge 1** e.g. 'Yes, it was, it was a complete waste of time. The United States had no chance of winning and should not have got involved.'	
	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 rule in Iraq.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was a dictator.' 'He carried out purges against anyone opposing him, including his own party.' 'He carried out a vicious campaign against the Kurds.' 'He used a personality cult to win popularity.' 'He brutally attacked the Shiites.' 'He gave his relations positions of power.' 'He had televised show trials of political opponents.' 'He attacked the Marsh Arabs with chemical weapons.' 'He nationalised the Iraqi oil industry.' 'He tried to modernise Iraq.' 'He provided electric power across the country.' 'He built new schools, houses and hospitals.' 'New roads were built across the country.' 'He greatly increased Iraq's armed forces.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why was the Iranian Revolution of 1979 important to the West?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'It was important to the West because Britain and the USA had been the main supporters of the Shah. They helped him take over in a coup in 1953. Having the Shah in power was good for the West because it meant that oil supplies to the West were safe. They lost this when the Shah was toppled from power.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Shah had been a supporter of the West.' 'The Shah had sent Iranian oil to the West.' 'Ayatollah Khomeini who took over was against the West.' 'The West lost an important ally in the Gulf.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important to the West because it affected them in different ways and they had to react to it.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**Are you surprised that Saddam Hussein was willing to fight the First Gulf War? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'are you surprised' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I am not surprised. Successfully invading Kuwait was very important to Saddam and had been popular in Iraq. If he backed down now, he would lose a lot of support in Iraq. Also, he probably did not believe that the US would actually go to war. This was because months before the US ambassador had given the impression that the USA was not that interested in what was going on over Kuwait. This is why he refused to withdraw from Kuwait and fought the war.' **OR** e.g. 'I am very surprised. After his invasion of Kuwait he was condemned by the UN and America, France, Britain and other countries prepared their troops for a war with Iraq. It was the largest military alliance since the Second World War and it was clear that Iraq was heavily outnumbered and outgunned. However, Saddam refused to leave Kuwait and was ready to fight a war. This was very surprising because he was outnumbered and did not stand a chance.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'He believed Iraq had a claim to Kuwait and so would not withdraw.' 'He would lose popularity in Iraq if he backed down.' 'He would lose face by backing down.' 'He was outnumbered by the international coalition.' 'He did not stand a chance of winning.'	

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Question	Answer	Marks
8(c)	**Level 1 – General answer lacking specific contextual knowledge 1** e.g. 'Saddam wanted to be seen as a great leader and so I am not surprised he fought the war.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
	SECTION B: DEPTH STUDIES	
	Depth Study A: The First World War, 1914–18	
9(a)	**Describe 'No Man's Land'.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was land between the two sides' armies/trench systems.' 'It was land that no one controlled.' 'It was the land between the two enemy trench systems.' 'It was heavily defended by machine guns and mortars.' 'It was full of water-filled craters and covered with rows of barbed wire.' 'It was full of land mines and corpses.' 'It was open to fire from both sides and so very difficult to cross.' 'It would be often covered in deep mud and very difficult to cross.' 'It was often full of broken and abandoned military equipment.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(b)	**Why was the Battle of the Somme 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. 'This battle was important because it was a massive offensive by the Allies and was meant to lead to a quick victory in the war. It was planned to happen at the same time as attacks by Russia and Italy. It was important because there was no quick victory and it showed that the war was going to be a long one. There were a million casualties and the Allies only gained 10km. The German defences held and would hold for years to come.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was no breakthrough and so it meant that the war would go on for a long time.' 'It relieved pressure on the French at Verdun.' 'A more professional and effective Allied army emerged from the battle.' 'New tactics including using tanks and creeping barrages were used.' 'The German army never really recovered from its loss of many experienced officers.' 'It was important because of the million casualties.' 'It did later lead to the Germans retreating to the Hindenburg Line.' 'It damaged morale of Allied troops.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was an important battle because it was so massive and involved huge numbers of soldiers.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The use of tanks and aircraft had little impact on the course of the 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Tanks and aircraft did not have much impact during the war. This was because they were new weapons and only just being developed. Tanks were first used in 1916 but they had been made so quickly that they had lots of mechanical weaknesses and kept breaking down. They were not very effective at the Battle of the Somme. The first tanks were too slow and lumbering and went no faster than a walking man. Aircraft had a limited role because they were used for reconnaissance but it was difficult to communicate with the ground.' **OR** e.g. 'Tanks ended up being very important in the war, especially towards the end. Trench warfare showed that the normal tactics of men charging across No Man's Land would not work. However, tanks could break through the German front line as they did at the Battle of Cambrai. They were really important at the Battle of Amiens in 1918. They broke through German lines and this was the turning point in the war because from then onwards the Allies were on the offensive.'	

