GradeMax

Cambridge Assessment International Education

# Cambridge IGCSE™

**HISTORY** **0470/12**

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.

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

Cambridge International is publishing the mark schemes for the May/June 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **91** printed pages.

© UCLES 2021

GradeMax



## Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

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

GENERIC MARKING PRINCIPLE 6:

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

© UCLES 2021

GradeMax


## 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

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| | **SECTION A: CORE CONTENT** | |
| 1(a) | **Describe how Frederick William IV reacted to unrest in Berlin in 1848.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'First planned to repress the unrest with the army.'<br>'Recalled the troops.'<br>'Supported German unification.'<br>'Formed a liberal government.'<br>'Called a national assembly.'<br>'Began on a new constitution'.<br>'Ordered the army to reoccupy Berlin.'<br>'Dissolved the assembly.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 1(b) | **Why were there challenges to the existing regimes in Italy in 1848?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'One of the main reasons was Austrian rule. The Austrians controlled much of northern Italy and this foreign rule was very unpopular. There was a permanent Austrian army that was hated and people had to pay the Austrians unpopular taxes and the Austrians even increased these taxes which were then used to finance other parts of the Austrian Empire. This led the people to rise up against the Austrians. This is what happened in Milan.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br>(One mark for each identification/description)<br><br>e.g. 'Some Italians wanted a liberal government.'<br>'Italians wanted to get rid of Austrian rule.'<br>'This was because of the reforms introduced by the Pope in Rome.'<br>'The Austrians increased taxes.'<br>'People in Sicily wanted a provisional government that was separate from the government of the mainland.'<br>'There had been crop failure in 1846 and 1847.'<br>'Food prices were high leading to starvation.'<br>'The 'Statuto' issued by Charles Albert in 1847 encouraged people to hope for reform.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There were challenges because people were unhappy with the existing rulers.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 1(c) | **How important were the revolutions of 1848? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how important' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The revolutions were not important because they all failed. In France military repression was used to put down the revolutions in Paris and Prague. The Austrians were also able to restore their control in Italy and those fighting for Italian unification got nowhere. Everywhere liberal and national demands were lost. Absolute monarchy was re-established in Germany, Austria and Italy, while in France the revolution ended up with a hereditary emperor being established. This was the opposite to the aims of the revolutionaries. The revolutions were not important because their aims were not achieved and everywhere old systems of government were restored.'<br><br>**OR**<br><br>e.g. 'The revolutions were very important in terms of the ideas they supported. These ideas are what made the revolutions important. Ideas such as nationalism grew much stronger. In places like Italy they did not go away and an independent and unified Italy was achieved in the following decades. Liberalism and ideas such as freedom of the press and a liberal constitution had emerged and were not killed off for good. Many of the aims of the revolutionaries were achieved by the 1870s. In the long term, the revolutions were important.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 1(c) | **Level 2 – Identifies AND/OR describes** **2–3**<br>(One mark for each point)<br><br>e.g. 'The revolutions were important because they brought nationalism to the fore and it would not go away.'<br>'In Italy it was seen that Austrian power could be questioned and even defeated.'<br>'In Italy the revolutions stimulated demands for independence and unification.'<br>'In France the monarchy was toppled and the country became a Republic.'<br>'They were important because there were achievements such as all men getting the vote in France.'<br>'In Sardinia the Constitution of March 1848 was kept.'<br>'In Austria feudalism was abolished.'<br>'In France the Republic was defeated and Napoleon became emperor.'<br>'In Hungary the revolution was crushed and Hungary was put under brutal martial law.'<br>'Austria regained its power in Italy.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The revolutions were not important because they did not change much.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 2(a) | **Describe what happened at Harpers Ferry in 1859.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail 1–4**<br><br>e.g. 'John Brown tried to start a slave revolt.'<br>'John Brown led a group of armed men into the town and took hostages.'<br>'It was a raid on a US arsenal.'<br>'The raiders cut the telegraph to stop help from coming.'<br>'Some of the local slaves joined Brown.'<br>'Brown captured the armoury.'<br>'The local militia surrounded the armoury.'<br>'A militia company arrived and forced Brown and his men back and freed some of the prisoners.'<br>'US marines attacked the engine house and killed or captured all the raiders.'<br>'John Brown was captured.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 2(b) | **Why was Reconstruction not successful?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'President Andrew Johnson was the reason why Reconstruction failed. He was a weak president and failed to support Reconstruction properly. He pardoned former Confederate officers and took Union troops out of the South before the rights of black Americans had been secured. This allowed the Black Codes to be introduced and implemented and this reduced the impact of the abolition of slavery. Johnson's idea of Reconstruction did not include involving black Americans or former slaves in government and he did nothing when the Black Codes began to be introduced.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It failed because neither President Johnson nor President Grant were really behind it.'<br>'The states of the Confederacy would not cooperate.'<br>'Black Americans were still dependent on the white planters and were unable to develop economically.'<br>'The Freedman's Bureau was understaffed and could not be effective enough.'<br>'The activities of organisations, such as the KKK, undermined efforts at reconstruction.'<br>'White dominated legislatures tried to establish white supremacy by disenfranchising black Americans.'<br>'It failed because the North tried to take power away from Southern white people and they reacted to this.'<br>'It failed for economic reasons – land was not given to freed men so that they had an economic base to help them prosper.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It failed because not many people supported it and so it had no chance of succeeding.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 2(c) | **How important was slavery as a cause of the Civil War? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how important' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I do not think that slavery was all that important. The fundamental issue was that of states' rights and arguments over slavery were just a symptom of this. The population of the North was growing more quickly than that of the South, which was worried that this would lead to the North permanently controlling the government of the USA. One way that the South could protect itself from Northern power was to argue that the power of the federal government should be limited and that individual states should have the power to decide issues such as slavery.'<br><br>**OR**<br><br>'I think that slavery was the most important cause of the Civil War. It was the crucial issue that divided the North and the South. In the years before the war, you can see tensions over slavery rising and the divisions growing greater. The Compromise of 1850 was to prevent a war over slavery, but it was only a temporary solution and the issue came back in the Kansas-Nebraska Act. It was the issue of slavery that led to the violence of 'Bleeding Kansas' in 1855–56, and in 1857 the Dred Scott decision made divisions over slavery even greater. It is clear that all the problems that faced the USA were caused by the issue of slavery and this led to the Civil War.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 2(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. ‘States’ rights was a more important issue than slavery.’<br>‘The election of Lincoln as president was more important than slavery.’<br>‘The main cause of the Civil War was the secession of Southern states.’<br>‘Slavery was the main cause. It was crucial to the economy of the South but not to that of the North.’<br>‘Slavery was the main issue. There was a fundamental moral disagreement about whether it was evil or not.’<br>‘The main cause was the expansion of the United States. Every time a new state was added, it became a battle ground between North and South.’ | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. ‘Slavery was an important cause of the Civil War because a lot of people felt very strongly about it.’ | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 3(a) | **What were the beliefs of the Boxers?** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'They believed that Western encroachment in China should be stopped.'<br>'They thought that they were not vulnerable against their enemies.'<br>'They thought that millions of soldiers would come down from heaven to help them in their struggle against foreigners.'<br>'They thought the work of Christian missionaries was wrong.'<br>'The Boxers believed problems facing China like famine and low standards of living were caused by foreigners.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 3(b) | **Why was the Congo important to Leopold II?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The Congo was important because it gave Leopold an enormous personal fortune. The Congo had ivory and rubber that he could make money from. There was a great global demand for rubber and so it fetched high prices. Leopold exploited the local people for their labour to obtain the rubber. They were beaten and mutilated and millions were killed. He made his fortune from all this. As he personally owned the Congo, all the wealth belonged to him and not to Belgium.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It was important to him because it was to make him rich.'<br>'He thought that colonies could make a country great.'<br>'It was important to him because of its ivory and rubber.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important to him because it gave him everything he wanted.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 3(c) | **'The Indian Mutiny achieved little.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'As far as Indians were concerned the mutiny achieved little. The mutineers were defeated and the British carried out terrible revenge with many being killed. The harsh punishments were generally welcomed in Britain where stories of the excesses of the mutineers had scandalised the public. Britain also tightened its hold on India. The percentage of soldiers that were British went up and many of the Indian regiments were disbanded. The aims of the mutineers were completely forgotten and the Mughal dynasty was ended.'