GradeMax

CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 Structured Questions **February/March 2024**

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 February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

© Cambridge University Press & Assessment 2024

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 descriptions 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.

© Cambridge University Press & Assessment 2024

Assessment objectives

AO1
An ability to recall, select, organise and deploy knowledge of the syllabus content.

AO2
An ability to construct historical explanations using an understanding of:
- cause and consequence, change and continuity, similarity and difference
- the motives, emotions, intentions and beliefs of people in the past.

GradeMax

Table A: Use this table to give marks for each candidate response for AO1 and AO2 for **part (b)** of each question.

Level	Description	Marks
4	Explains two reasons.	**6**
3	Explains one reason. Four marks for one explanation, five marks for explanation supported by specific contextual knowledge.	**4–5**
2	Identifies or describes valid reason(s); addresses the question but does not explain. One Level 2 mark for each identification/description.	**2–3**
1	Writes about the topic but does not address the question.	**1**
0	No creditable response.	**0**

Table B: Use this table to give marks for each candidate response for AO1 and AO2 for **part (c)** of each question.

Level	Description	Marks
5	Explains both sides and supports a valid judgement on ‘how far’. One explanation or more on each side.	**10**
4	Explains both sides. For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side.	**7–9**
3	Explains one side. One Level 3 mark for each explanation.	**4–6**
2	Identifies or describes valid points; addresses the question but does not explain. One Level 2 mark for each identification/description.	**2–3**
1	Writes about the topic but does not address the question.	**1**
0	No creditable response.	**0**

© Cambridge University Press & Assessment 2024

GradeMax

Question	Answer	Marks
	SECTION A: CORE CONTENT	
1(a)	**Describe how Rome became part of the Kingdom of Italy in 1870.** One mark for each relevant point. Responses may include the following: • Napoleon III withdrew his soldiers from Rome, weakening its defences. • There were demonstrations in Rome demanding the Italian government take Rome. • Victor Emmanuel sent the Pope a letter requesting the peaceful entry of the Italian army into Rome under the pretence of protecting the Pope. The Pope refused. • In September the Italian army broke Rome's defences and took over the city. • In October a plebiscite was held and as a result Rome was annexed to the Kingdom of Italy. • The Pope still did not accept the situation and declared himself a prisoner in the Vatican.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
1(b)	**Why was Austria able to crush opposition to its power in Italy in 1848–49?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Austria was able to crush opposition because the Pope decided not to support the uprising against it. He decided to keep out of the war and issued an Allocution. In this he said he did not support the war and rejected the idea of becoming the head of an Italian Republic. This was a blow to Charles Albert and weakened the struggle against Austria. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Pope refused to support the war against Austria. • Reinforcements arrived from Austria, strengthening the Austrian forces. • Piedmont was defeated in two crucial battles, Custoza and Novara. • The Austrian commander, Radetzky, was a skilled leader of the Austrian army. • The Austrian army was far stronger than the Italian ones. **Level 1: Writes about the topic but does not address the question. 1 mark** • Charles Albert decided to declare war on the Austrians but he did not get very far. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
1(c)	**Which was more important in the achievement of Italian unification: the contribution of individuals or Italian nationalism? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Individuals were more important. Ideas like nationalism were important but to unify Italy brute force was needed. The Young Italy movement tried to use nationalism to win support but they were not strong enough, too interested in ideas and did not win popular support. It needed the genius of an individual like Garibaldi, who could win the support of the people but was also a man of action, who could lead armies into battle to achieve Italian unification. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Individuals were more important. This can be seen with the contribution of Garibaldi. Without him Italy would not have been unified when it was. It was Garibaldi who won southern Italy. He took 'The Thousand' and conquered Sicily. He then returned to the mainland and marched to Naples. He had defeated the Kingdom of Naples and he then handed it over to Victor Emmanuel of Piedmont. It was the loyalty he had from his supporters and his military skill that was crucial to the unification of Italy. OR • Nationalism was the most important factor. Without this the Italians would have had nothing to fight for. Mazzini started the dream for a united Italy by arguing that Italy should be one country and that Italian people should unite. These ideas were behind the revolutions of 1848 and influenced Garibaldi and Charles Albert. It was also ideas of nationalism that encouraged ordinary people to join the struggle against Austria. **Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Garibaldi defeated the Kingdom of Naples. • Cavour won Napoleon's support for a war against Austria. • The support of Napoleon III was essential. • Mazzini provided the inspiration for the struggle for unification. • Nationalism gave the Italians something to fight for.	**10**

Question	Answer	Marks
1(c)	**Level 1: Writes about the topic but does not address the question. 1 mark** • There were lots of factors that helped the unification of Italy. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
2(a)	**What were the outcomes of the Franco-Prussian War for Germany?** One mark for each relevant point. Responses may include the following: • A united Germany. • The southern German states joined Germany. • King William I of Prussia became Emperor of Germany. • Victory over France. • Alsace and part of Lorraine were annexed to Germany	**4**

Question	Answer	Marks
2(b)	**Why did the existence of the Zollverein encourage German nationalism?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • The Zollverein was a customs union set up by Prussia which most of the German states belonged to. It encouraged German nationalism because it brought prosperity to the German states. Once they saw the advantages of acting together, they became more receptive to ideas of political union, as well as economic. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It encouraged Germans to see Prussia as the natural leader of a united Germany. • It encouraged many German states to act together. • It showed German states that by acting together they could become more prosperous. **Level 1: Writes about the topic but does not address the question. 1 mark** • It made many people support the idea of German nationalism. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
2(c)	**'Prussian military strength was the main reason for the unification of Germany.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • It was Bismarck's diplomacy that was most important. The victories of the Prussian army against Austria and France were important but they would never have taken place without Bismarck bringing them about. The Prussian army was only able to use its strength because of the cleverness of Bismarck in tricking both Austria and France into war. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Prussian military strength was the most important reason for German unification. The two crucial wars that brought about unification were both won because of that strength. In 1866 the Prussian army completely defeated a larger Austrian army, as well as the armies of several German states. The Prussian army was well trained and efficient and routed the Austrians at the Battle of Sadowa. The result was that Prussia was the only country that could now unite Germany and this had started when the Northern German Confederation was formed under Prussian leadership. OR • It was Bismarck's diplomacy that brought about the unification of Germany. It was Bismarck who manipulated the situation over Schleswig-Holstein to bring about the war with Austria. He signed a treaty of alliance with Italy and provoked the Austrians into war. He then used the issue of the Spanish succession to bring about a war with France. Both wars were crucial to achieving unification and Bismarck had brought them about. **Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Bismarck's diplomacy was very important. • German nationalism was an important factor. • The weakness of Austria helped a lot. • The Prussian army had been reformed and was modern and efficient.	**10**

Question	Answer	Marks
2(c)	**Level 1: Writes about the topic but does not address the question. 1 mark** • German unification was achieved for lots of reasons and the strength of the German army was an important factor. It was able to win lots of battles. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
3(a)	**Describe events from 1899 to 1902 following the refusal of the United States to recognise the first Philippine Republic.** One mark for each relevant point. Responses may include the following: • The First Philippine Republic was established in January 1899. • McKinley announced an American civil government, ignoring the declaration of the Republic. • The Philippine-American War began. • The Filipinos conducted a guerrilla war against America. • The Americans transported many Filipinos to concentration camps where thousands died. • The war ended with the capture of Aguinaldo by the Americans. • The Republic fell in 1902. • An American civilian government was set up.	**4**