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Question	Answer	Marks
9(c)	**Level 2 – Identifies AND/OR describes 2–3** (One mark for each point.) e.g. 'Machine guns were useless against tanks.' 'When tanks were first used German soldiers just fled and surrendered.' 'Tanks could crush their way through barbed wire defences.' 'Tanks were very effective in open warfare towards the end of the war.' 'Tanks had little impact because they kept breaking down.' 'Tanks were used in the Battle of the Somme but had little impact.' 'Tanks did have an impact at the Battle of Amiens.' 'Aircraft were important in protecting the convoys in the Atlantic.' 'Aircraft were useful in reporting on enemy positions.' 'The usefulness of aircraft was limited because it was difficult to communicate with the ground.' 'Reconnaissance aircraft were very vulnerable.' 'Bombing by aircraft was not important because they could only carry small bombs.' 'The interrupter gear and synchronized machine gun made aircraft more effective.'	
	Level 1 – General answer lacking specific contextual knowledge 1 e.g. 'They were both very useful and were more and more useful the longer the war went on.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
10(a)	**Describe the events leading to Russia's withdrawal from the First World War.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Russia suffered a series of military defeats to Germany.' 'There was a shortage of food and prices at home rocketed.' 'In February 1917 the Tsar was forced to abdicate and a Provisional Government took over.' 'There were mass desertions from the army.' 'The Bolsheviks took over after revolution in October 1917 and took Russia out of the war.' 'The Bolsheviks wanted to focus on consolidating their position and reforming Russia.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(b)	**Why did the Gallipoli campaign end in disaster for the Entente powers?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Turks had been well aware that an attack was coming because of the earlier Naval attack. A German commander, Otto Liman von Sanders, had doubled the defensive forces and dug them into strong positions on the hills overlooking the beaches on which the Allies were likely to land. The Turkish forces received training from the Germans in defending trench positions, especially using machine guns, grenades and bayonets.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Germans had sent military advisers to advise the Turks.' 'The Naval attack lost the Allies the element of surprise.' 'The Turks occupied all the high ground.' 'The Turks were dug in and well equipped with machine guns.' 'The power of the Turkish army was seriously underestimated.' 'The Turks considered this a Holy War, driving out Christian invaders from Muslim Turkey.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'This was a disaster because they made a mess of the whole thing and it was a dreadful mistake.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'Defeating the German U-boat campaign was more important for Britain than the Battle of Jutland.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Defeating the German U-boat campaign was far more important because it kept Britain in the war. In 1917 Germany introduced unrestricted submarine warfare against all ships heading for Britain. This included merchant ships from the USA that were carrying enormous and crucial amounts of supplies including food. In 1917 many merchant ships were sunk by German submarines and Britain was growing short of food. It had to introduce rationing. If this had carried on then Britain could have collapsed and been defeated but the use of the convoy system saved the merchant ships and kept Britain in the war.' **OR** e.g. 'The Battle of Jutland was more important because it gave Britain control of the seas. Although the battle itself was probably a draw, the German navy turned it into a British victory by withdrawing the German fleet back to port and keeping it there for the rest of the war. This gave Britain control of the North Sea which allowed it to mount a blockade of Germany. This led to Germany being short of armaments and food and this was an important factor in persuading Germany to end the war in 1918 when its population was starving and risings were breaking out across Germany.'	

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Question	Answer	Marks
10(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Defeating the U-boat campaign meant that Britain received enough supplies.' 'Defeating the U-boat campaign meant that Britain could stay in the war.' 'The Battle of Jutland gave Britain control of the North Sea.' 'The Battle of Jutland enabled Britain to blockade the German coast.' 'The Battle of Jutland led to the German fleet staying in port for the rest of the war.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'I think defeating the U-Boat campaign was more important because this helped Britain and its allies win the war.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
	Depth Study B: Germany, 1918–45	
11(a)	**Describe the German reaction to the occupation of the Ruhr by Belgian and French troops.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The German government ordered passive resistance to the French.' 'Germans refused to work in factories or mines.' 'The Germans protested and refused to cooperate with the occupiers.' 'The German government printed lots of money and this led to hyperinflation.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(b)	**Why had the Weimar Republic made some recovery by 1928?**	**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 made some recovery because of Stresemann. He became Chancellor in 1923 and carried out a series of measures which helped a lot. He stopped the passive resistance in the Ruhr and started to pay reparations again. He also set up a new currency. All of this led to Germany being accepted internationally and this led to him negotiating the Dawes Plan which gave Germany the economic assistance to help it recover.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The actions of Stresemann were important.' 'This was because of the introduction of a new currency.' 'The Dawes Plan helped a lot.' 'Germany became accepted internationally.' 'French and Belgian troops left the Ruhr.' 'The USA lent Germany lots of money.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was able to recover because conditions improved and people were better off.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**Who posed the greater threat to the Weimar Republic, the Spartacists or the Freikorps? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'who posed the greater threat' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The Spartacists were more of a threat. This was because they were communists who wanted to overthrow the government. They wanted to set up workers' councils across the country and get rid of Ebert's government that was based on parliamentary democracy. They aimed to do this through strikes and violence and this is what made them so dangerous.' **OR** e.g. 'The Freikorps were more of a threat because they were ex-soldiers and knew how to fight. Also, the army refused to fire on them, which gave them more power. They marched on Berlin and were such a threat that Kapp was made Chancellor of a new government. They opposed the Weimar Republic and wanted to return to Germany under the Kaiser. All this made them a real threat.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'The aim of the Spartacists was to overthrow the government.' 'The Spartacists wanted a communist revolution.' 'The Freikorps were willing to put the Spartacists down.' 'The Spartacists were divided over tactics.' 'The Freikorps had support in the army.' 'The Freikorps were experienced soldiers.' 'The Freikorps were determined to overthrow the Weimar Republic.' 'The Freikorps had little popular support.' 'The Freikorps were defeated by strikes by Berlin workers.' 'An attempt by them to set up a new government collapsed after a few days.' 'The army refused to intervene against the Freikorps.'	