<br><br>**OR**<br><br>'There were some reforms. Control of India was taken away from the East India Company and put under the British government. A new government office was set up – the India Office. Moves away from the policies of the EIC were made. Attempts at Westernisation were stopped and there was more religious toleration. More Indians were allowed into the Indian Civil Service creating a new Indian middle class. There was also more respect paid to local traditions and the wishes of local Indian leaders with local government given more powers.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 3(c) | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'The mutineers were harshly punished.'<br>'Any nationalist hopes were killed by the ending of the Mughal dynasty.'<br>'India was placed under the British government and so there was even less chance of an independent India.'<br>'The mutiny was thoroughly defeated.'<br>'The East India Company lost control of India.'<br>'More Indians were appointed to the Indian Civil Service.'<br>'There were fewer attempts at westernisation.'<br>'Local traditions and religions were given more respect.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The Indian Mutiny achieved little because it was badly organised.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 4(a) | **Describe German colonial policy in the period 1890 to 1914.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail 1–4**<br><br>e.g. 'Germany wanted colonies.'<br>'Germany was trying to catch up with other European countries, which had colonies.'<br>'The Kaiser followed a policy of Weltpolitik.'<br>'Germany thought that to become a great power it had to have colonies.'<br>'Germany acquired the Pacific Ocean colonies.'<br>'In 1904 Germany brutally put down a rebellion by Herero tribes in South West Africa.'<br>'The Herero were put in concentration camps.'<br>'The Herero were used as slave labour.'<br>'Germany put a lot of work into developing Togoland.'<br>'Germany tried to undermine French influence in the First Moroccan Crisis of 1905-06.'<br>'After the Second Moroccan Crisis, Germany was given the colony of Middle Congo.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 4(b) | **Why were events in the Balkans in 1912–13 important?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'Events in the Balkans were important because of their impact on the Ottoman Empire. The Balkan League attacked the Ottoman Empire because its members wanted independence from the Empire. The Ottoman Empire was defeated and lost much of its European territory. It also ended Ottoman rule in much of the Balkan peninsula. All of this was important because it led to the sharp decline of the Ottoman Empire. As it was isolated and in trouble, it allied with Germany in the First World War.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'They were a disaster for the Ottoman Empire which lost lots of its territory in Europe.'<br>'They were important because a stronger Serbia emerged.'<br>'Serbia had ambitions to create a Greater Serbia.'<br>'These events were important because they led to tension between Serbia and Austria.'<br>'These events were important because Russia was left with just Serbia as an ally against Austria.'<br>'This meant Russia had to support Serbia against Austria in 1914.'<br>'These events were important because they led to Bulgaria looking to Austria for support.'<br>'These events created a very unstable situation in the Balkans.'<br>'These events contributed to the start of World War 1.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'These events were important because they had an enormous impact on the next few years.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 4(c) | **'Germany was reluctant to go to war in 1914.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I do not agree that Germany was reluctant to go to war. I think it wanted to become a superpower and knew that it would have to defeat Russia and France to achieve this. This can be seen by its Schlieffen Plan which it hoped would allow it to knock out France quickly before Russia could mobilise. When the Archduke's assassination took place, Germany encouraged Austria to provoke Serbia into war. This gave Germany the excuse to launch the war.'<br><br>**OR**<br><br>*e*.g. 'I think Germany was reluctant to go to war. This can be seen by the fact that the decisive event was Russia mobilising. At this stage Germany was not preparing for war. Russia was determined to use the crisis over the assassination to attack Austria. Germany was even trying to mediate between Austria and Serbia. Russian mobilisation changed everything and Germany had to mobilise because of the threat from Russia. In this way, Germany was dragged into war.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The Schlieffen Plan shows that Germany was keen on war.'<br>'Germany gave Austria the 'blank cheque' and this shows it was keen on war.'<br>'Germany wanted to be a world power and was determined to defeat Russia and France.'<br>'Germany was forced into war by the Russian mobilisation.'<br>'Germany was keen to go to war as is shown by the fact that it declared war on Belgium.'<br>'Germany was dragged into war by Austria's actions.'<br>'Germany was not keen on a war because it was not sure what position Britain would take.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 4(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'Germany was very keen to go to war. The whole country was behind it.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 5(a) | **Describe how the Assembly and the Council of the League were meant to work.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The Assembly contained representatives of all members.'<br>'The Assembly met in Geneva.'<br>'The Assembly met once a year.'<br>'The Assembly's job was to set the budget admit new members and elect members of the Council.'<br>'The Assembly was the League's Parliament.'<br>'The Assembly could make recommendations to the Council.'<br>'Assembly decisions had to be unanimous.'<br>'The Council consisted of permanent members and temporary members who were elected by the Assembly for three years.'<br>'The Council met three to five times a year.'<br>'The Council's job was to settle international disputes.'<br>'The Council met during emergencies/crises.'<br>'Council members had a veto.'<br>'The Council could issue sanctions.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 5(b) | **Why was the League's failure over Corfu important?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The League's failure was important because it showed the League's weakness when it came up against major powers such as Italy. When an Italian general was murdered, Mussolini sent forces to bombard and occupy Corfu. Greece appealed to the League of Nations, but Mussolini refused to let the League have any say on the matter and demanded it go to the Conference of Ambassadors. This is what happened and Italy got its demands. This was important because it showed that powerful countries could just ignore the League of Nations. This would be a lesson for other powerful countries in the future.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'Its failure was important because this was its first real test.'<br>'Its failure was important because it showed the League was weak.'<br>'This was important because it showed that powerful countries could ignore the League.'<br>'It was a lesson for powerful countries that if they ignored the League, they could get away with it.'<br>'It was important because it showed how Fascist countries would act in their foreign policies.'<br>'It showed GB and France were more interested in their own interests.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important because what happened affected a number of countries.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 5(c) | **'The League's lack of an army explains its failure in the 1930s.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this. The fact it did not have an army was a major weakness of the League. This can be seen when Italy invaded Abyssinia. The League decided against Italy and voted for economic sanctions. However, without an army to back up such a threat, the League could do nothing when Mussolini simply ignored the sanctions. If the League had had an army, Mussolini might have been persuaded to back down. The truth was that without an army, the League simply could not stand up to major powers.'<br><br>**OR**<br><br>e.g. 'I disagree with this. The main reason why the League failed in the 1930s was the slow and uncertain way it acted when there was a crisis. This can be seen when Japan invaded Manchuria. It took the League over a year to decide what to do and by that time it was too late - Japan was in control of Manchuria and there was nothing the League could do. Having an army would have made no difference. Manchuria was so far away that the problems of getting an army out there would also have been great. The League needed to be determined to stand up to aggression. This was not the case. If the League had had an army, it probably wouldn't have been able to agree to use it.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 5(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The League failed because the USA was not a member.'<br>'The League failed because Britain and France used it to pursue their own interests.'<br>'It failed because several major powers such as Germany and the USSR were not members for long periods of time.'<br>'The League failed because its decision-making was so slow.'<br>'The lack of an army meant that the League could not enforce its decisions.'<br>'Countries were unwilling to provide soldiers for the army.'<br>'It failed because of the structure of the League such as requiring unanimous decisions.'<br>'It could not enforce disarmament.'<br>'It failed because of the effects of the Depression.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I agree. The League did not have an army and this made it weak.' | 1 |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 6(a) | **Describe what happened in the Saar in 1935.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'A plebiscite took place in January.'<br>'People in the Saar voted whether to stay under the League of Nations, join Germany, or become part of France.'<br>'Goebbels went to the Saar to whip up enthusiasm.'<br>'During the period of the referendum, the Nazis stopped their violence and intimidation.'<br>'The people of the Saar voted for being part of Germany.'<br>'Over 90% voted for joining Germany.'<br>'The Saar became part of Germany in March 1935.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 6(b) | **Why was Anschluss important to Hitler?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'This was because one of Hitler's main aims was to incorporate into Germany as many Germans living outside Germany as possible. Hitler believed that the Aryan race (which included Germans) was superior to all others and so he wanted to collect all proper Germans into Germany. The people living in Austria were German speakers and so Hitler regarded them as German. Anschluss was the union between Germany and Austria and allowed Hitler to achieve his aim of uniting all Germans.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br>(One mark for each identification/description)<br><br>e.g. 'The people in Austria were German speakers.'<br>'Hitler wanted all German speakers to be part of Germany.'<br>'It was the first step in uniting all German speakers.'<br>'It was one of his aims in Mein Kampf.'<br>'Austria was where he was born.'<br>'It was the first step to achieving a 'Greater Germany'.'<br>'Part of the plan was to break up the Treaty of Versailles.'<br>'Hitler could threaten Czechoslovakia more easily from Austria.'<br>'Austria was rich in mineral deposits.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important to him because he thought that it was the right thing to do and would help Germany.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 6(c) | **Are you surprised that Britain and France declared war on Germany in September 1939? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'are you surprised' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br>Fuller explanation of one issue to be given two marks.<br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I am very surprised because up until then Britain and France had been following a policy of appeasement and letting Hitler do what he wanted. They had let Hitler break the Treaty of Versailles by rearming Germany and remilitarising the Rhineland, and then agreeing for part of Czechoslovakia to be taken over by Germany. When Hitler took the rest, they did nothing. It is difficult to see how Hitler's invasion of Poland was any different, and so it is a surprise that they should have declared war on Germany.'<br><br>**OR**<br><br>e.g. 'No, I am not surprised. They could not let Hitler keep on invading countries. They had followed a policy of appeasement for long enough. After each step in his foreign policy Hitler had said he had no more ambitions, but this was always false. This was clear when he broke the Munich Agreement over Czechoslovakia. It was clear he would not stop until he had power over all Europe. When he invaded Poland, it was clear that Hitler's plan to dominate all Europe had to be stopped.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br>(One mark for each point)<br><br>e.g. 'Yes, they had always appeased Hitler.'<br>'Yes, they had let him take Czechoslovakia.'<br>'Yes, they were not ready for a major war and were too weak to fight Hitler's Germany.'<br>'No, appeasement had not worked.'<br>'No, they had given Poland a guarantee that they would support Poland if it was attacked.'<br>'No, Germany taking over all of Czechoslovakia had no justification at all and showed that Hitler was out to dominate Europe.'<br>'No, Germany invaded Poland on 1 September 1939.' | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 6(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I am very surprised. I did not think they would ever do that.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 7(a) | **Describe the tactics used by the Vietcong.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'They used guerrilla warfare.'<br>'They won the support of the Vietnamese peasants.'<br>'The peasants gave them food and hid them.'<br>'They hid in villages and often pretended to be peasants.'<br>'They used booby traps and ambushes.'<br>'They retreated when the Americans attacked so that the Americans could not fight a proper battle.'<br>'They kept on the move.'<br>'They used networks of tunnels for escape and surprise attacks.'<br>'They worked in small cells.'<br>'They did not wear uniforms.'<br>'They raided enemy camps.'<br>'They used hit and run tactics.'<br>'They used the Ho Chi Minh Trail for supplies.'<br>'They had no known base.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 7(b) | **Why was the Tet Offensive important for the USA?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'This was important for the USA because of the impact it had in the USA. Tet was a massive attack by North Vietnamese forces across South Vietnam in 1968. Although it was a military defeat for North Vietnam, it caused a big shock. The Americans had been told that North Vietnam was weak and not capable of launching large attacks. Tet showed this was wrong and support for the war in the US declined and opposition to it grew.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'This was because lots of cities and US bases in South Vietnam were attacked.'<br>'It helped towards the US seeking negotiations with North Vietnam.'<br>'It increased opposition to the war in the USA.'<br>'The US government was not able to persuade the American people that it was a major defeat for North Vietnam.'<br>'It showed the American people that North Vietnam was far from being defeated and that the war was not nearly over.'<br>'The US had high casualties during the Offensive.'<br>'Extensive coverage on TV convinced US that the war was unwinnable.'<br>'There were questions in the US over the cost of the war.'<br>'There were questions in the US over the tactics used.'<br>'It was questioned in the US how the V.C. were able to launch a major attack and take the US by surprise.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important because it could be seen as a turning point in the Vietnam War.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 7(c) | **Which was more important for the USA, its involvement in Korea or the Cuban Missile Crisis? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'which was the more important' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I think the USA's involvement in the Cuban Missile Crisis was far more important. This is because Cuba was a communist country off the coast of the USA and so the missiles there were a real threat to America. The missiles could reach major cities all over the country. It was the USSR that had put the missiles there and the USSR was America's biggest rival at the time. The USA could not afford to be the loser in this crisis.'<br><br>**OR**<br><br>e.g. 'The Korean War was more important for the USA. It was a major effort to stop the spread of communism. Troops from the communist North Korea invaded South Korea and were supported by both China and the USSR. There was a real danger that South Korea would fall to the communists. This would have been an important step in spreading communism to other countries in South East Asia. The Americans believed in the domino theory – that if one country fell to communism, then neighbouring countries would fall. It was also the first military action of the Cold War and so the USA could not afford to lose it. The USA managed to protect South Korea in the Korean War and this stopped the spread of communism in the region.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 7(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The Korean War stopped the spread of communism into South Korea and other parts of South East Asia.'<br>'The Korean War was the first big conflict of the Cold War and so the USA could not afford to lose it.'<br>'Korea showed that the US and the UN could work together.'<br>'Korea remained separated.'<br>'The Korean War had high casualty figures.'<br>'The missiles in Cuba threatened every major city in the USA.'<br>'If Soviet missiles had stayed in Cuba, the USA would never have been safe.'<br>'The USA could not afford to back down to the USSR, its biggest rival.'<br>'The Cuban Crisis enhanced the reputation of Kennedy.'<br>'Cuba was important because it was solved without direct warfare.'<br>'Cuba led to improved relations with the Hotline.'<br>'Cuba was still communist.'<br>'The USA had to remove missiles from Turkey.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'Both had a major impact on the USA.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 8(a) | **Describe how the Soviet Union responded to the uprising in Hungary in 1956.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail 1–4**<br><br>e.g. 'Soviet tanks guarded the Parliament building and soldiers guarded bridges and crossroads.'<br>'At the end of October, Khrushchev withdrew Russian troops.'<br>'Khrushchev declined Nagy's plan to leave the Warsaw Pact.'<br>'In November, Soviet tanks and soldiers moved into Budapest.'<br>'In fierce fighting the Soviet troops defeated the protestors and the Hungarian army.'<br>'It killed many Hungarian civilians.'<br>'It suppressed all public opposition.'<br>'It arrested and executed the Hungarian leader.'<br>'It appointed a new communist leader to head the Hungarian government to strictly follow the communist regime of the USSR.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 8(b) | **Why was it important for the Soviet Union to stop Dubček's reform programme in Czechoslovakia?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'It was important for the Soviets to stop Dubček because they were afraid that his ideas would spread to other communist countries in Eastern Europe. His reforms included a free press, freedom of speech and reducing government control over industry. If these reforms were allowed in Czechoslovakia, there was a worry that people in other communist countries would demand the same freedoms. This would put at danger the Soviet Union's control over the whole of Eastern Europe. The Soviet Union introduced the Brezhnev Doctrine which stated that the USSR would use troops to establish control in countries that wandered from communism.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It was worried that these ideas would spread to other Eastern European countries.'<br>'It saw his reforms as an attack on communism.'<br>'It was worried that this would weaken the Communist Bloc in the Cold War against the USA.'<br>'Leaders of other communist countries were worried for their own positions and wanted the Soviet Union to take decisive action.'<br>'The Soviets were worried that unless they took decisive action, countries in Eastern Europe would think they were weak.'<br>'Czechoslovakia was one of the most important countries behind the Iron Curtain with a strong industrial base.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important because the reforms were very dangerous.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 8(c) | **Are you surprised that Gorbachev made little effort to defend Soviet power in Eastern Europe? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'are you surprised' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I am not surprised Gorbachev did not defend Soviet power in Eastern Europe because he realised that the Soviet Union was in dire economic trouble. He introduced perestroika to reform Soviet industry and its economy. Because of its economic problems, he knew that the Soviet Union could no longer afford to keep troops in Eastern Europe and keep on putting down protests. This is the reason he did little when Communism began to disintegrate in Eastern European countries.'<br><br>**OR**<br><br>e.g. 'I am very surprised. The Soviet Union saw the Eastern European countries as a protective barrier for itself against the West. It had been invaded by Germany twice in the twentieth century and Stalin had been determined this would not happen again. This had been the basis of Soviet policy for decades and explains why the Soviet Union had put down risings in Hungary and Czechoslovakia. It is surprising that when communist regimes began to collapse and the Berlin Wall fell, Gorbachev did nothing.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 8(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'I am surprised because the Soviets had put down lots of risings in Eastern European countries.'<br>'I am surprised. If Communism collapsed in Eastern Europe, then the Soviet Union might be under threat.'<br>'I am surprised. The Brezhnev Doctrine said that the Soviet Union would intervene.'<br>'I am not surprised. The Soviet Union could not afford to send troops to Eastern Europe.'<br>'I am not surprised. Gorbachev was a new kind of leader in the Soviet Union and he realised that reforms were needed.'<br>'I am not surprised. Gorbachev believed in different policies such as Glasnost and Perestroika.'<br>'I am not surprised. Gorbachev thought the USSR spent too much on defence.'<br>'I am not surprised. He thought too much money had been spent on Afghanistan.'<br>'I am not surprised. He saw a higher standard of living in the West.'<br>'I am not surprised. He saw citizens resenting their lives being totally controlled.'<br>'I am not surprised. Gorbachev was interested in saving the Soviet Union, so he was less interested in Eastern Europe than other Soviet leaders had been.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I am very surprised. I would have thought that Gorbachev would have wanted to defend Soviet power.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| | **SECTION B: DEPTH STUDIES** | |
| | **Depth Study A: The First World War, 1914–18** | |