Question	Answer	Marks
3(b)	**Why did the British respond so violently to the Indian Rebellion of 1857?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • This was because of the reports of atrocities committed by the rebels. These reports were made in the British press even when there was no foundation for them. However, they created much public pressure for harsh punishments because the British public were outraged by reports of rape and torture. The authorities were forced to respond violently against the rebels. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • This was because of atrocities committed by the rebels. • This was because of the stories that reached Britain about the atrocities committed by the rebels. • The British were shocked that their authority had been attacked. • The British felt they had to teach the rebels a lesson. **Level 1: Writes about the topic but does not address the question. 1 mark** • The response of the British to the rebellion was very harsh. The leaders were exiled or executed. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
3(c)	**'The United States went to war against Spain in 1898 because of Spanish atrocities in Cuba.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the sinking of the USS Maine was an important factor, it just caused more anti-Spanish feeling in America. The American public was already demanding that the USA should help the Cubans. This was largely caused by stories of the dreadful atrocities the Spanish were committing against the Cubans. The stories of these atrocities and the hatred of the Spanish that they caused was the most important reason the US went to war. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The main reason the US went to war was because of the sinking of the USS Maine. This was a warship that was in Havana harbour protecting American assets during the Cuban rebellion against the Spanish. The warship exploded and hundreds of American sailors were killed. Several popular American newspapers claimed the Spanish sank it and demanded revenge. Public pressure on the government to go to war was enormous and McKinley's government bowed to the pressure. It sent an ultimatum to the Spanish and began blockading Cuba. Spain reacted by declaring war, and two days later the US declared war on Spain. OR • The popular press in the USA was very anti-Spanish and reported atrocities by the Spanish against the Cubans. In 1895 the Cubans began a war of independence and the Spanish reacted violently executing as many rebels as they could. The Cubans fed American journalists with stories of atrocities including torture, rape and mass pillage, with the Cuban dead left heaped on the side of the road. These stories whipped up public opinion and soon there were demands for America to go to war against the Spanish.	**10**

Question	Answer	Marks
3(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Spain used brutal methods to put down the Cuban struggle for independence. • There was a great deal of sympathy in the USA for the Cubans. • The sinking of the USS Maine led to demands for war. • The US fought to help the Cubans gain independence. • The US had many economic interests in Cuba. • The role of yellow journalism was very important. • American public opinion forced the government to go to war. **Level 1: Writes about the topic but does not address the question. 1 mark** • Spain declared war on the USA in April 1898. It was a one-sided war and the US easily defeated the Spanish. The Spanish fleet was destroyed right at the beginning of the war. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
4(a)	**Describe how Britain ended its policy of 'splendid isolation' in the years leading up to the First World War.** One mark for each relevant point. Responses may include the following: • British negotiations with Germany as a balance against French and Russian power. • The Anglo-Japanese Alliance in 1902. • Anglo-French Entente signed in 1904. • 1907 Anglo-Russian Convention. • These agreements became known as the Triple Entente. • In the 1911 Agadir Crisis, Britain backed France against Germany. • Britain became committed to support France if it was attacked.	**4**

Question	Answer	Marks
4(b)	**Why was Germany concerned about developments in Morocco?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Germany was concerned when in 1911 the Sultan of Morocco asked France for help to crush a revolt. The French responded with troops. This worried Germany because it thought this was an excuse by the French to take control over all of Morocco. This is why Germany sent the gunboat Panther to Agadir. France had an agreement with Britain and was in the opposite armed camp to Germany (The Triple Alliance) and Germany thought that French control of Morocco would make the French/British side stronger. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • In 1905 the French had a lot of influence in Morocco. • In 1911 the Germans were worried about more French troops in Morocco. • Germany was concerned because it did not have as many colonies in Africa as other powers did. • Germany resented French success in Africa. • Between 1905 and 1911 the French gradually built up their influence in Morocco. • Germany wanted mining concessions in Morocco. • Germany was worried that their mining interests were being threatened. **Level 1: Writes about the topic but does not address the question. 1 mark** • In 1911 Germany sent the gunboat Panther to Morocco because it was worried about developments there. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
4(c)	**How far was Serbia responsible for the outbreak of the First World War? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Both Austria and Serbia were to blame for the outbreak of war. Serbia was involved in the assassination but this did not have to lead to war. Most of the blame was with Austria. It was determined to go to war with Serbia and the ultimatum that it sent to Serbia was so harsh that no country could have agreed to it. Austria was hoping that Serbia would not agree to it and this shows that Austria was determined on war. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Serbia was mainly responsible. Serbia had been causing trouble for Austria for some time. The 'Black Hand', a Serbian secret society, was involved in the assassination at Sarajevo. This was the assassination of the heir to the Austro-Hungarian throne and so it was bound to lead to a response by Austria. The ultimatum sent by Austria to Serbia then caused a chain reaction to war but it was Serbia's involvement in the assassination that started it all off. OR • Germany was mainly to blame for the outbreak of the war. Austria would never have declared war on Serbia without the support of Germany. Germany gave Austria a 'blank cheque' which meant it would use its army to support Austria in any conflict. This gave Austria a free hand to attack Serbia and it was this that led to the First World War. **Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Russia promised to support Serbia. • Germany said it would support Austria. • It was Serbia that was involved in the assassination. • Austria declared war on Serbia. • Germany had the Schlieffen Plan ready. • It was Britain that declared war on Germany.	**10**

Question	Answer	Marks
4(c)	**Level 1: Writes about the topic but does not address the question. 1 mark** • The First World War started in 1914. Lots of countries were involved in the war such as Britain, France and Germany. It lasted until 1918. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
5(a)	**What were the main aims of Wilson's Fourteen Points?** One mark for each relevant point. Responses may include the following: • To prevent another war. • To achieve international cooperation. • To encourage free trade. • To encourage self-determination. • Disarmament.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
5(b)	**Why did the Treaty of Versailles have important economic consequences for Germany in the years 1919–23?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • It had economic consequences because it led to Germany suffering from hyperinflation. German had to pay £6,600 million in reparations. It paid the first instalment in 1921 but could not pay any more. When it did not have enough money, the German government began to print money. This led to massive inflation with prices going up from hour to hour. Everyone's money was worthless. This ended up with many Germans in poverty. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Germany had to pay reparations of £6,600 million. • Germany lost important industrial areas like the Saar. • Germany's economic productivity was reduced by 13%. • It led to the French and Belgians sending troops in the Ruhr. • French and Belgian troops took goods for reparations. • French workers went on strike. • The government printed more money. • It led to hyperinflation. • It led to unemployment. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Treaty of Versailles punished Germany very heavily. It lost land and had to pay lots of money. The German people were very unhappy with this. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
5(c)	**'The issue of land was the most difficult for the Allies to deal with in deciding the terms of the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Land was the most difficult of issues. Other issues like reparations and self-determination did cause disagreements but the issue of land was fundamental for the French. They had been twice invaded by Germany and they did not want this to happen again. Their demands for the Saar and a border on the Rhine were meant to give them borders they could defend and more industry. Wilson could not understand why this was so important for the French because the USA had not been invaded. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • I agree with this. It was a topic which the Big Three found difficult to agree on. France had suffered badly in the war and Clemenceau was determined to win some land and strengthen France against another attack from Germany. He was under enormous pressure from the French public to win more land. For example, he demanded a frontier on the Rhine which would help protect France from another German attack. Wilson disagreed with this and he threatened to quit the conference. Clemenceau had to compromise. Wilson did not want to punish German too harshly and also believed in self-determination and this led him to oppose the French demands. OR • The most difficult issue to agree on was the amount of reparations that Germany should pay. The French wanted Germany to pay a lot because Germany had done a lot of damage to France, including to its industry. Wilson and Lloyd George did not want to weaken Germany too much. They found it so difficult to agree a figure that the decision was postponed. A special commission was set up to decide the figure and it did not report until 1921.	**10**