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Question	Answer	Marks
11(c)	**Level 1 – General answer lacking specific contextual knowledge** **1** e.g. 'I think the Spartacists were more of a threat because they were communists.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(a)	**Describe the roles of women in Nazi Germany during the war years of 1939–45.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Women worked in armament factories.' 'Women had to do a 'duty year' up to age 25 working on a farm or in a family home.' 'Some women joined the army doing admin work.' 'Women worked on the railways.' 'They worked as nurses.' 'They were still expected to fulfil their traditional Nazi role.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why did Hitler introduce the Four-Year Plan in 1936?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The main reason why Hitler introduced the Four-Year Plan was to make Germany self-sufficient. He wanted Germany to produce the food and goods it needed and not to rely on other countries. The production of rubber, oil and petrol was increased and stockpiled for when Germany might need it in a war. The production of iron ore and coal was also increased. The aim was to make Germany ready to fight a major war and to have the materials ready to sustain such a war.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He did this to make Germany self-sufficient.' 'He did this to increase agricultural production.' 'He did this to make Germany capable of fighting a major war.' 'It was aimed to develop public works.' 'It was aimed at Germany producing products that it was not producing enough of and had to import.' 'He wanted to increase the production of iron, coal and petrol.' 'He did this to help the German economy.	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'He did this to help Germany.'	
	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 young people were successful.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Nazi policies were successful because they managed to indoctrinate many young people. The Nazis changed the curriculum in schools so that German racial superiority and the unfairness of the Treaty of Versailles were emphasised. The indoctrination was also carried out through the Hitler Youth where young people were taught to be loyal to Hitler and ready to fight for their country. Millions of young people joined the Hitler Youth and soon Hitler had most of the young people in Germany on his side.' **OR** e.g. 'I do not think their policies were successful. Some young Germans were not indoctrinated. Instead they joined youth groups like the Edelweiss Pirates who attacked members of the Hitler Youth. Members of the Swing Movement liked jazz and American dances which the Nazis disapproved of. The White Rose Movement worked against the Nazis during the war, for example, helping allied escaped prisoners. All this shows that Nazi policies were not successful with all young German people.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'Young people were indoctrinated with Nazi ideas in the Hitler Youth.' 'Young people were indoctrinated with Nazi ideas at school.' 'Some young people spied on their parents for the Nazis.' 'Millions of young Germans joined the Hitler Youth.' 'Some young people joined opposition groups like the Edelweiss Pirates.' 'Some young Germans refused to join the Hitler Youth.' 'Some young people liked American jazz and dancing.' 'During the war the White Rose Movement plotted against the Nazis.'	

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Question	Answer	Marks
12(c)	**Level 1 – General answer lacking specific contextual knowledge** **1** e.g. 'I agree they were successful. They won the support of a lot of young Germans.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
	Depth Study C: Russia, 1905–41	
13(a)	**What were the main features of War Communism?**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was designed to help fight the Civil War.' 'Russian industry was nationalised.' 'Rationing was introduced.' 'It was aimed at providing food and weapons for the army.' 'The economy was managed centrally.' 'Strikes were forbidden and strict rules were introduced for workers.' 'Food was taken from farms and distributed across Russia.' 'Private enterprise was banned.' 'The railways were put under government control.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(b)	**Why did the attempted uprising by Kornilov fail?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The uprising failed because of the opposition by the Petrograd Soviet. Kerensky asked for its help and it organised thousands of armed men to oppose Kornilov and defend the city. This was important because Kornilov's troops would not fight against members of the Petrograd Soviet and the attempted uprising just faded away.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It failed because of the opposition by the Bolsheviks.' 'Kerensky turned against Kornilov and asked for help against him.' 'The Petrograd Soviet organised strong defences against Kornilov.' 'Kornilov's troops refused to fight against the Petrograd Soviet.' 'He failed because his uprising was badly organised.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'He got things wrong.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'Trotsky was the most important factor in the Bolshevik seizure of power in November 1917.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Trotsky was the most important factor. He was Chairman of the Petrograd Soviet and set up a Military Revolutionary Committee to prepare for an armed uprising. In fact, he was responsible for the planning and organising of the uprising. This included occupying important positions across the city in preparation for uprising. He was also commander of the Bolshevik troops who fought off Kerensky's forces after the capture of the Winter Palace. This ensured the Bolsheviks would be successful.' **OR** e.g. 'I think the most important factor was the role of workers and soldiers who supported the Bolsheviks. They controlled the railways and stations making it impossible for supporters of the Provisional Government to move around. They also occupied the telegraph stations so that Kerensky had difficulty contacting forces outside the city.'	