| 9(a) | **Describe events in Belgium in 1914.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Belgium announced its neutrality in any future war.'<br>'Germany demanded passage through Belgium.'<br>'Belgium refused.'<br>'Britain promised military support for Belgium.'<br>'On 4 August, German troops invaded Belgium.'<br>'The Battle of Liege – the Belgians surrendered after eleven days.'<br>'On 17 August, the Belgians abandoned the capital, Brussels.'<br>'At the battle of Mons, the BEF was forced back.'<br>'Belgian resistance delayed the German troops in Belgium.'<br>'Germany conducted a policy of terror against Belgian civilians.'<br>'This included the burning of towns and massacres.'<br>'In September, Antwerp was abandoned.'<br>'In October, the First Battle of Ypres started.'<br>'By November, most of Belgium was under German occupation.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 9(b) | **Why did trench warfare present both sides with difficulties?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'It created difficulties for both sides because both sides built trenches. These spread from the North Sea to Switzerland and so dominated the fighting. The great problem for both sides was that the trenches were fortified so heavily that it was almost impossible to launch a successful attack. When an attack was launched, the soldiers were mowed down by machine guns as they tried to wade through the mud and barbed wire. The casualties were high. No side could advance, and so they were stuck there for years.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'Both sides found it impossible to attack across No Man's Land.'<br>'Trench warfare meant that both sides were bogged down along the trench system for years.'<br>'Both sides suffered from dreadful conditions in the trenches, especially rats and infection.'<br>'Both sides suffered from epidemics of typhus, cholera and dysentery.'<br>'Soldiers on both sides suffered the same conditions such as 'trench foot' when the feet swelled and went numb.'<br>'Soldiers on both sides suffered from shellshock.'<br>'New methods of warfare were introduced.'<br>'There were many casualties.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'Both sides used the trench system and so they experienced the difficulties it brought about.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 9(c) | **'The Battle of Mons was more important than the first Battle of the Marne.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'The Battle of Mons was more important. It was fought by the British Expeditionary Force and was their first battle. No one knew how the BEF would fight, and despite being outnumbered, it got the better of the fighting and this gave the soldiers great confidence. They had delayed the Germans and prevented the French Army from being outflanked.'<br><br>**OR**<br><br>e.g. 'The Battle of the Marne was clearly more important because it was a turning point in the war. It led to trench warfare which was to dominate the war for years. It was also important because it stopped the retreat of the Allies. Until then, the Germans had advanced into France and seemed to be on the way to Paris. The Allied victory at this battle meant there was a stalemate and trench warfare started. Without the Battle of the Marne the Germans might have got to Paris and been definitely on top.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The British were able to hold the Germans up at the Battle of Mons.'<br>'The British were outnumbered at Mons.'<br>'It was important because Mons did not stop the Germans and they continued their progress into France.'<br>'The Battle of the Marne led to trench warfare.'<br>'The Battle of the Marne was more important because it stopped the German advance to Paris.'<br>'The Battle of the Marne was the start of a war of attrition rather than movement.'<br>'The Battle of the Marne failed to drive the Germans totally out of France.' | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 9(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'The Battle of the Marne was far more important because it changed the course of the war.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 10(a) | **Describe the events that led to the USA entering the war.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Germany resumed unrestricted submarine warfare.'<br>'Americans were being killed by German submarines.'<br>'U-boats sank the Lusitania and some of the passengers were American.'<br>'The Zimmerman telegram threatened an alliance between Germany and Mexico, promising Mexico lands lost to the USA. This outraged the Americans.'<br>'Wilson asked Congress for a declaration of war against Germany.'<br>'The USA entered the war in April 1917.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 10(b) | **Why did mutiny break out at Kiel and Wilhelmshaven in 1918?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'Apart from the U-boat campaign, the German navy had not had a glorious war. It had been stuck in port for most of the time. However, with the situation in the war desperate, the German navy ordered its ships into the North Sea for one glorious last battle. It was a suicide mission for the German navy and many of the ordinary sailors knew this and refused to take part.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'Morale in the High Seas Fleet was very low.'<br>'Germany's fleet had been restricted to harbour since Jutland and the mood and discipline of the sailors stuck in harbour was poor.'<br>'By September 1918, Germany's military situation in the war was hopeless.'<br>'They did not want to die in one pointless last battle.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'There were mutinies because the sailors did not like what they were being told to do.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 10(c) | **Are you surprised that the Germans launched the Ludendorff Offensive in 1918? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'are you surprised' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br>Fuller explanation of one issue to be given two marks.<br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I am not at all surprised by this. By the beginning of 1918 Germany was not doing well in the war and needed something to turn the situation around. The submarine campaign had not knocked Britain out of the war and Germany was running out of soldiers. Even worse, the entry of the USA into the war meant that lots of fresh troops would soon be arriving in Europe. It was clear that if things continued as they were, then Germany was heading for defeat. The Offensive was one last desperate attempt to change the course of events and was Germany's last chance of success, so I am not surprised it was launched.'<br><br>**OR**<br><br>e.g. 'I am surprised. While they stayed behind the Hindenburg Line, the German troops were safe and could remain undefeated. But the Offensive played to the enemy's strengths. It turned the war into one of movement. The problem was that this needed troops, tanks and aircraft, and the Allies, especially with the arrival of the Americans, had more of all of these. Germany was better off staying with a war of attrition.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'Germany was losing the war, something new was needed.'<br>'The German population was short of food and materials.'<br>'The Allied blockade of the ports was having a big impact.'<br>'Germany needed to win the war before the Americans arrived.'<br>'It was an attempt at a decisive victory.'<br>'Germany was short of troops and was in a desperate economic situation.'<br>'Germany was not strong enough to mount and sustain an offensive.'<br>'Germany did not have the troops or tanks for a war of movement.'<br>'Germany did not have the resources to defend captured territory.'<br>'The Allies had more troops and tanks for a mobile war.' | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 10(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'It did not have much chance of success.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| | **Depth Study B: Germany, 1918–45** | |
| 11(a) | **Describe how Hitler took advantage of the Reichstag Fire.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Hitler used it to consolidate/gain his power.'<br>'Hitler used it to discredit communists.'<br>'Hindenburg was told that communists were plotting to overthrow the government.'<br>'He used it as an excuse for issuing an emergency decree/Article 48.'<br>'Communists were arrested.'<br>'Hitler used it to win support in the election in March and he won more seats.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 11(b) | **Why was the Depression important to the Nazis?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'It was important to the Nazis because it meant that Germany was in a terrible state. There was widespread unemployment – it went up to six million. This gave the Nazis a great opportunity to do well in the elections. They criticised the government for not dealing with unemployment and promised to create full employment. This gave them a lot of votes and they became the largest party in the Reichstag, which meant that they would have to be given a part in government.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 11(b) | **Level 2 – Identifies AND/OR describes reasons 2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It meant that many people were unemployed and living in poverty.'<br>'It meant that Nazis could criticise the established parties.'<br>'The Nazis could exploit the situation using propaganda.'<br>'It led to the Nazis doing well in elections.'<br>'It led to the Nazis becoming the largest party in the Reichstag.'<br>'It was important because it led to Hitler becoming Chancellor.'<br>'The Nazis were able to win support by promising full employment.'<br>'People lost faith in democracy.'<br>'Before the Depression, the Nazis were not doing well in elections.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'It was important to the Nazis because it helped them a lot. Without it, they would not have done so well.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 11(c) | **'The Munich Putsch was a disaster for the Nazis.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this, it was a disaster for the Nazis. This is because it all went wrong and the Nazis did not come out of it well. Neither the army nor the Bavarian government supported the Putsch. When the Nazis marched through Munich, they only had a few hundred supporters and failed to win popular support.'<br><br>e.g. 'The police defeated them quickly. Sixteen Nazis were killed and Hitler did not cover himself in glory by running away. He was later arrested and imprisoned and the Nazi party was banned. All this shows that the Putsch was a disaster.'<br><br>**OR**<br><br>e.g. 'The Putsch might look like a disaster for Nazis, but if you look at its long-term impact, then you get a different picture. First, the Putsch made Hitler realise that he could not get power by uprisings and that he needed to win support and win elections. This made him reorganise the party and start to use democratic methods. This was a turning point for the Nazis and they later had success in elections.'<br><br>e.g. 'Secondly, his time in prison gave Hitler the chance to set out his ideas in 'Mein Kampf' such as the need to destroy the Treaty of Versailles. This was read by many Germans and gradually won him support.' | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 11(c) | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'Through most of the rest of the 1920s, the Nazis had little popular support or electoral success.'<br>'They were banned as a political party.'<br>'They were easily defeated in Munich and failed to win popular support.'<br>'It made clear that they did not have the support of the army, other politicians or the people.'<br>'The failure of the Putsch showed them as a disorganised minority.'<br>'Hitler was captured, tried and imprisoned.'