Question	Answer	Marks
5(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Big Three had differences of opinion on the severity of the Treaty. • The French wanted defensible borders. • Clemenceau wanted Germany weakened. • Wilson did not want Germany to be punished too harshly. • There were disagreements over the Rhineland. • The French wanted the Saar. • There was disagreement over the German colonies. • Wilson's belief in self-determination clashed with some of France's demands for land. • There were disagreements over reparations. • Clemenceau was not all that keen about the League of Nations. • There were disagreements over disarmament. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were lots of things that had to be decided in the Treaty of Versailles and many of them were very difficult. This led to lots of disagreement. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
6(a)	**What was the Anti-Comintern Pact?** One mark for each relevant point. Responses may include the following: • It was signed in 1936. • It was between Germany and Japan. • It was an alliance against the Soviet Union. • It was anti-Communist. • Italy joined in 1937. • It became known as the Axis Alliance. • It was to fight the spread of the Communist International. • It was later signed by other countries such as Spain, and Romania.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
6(b)	**Why was Anschluss important to Hitler?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • It was important to Hitler because of his aim to unite all Germans in one country. Austria is German by language and culture and so Hitler thought everyone in Austria was German. Achieving Anschluss meant that he was fulfilling his aim of uniting the German people. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • His aim was to unite all Germans. • It showed he could break the terms of the Treaty of Versailles. • It showed he could go on and look for further conquests. • Hitler was born in Austria. • Hitler could gain Austria's resources. • Hitler could gain more men for his armed forces. • Hitler wanted to fulfil his 25 Points. • Hitler wanted to test the League. **Level 1: Writes about the topic but does not address the question. 1 mark** • Anschluss was when the Germans marched into Austria and took it over. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
6(c)	**'Chamberlain got what he wanted in the Munich Conference.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • It might seem as if Chamberlain got what he wanted because there was no war and Hitler even agreed that Germany and Britain would not go to war in the future. This is what Chamberlain had intended to achieve. However, this did not last for long because Hitler simply broke his promises. Germany took over the rest of Czechoslovakia and then invaded Poland. By September 1939 Britain was at war with Germany and this was certainly not what Chamberlain had intended at the Munich Conference. So, he did not get what he wanted. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Chamberlain did get what he wanted. Hitler agreed that he had no further ambitions in Czechoslovakia and so Chamberlain thought that the rest of Czechoslovakia had been saved. Hitler also agreed that Germany and Britain would settle disputes by talking and that they would not go to war with each other. For Chamberlain this meant that he had preserved the peace and avoided war, and this had been his main aim. When he arrived back in Britain, he announced 'Peace for our time'. OR • I do not think he really got what he wanted, although he may have thought that he had. This was because Hitler had no intention of keeping to his promises. Within six months of the conference Hitler had marched his army into the rest of Czechoslovakia and taken it over. Czechoslovakia had no chance of defending itself and the country was swallowed up by Germany. This was just the opposite to what Chamberlain wanted and it got worse in 1939 when Germany invaded Poland.	**10**

Question	Answer	Marks
6(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The rest of Czechoslovakia appeared to be safe. • Britain and Germany agreed not to go to war with each other. • Peace had been secured and war avoided. • Chamberlain had won time in which Britain could prepare for war. • Within months Hitler had taken over the rest of Czechoslovakia. • Hitler signed the Nazi-Soviet Pact. • The Second World War broke out in September 1939. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Munich Conference was a meeting between Hitler and Chamberlain about what would happen to Czechoslovakia. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
7(a)	**What was Cominform?** One mark for each relevant point. Responses may include the following: An organisation of communist countries in Europe. It replaced the Communist International. It was the Communist Information Bureau. It was set up by Stalin. It was formed in 1947. Countries such as Bulgaria and Czechoslovakia were members. The Communist Party of western countries such as France and Italy were members. It was an attempt to bring communist countries closer together after they had disagreed over the Marshall Plan. It allowed Stalin to keep a close eye on communist countries. It was a response to the Truman Doctrine. Tito was expelled in 1948 from Cominform because he resented being controlled.	**4**

Question	Answer	Marks
7(b)	**Why did Stalin prevent eastern European countries from applying for Marshall Aid?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Stalin did not want communist countries applying for Marshall Aid because this would weaken his control over these countries. If they had Marshall Aid, they would have to bring their economic policies into line with the USA and this would put them under US control. He did not want this because the US was capitalist and against communism. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Stalin viewed it with suspicion. • Stalin would lose control of these countries. • He saw Marshall Aid as an American plot. • Countries taking Marshall Aid would fall under American influence. • He saw Marshall Aid as creating a capitalist alliance. • He thought Marshall Aid was aimed at destroying communism. **Level 1: Writes about the topic but does not address the question. 1 mark** • Marshall Aid gave lots of help to countries in Europe. It helped European countries recover from the war. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
7(c)	**Which peace conference achieved more: Yalta or Potsdam? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Yalta achieved more and some of what it achieved was undone at Potsdam. For example, Yalta made agreements about Germany but at Potsdam Stalin wanted to tear Germany apart and destroy its industry. The western powers wanted Germany to recover. They also failed to agree at Potsdam about the government of Poland. The problem was that at Potsdam, Truman had replaced Roosevelt. He was more anti-communist, and this made agreements harder to reach. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Yalta achieved much more. There was a lot of agreement over what to do with Germany, which was one of the biggest problems facing the Allies. It was to be divided into four zones between the victors and Germany would have to pay reparations for the damage it caused in the war. There was also agreement over Poland, where democratic elections would be held. Finally, the USSR agreed to help the USA and join the war against Japan. A lot was achieved. OR • A lot was achieved at Potsdam. The border between Poland and Germany was agreed. Much was also agreed about Germany. War crimes trials were to be held in Germany, and Japan and Germany were to be de-nazified. They also agreed how to govern Germany – by an Allied Control Council involving the victorious powers. **Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Big Three got on well at Yalta. • Agreements were made at Yalta about how Germany would be governed. • At Yalta it was agreed to hunt down war criminals. • At Yalta it was agreed to set up the United Nations. • At Yalta the USSR agreed to join the war against Japan.	**10**