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Question	Answer	Marks
13(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Lenin's proclamation 'To the Citizens of Russia' was very important.' 'Planning had gone on for weeks so that many parts of the city were already in the hands of the Bolsheviks.' 'The Red Guard, which was led by Trotsky, was crucial because it did all the fighting when Petrograd was taken over.' 'The support of workers and soldiers was important in getting control of important parts of the city.' 'Trotsky organised the uprising.' 'Trotsky controlled the Petrograd Soviet.' 'The weaknesses and mistakes of the Provisional Government were important.' 'Many of the troops defending the Winter Palace withdrew.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'I think Trotsky was very important when the Bolsheviks seized power. He did a lot of important things to help this.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(a)	**Describe how women's lives were changed under Stalin.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Free health care was offered to encourage women to go out to work.' 'Many more women became doctors and engineers.' 'Women made up nearly half of the industrial workforce.' 'Crèches were set up so that women could go to work.' 'Women were encouraged to have more children through tax breaks.' 'Abortion was generally made illegal in 1933.' 'More women received education.' 'Women received child allowances and paid holidays.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why was the campaign against the kulaks important to Stalin?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Stalin's campaign against the kulaks was important to Stalin because he saw them as opponents of what he wanted to achieve in the USSR. He wanted to achieve a socialist state and society and he thought these rich peasants were an obstacle to this. They owned their land and even hoarded grain for themselves. Stalin thought they wanted to destroy the communist state and so getting rid of them was very important.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They stood in the way of collectivisation.' 'Stalin thought they were counter-revolutionaries.' 'They went against communist ideology.' 'They owned their own farms and animals.' 'He wanted to destroy them as a class.' 'It increased his control over the countryside and food production.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'His campaign against the kulaks was important because they were standing in the way of what he wanted to do.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'Stalin's industrial policies did more harm than good.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Stalin's policies had some success in terms of heavy industries but also some serious weaknesses. Some of the government figures about increased production were false and there was a lot of corruption. For ordinary industrial workers, wages fell and industries producing consumer goods were ignored. This led to shortages of things that people needed in their everyday lives like shoes and clothing. For many workers, Stalin's policies did a lot of harm.' **OR** e.g. 'I think his industrial policies did a lot of good, especially in terms of heavy industries. Stalin realised that these needed to be developed to turn Russia into a modern state and to strengthen it in case of war. Targets were set and these led to impressive increases in production in things like electricity, coal, chemicals and iron. Later in the period, more attention was focused on armaments and by the end of the 1930s, Russia was much stronger militarily. Overall, Stalin's policies made necessary changes and did a lot of good.'	

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Question	Answer	Marks
14(c)	**Level 2 – Identifies AND/OR describes 2–3** (One mark for each point.) e.g. 'His policies did a lot of harm because the quality of goods produced fell because of the stress on quantity.' 'They did a lot of harm because consumer goods were not being produced and people went without things they needed.' 'His emphasis on defence in the later 1930s did some harm because it led to less steel and oil being produced.' 'His policies sometimes led to the deaths of many workers such as on the building of the Belomor Canal.' 'Safety standards were low and there were many deaths at work.' 'Wages actually went down between 1928 and 1937.' 'The growth of industrial towns led to overcrowding and poor housing.' 'His policies did a lot of good. They led to an increase in the production of things like coal, iron and electricity.' 'His policies led to the building of railways linking the cities.' 'His policies led to the building of modern machines for the factories.' 'His policies prepared the Soviet Union for fighting the Second World War.' 'New dams and hydro-electric plants were built to provide the energy for new industries.'	
	Level 1 – General answer lacking specific contextual knowledge 1 e.g. 'Stalin's industrial policies harmed a lot of people because of the changes that they introduced.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
	Depth Study D: The United States, 1919–41	
15(a)	**Describe Republican economic policies during the 1920s.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'These policies included low taxation that helped businesses.' 'Republican policies were pro-business.' 'They introduced high tariffs to help American industry/agriculture.' 'They did not believe in much government intervention, they believed in laissez-faire.' 'They reduced income tax.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(b)	**Why did the prices US farmers received for their produce drop during the 1920s?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The underlying problem was overproduction. During the First World War, more and more land was farmed to produce foodstuffs for Europe. Mechanisation was introduced on farms and this increased production. This led to the situation where, after the war, US farmers were producing too much food which nobody wanted and this resulted in lower prices for their products.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Farmers were producing too much.' 'There was competition from Canada and Argentina which brought prices down.' 'Farmers mechanised and so produced more. This drove prices down.' 'Demand for cereal products fell as people preferred fresh fruit and vegetables.' 'Demand for American foodstuffs went down after the war.' 'Prohibition reduced the demand for grain.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'The prices dropped because food became cheaper.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'American industry boomed 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I agree with this statement. There were lots of industries that boomed, especially new industries. There was a lot of building in America in the 1920s and so construction firms did well. They built new factories, offices and shops and skyscrapers like the Empire State Building. The demand for cars meant that companies like Ford boomed. The cost of buying a car went down because of mass production and so thousands were sold. This also helped other industries that supplied the car industry, like the steel industry.' **OR** e.g. 'I disagree with this statement because there were important parts of American industry that did not boom, especially older industries. Many clothes were made from new synthetic materials, old industries like cotton and wool suffered badly. The workers were badly paid and many lost their jobs. The coal industry also did badly because people were turning to gas, electricity and oil. Wages were cut and pits closed.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'The construction industry prospered because of all the new buildings needed.' 'Car companies like General Motors and Ford did very well with lots of people wanting to buy a car.' 'The steel industry did well because of the new buildings and cars.' 'The demand for coal declined.' 'Railways did not do well because of the car.' 'The textile industry struggled.'	