<br>'Hitler's prison sentence gave him a chance to set out his ideas in 'Mein Kampf'.'<br>'It led to Hitler realising that different tactics were needed.'<br>'Hitler gained a lot of publicity in his trial.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was a disaster for them because it all went badly wrong and it did not help them to get to power.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 12(a) | **Describe how the Nazis used the mass media.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. ‘Radio stations were used for Nazi propaganda.’<br>‘Radios were in public places and work places so that everyone could hear Hitler’s speeches.’<br>‘Spectacular rallies were held to make the Nazis look great and to celebrate dates like Hitler’s birthday.’<br>‘Mass media was used to create the personality cult of Hitler.’<br>‘Goebbels had posters put up everywhere supporting Nazi values.’<br>‘Newspapers were used to spread support for the Nazi government and anti-Nazi papers were shut down.’<br>‘Theatre, cinema and music were used to support Nazi values.’<br>‘Books were censored or burnt.’<br>‘The ‘Aryan family’ was promoted by using mass media.’ | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 12(b) | **Why was Kristallnacht important?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'Kristallnacht was important because it was a turning point in the nature of Nazi persecution of the Jews. There was a change from economic and social persecution to physical persecutions with Jews being murdered and beaten. It can be seen as an important step towards the Holocaust. The Nazis were no longer just trying to eject Jews from Germany but were now thinking of destroying them.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It was a prelude to the Final Solution.'<br>'It was a big step up in the persecution of German Jews.'<br>'Hundreds of Jews were killed.'<br>'Large numbers were sent to concentration camps.'<br>'It was an attempt by Goebbels to improve his standing with Hitler.'<br>'Jewish homes and businesses were ransacked and destroyed throughout Germany.'<br>'It led to an increase in the number of Jews leaving Germany.'<br>'It was a turning point in relations between Germany and many countries around the world.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was important because many people were affected by it and it changed their lives.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 12(c) | **'There was no effective opposition to the Nazi regime.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I disagree with this. There was some opposition and it did have an effect. There were the youth groups like the Edelweiss Pirates who during the war carried out acts of sabotage, helped army deserters and even assassinated a Gestapo chief. The Nazis were worried about them because they executed many of their leaders in 1944.'<br><br>**OR**<br><br>e.g. 'The opposition was not effective and there were no uprisings against Nazi rule. This was partly because the opposition was weak and partly because the Nazis used force and terror to deal with any signs of opposition. The Gestapo spied on people and arrested any possible trouble-makers, and the SS put any opponents into concentration camps. Trade Unions were banned, so they could do nothing and Communists and Social Democrats had to work underground and achieved little.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 12(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'Opposition was led by churchmen over euthanasia.'<br>'As a result, the Nazis stopped their programme of euthanasia.'<br>'The Edelweiss Pirates were so effective during the war that the Nazis executed their leaders.'<br>'Trade Unions did manage to organise strikes and demonstrations.'<br>'Communists and Social Democrats did manage to circulate newspapers and pamphlets.'<br>'Opposition was more effective when the war started to go badly for the Nazis.'<br>'White Rose denounced Nazi policies in their leaflets.'<br>'The army bomb plot of 1944 failed.'<br>'The Gestapo spied on everyone and stopped any serious trouble.'<br>'The Kreisau Circle achieved little and they were all arrested.'<br>'The youth groups were an irritant but never posed a real threat.'<br>'The SS and the Gestapo put many opponents to the regime into concentration camps.'<br>'Many opposition groups like White Rose were rounded up by the Gestapo and executed.'<br>'Many people silently opposed the Nazis.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'The opposition did not achieve much because it was too divided and weak.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| | **Depth Study C: Russia, 1905–41** | |
| 13(a) | **What problems faced the Tsar's government at the beginning of the twentieth century?** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Russia was a vast empire.'<br>'It was difficult to rule with 20 different nationalities.'<br>'80% of the population were peasants.'<br>'The peasants lived and worked in poor conditions.'<br>'There were regular famines, and starvation was common.'<br>'Russian peasants still used ancient farming techniques.'<br>'There was resentment that the aristocracy, the Church and the Tsar owned most of the land.'<br>'Industrial workers suffered wretched living conditions and atrocious working conditions.'<br>'There were no government regulations on child labour, hours, safety or education.'<br>'Opposition groups were growing.'<br>'The opposition groups were a threat to the Tsar and the aristocracy.'<br>'The rising middle classes wanted greater democracy in Russia.'<br>'The Social Revolutionaries believed a revolution was an answer to the peoples' troubles.'<br>'Opposition groups wanted the end of the tsardom.'<br>'They wanted the nobles' estates handed over to the people.'<br>'The Social Democratic Party regularly discussed the possibility of a revolution.'<br>'There were increasing waves of strikes, demonstrations and protests causing unrest.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 13(b) | **Why did the Tsar abdicate in March 1917?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The Tsar abdicated because the war was going so badly for Russia. This was made worse by the fact that in 1915 the Tsar had taken personal control of the army on the Eastern Front. This meant that when the Russian army suffered defeats and enormous numbers of casualties (millions), the Tsar was blamed because he was in charge. He had no ability as a general, and morale and desertions in the army got worse, leading to demonstrations and strikes in Russia.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'His handling of the war was disastrous.'<br>'There were food shortages and high prices in Russian cities.'<br>'Thousands of workers were out on strike and the army fired on them.'<br>'Some soldiers began to join the demonstrators.'<br>'When he went to lead the army, the Tsar left his wife and Rasputin in charge. They were very unpopular and disastrous.'<br>'The Russian army high command suggested that he abdicate because the situation was so bad.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'He abdicated because everything was going so badly and he did not have a clue what to do.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 13(c) | **'The Tsar survived the 1905 Revolution because of his repressive policies.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I disagree with this statement. The reason why the Tsar survived was because he calmed everybody down by passing reforms. He issued the October Manifesto. This set up an elected Parliament called a Duma and gave the Russian people freedom of speech, freedom of religion and the right to vote for all men. This satisfied the liberals and moderates and ended the strikes and the violence. It enabled the Tsar to survive for the time being.'<br><br>**OR**<br><br>e.g. 'I agree. The October Manifesto did not convince many groups, including the Marxists and revolutionaries. Soon after the Manifesto, strikes and violence began again. The real way the Tsar survived was by returning to repression. He used the Black Hundreds to attack those protesting. Opponents were arrested and executed in their hundreds and political parties were supressed. Martial law was also introduced.' | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 13(c) | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'He survived by introducing martial law.'<br>'The Tsar survived by supressing political parties.'<br>'Many considered the October Manifesto to be a trick.'<br>'He used the Black Hundreds to attack his opponents.'<br>'Stolypin sent the army to execute thousands of peasants.'<br>'Troops arrested the St Petersburg Soviet and crushed a Bolshevik uprising.'<br>'The Okhrana was used for killing revolutionary leaders.'<br>'He survived by issuing reforms in the October Manifesto.'<br>'He won the peasants over by cutting their redemption payments in half.'<br>'He survived the revolution by ending the war with Japan.'<br>'The October Manifesto set up an elected Duma.'<br>'He promised freedom of assembly and speech.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'He survived because he was stronger than his opponents.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 14(a) | **Describe the experiences of ethnic minorities under Stalin.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. ‘They experienced Stalin’s policy of Russification where everybody had to become Russian.’<br>‘Russian was taught in all schools.’<br>‘Many people from ethnic minorities, such as the Chechens and the Ingush, were deported to Siberia where they became second-class citizens. Millions died.’<br>‘The Holodomor famine was a terror-famine campaign organised by the Soviet authorities against the Ukrainian population.’<br>‘Many minorities who were in the Soviet elite suffered during the purges when they were targeted.’<br>‘There was a policy of decossackisation to try and finish off the Cossacks .’ | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 14(b) | **Why was developing heavy industry important for Stalin's plans?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'Stalin regarded Russia as being surrounded by capitalist enemies. He was always worried about its security. Developing heavy industry was important so that Russia could produce defences and weapons to make it a major power. Then it would be able to defend itself against foreign threats – as it was able to do against Germany.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'This was important to make Russia a modern state.'<br>'To make Russia strong militarily.'<br>'He wanted to make Russia self-sufficient in these materials and products so that Russia did not depend on other countries.'<br>'Developing heavy industry was an essential base for the further development and modernisation of Russia.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'This was important to Stalin because all the other parts of his plans depended on it.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 14(c) | **'The kulaks suffered the most from Stalin's economic policies.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br>Fuller explanation of one issue to be given two marks.<br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this. The kulaks suffered very badly. They were regarded as enemies of the communist state by Stalin and he dealt with them very harshly. He wanted to eliminate them completely. Many were murdered or sent to labour camps and many lost their land. Millions of them died because of Stalin's hatred of them. Many of them slaughtered their livestock rather than give them up to collective farms.'<br><br>**OR**<br><br>e.g. 'It was not just kulaks that suffered. The policy of collectivisation led to the famine of 1932–33. Not enough food was being produced and millions of peasants died in the famine. Industrial workers also suffered from Stalin's economic policies. His policies led to the rapid growth of industrial towns. These grew so quickly that they became overcrowded with insufficient housing and facilities and the workers living in dreadful conditions.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br>(One mark for each point)<br><br>e.g. 'Many kulaks were shot.'<br>'Many kulaks were sent to labour camps.'<br>'Many kulaks were deported to other, more barren parts of the USSR.'<br>'They all had their land taken away from them so it could be collectivised.'<br>'Many peasants died in the 1932 famine, not just kulaks.'<br>'Industrial workers lived in terrible and over-crowded conditions.'<br>'The pressure to increase production quickly led to safety being ignored at work with many workers suffering as a result.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'The kulaks suffered more because they had the most to lose.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| | **Depth Study D: The United States, 1919–41** | |