Question	Answer	Marks
7(c)	• At Yalta it was agreed that Eastern Europe should be a Soviet 'sphere of influence'. • It was agreed at Yalta that free elections would take place as countries were liberated from German occupation. • Agreements were made at Potsdam about having war crimes trials. • There was agreement at Potsdam over the border between Germany and Poland. • There were disagreements at Potsdam over Germany. • There were disagreements at Potsdam over Poland. • Truman replacing Roosevelt at Potsdam made relations worse. • Truman rejected the USSR's help to defeat Japan. • By the time of Potsdam, the USSR had started to take control of Eastern European countries. **Level 1: Writes about the topic but does not address the question. 1 mark** • These two conferences had to decide what would happen after the war. They both made a lot of important agreements. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
8(a)	**Describe what happened at the Bay of Pigs in 1961.** One mark for each relevant point. Responses may include the following: • Kennedy gave arms and equipment to the Cuban exiles. • The CIA set up training camps for Cuban exiles. • It started with US air strikes. • Many of the US air strikes missed their targets. • The Cubans knew about US plans and were ready for the attack. • The invading forces were trapped on the beaches and most were killed or captured. • The Cuban air force controlled the skies. • Castro paraded the captured fighters. • It was a dreadful failure for Kennedy.	**4**

Question	Answer	Marks
8(b)	**Why was it important that Kennedy refused to accept the Soviet Union building missile sites in Cuba?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • This was very important because Cuba was only 90 miles away from the USA. This meant that Soviet missiles fired from Cuba would be able to reach many of the major cities in the USA. This would give the USSR an enormous advantage and change the balance of power between the two countries because before this, it did not have a missile base close enough to threaten the USA. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Kennedy did not want communism to spread into the Americas. • Missiles fired from Cuba could reach the USA. • The USSR was an enemy of the USA. • They would change the balance of power between the USA and the USSR. • Kennedy had to show he could stand up to the USSR. • Kennedy did not want to appear weak in facing the USSR. **Level 1: Writes about the topic but does not address the question. 1 mark** • Kennedy found out that the Russians had been secretly sending missiles into Cuba and were building sites from which they could be fired from. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
8(c)	**How successful were Nixon's policies in Vietnam? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • On the whole Nixon's policies were a success. Although the communists ended up winning the war and Vietnam was united, this could not be avoided without thousands more US troops dying. The US had been in Vietnam since the early 1960s and there was no prospect of an American victory. Nixon did the best he could. He took out US troops, saving many American lives, and he reached a peace settlement which got the US out of a mess and allowed Vietnam to develop peacefully. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Nixon's policies in Vietnam were a terrible failure. His policy of Vietnamisation did not work. It was a plan to get the South Vietnamese forces to take over the fighting against the communists. This meant training them so that they could fight much better and not rely on the American troops. This policy failed. The South Vietnamese army failed to stop Saigon falling to the communists, who went on to win and unify North and South Vietnam under a communist regime. This was not the 'peace with honour' that Nixon had promised. OR • Nixon's policies were a success. When he became President, it was clear that the US had to find a way of achieving a peace settlement. From that time, he and Kissinger had regular meetings with the communists to try and reach a peace settlement. At the same time, Nixon was able to withdraw 400 000 US troops from Vietnam, which was a great success. Finally, in 1973, Nixon was able to sign a peace agreement in Paris with North Vietnam and all US troops left Vietnam. This was a great success for Nixon.	**10**

Question	Answer	Marks
8(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The quality of the South Vietnamese forces did improve. • Vietnamisation allows many US troops to come home. • By 1972 there were far fewer US troops in Vietnam. • Nixon's bombing of Cambodia achieved little. • Nixon sent US troops to Cambodia and this was very unpopular in the US. • Nixon's policy of increasing the bombing of North Vietnam achieved little. • Nixon did achieve a peace settlement in 1973. • The South Vietnam troops were unable to defend Saigon. • Vietnamisation did not prevent the communists from winning and uniting Vietnam. **Level 1: Writes about the topic but does not address the question. 1 mark** • Nixon had a lot of policies in Vietnam. He changed things quite a lot but he was very unpopular and things did not go very well. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
	SECTION B: DEPTH STUDIES	
	Depth Study A: The First World War, 1914–18	
9(a)	**Describe the part played by Canadian troops on the Western Front.** One mark for each relevant point. Responses may include the following: • The Canadian Expeditionary Force fought on the Western Front. • Heroic stand at the Second Battle of Ypres, 1915. • Contributed to the victory at Vimy Ridge, 1917. • Played an important part in the Hundred Days campaign, 1918. • They fought towards the end of the Battle of the Somme. • 425 000 men fought and 234 700 were killed or injured. • They had a reputation as fierce, rugged but sometimes ill-disciplined soldiers. • Canadian pilots operated over the Western Front.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
9(b)	**Why was it important for Germany to defend Tsingtao?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • The Germans wanted to defend Tsingtao because it was an important naval base for Germany. It was the base of all the operations of the German and Austro-Hungarian navies in the area. This is why the British and Japanese targeted it. If they could win Tsingtao, then the German war effort in the area would be finished. The Germans sent all their forces in the far east to defend it. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It was an important naval base for the Germans. • The Germans had built it up from a small village into a modern port with strong defences. • It was at the centre of all their naval operations. • It was at the centre of Germany's imperialistic ambitions in the area. • If it fell it would mean the elimination of Germany's empire in the East. **Level 1: Writes about the topic but does not address the question. 1 mark** • The siege of Tsingtao went on for months. The siege was carried out by the Japanese and the British. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
9(c)	**'The Arab Revolt was of little significance in the First World War.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although the Arab Revolt had to be supported by British troops, British sea power and lots of equipment, the role of the Arabs was essential in defeating the Ottoman Empire. They took over control of the Hejaz region and helped the British take Jaffa, which finished the Turks off. Without the help of the Arab Revolt, the Ottoman Empire might not have fallen. Its defeat allowed the British to send tens of thousands of troops back to fight in Europe. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • It was of great significance because it was important to the Allies in defeating the Turks, particularly in the final offensives in 1918, which finally knocked the Ottoman Empire out of the war. It contributed to important defeats of the Turks at Taif and Megiddo, and these led to the Turks being in full retreat. This was a big step forward for the Allies in the war. The Turks would not have been defeated so quickly without the Arab Revolt, and if the Arabs had sided with the Turks, then the British could have lost. OR • The Arab Revolt was not very significant. The Allies several times had to send reinforcements from places like India and Egypt to support the Arabs, who would not have been successful by themselves. The port of Jeddah only fell after British navy cruisers bombarded the port and the British had to supply the Arabs with explosives, rifles and machine guns. The British would have defeated the Turks without the Arab Revolt.	**10**