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Question	Answer	Marks
15(c)	**Level 1 – General answer lacking specific contextual knowledge** **1** e.g. 'I think industry did very well.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(a)	**Describe how the Emergency Banking Act helped the situation in 1933.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It stabilised the banking system.' 'The Act restored confidence in the banking system.' 'Because of the Act people put their savings back into the banks.' 'The government supported many banks with money so that people's savings were safe.' 'It re-opened banks that were strong.' 'It prevented further bank closures.'	
	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 Agricultural Adjustment Act (AAA) an important part of 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 AAA was an important part of the New Deal because it helped farmers who were suffering very badly from over production. Its aim was to reduce production. The government did this by buying animals from the farmers and then slaughtering them. For example, millions of piglets were killed. It also paid farmers not to plant crops on parts of their land. Land that already had crops planted in it was ploughed up. This was all important because it reduced production without the farmers' incomes suffering. In fact, farmers' incomes soon went up.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It reduced the amount farmers were producing.' 'It led to an increase in the prices of farm products which helped farmers.' 'It was important because it benefited nearly all farmers at the time.' 'It increased the income of farmers by 50% by 1935.' 'It saved the livelihood of many farmers.' 'It led to many animals like pigs being slaughtered.' 'Millions of acres of sewn land were ploughed up.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important because it made a lot of changes and did a lot of things to help agriculture.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'The main critics of the New Deal were Republicans.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I disagree with this because some of the critics were not Republicans. Some people did not think the New Deal was radical enough. They wanted the unemployed, poor and the old to be given much more help. Huey Long was a Democratic Senator who wanted wealth redistributed much more by having higher taxes for the rich. The money would be used for more welfare. Father Coughlin argued that Roosevelt was not helping the poor enough and wanted state control of industry.' **OR** e.g. 'I agree with this because the New Deal went against the fundamental beliefs of Republicans that the government should not be too powerful and should not interfere in people's lives. Republicans believed that people should look after themselves and stand on their own two feet. They thought that Roosevelt's reforms were socialist or even communist, and would threaten the freedom of the people and damage business.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'I disagree because the Supreme Court said that Roosevelt had gone beyond his legal powers.' 'I disagree because Democrats like Huey Long thought that the New Deal did not go far enough.' 'I disagree. One of the critics was Dr Francis Townsend who wanted large government pensions for those over the age of 60.' 'I agree because Republicans thought people should look after themselves.' 'I agree because Republicans thought the government was interfering too much.' 'The Liberty League thought Roosevelt was doing too much.'	

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Question	Answer	Marks
16(c)	**Level 1 – General answer lacking specific contextual knowledge 1** e.g. 'There were all kinds of critics of the New Deal but many of them were Republicans. They did not like the ideas behind it.'	
	Level 0 – No evidence submitted or response does not address the question 0	

GradeMax

Question	Answer	Marks
	Depth Study E: China, c.1930–c.1990	
17(a)	**Describe Mao's health reforms.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Health care was free.' 'The number of doctors in rural areas was increased.' 'The amount of illness in China was reduced.' 'Barefoot doctors brought modern medicine to rural areas.' 'Infant mortality was reduced.' 'His reforms eradicated smallpox in China.' 'The average life span of Chinese people was increased by the health reforms.' 'His reforms included putting more emphasis on prevention rather than cure.' 'Mao's reforms put a lot of emphasis on sensible simple things like hygiene.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(b)	**Why did Mao reform the lives of women in China?**	**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. 'Mao saw the role of women as crucial to the development of the Chinese state and wanted to move the focus from women producing for the home to producing for the state. If China was going to be a great industrial power, he needed women to be educated, to become engineers, teachers and doctors. This meant giving women the same pay and status as men and providing workplace nurseries.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mao wanted to produce a true communist society.' 'Mao genuinely thought women had been poorly treated.' 'Mao saw women as a wasted resource.' 'Mao thought women's abilities were untapped.' 'Mao wanted to make China a great industrial state.' 'Mao wanted women in the labour market.' 'He needed women to become skilled workers.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'Mao wanted to change Chinese society.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'Mao's agricultural policies were more successful than his industrial policies during the 1950s and 1960s.' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I disagree. The first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy. The Five-Year Plan transformed China with rapid growth in the size of cities and the development of infrastructure such as railways. There were massive increases in the production of steel, coal and oil. On the other hand, the introduction of communes led to a fall in production and this led to famine with millions starving to death.' **OR** e.g. 'In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the 'backyard' iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much needed expertise and money. Mao's industrial policy was a failure. However, his agricultural reforms, introduced in 1950 were more successful with land being taken away from the landlords and redistributed to the peasants. Co-operative farms were then introduced which led to new machinery being used and an increase in production.'	