| 15(a) | **Describe the experiences of American farmers during the 1920s.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'There was overproduction.'<br>'Farmers could use improved fertilisers and machinery.'<br>'There was a decrease in demand for agricultural products.'<br>'Prices for their products decreased.'<br>'They faced competition from Canada.'<br>'Europe no longer needed so much American agricultural produce.'<br>'They could not repay the loans they had taken out to buy more land and modern machinery.'<br>'Many farmers became bankrupt/unemployed.'<br>'Many farmers had to sell their farms and give up farming.'<br>'Tenant farmers were evicted because they could not pay their rents.'<br>'Demand for the barley they grew fell because of Prohibition.'<br>'Sharecroppers experienced hard times.'<br>'The boll-weevil decimated cotton crops in the South.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 15(b) | **Why did traditional industries struggle in the 1920s?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The main reason traditional industries struggled was because of changes happening in American society and the failure of these industries to adapt to the changes. For example, the coal industry found that it was producing too much coal because demand was going down. This was because electricity could be supplied to more and more homes and factories and so they were changing to this for their energy. Factories and homes were also changing to new sources of energy such as gas and oil.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br>(One mark for each identification/description)<br><br>e.g. 'Coal suffered because of the change to other sources of energy like oil, gas and electricity.'<br>'Coal was being used more efficiently and so less was needed.'<br>'The coal industry suffered from cuts in wages, pits being closed and strikes.'<br>'The textile industry was producing too much.'<br>'Synthetic products were replacing textiles.'<br>'As more people owned cars, fewer travelled by the railways.'<br>'Traditional industries could not compete with mass production.'<br>'There was foreign competition in leather and textiles.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'They struggled because they could not keep up with all the changes happening in America.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 15(c) | **'Republican governments were responsible for the boom in America in the 1920s.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this. Republican policies were important. For example, they cut taxes. This gave people more money to spend on all the new consumer goods that were appearing at this time. This boosted the industries making goods like fridges, radios and cars, and this led to more jobs and better wages.'<br><br>**OR**<br><br>e.g. 'I think other factors were more important. The introduction of hire purchase was important. This allowed people to buy goods that they could not afford in one go. They were able to pay for the goods by instalments over a period of time. There was no longer any shame attached to this form of buying and millions of Americans used it to buy consumer goods like cars. This created more demand for these industries which then expanded.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 15(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'Republican tax cuts stimulated the economy.'<br>'Less regulation for businesses allowed them to prosper.'<br>'The government followed laissez-faire.'<br>'High tariffs introduced by the government protected American industries.'<br>'There were positive effects from entering World War 1.'<br>'Mass production led to a fall in the prices of many goods.'<br>'There was an increased use of the assembly line.'<br>'The car industry stimulated other industries.'<br>'Hire purchase helped people buy more things.'<br>'Advertising created more demand for goods.'<br>'People wanted more consumer goods like fridges.'<br>'The spread of electricity made the use of equipment like vacuum cleaners and washing machines possible in homes.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I think that there were many other much more important factors and that Republican policies were not that important.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 16(a) | **Describe the campaign run by Roosevelt in the 1932 presidential election.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail 1–4**<br><br>e.g. 'It was an optimistic campaign that gave people hope for the future.'<br>'It promised people hope and a 'new deal'.'<br>'He travelled around the country so that people felt they knew him.'<br>'He gave people the impression that he wanted to help the poor and the elderly.'<br>'He travelled the country criticising Hoover.'<br>'His campaign song was 'Happy Days Are Here Again'.'<br>'He promised to get rid of Prohibition.'<br>'He planned to get people back to work.'<br>'He wanted to protect their savings and property.'<br>'He wanted to reinvigorate agriculture.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 16(b) | **Why did many people blame Hoover for the hardship caused by the Depression?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The main reason why Hoover got blamed for the hardship was because he did not do enough to help people who were struggling from the Depression. He did do some things but it was too little too late. One of the things he did that made people blame him was to get the army to clear the camp of the Bonus Army near the White House. This was made up of veterans who wanted help. Hoover had the camp destroyed using tanks, machine guns and tear gas. This showed people that he did not care for the people who were suffering.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br>(One mark for each identification/description)<br><br>e.g. 'He had the camp of the Bonus Army violently destroyed.'<br>'He was against giving people welfare because he thought they should stand on their own feet.'<br>'He gave the appearance of being unsympathetic to people's sufferings.'<br>'He seemed to have no new ideas about how to tackle the problems.'<br>'At the beginning of the Depression, he did not understand how bad it was and for a time did nothing.'<br>'Hoover thought 'prosperity was just around the corner'.'<br>'Hoover was blamed for the conditions in the Hoovervilles.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>*e*.g. 'He was the President and so it was his job to sort it all out.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 16(c) | **'It was long-term weaknesses in the American economy that led to the Wall Street Crash.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides** **7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks** **4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this. Problems had been building up for a long time. American industry was producing more consumer goods than were needed because people had bought their cars and fridges and did not want any more. This led to people losing their jobs as demand fell.'<br><br>e.g. 'Another problem was that American businesses could not export goods. Europe was too poor to buy them and was starting to set up tariffs against American goods in return for American tariffs. All this made people start to sell their shares. The Wall Street Crash was not simply caused by speculators.'<br><br>**OR**<br><br>e.g. 'The Wall Street Crash was caused by speculators who thought they could make some quick money. They borrowed money from banks to buy shares and then sold them for a profit. This was fine while prices of shares went up. But this could not go on forever, and in 1929 there was a crash when people started to sell their shares.' | |
| | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'Long term factors like overproduction by industry caused it.'<br>'The economy had been slowing down for some time and people were keen to sell their shares at the first sign of trouble.'<br>'The US banks were unregulated and willingly gave out loans.'<br>'Long term problems made people nervous about holding shares.'<br>'Speculators were to blame.'<br>'Buying shares 'on the margin' was to blame.'<br>'The increase in share prices was built on shaky foundations.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 16(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'There were many long-term problems that would cause trouble if they were not sorted out.' | |
| | **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 how the Communists tried to destroy the traditional culture of China.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The Communists stopped foot binding for women.'<br>'Women were encouraged to work.'<br>'Divorce was made easier.'<br>'Education was improved with everybody learning to read and write.'<br>'Serfdom was abolished.'<br>'In the Cultural Revolution, temples and churches were attacked and theatre was censored with many traditional plays not allowed.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 17(b) | **Why were communes introduced by the Communists?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'They introduced communes because they gave the government control over the peasants. The communes were huge and contained lots of peasants and this let the government use them in large numbers for big projects like building tunnels, roads and bridges. Communist propaganda was also used in the communes to get people to work hard and support Mao.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'They were introduced to control the peasants.'<br>'They were introduced so that more agricultural produce was produced.'<br>'This was done to help industrial production through 'backyard' production.'<br>'The success of collective farms led to the Communists thinking they could go one step further with communes.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The Communists thought they would be successful.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 17(c) | **'Mao's social reforms were more important to the people of China than his industrial reforms.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this. His social reforms changed the lives of the people, especially the peasants, completely. Before, they lived backward and poor lives. Proper health care was now provided with many more doctors and it was free. This reduced rates of illness which was very important to people. The lives of women were also changed. They were given educational opportunities and encouraged to go out to work. Forced marriages were stopped and husbands had to treat their wives better. Women had more opportunities and freer lives with old fashioned practices like foot binding being stopped.'<br><br>**OR**<br><br>e.g. 'I disagree. The First Five-Year Plan was important to the people of China. Peasants moved to find jobs in large cities and in large industrial plants. If they worked hard, they were rewarded by being given more food, better accommodation and better schools for their children. This gave them a higher standard of living than they had had as peasants. They were also able to move around more easily with the massive development of railways.