Question	Answer	Marks
9(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The British were very keen for the Arabs to rebel against the Ottoman Empire. • The Arabs helped capture Aqaba which was an important gain for the British. • It was important in the winning of the Red Sea ports. • The Arabs were important in the final offensive against the Turks. • It helped knock the Ottoman Empire out of the war. • The Arab Revolt forced the Turks to divert their resources. • The Arab Revolt stopped a series of Turkish victories. • The Arabs disrupted supply lines. • The Arab efforts helped the British to capture Jerusalem. • It was the first organised movement of Arab nationalism. • The Arabs failed to win Medina. • The Arabs had to be reinforced by Allied troops from Egypt and India. • The Revolt was helped by British sea power. • The Arabs were provided with rifles and machine guns by the British. • The British victory was because of Allenby's skill as a military leader. • If the Arabs had sided with the Turks, then the British could have lost control of Egypt, the Suez Canal and the Red Sea. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Arab Revolt was when the Arabs rose up against their rulers, the Ottoman Empire. They hoped it would lead to their independence from Ottoman rule. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
10(a)	**What happened in the Kiel Mutiny?** One mark for each relevant point. Responses may include the following: • The mutiny started when an order was given for the German fleet to sail for a battle with the British navy. • It was a mutiny by sailors of the German High Seas Fleet. • Some of the ringleaders were imprisoned. • The sailors demanded their release and tried to stop the fleet from sailing. • The sailors were ignored and so demanded the end of the war. • Large demonstrations by sailors and workers. • Soldiers sent to put the rebellion down joined the protestors. • A Council of soldiers, workers and sailors was set up. • Soldiers and sailors issued a set of demands, including freedom of speech and the release of political prisoners. • The revolution spread to the rest of Germany.	**4**

Question	Answer	Marks
10(b)	**Why were the Allies prepared to agree to an armistice with Germany in November 1918?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • The Allies agreed to an armistice because they realised that the alternative would be to march into Germany and conquer it. They had suffered heavy casualties, and their armies were exhausted. They just wanted the slaughter to end in the quickest possible way and certainly did not want to have to fight all the way through Germany. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Allies had suffered enough already. • They were keen to see the end of the fighting. • Germany was in a weak state, so they could demand harsh terms. • The terms of the armistice were very favourable to the Allies and so they would agree to them. **Level 1: Writes about the topic but does not address the question. 1 mark** • The armistice was signed between the Allies and Germany. It stopped the fighting on the Western Front and German troops withdrew. It also stated that prisoners of war should be released. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
10(c)	**'Germany made an error in deciding to launch its 1918 Offensive.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The Offensive ended in defeat and led to the end of the war. However, this does not mean that it was an error. If Germany had simply kept on fighting as they were, they would have certainly lost. The Allies were getting stronger, with the arrival of the Americans, and Germany was on its last legs. To risk everything on one last massive attack was their only chance of victory. It was, therefore, not a mistake. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • It was not an error. The Germans were not in a good way and could not fight for much longer. The main thing they were worried about was that the Americans were pouring fresh troops into Europe. Ludendorff knew that their only chance was a quick victory. This is why he launched the offensive. He hoped one last big push would give Germany a victory before the Americans started to arrive in large numbers. It was the only hope the Germans had. If the war went on much longer, then they were going to lose. OR • The Offensive was an enormous error. They risked everything on this one attack, using nearly all their troops in the west. The problem was as soon as they made some advances, they left the well defended Hindenburg line. Once they left this, they were vulnerable to the superior number of tanks and troops that the Allies had, and they could not defend the ground they had captured. They were reasonably safe behind the Hindenburg Line, but out in the open they were no match for the Allies.	**10**

Question	Answer	Marks
10(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Enormous numbers of American soldiers would soon arrive. • The submarine campaign had failed. • Germany had no reserves left. • The German people were exhausted and short of food. • The Germans needed a quick victory. • At first the Germans made large advances. • The German army had some security behind the Hindenburg Line. • The Germans did not have enough troops or tanks to fight a war of movement. • It failed and this ensured the defeat of Germany. **Level 1: Writes about the topic but does not address the question. 1 mark** • The German Offensive was launched in March 1918. It was the idea of General Ludendorff. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
	Depth Study B: Germany, 1918–45	
11(a)	**Describe the aims and activities of the Spartacists in 1919.** One mark for each relevant point. Responses may include the following: • The leaders were Karl Liebknecht and Rosa Luxemburg. • They wanted to overthrow the Weimar Republic. • They wanted to set up a soviet republic. • They wanted an immediate end to the war. • They wanted the state to own all means of production. • They wanted the army to be run democratically. • They wanted to set up soviets around the country instead of a central government. • They led a strike in Berlin. • They seized buildings in Berlin and armed themselves. • They fought and set up street barricades. • They were put down by the Freikorps/the leaders were murdered.	**4**

Question	Answer	Marks
11(b)	**Why was the occupation of the Ruhr by French and Belgian troops important for Germany?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • This was important for Germany because it led to hyperinflation in Germany which wrecked the economy and made many people in Germany poor. The German people went on strike when the French and Belgians invaded. This meant Germany was short of money and so the government began printing it and this led to hyperinflation, with people's savings and earnings becoming worthless. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Ruhr was Germany's main industrial area. • They were going to seize Germany's coal. • The Germans were angry over what was an invasion of their country. • The income of the German government fell when people went on strike. • It led to the German government printing money. • It led to hyperinflation in Germany. • It increased the hatred towards the Treaty/Government. **Level 1: Writes about the topic but does not address the question. 1 mark** • French and Belgian troops occupied the Ruhr because Germany did not pay the second instalment of the reparations. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
11(c)	**'Stresemann's economic achievements were more important than his achievements in foreign policy.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Stresemann's economic achievements were not as important. This is because Germany's recovery was built on American loans and as soon as the USA entered the Depression, the loans were demanded back. This led to economic collapse in Germany and Stresemann's efforts had achieved nothing. This eventually led to a Nazi government and Germany losing its international acceptance, but this was all due to the economic failure. Stresemann's economic achievements had no sound foundations. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Stresemann's economic achievements were most important. This because when he took over in 1923, the German economy was close to complete collapse, and this would have led to a political collapse. Stresemann prevented all this. He got rid of the old currency, which was worthless, and introduced a new one called the Rentenmark. Only a limited number of notes were printed, and this meant the money went up in value. This restored confidence in the economy and people began to invest in German businesses again. As a result, the economy recovered. OR • Stresemann's achievements in foreign policy were crucial because he vastly improved Germany's relations with other countries and Germany became accepted in the international world. In the Locarno Treaties Germany accepted its western borders, as laid down in the Treaty of Versailles. Germany had refused to accept the terms of Versailles, and this change of policy by Stresemann showed that Germany could be accepted into the international club of nations. In fact, in the next year, 1926, Germany was accepted into the League of Nations.	**10**

Question	Answer	Marks
11(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • His economic policies lifted Germany out of hyperinflation. • The introduction of a new currency was crucial. • He negotiated loans from the USA. • Stresemann's policies enabled the German economy to recover. • Stresemann's economic achievements did not last long. • The economic recovery under Stresemann did not have sound foundations. • The Locarno Treaties helped Germany win international acceptance. • Germany signed the Kellogg-Briand Pact, and this helped Germany to become accepted. • In 1926 Stresemann achieved Germany being accepted into the League of Nations. **Level 1: Writes about the topic but does not address the question. 1 mark** • I think Stresemann did a lot for Germany. Without his policies, Germany would have been in a lot of trouble. He saved Germany. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
12(a)	**Describe the role of the SA in the Nazi Party.** One mark for each relevant point. Responses may include the following: • The leader of the SA was Ernst Rohm. • It was the paramilitary wing of the Nazi Party. • It disrupted the meetings of other parties. • It intimidated and attacked Jews and communists. • It protected Hitler and other leaders at Nazi meetings and rallies. • The SA were seen as thugs and poorly disciplined. • The SA ran soup kitchens. • The SA delivered Nazi leaflets and put up posters. • The SA gave the impression of creating order. • It grew quickly in the early 1930s and had millions of members. • By 1933 both Hitler and the army saw it as a threat. • It lost its power after the Night of the Long Knives.	**4**