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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 First Five - Year Plan exceeded the targets set in heavy industry.' 'There were increases in production of essential things like steel and coal.' 'Roads and railways were built across the country.' 'The agrarian reform redistributed land to the peasants and was very popular.' 'The Second Five - Year Plan, known as 'The Great Leap Forward' was a distinct failure.' 'The Great Leap Forward took workers away from the fields and the production of food went down.' 'The 'backyard' blast furnaces produced worthless materials.' 'Mao's reforms led to famine with millions dying.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'Changes in methods brought mixed results in agriculture and industry.'	
	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 after Mao's death.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Gang of Four lost power shortly after Mao's death.' 'Mao's choice, Hua Guofeng, ruled for a short time.' 'Deng Xiaoping had Hua Guofeng removed from power.' 'Deng Xiaoping managed to take over.' 'Deng began to make changes and take China away from Mao's policies.'	
	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 have an enormous impact on China?**	**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 such an enormous impact because schools and colleges were closed and teachers and students were sent to work in the fields. This meant that education standards went down and the illiteracy rate went up. This damaged business and industry because the right skills were not being taught. Where there was education, students were indoctrinated into Mao's thinking.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Education was damaged badly.' 'People were uprooted from their homes and sent to work in the country.' 'Many historic sites and works of art were destroyed.' 'Many people suffered from persecution.' 'Business, science and industry were damaged because people were not being educated.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It had an enormous impact because it changed the lives of so many people.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**Are you surprised that Mao launched the Hundred Flowers Campaign? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'are you surprised' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'No, I am not at all surprised. Mao was always worried about his enemies. He wanted to stay in complete control. He thought that by asking people to say what they thought about China and the way it was going, his critics would reveal themselves. This is what happened. Thousands of intellectuals, teachers and artists came out and criticised Mao and the regime. When this happened Mao had thousands of them rounded up and put in prison camps to be re-educated or even executed.' **OR** e.g. 'Yes, I am very surprised. It seems like a stupid thing to do. Mao encouraged everybody to give their opinions of the Communist regime. He seems to have thought that they would come up with good ideas to drive the revolution forward. In fact, they criticised Mao, other members of the government and even the revolution itself which was put in danger. It was such a dreadful mistake that Mao had to stop it and turn on the critics. It is difficult to see why Mao expected anything else to happen.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'No, he wanted to move the Chinese revolution on.' 'He thought that new ideas would improve the revolution.' 'No, it was a clever way to find out who his enemies were.' 'I am very surprised because he encouraged people to criticise and then he put them in prison.' 'Yes. He was asking for trouble by getting people to criticise what was happening in China.'	

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Question	Answer	Marks
18(c)	**Level 1 – General answer lacking specific contextual knowledge** **1** e.g. 'I am surprised because it seems like an odd thing to do.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
	Depth Study F: South Africa, c.1940–c.1994	
19(a)	**Describe the aims and activities of the Broederbond.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was founded in 1918.' 'It was a secret organisation to support Afrikaners in South Africa.' 'It wanted to introduce and extend apartheid in South Africa.' 'It wanted to advance Afrikaner culture and power.' 'Its aim was to get Afrikaners in control of the South African government.' 'Its membership and activities were secret.' 'It supported the Reunited National Party.' 'It opposed South Africa joining Britain in the war.' 'It infiltrated organisations that were against apartheid.' 'In 1985 it had talks with the ANC.' 'In 1993 it opened its membership to women and Africans.'	
	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 Second World War 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 war was important for South Africa because it led to the victory of the National Party in the 1948 election and this had enormous consequences for South Africa. Many Afrikaners did not want South Africa to get involved in the war. They also did not like some of the changes made to help industry during the war like relaxing the pass laws and keeping food prices low so wages could be kept low. The Afrikaners started to support Malan and the National Party which wanted to introduce apartheid.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'South African industry did well and needed more black workers.' 'More black South Africans moved to the cities.' 'The Pass Laws were relaxed.' 'Black South Africans began to organise demonstrations and strikes for better conditions.' 'More Afrikaners supported the National Party.' 'The war led to the victory of the National Party in 1948 and this led to apartheid.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'It was important because it changed many things 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)	**How far was South Africa an 'apartheid state' before the Second World 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think it was an apartheid state. This is because there were many laws that discriminated against black South Africans. They were not allowed to own land which meant all they could do was be labourers and many were forced to live in the reserves. Skilled jobs were reserved for white people and black townships were built well away from city centres. They were not allowed to vote and all black men had to carry a passbook and could be stopped by the police at any time. All of these measures show that black South Africans were being kept separate and being made second class citizens. This is apartheid.' **OR** e.g. 'I do not think it was an apartheid state. Although there were some laws that restricted black South Africans, it was not an overall system like the one set up in the 1950s. Before the war, there were a few laws that separated black people and white people but it was not an overall system covering all aspects of life and covering the whole country. This is what was attempted in the 1950s – a deliberate policy to separate every aspect of life in South Africa into black and white. This can be seen in the separate education systems and the fact that black South Africans had to use separate buses, trains, public toilets and parks.'	