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'They benefited from the free health care.'<br>'Education was improved and literacy rates went up.'<br>'Women benefited from having more freedom.'<br>'The industrial reforms provided jobs for peasants.'<br>'Workers in the factories often had a higher standard of living than out in the countryside.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 17(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'All these reforms were important and made the lives of the people better.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 18(a) | **Describe relations between China and India during the period 1950 to 1970.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Mao wanted to make Tibet part of China and remove India's influence.'<br>'Negotiations were held with India and an agreement signed in 1951 recognising China's rule of Tibet.'<br>'In 1954 India and China signed the Panchsheel Treaty (Five Principles of Peaceful Coexistence) agreeing non-interference in each other's affairs.'<br>'There were border skirmishes from 1959 when India gave asylum to the Dalai Lama.'<br>'India started a Forward Policy to hinder Chinese patrols.'<br>'In 1962 there was war between China and India over the Himalayan border when Chinese troops advanced.'<br>'The war ended in 1962 when China withdrew its troops.'<br>'Relations between the two countries were poor for the rest of the 1960s, with more clashes in 1967.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 18(b) | **Why did China not recognise Taiwan as an independent state?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The main reason is that China sees Taiwan as a threat while it exists as an independent state. It was where the Nationalists fled to after the Civil War. It called itself the Republic of China, so it sees itself as the proper and legal China. This is something that the Communists in China cannot accept. They believe that it should be part of their China.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'Taiwan has powerful armed forces. The USA sold them arms.'<br>'The USA could use Taiwan as a base if it wanted to invade China.'<br>'China saw Taiwan as a threat.'<br>'At first, many countries continued to recognise the Nationalists in Taiwan as the rightful rulers of China.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It thought that this would be a big mistake.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 18(c) | **'China's relations with the USA were better than those with the USSR during the period 1950 to 1976.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I think this is generally right. Relations with the USA were not very good to begin with, but they improved after 1970. Nixon wanted to split China and Russia and thought that better relations with China would be a good way of doing it. At the same time, China's relations with the USSR had been getting worse. The Cultural Revolution made relations even worse and there were border clashes. China did not want to be isolated and so began to improve its relations with the USA. It also wanted to trade with the USA. In 1971, Henry Kissinger visited China and in 1972, a trade agreement was reached. Relations continued to be good through the 1970s.'<br><br>**OR**<br><br>e.g. 'I disagree with this. In the 1950s and 1960s, relations with the USA were poor. They supported different sides in the Korean War and then in the Vietnam War. At the same time, relations with the USSR were good. The USSR made a massive loan to China and it helped with China expanding its heavy industry. Soviet experts were sent to help China's first Five-Year Plan. However, soon after Khrushchev became leader of the USSR, things did not go so well.' | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 18(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The USA and China supported different sides in the Korean and Vietnam Wars.'<br>'The USA at first recognised and supported Taiwan.'<br>'In 1950, the USSR and China signed a treaty of friendship and alliance.'<br>'The USSR sent experts to China with its Five-Year Plan.'<br>'Relations between the USSR and China grew worse when Khrushchev and Mao started to disagree over their ideas.'<br>'When the USSR had problems in Afghanistan, China supported the Afghan rebels.'<br>'In the 1970s, China and the USA reached an agreement over trade.'<br>'Relations between China and the USA were much better in the 1970s.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I think they got on with both countries rather badly at different times.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| | **Depth Study F: South Africa, c.1940–c.1994** | |
| 19(a) | **What happened in the 1948 election?** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'The National Party won more votes than any other party.'<br>'The National Party only won 39% of the vote.'<br>'The National Party promised to introduce apartheid.'<br>'The National Party won the support of most of the Afrikaner vote.'<br>'Smuts was very unpopular with Afrikaners.'<br>'The United Party under Smuts came second.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 19(b) | **Why was the Bantu Education Act of 1953 passed?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'It was passed to support the government policy of apartheid. It did this by giving black children a different type of education. They were just taught basic skills so they could get a menial job in the homelands. They were also indoctrinated into the idea that white people were superior and that black South Africans belonged with their own ethnic group.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It was passed as part of the government's apartheid policy.'<br>'It was passed so that black children could be given a cheaper and inferior education.'<br>'This was to let the education system be used to prevent black children from progressing.'<br>'It was passed to give the government control of the education system.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was passed because the government thought it was the right thing to do for South Africa.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 19(c) | **'The African National Congress (ANC) was effective as a resistance organisation up to 1966.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I disagree with this statement. The ANC did not really achieve much up to 1966. Apartheid and minority rule still existed and some of the most important opposition to them was carried out by other groups such as Black Consciousness. The ANC suffered very badly from the repression of the government. Laws like the Suppression of Communism Act meant that leaders of the ANC were either under arrest or on the run. The ANC was so ineffective that in the 1960s it turned to violence. But after the Rivonia Trial, the organisation was smashed with Mandela and others imprisoned while others fled the country.'<br><br>**OR**<br><br>e.g. 'I agree that the ANC was effective in this period. It organised important protests such as the Freedom Charter. This gave black South Africans a number of ideas to rally around. It also organised the bus boycotts and got bus fares reduced. Without the ANC, the opposition against apartheid would not have been organised. It also talked to other countries and got some of them to oppose the apartheid regime.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 19(c) | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'It was smashed after the Rivonia Trial.'<br>'By 1966 apartheid was as strong as ever.'<br>'It was being replaced by movements like Black Consciousness.'<br>'The PAC was formed in 1959 because some people thought the ANC needed to be more effective.'<br>'It rallied and organised anti-apartheid opinion in South Africa.'<br>'It was responsible for the Freedom Charter.'<br>'It managed to turn other parts of the world against the government.'<br>'It set up bases in places like Tanzania.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It was very effective and did a lot of good in South Africa.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 20(a) | **Describe the activities of the Inkatha Freedom Party in the early 1990s.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'It was involved in massacres like the Boipatong massacre of 1992.'<br>'It worked with the South African Defence Force which trained its followers.'<br>'It opposed the talks going on between the ANC and the government.'<br>'It signed a pact with the AWB.'<br>'It opposed the new constitution.'<br>'It refused to take part in the 1994 election.'<br>'It fought running battles with the ANC.'<br>'At the last minute it did take part in the elections.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 20(b) | **Why were the policies of P W Botha not successful?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'P W Botha tried to defend South Africa and apartheid through his policy of 'total strategy.' One reason was that his constitutional reforms completely backfired and caused enormous riots from 1984. The reforms gave black South Africans little but showed that the government had no intention of sharing power. They made black South Africans even more determined to get rid of white domination.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br>(One mark for each identification/description)<br><br>e.g. 'His constitutional reforms were too little, too late.'<br>'His constitutional reforms led to rioting in the townships.'<br>'The relaxation of the pass laws led to more angry unemployed black South Africans crowding into townships.'<br>'The violence in South Africa led overseas governments and banks to turn against the South African government.'<br>'Giving Trade Unions more freedom led to more strikes.'<br>'Attempts to wipe out ANC guerrilla bases in neighbouring countries did not work in the long run.'<br>'Botha's failure to announce more reforms led to a financial crisis.'<br>'The constitutional reforms did nothing for the majority of black South Africans.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'He failed because he did not do enough to help South Africa.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 20(c) | **'After his release from prison Mandela was successful in getting white South Africans to work with him.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far'** **10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides** **7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks** **4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'Mandela was very successful in this. His lack of bitterness about his long years in prison and his promise that white South Africans had a place in a new South Africa won a lot of them over. He also got on well with de Klerk who decided he could trust, and work with, Mandela. The fact that Mandela was trusted by many white South Africans was shown by the referendum in 1992 when most white South Africans supported change and reform. This led to the two sides agreeing a new constitution and elections taking place in 1994.'<br><br>**OR**<br><br>e.g. 'He was not all that successful in this. There were some white groups, especially Afrikaner ones, which did not accept him. One of these was the AWB, led by Eugene Terre'Blanche, which wanted to keep white domination. In 1994, its members tried to support the leader of Bophuthatswana who did not want his people to vote in the election. However, they were defeated.' | |
| | **Level 2 – Identifies AND/OR describes** **2–3**<br><br>(One mark for each point)<br><br>e.g. 'He got on well with de Klerk.'<br>'The majority of white South Africans supported reform in the referendum.'<br>'He was able to agree a new constitution with the South African government.'<br>'Some white South Africans like those in the AWB did not support him.'<br>'There was some violence by extreme white right-wing groups.' | |