Question	Answer	Marks
12(b)	**Why did Hitler make changes to the Nazi Party when he was released from prison in 1924?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Hitler made changes to the methods of the Nazi Party because the Munich Putsch was such a failure. Hitler had announced he was taking over the government of Bavaria and the Nazis took over government buildings in Munich. Hitler had been hoping that the German people would rise up and support him, but they didn't. The government easily defeated the Nazis and Hitler was caught and arrested. It was a humiliating failure and, while he was in prison, Hitler decided that in future the Nazis would use legal means to gain power, rather than a violent revolution. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Hitler realised that he had to use political methods. • The use of violence in the Munich Putsch did not work. • The Nazi Party started to stand in elections. • The organisation of the Nazi Party across Germany was improved. • He realised the Nazis had to widen their support base. • He made much more use of propaganda. • He realised that the Nazis needed a wider range of policies to appeal to different groups in German society. • A lot of work was put into increasing the membership of the party. • The Nazi Party became more professional to fight elections. **Level 1: Writes about the topic but does not address the question. 1 marks** • When he came out of prison, Hitler knew that a lot of changes were needed to the Nazi Party. He spent several years bringing in these changes, which changed the party completely. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
12(c)	**'The Reichstag Fire was the most important factor in Hitler's consolidation of power in 1933–34.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • I think the Reichstag Fire was more important than the emergency powers or the Enabling Act. Although they gave Hitler enormous power, they might not have happened without the fire. It was this that allowed Hitler to show that the communists were a threat and persuade Hindenburg that he needed extra powers. This started the whole process of Hitler consolidating his position. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • This was the most important thing that helped Hitler to consolidate his power. It happened soon after Hitler had become Chancellor, and he was not yet secure. The Nazis blamed the destruction of the Reichstag on the communists, and one was arrested and later found guilty. This allowed the Nazis to claim that there was a communist plot to take over Germany. Because of this, Hitler managed to persuade President Hindenburg to give him emergency powers to deal with the emergency. These allowed him to arrest opponents like the communists and disrupt the meetings of other parties. The fire also led to the Nazis doing much better in the elections. All this made Hitler stronger, and so consolidated his power. OR • I think the Night of the Long Knives was more important. The German army was very powerful and did not yet support Hitler because it was suspicious of the SA and worried that it wanted to replace the army. Hitler was also suspicious of the power of the SA and so he had the leaders, including Rohm, arrested and executed and the SA lost its power. This consolidated Hitler's position because he had got rid of Rohm and he had also won the support of the army.	**10**

Question	Answer	Marks
12(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Reichstag Fire made the communists unpopular. • Hindenburg gave Hitler emergency powers. • The Enabling Act let him govern without the Reichstag. • The Enabling Act made him a dictator. • The Enabling Act allowed him to act against his opponents. • The Night of the Long Knives got rid of senior SA leaders. • The Night of the Long Knives won Hitler the loyalty of the army. • Hitler restructured local government. • Hitler banned trade unions. • The death of Hindenburg. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Reichstag burned down in 1933. The Reichstag was Germany's parliament and so it was a very important building, and its destruction was very serious. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
	Depth Study C: Russia, 1905–41	
13(a)	**Describe the rule of the Provisional Government in 1917.** One mark for each relevant point. Responses may include the following: • It was led by Kerensky. • It acted with great caution. • It decided to continue the war. • It launched the Kerensky Offensive which failed. • Under its rule the war went very badly. • It failed to give the peasants land. • It tried, and failed, to stop peasants seizing land. • It disbanded the secret police. • It granted freedom of speech. • It abolished the death penalty. • It gave political prisoners an amnesty. • It used troops to end the riots. • It started to imprison Bolsheviks. • It had to ask for help against Kornilov. • It only lasted until November 1917.	**4**

Question	Answer	Marks
13(b)	**Why did Lenin introduce War Communism?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Lenin introduced War Communism to help the Bolsheviks win the Civil War. It allowed the government to take over the economy and keep the Red Army supplied with food and weapons. Peasants had to hand over their surplus food to the government and factories were taken over by the government. This control enabled the Bolsheviks to use the peasants and the factories in Moscow and Petrograd to keep the army supplied with food and weapons. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • To help win the Civil War. • To keep the Red Army supplied with food, arms and ammunition. • To make sure that everyone in Russia was contributing to the war effort. • To follow Communist ideas. • To eliminate private property. • To redistribute the wealth of Russia. • To keep the cities and towns fed. • To deal with the economic problems brought about by the Civil War. **Level 1: Writes about the topic but does not address the question. 1 mark** • War Communism was Lenin's idea. It did not work very well, and many Russians were left starving. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
13(c)	**How far was the New Economic Policy (NEP) disliked by Russians? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Some people disliked the NEP while others supported it. Many of the opponents were dedicated communists who wanted pure socialism. The majority of Russians were not interested in this, they were more worried about feeding their families. When the famine began to reduce in severity and peasants were allowed to make a profit, there were far more people in favour of the NEP than against it. The latter were just hardline communists. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The NEP was especially disliked by Bolsheviks. This was because the NEP involved allowing peasants to sell their surpluses for profit and small factories went back into private ownership. Bolsheviks saw this as a return to capitalism, when they were meant to be building a socialist Russia where everything belonged to the people. They saw this as a backward step. OR • The NEP was not disliked by many Russians. This was because War Communism was not working for ordinary people. It caused food shortages and there was a famine. The NEP was an attempt to put this right. Peasants were allowed to sell their surplus crops and make a profit for themselves. They were much happier with this. The NEP improved the situation very quickly and the famine was ended. Production went up and owners of small businesses became more prosperous.	**10**

Question	Answer	Marks
13(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Peasants were allowed to sell their surplus. • Industrial production was increased. • The famine came to an end. • Peasants started to produce more. • Small factories were put back under private ownership. • Nepmen were unpopular. • Some thought it betrayed communism. • Many industrial workers did not benefit much. **Level 1: Writes about the topic but does not address the question. 1 mark** • The NEP was introduced by Lenin in 1921 because he thought that Russia badly needed these policies at this time. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
14(a)	**Describe how the everyday lives of many Russians had improved by the mid-1930s.** One mark for each relevant point. Responses may include the following: • Industrial workers were paid bonuses for meeting targets. • Nearly everyone had a job. • The rapid expansion of industry meant there were more skilled and well-paid jobs. • More women had jobs. • Women became engineers and doctors. • There were many more doctors. • Free health care in the workplace. • Free and better quality education.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
14(b)	**Why did government policies towards women and the family change in the 1930s?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • One of the reasons for this was that earlier policies such as divorce being made much easier did not work very well. This was an attempt to question traditional views about women and family and it turned into a disaster. Divorce was so easy that men divorced women as soon as they became pregnant, and the women were left to support themselves and their children with no jobs. Government policies changed to deal with this. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Many marriages were ending in divorce. • Women were left to look after their children with no support. • Family life was breaking down. • Fathers were neglecting their wives and children. • Millions of homeless children were wandering the streets. • A rise in youth crime. • To reinforce family values. • Women were needed in the workforce. **Level 1: Writes about the topic but does not address the question. 1 mark** • They were made to try and solve Russia's problems relating to the family. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
14(c)	**How successful was Stalin's policy of collectivisation? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Despite the policy leading to a lot of opposition and millions dying in a famine, I think that in the long run it was a success. If the Soviet Union was to grow into a modern industrial country, it needed vast amounts of food to feed the workers in the cities. By the end of the 1930s collectivisation was working and had achieved this. I do not think there was any other way forward for the country. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The policy of collectivisation was successful, but it took some time. The idea was that putting small farms together into large farms would make them more efficient and increase production. By the end of the 1930s it was working. By 1940 the production of grain was the highest it had ever been and the number of cows and pigs on farms also went up. This meant that Stalin had more food to feed the increased number of industrial workers. OR • The policy was a disaster. The peasants did not want to hand over their farms to collectives and be told what to do by a farm manager. The more prosperous peasants killed their animals and burnt their crops. The enormous disruption to the countryside led to less food being produced and this contributed to a terrible famine in the early 1930s, when millions starved to death.	**10**