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Question	Answer	Marks
19(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Black South Africans had to carry passbooks.' 'Black South Africans were not able to own land.' 'In towns, 'black' and 'white' housing areas were created.' 'Black South Africans were made to live in separate townships outside the main towns and cities.' 'Despite government legislation, more black South Africans moved to towns and cities.' 'The fact that the National Party promised to introduce apartheid in the 1948 election shows that it did not already exist.' 'Before the war, South Africa was not completely racially separated.' 'Before the war, black South Africans did not have to use separate parks, beaches and buses.' 'Before the war, black and white education was not kept separate.' 'The Pass Law did not extend to black South African women.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'I do not think it was. It was not really harsh enough to be called an apartheid state.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(a)	**What happened in the 1994 election?**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Everybody was allowed to vote.' 'There was some violence by extreme white groups before the election.' 'Millions voted.' 'The ANC won the most votes with the National Party coming second.' 'Mandela became President.' 'De Klerk became Deputy President.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(b)	**Why was the Interim Constitution introduced in 1993?**	**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 because the country was getting close to civil war. The Inkatha Freedom Movement wanted a special deal for Natal and was using violence against ANC supporters and was being helped by the security forces. The ANC thought that de Klerk was refusing to get the security forces to protect ANC members and the talks with him stopped. However, both sides realised that the violence was getting worse and so the Constitution was agreed in 1993.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To prevent a civil war.' 'It was an attempt to reach a peaceful settlement.' 'This was because the majority of South Africans wanted an agreement.' 'De Klerk realised that there was no alternative.' 'To govern the period of transition from apartheid.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'This was introduced then to change things in South Africa.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**Was it surprising that de Klerk helped to end white minority rule? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'was it surprising' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I am not surprised that de Klerk did this. By 1989, South Africa was facing a terrible economic situation. There were economic sanctions against South Africa and international banks were withdrawing from the country. Unemployment was growing fast. Unless something was done quickly there would be real trouble. De Klerk realised this and this is why he supported the ending of white minority rule.' **OR** e.g. 'I think it was very surprising. De Klerk was a member of the National Party and an Afrikaner. He had always believed in racial separation and his father had been one of the people who had set apartheid up in the first place. He had served under Botha as a minister and had helped enforce apartheid. So, it was very surprising that he should help to end white minority rule.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'Not surprised because he saw South Africa being overwhelmed by violence.' 'Very surprised because he had supported apartheid as a government minister.' 'Very surprised because he was an Afrikaner.' 'Not surprised because of South Africa's terrible economic situation.' 'Not surprised because South Africa was facing a civil war.' 'Not surprised because he thought he still might be able to hold on to power after elections.' 'The National Party was losing support and he had to do something.' 'Not surprised because he was very religious and believed that God had chosen him to lead South Africa in a new direction.'	

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Question	Answer	Marks
20(c)	**Level 1 – General answer lacking specific contextual knowledge 1** e.g. 'It was not surprising because de Klerk realised that it had to be done.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
Depth Study G: Israelis and Palestinians Since 1945		
21(a)	**Describe the activities of the Lehi (the Stern Gang).**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It wanted to drive the British out of Palestine.' 'It was involved in the massacre at Deir Yassin.' 'It assassinated the British Minister Resident in the Middle East.' 'It attacked the British in Palestine.' 'In an attack in Tel Aviv it killed seven British soldiers.' 'It drove a truckload of explosives into a British police station, killing four people.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did the Arab countries lose the war of 1948–49?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'They lost the war because they were so divided. The two forces, one in the north and one around Jerusalem, did not coordinate their efforts. The Arab League refused to fund the Arab armies and while the fighting was going on Jordan took parts of Jerusalem and Palestine for itself.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They lost because they were divided and did not fight together.' 'They lost because the Jewish forces were well organised.' 'They lost because the Jewish forces contained members of the Haganah who were experienced fighters.' 'They lost because the Jewish army had better arms and equipment.' 'They lost because the Jewish people were fighting for their homeland and so were very determined.' 'They lost because their lines of communication were over-extended and so supplies did not get through.' 'They lost because the Jewish forces were well led by men like Moshe Dayan.' 'They lost because most of the Arab leaders were inexperienced and ineffective.' 'They lost because of the tactics by Jewish forces making hundreds of thousands of Arab villagers flee.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'They lost the war because they were beaten by a much better army.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**Was it surprising that the Arabs rejected the United Nations Partition Plan for Palestine? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'was it surprising' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'This was not at all surprising. The UN Plan created two different states in Palestine, one Arab and the other one Jewish. The Arabs did not like this because they just wanted an Arab state. They expected this because the British government had said it was opposed to the creation of a Jewish state. They did not think that the Jews had any claim to a country in Palestine because the Arabs had lived there for hundreds of years. They expected the whole of Palestine to become one Arab state.' **OR** e.g. 'I think this was very surprising. They had been trying to get an Arab state in Palestine for years and the UN Plan gave them this. It identified three areas all of which would be under Arab control – Galilee, a coastal strip and the interior of the country. In other words, they got most of what they wanted. So, it is surprising that they rejected this.'	
	Level 2 – Identifies AND/OR describes 2–3 (One mark for each point.) e.g. 'It created a Jewish state in Palestine.' 'Over half of the territory in Palestine was given to the Jews when they made up only a third of the population.' 'According to the Plan, a lot of Arabs would be living in the Jewish state.' 'Much of the land given to the Arab state was not good farming land.' 'It did create an Arab state in Palestine.' 'They thought the UN was biased towards the Jews.'	