GradeMax


| Question | Answer | Marks |
|---|---|---|
| 20(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I think he did quite well and won their support for his ideas.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| | **Depth Study G: Israelis and Palestinians Since 1945** | |
| 21(a) | **What happened in the Suez Crisis of 1956?** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Nasser nationalised the Suez Canal.'<br>'Britain met with France and Israel and agreed to invade Suez.'<br>'Israel invaded Egypt.'<br>'The whole of Sinai ended up in Israeli hands.'<br>'Britain and France issued an ultimatum threatening to intervene if the Egyptians and Israelis did not agree to a ceasefire.'<br>'British and French aircraft bombed Egyptian airfields.'<br>'British and French troops invaded Suez.'<br>'Russia threatened to attack Israeli, British and French forces.'<br>'Under US pressure, Britain and France agreed to a ceasefire in November.'<br>'British and French forces withdrew and their forces were replaced by a UN Emergency Force.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 21(b) | **Why were the consequences of the war of 1967 important?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'The consequences were important because the war increased Israel's problems. The military victory would not ensure Israel's safety forever. Only a diplomatic settlement would do that. Its conquests of Gaza, the West Bank, East Jerusalem and the Golan Heights meant that many Palestinian Arabs were now living under Israeli control. This would cause Israel problems in the future as would Arab claims that Israel had no right to the conquered territory. The consequences were to build up more problems for Israel.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'The Arab countries were seriously weakened militarily.'<br>'The Golan Heights helped Israel to protect itself against Syria.'<br>'Israel gained much more defensible borders.'<br>'The Arab states were even more determined not to recognise Israel.'<br>'The land conquered by Israel caused future problems with the Arab states who wanted it back.'<br>'Israel now faced an enormous problem over the million Palestinians now under its control.'<br>'The war made clear that a diplomatic solution was needed to make Israel safe, not military victories.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'The consequences were very important because they affected many different countries.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 21(c) | **Who gained most from the Yom Kippur War of 1973? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'who gained most' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I think the Arab states gained a lot. This was because the war showed how powerful a weapon the Arab states had over the US and the West. During the war, the Arab states had announced an embargo on oil supplies to the US and the West. This led to the price of oil shooting up. Although the war ended shortly afterwards, this threat showed everyone what a powerful weapon the oil states had over the West. The Arab states produced over a third of the world's oil and they could cripple the West's economies by reducing supply.'<br><br>**OR**<br><br>e.g. 'I think the Israelis gained the most. They again proved their military superiority over the Arab countries. They had been taken by surprise and had started by having some setbacks, but they soon recovered and recaptured all their territory. They inflicted enormous casualties on their enemy. Egypt and Syria had 16 000 men dead.' | |
| | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The Arab states had shown they could harm the West by stopping the supply of oil.'<br>'The Arab states worked together much more effectively.'<br>'The Arab armed forces and people regained a lot of self-confidence.'<br>'Israel realised that it would not have security until a diplomatic solution was found.'<br>'The Arab countries had shown they could act together.'<br>'Israel had enjoyed a massive military victory.'<br>'Israel had again shown its military superiority.'<br>'The Arab countries had shown they could have military successes against Israel.' | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 21(c) | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'No-one gained anything because it was a terrible war.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 22(a) | **Describe Likud's attitude towards the creation of a Palestinian state.** | **4** |
| | **Level 1 – One mark for each relevant point; additional mark for supporting detail** **1–4**<br><br>e.g. 'Likud has been against the creation of a Palestinian state.'<br>'Likud rejects any claim by Palestinians over the West Bank, and in 1977 were only ready to offer them the right to run their own lives within the occupied territories.'<br>'It will not give up Israel's sovereignty over the West Bank and Gaza.'<br>'Likud wants a 'Greater Israel' which makes a Palestinian state impossible.'<br>'Shamir's rejection of the idea of a Palestinian state caused the failure of the Madrid Conference in 1991.'<br>'Likud has supported new Jewish settlements, which has made a Palestinian state difficult to achieve.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 22(b) | **Why did Hamas grow in importance after 1987?** | **6** |
| | **Level 4 – Explains TWO reasons** **6** | |
| | **Level 3 – Explains ONE reason** **4–5**<br><br>(Four marks for one explanation, five marks for full explanation)<br><br>e.g. 'Hamas was formed in 1987 and emerged from the first Intifada. The main reason why it has become important is because it has won much support among Palestinians because it has led the struggle against Israel. It led the opposition to the Oslo Agreement between Israel and the PLO. It has led the armed struggle against Israel by using suicide and rocket attacks in Israel and has won support because, despite all of Israel's efforts against it, it has survived.' | |
| | **Level 2 – Identifies AND/OR describes reasons** **2–3**<br><br>(One mark for each identification/description)<br><br>e.g. 'It has become important because its social welfare programmes (including schools and clinics) have won it support.'<br>'This is because it is an Islamic organisation in contrast with the secular PLO.'<br>'It has become important because in 2006 it won the elections for the Palestinian Parliament.'<br>'It grew in importance because it set itself up as a rival to Fatah and took control of Gaza.'<br>'It has won support because it has stood against the corruption of Fatah and the Palestinian Authority.'<br>'It has become important because it has led the Palestinian armed struggle against Israel.' | |
| | **Level 1 – General answer lacking specific contextual knowledge** **1**<br><br>e.g. 'It has grown in importance because it has been very active and has achieved a lot for the people.' | |
| | **Level 0 – No evidence submitted or response does not address the question** **0** | |

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 22(c) | **'The Camp David meetings of 1978 achieved more than the Oslo Accords of 1993 and 1995.' How far do you agree with this statement? Explain your answer.** | **10** |
| | **Level 5 – Explains with evaluation of 'how far' 10**<br><br>As Level 4 plus evaluation. | |
| | **Level 4 – Explanation of both sides 7–9**<br><br>A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.<br><br>Fuller explanation of one issue to be given two marks.<br><br>An answer which only has one explanation on one side of the argument cannot be awarded more than 8. | |
| | **Level 3 – One-sided explanation OR one explanation of both sides 5–6 marks 4–6**<br><br>More detailed explanation of one issue to be given two marks.<br><br>e.g. 'I agree with this statement. The Camp David Agreement was between Egypt and Israel and organised by the US president, Jimmy Carter. It was important because it made a fundamental change in Arab-Israeli relations, showing that Arabs and Israelis could make agreements, and opened the way for further agreements later. Egypt agreed to sell oil to Israel and in return, Israel returned Sinai and removed their settlements from there. The Agreement achieved a lot at the time and much later.'<br><br>**OR**<br><br>e.g. 'The Oslo Accords were signed by Israel and the PLO and I think they achieved more than the Camp David meetings. The two sides agreed that the PLO were the rightful representatives of the Palestinian people and that Palestinians would govern most of Gaza and the West Bank through a Palestinian Authority. In 1994, a Palestinian Authority was set up, although not all parts of the agreement were carried out and Israel has since re-entered many areas and continued with its settlements. However, the Accords still went a long way towards the self-determination of the Palestinians. They now govern the Gaza Strip and parts of the West Bank, and in 2012 the UN recognised the Palestinian State. These are important agreements and much more than anything the Camp David Agreement achieved.' | |

© UCLES 2021

GradeMax



| Question | Answer | Marks |
|---|---|---|
| 22(c) | **Level 2 – Identifies AND/OR describes 2–3**<br><br>(One mark for each point)<br><br>e.g. 'The Camp David Agreement showed that Arabs and Israelis could reach important agreements.'<br>'The Camp David Agreement returned Sinai to Egypt.'<br>'The Camp David Agreement opened the way for further agreements later.'<br>'The Oslo Accords went a long way towards creating a Palestinian state.'<br>'The Oslo Accords set up a Palestinian Authority.'<br>'The Oslo Accords led to Palestinians controlling Gaza and much of the West Bank.' | |
| | **Level 1 – General answer lacking specific contextual knowledge 1**<br><br>e.g. 'I think both of these were very important because they both achieved a lot for peace in the Middle East.' | |
| | **Level 0 – No evidence submitted or response does not address the question 0** | |

© UCLES 2021