Question	Answer	Marks
14(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • By the end of the 1930s production on the farms had gone up. • It produced the food needed for the industrial workers. • More efficient methods and modern machinery could be used on the farms. • It was opposed by many peasants. • It led to a fall in agricultural production. • It helped bring about a dreadful famine. • Stalin was able to destroy the kulak class. **Level 1: Writes about the topic but does not address the question. 1 mark** • Collectivisation was when lots of small farms were put together into large farms. This was a new policy introduced by Stalin at the beginning of the 1930s. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
	Depth Study D: The United States, 1919–41	
15(a)	**What was a Ford Model T?** One mark for each relevant point. Responses may include the following: • It was a motor car. • It was produced by the Ford Motor Company/by Henry Ford. • It was produced on the moving assembly line. • It was mass produced. • It was cheap and many American families could afford it. • Millions were sold. • It was the first car owned by many American families. • It changed the lives of many Americans. • People could live in the suburbs/travel/go to sports events/dances/go to the cinema.	**4**

Question	Answer	Marks
15(b)	**Why did some Americans not benefit from the boom of the 1920s?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • Many farmers did not benefit from the boom. This was because of over-production of food, which led to a fall in prices. This was partly because of overseas competition and a change in the kind of food that many Americans were buying. This led to the smaller farmers being evicted because they could not afford to pay their rents. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Farmers were evicted because they could not pay their mortgages. • Farmers suffered from overproduction of crops. • Farmers suffered from cheap imports. • The price of farm produce went down. • Farm labourers lost their jobs. • For many people working in factories wages were very low. • Black American labourers in the South lost their jobs. • Sharecroppers did badly. • Native Americans on reservations lived in poverty. • Recent immigrants could only find jobs with low wages. • Many black Americans and immigrants suffered from discrimination. • Workers in coal mines suffered from low wages. • Unemployment remained a problem. • Skilled workers in older industries such as shoe making did badly. • Traditional industries suffered from competition from newer methods and materials. **Level 1: Writes about the topic but does not address the question. 1 mark** • The boom was when the American economy grew quickly. People had more money to spend and could afford to go to the cinema and buy new houses. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
15(c)	**'The American economy boomed in the 1920s because of government policies.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Republican government policies did help industry by giving them freedom, they were not the most important factor. Government policies would not have been much use without the vast natural resources that the US had. These resources such as coal, timber, iron and copper were crucial in industries like the steel and glass industries. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • I think the policies of the Republican governments were important in bringing about the boom. They introduced tariffs like the Fordney-McCumber tariff. These tariffs made foreign imports expensive. This protected American producers from foreign competition and allowed them to prosper. The Republicans also used laissez-faire where they did not restrict industry with lots of rules but allowed it to do what it wanted and expand and make enormous profits. OR • It did not boom just because of Republican policies. America had vast resources of raw materials which were used to produce steel, chemicals and machinery. US industry was also quick to use new and efficient methods of production which kept prices down and meant that Americans could buy new consumer goods like radios and washing machines. Mass production using assembly lines also helped with this. Industry was also helped by advertising to persuade people to buy new goods.	**10**

Question	Answer	Marks
15(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Laissez-faire policies. • Low taxation. • Large powerful companies. • Large corporations were allowed to do what they wanted. • Tariffs against foreign goods. • The US had lots of raw materials. • Its growing population provided a market for US goods. • US industry was boosted by the First World War. • Mass production. • The motor industry. • Electrification. • Advertising. • The state of mind of people. • Hire purchase. **Level 1: Writes about the topic but does not address the question. 1 mark** • The American economy boomed for lots of reasons and many Americans benefited from it. Lots of people were living more comfortable lives. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
16(a)	**What did Hoover do to help people during the Depression?** One mark for each relevant point. Responses may include the following: • He introduced tax cuts. • He set up the Reconstruction Finance Company to help save banks and businesses. • He tried to get employers not to reduce wages. • He introduced tariffs to protect American industries. • He set up the Federal Farm Board to buy surplus farm produce. • He created jobs by the building of the Hoover Dam.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
16(b)	**Why did the Wall Street Crash lead to unemployment?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • It led to unemployment because it destroyed confidence. This led to people withdrawing their savings from banks. When the banks collapsed, they could no longer lend money to businesses. This led to businesses closing down and sacking the workers. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It led to bank closures. • Banks could not lend to businesses. • Banks called in loans. • People stopped buying consumer goods. • Businesses lost a lot of their trade. • Production fell. • The Crash destroyed confidence. • There was less demand for American goods. • Factors like overproduction made the effects of the Crash even worse. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Wall Street Crash was when there was panic selling of shares and they all lost their value. This was caused by speculators. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
16(c)	**'The main reason Roosevelt won the 1932 election was because he gave Americans hope.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • I think the fact that Roosevelt's positive and friendly personality gave Americans hope was an important factor. However, this became even more powerful when it was contrasted with Hoover's personality. He appeared grim faced and not interested in people's problems. It was this that made Roosevelt look so good. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • I think the main reason why Roosevelt won the 1932 election was Hoover. He was blamed for the effects of the Depression and for doing little. He believed that if everything was left alone, things would eventually get better. The trouble was that people were suffering. They had no jobs and could not support their families. Many lost their homes. Hoover didn't seem to care. He thought that people should be able to help themselves and this is why he did little. All of this made him very unpopular with the mass of people. OR • Roosevelt did give Americans hope. This was because he had a positive attitude and promised the people a 'New Deal' that would get America out of its difficulties. He met a lot of people on his campaign and his warm personality made them have confidence in him. It looked to many people that he had a solution for America's problems and people had hope that things would get better if he became president.	**10**