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Question	Answer	Marks
21(c)	**Level 1 – General answer lacking specific contextual knowledge 1** e.g. 'I do not think it was surprising because the plan was not good for them and helped them little.'	
	Level 0 – No evidence submitted or response does not address the question 0	

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Question	Answer	Marks
22(a)	**Describe the development of the Palestine Liberation Organisation (PLO) up to 1971.**	**4**
	Level 1 – One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The PLO was founded in 1964 to create a 'liberated' Palestine for Palestinians.' 'Arafat was the leader of the PLO from 1969.' 'Arafat became leader after the 1967 war.' 'After Arafat became leader of the PLO, it took more extreme action.' 'The PLO attacked targets in Israel from bases in Jordan.' 'It hijacked aircraft.' 'Jordan expelled the PLO in 1971 because Israel attacked Jordan in retaliation for attacks by the PLO.' 'In 1971 the PLO moved to Lebanon after being expelled from Jordan.'	
	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 issue of Palestinian refugees remain important after 1948?**	**6**
	Level 4 – Explains TWO reasons **6**	
	Level 3 – Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The main reason the refugee issue remained important after 1948 was because of the effect of a series of wars. In 1948 Arabs fled from their villages and ended up in refugee camps. Israel would only let them back if Arab states let them keep the land it had won in the war. Arab states refused. The war of 1967 made the situation even worse, with Palestinians fleeing from Sinai, Gaza, Jerusalem and the West Bank. Over half the West Bank and a third of Gaza ended up in Israeli hands, making it more difficult for refugees to return. This resulted in millions of refugees in camps in Arab countries around the Middle East. These numbers ensured that it would remain an important issue.'	
	Level 2 – Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Israeli policy of encouraging Jewish settlers made it impossible for Arabs to return home.' 'It was convenient for Arab states to keep the refugee problem alive because it put Israel in a bad light.' 'The PLO's support for the refugees ensured they remained an important issue.' 'Palestinian terrorism in the 1960s made sure it remained an important issue.' 'After the 1948 and 1967 wars, Israel gained more Palestinian territory making more people homeless.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'This is because lots of people were involved and so it was something that had to be sorted out.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**Did the Palestine Liberation Organisation (PLO) help or hinder the Palestinians? Explain your answer.**	**10**
	Level 5 – Explains with evaluation of 'did the Palestine Liberation Organisation (PLO) help or hinder the Palestinians' 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 5–6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The PLO has not always helped the Palestinians. For a time, the PLO used terrorism to gain publicity for their cause and this was often counter-productive. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Munich Olympic Games, and in 1976, for the hijacking of a French plane which was taken to Entebbe in Uganda. These terrorist acts gained publicity but alienated international support for the PLO because the incidents took lives and involved Western powers. This rather deflected from the issue of the Palestinians because the terrorism became the story and the Palestinians were not helped.' **OR** e.g. 'The PLO has done a lot to help the Palestinians. The most important thing it has done is to get other countries to accept that there would be no lasting peace in the Middle East without the Palestinian issue being dealt with. The PLO was involved in the negotiations leading to the Oslo Agreement in 1993. This led to the creation of the Palestinian Authority to control Gaza and part of the West Bank. This led to the States of Palestine being recognised around the world. This was a major achievement of the PLO and meant that some Palestinian people were able to govern themselves.'	

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Question	Answer	Marks
22(c)	**Level 2 – Identifies AND/OR describes** **2–3** (One mark for each point.) e.g. 'Some acts of terror by the PLO blew up or damaged Western powers' property and this did not win support for the Palestinian cause.' 'The PLO attracted much hostility from Arab states because of their actions.' 'Both Syria and Jordan expelled the PLO and Egypt abandoned it when making peace with Israel in 1978–79.' 'The PLO has made major states realise that the Palestinian issue had to be dealt with before peace could be achieved.' 'The PLO was involved in the Oslo Agreement.' 'The PLO helped towards the creation of the Palestinian Authority.'	
	Level 1 – General answer lacking specific contextual knowledge **1** e.g. 'The PLO has, on the whole, helped the Palestinians.'	
	Level 0 – No evidence submitted or response does not address the question **0**	

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