Question	Answer	Marks
16(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Roosevelt could not be connected to the Depression. • Roosevelt appeared to be warm and charming. • Roosevelt was admired for the way he fought polio. • Roosevelt had a plan – the 'New Deal'. • Hoover simply thought the Depression was a temporary downturn. • What Hoover did, was too little too late. • Hoover thought that welfare support for people would undermine their ability to look after themselves. • He had the Bonus Army cleared away with violence. **Level 1: Writes about the topic but does not address the question. 1 mark** • Hoover and Roosevelt fought the election. Roosevelt won a landslide victory and gave the Republicans the worst defeat they had ever suffered. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
Depth study E: The Second World War in Europe and the Asia–Pacific, 1939–c.1945		
17(a)	**What happened at Stalingrad, 1942–43?** One mark for each relevant point. Responses may include the following: • The German forces attacked the city. • Stalin ordered all the Russian men to grab a rifle and defend the city. • The Russians kept the civilian population in the city. • German artillery pounded the city until it was in ruins. • Soviet reinforcements were sent, trapping many German soldiers through the winter. • In 1943 the Russians retook the city. • It was Germany's biggest defeat so far in the war. • The Germans retreated. • Over a million Russians died. • About 800 000 Germans died. • It is seen as a turning point in the war.	**4**

Question	Answer	Marks
17(b)	**Why was the Vichy government important to Germany?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • One reason the Vichy government was important to Germany was that it carried out the policies towards the Jews that Germany wanted. It started by removing Jews from the civil service and seizing their property. But it went even further and began deportations. It did the arresting and many were deported to camps like Auschwitz. This is exactly what the Germans wanted, as they wanted to exterminate the Jews. So, the Vichy government did the work of the Germans for them. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • It collaborated with the Germans. • It meant that Germany did not have to conquer southern France. • It meant that southern France would be governed by a regime friendly to Germany and its policies. • The regime rounded up and deported Jews. • It governed southern France using extreme right-wing policies. • It contributed economically to the German economy. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Vichy government was set up in1940 under Marshal Petain. When the Allies invaded in 1944 it fled to Germany. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
17(c)	**'Hitler decided not to invade Britain because he had failed to destroy the British army at Dunkirk.' How far do you agree with this statement? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The main reason for this was the lack of German control of the Channel and the skies. The men rescued at Dunkirk, although a large number, would have been no match for a full-scale attack by the German forces, which would have been much larger. Also, the British soldiers had left most of their armaments back in France and they were completely disorganised. However, if the Germans had tried to get their troops across the Channel without control of the sea and the skies, they would have been destroyed by the British navy and air force. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • This was the reason. In 1939 the British forces were encircled by German forces and forced back to the Channel. The British army was trapped but a final German attack did not come. The British were able to put Operation Dynamo into practice and 330 000 Allied troops were evacuated to Britain. These were all trained soldiers and would be able to defend Britain if an attack came. OR • There were other reasons why Hitler decided not to invade. The British navy controlled the Channel, making an invasion very difficult. Another reason was the Battle of Britain. This was won by the British air force and meant that Germany did not have control of the skies. Control of the Channel and control of the skies were both necessary for a successful invasion, so without either Germany could not attempt an invasion.	**10**

Question	Answer	Marks
17(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Britain was left with a large and powerful army. • The operation at Dunkirk allowed most British soldiers to get back to Britain. • The Germans should have finished the Allied forces off when they were trapped at the channel. • Hitler was more interested in expanding eastwards. • This was because of British naval supremacy. • The Battle of Britain made an invasion impossible. • By 1940 Britain had organised very strong defences. • German invasion plans were not ready. • The Germans did not have enough ships and barges to get the troops across the Channel. • Hitler always preferred a negotiated peace to an invasion. **Level 1: Writes about the topic but does not address the question. 1 mark** • The German invasion plan was called Operation Sea Lion. It was meant to take place during the Battle of Britain. By the summer of 1940 Hitler thought Britain was in a hopeless military situation and that an invasion would be possible. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
18(a)	**Describe the impact of the Japanese occupation on the lives of the Malayan people.** One mark for each relevant point. Responses may include the following: • The Chinese were treated harshly. • Malays and Indians were dealt with moderately. • Some Chinese were executed without trial. • The language was changed to Japanese. • The Japanese introduced the custom of bowing. • Propaganda was used to persuade locals that the Japanese were saviours. • Malayans were made to work on the Thai-Burma Railway. • As the war progressed there was severe rationing. • There was malnutrition. • People had to buy rice on the black market. • People were encouraged to plant vegetables on vacant plots of land.	**4**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
18(b)	**Why did Germany bomb British cities?** **Level 4: Explains two reasons. 6 marks** **Level 3: Explains one reason. 4–5 marks** Four marks for one explanation, five marks for explanation supported by specific contextual knowledge. • It did this to try and destroy British industry and supplies. Some of the main targets were ports like Plymouth, Liverpool and Bristol, through which supplies came. Plymouth was also a major dockyard. Coventry was bombed because it was at the centre of Britain's arms trade and machining industry. Other industrial cities like Birmingham, London and Manchester were bombed because of the industry there. The plan was to destroy so much of British industry (especially the armaments industry), and stop supplies coming through ports, so that Britain could no longer fight a war. **Level 2: Identifies or describes valid reason(s); addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • This was because it lost the Battle of Britain. • This was to destroy the morale of the British people. • To destroy British industry. • To force the British government to ask for peace. **Level 1: Writes about the topic but does not address the question. 1 mark** • There was a massive bombing campaign from September 1940 to May 1941. The British called it the Blitz. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
18(c)	**'The main reason Nazi extermination camps were all in Poland was to hide them from the German people.' How far do you agree? Explain your answer.** **Level 5: Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The Nazi regime may have been worried about reaction in Germany but it is possible that what was happening to the Jews was an open secret and that many Germans knew and just ignored it. It is more likely that Poland was chosen because Germany had complete control there and the Nazis could do what they liked. It was where lots of Jews lived, and these people were murdered by the Nazis in the camps. **Level 4: Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3: Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The extermination camps were all built in Poland so that the German people did not know what was going on. If they had, there might have been some opposition. There was opposition to Hitler's euthanasia programme aimed at the mentally ill and the physically handicapped from the Catholic Church and other Germans. In fact, Hitler had to halt the programme in 1941. This suggests that the Nazis might have been worried about the reaction of the German people to the extermination programme and this is why they built all the camps in Poland. OR • This was because by June 1914 the Nazis had control of all of Poland and about 10 per cent of the Polish population was Jewish. By the end of the war 3 million Polish Jews had been murdered by the Nazis. However, the Nazis also despised the Slavs, and the Poles were Slavs. By the end of the war the Nazis had killed over two million non-Jewish Poles. If the Nazis wanted to murder Jews and Poles, then it made sense to them to build the extermination camps in Poland. Chelmno was the first extermination camp to be built and its purpose was to murder the Jews of the surrounding area.	**10**

© Cambridge University Press & Assessment 2024

Question	Answer	Marks
18(c)	**Level 2: Identifies or describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Nazis were worried there might be opposition to them in Germany. • The German people were told the Jews were being 'resettled'. • Poland had the largest Jewish population in Nazi-controlled Europe. • The Nazis started their plan of extermination by murdering Polish Jews. • Nazi Germany controlled Poland. **Level 1: Writes about the topic but does not address the question. 1 mark** • The extermination camps were places like Auschwitz, where millions of Jews were gassed to death. Hitler's aim was to exterminate all the Jews. Accept all valid responses. **Level 0: No creditable response. 0 marks**	