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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 **February/March 2026**

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.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level 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.

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Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	Unclear
	0 Marks – No creditable response
	Benefit of the doubt
	Incorrect
	Correct
	Developed explanation
	Evaluation
Highlighter	Highlight relevant areas of a response
	Level 1 response
	Level 2 response
	Level 3 response
	Level 4 response
	Level 5 response
Off-page comment	Comments entered at the bottom of the marking window and then displayed when the associated question item is navigated to
On-page comment	Comments entered in speech bubbles on the candidate response
	To indicate that a point has been noted but no credit has been given OR To indicate that a blank page has been checked for creditable content

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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.

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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**

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Question	Answer	Marks
	SECTION A: CORE CONTENT	
1(a)	**Describe the struggle against Austrian rule in Italy in 1848–49.** **One mark for each relevant point.** Responses may include the following: • This was known as the First Italian War of Independence. • A revolt in Milan expelled Austrian forces. • Venice declared itself to be independent. • Charles Albert of Piedmont declared war on Austria. • Charles Albert was supported by the Papal States and Tuscany. • Charles Albert was supported by the Kingdom of the Two Sicilies. • The Pope withdrew his forces. • Ferdinand of the Two Sicilies withdrew his troops. • Charles Albert was defeated at the Battle of Custoza. • An armistice was agreed. • Charles Albert was defeated at the Battle of Novara in 1849. • The revolts were crushed. • Venice surrendered in August 1849.	**4**

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Question	Answer	Marks
1(b)	**Why was there a revolution in Hungary in 1848?** **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. • There was a lot of discontent among the Hungarian peasants. They did not like the system of serfdom where they had to carry out labour tasks. They wanted serfdom to be abolished and other grievances such as poverty and rights to land to be dealt with. **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. • Hungarian nationalism. • The leadership of Kossuth. • Demands for liberal reforms such as a constitution. • The Twelve Points put forward including freedom of the press and an independent Hungarian government. • Peasants disliked the system of serfdom. • Criticism of nobles being exempt from paying taxes. • Mass starvation and unemployment caused by food shortages and high prices. • Inspired by the fall of Louis Philippe in France. **Level 1: Writes about the topic but does not address the question. 1 mark** • There was a lot of discontent and sooner or later there was going to be trouble because the people were not being listened to. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
1(c)	**'The revolution in France was the most successful of the revolutions of 1848.' 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 many of the gains during the German revolutions such as the Frankfurt Parliament and liberal constitutions were lost, they were successful in the long run. Many of their ideas laid the foundations for changes that came a few decades later such as unification. On the other hand, some of the gains of the French Revolution, such as the Republic, lasted longer, but were replaced by authoritarian rule under Napoleon III. **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 revolution in France did achieve a lot. It not only toppled Louis Philippe but also abolished the monarchy. Instead, the Second Republic was set up. It also achieved democracy by giving every man a vote. However, it led to Louis Napoleon being elected as President and eventually setting up the French Empire with himself as Emperor. This was not what the revolutionaries had wanted. OR • The revolutions in Germany set up the Frankfurt Parliament which was freely elected and produced a constitution for a united Germany. In some German states liberal constitutions were set up. However, as soon as the old regimes recovered their strength, much was lost. The Frankfurt Parliament was disbanded, and German unity was not achieved. In the German states, the liberal constitutions were often swept away. **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 revolution in France ended the monarchy. • The French Revolution set up the Second Republic. • All men were given the vote. • The workshops were set up for the unemployed. • Dissatisfaction with what had been achieved led to the July Days.	**10**

Question	Answer	Marks
1(c)	• The revolution ended with the crushing of the July Days. • Louis Napoleon later replaced the Republic with the Second Empire. • The revolution in France did inspire other revolutions in Europe. • The Frankfurt Parliament was given the task of writing a constitution for a united Germany. • Some German states gained liberal constitutions. • The old regimes in Germany swept away many of the advances. • A constitutional monarchy was established in Piedmont. • In states like the Kingdom of the Two Sicilies absolute rule returned. • Ideas about unification took root and led to unification a few years later. **Level 1: Writes about the topic but does not address the question. 1 mark** • The 1848 revolutions took place in many countries in Europe. In places many people were killed but there were some reforms. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
2(a)	**What was agreed between Cavour and Napoleon III at Plombières in 1858?** **One mark for each relevant point.** Responses may include the following: • It was a secret alliance between France and Piedmont. • France would give military support to Piedmont in a war against Austria. • The aim was to drive Austria from Italy. • France would receive Savoy and Nice. • A confederation of Italian states would later be formed, dominated by France and Piedmont.	**4**

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Question	Answer	Marks
2(b)	**Why did Cavour send Piedmontese forces into the Papal States in 1860?** **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. • Cavour did not want Garibaldi to attack Rome because he was worried about his popularity and his influence over events leading to unification. He was very concerned that Garibaldi and his followers could turn the unification movement into a republican one. This was far too radical for Cavour who wanted unification to be under his king, Victor Emmanuel II, and under the control of Piedmont. This would ensure that if a unified Italy was achieved, it would be a monarchy and would be moderate. **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 control the unification movement. • To stop unification becoming republican. • To stop Garibaldi, who was threatening to attack Rome. • To make sure that unification was achieved under Victor Emmanuel II. • To prevent French intervention. • To make sure that Piedmont dominated events. **Level 1: Writes about the topic but does not address the question. 1 mark** • He sent his troops because he was worried about what was going to happen in Rome. He was worried that it would spoil everything. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
2(c)	**'The 1848 revolutions in Italy played little part in the achievement of Italian unification.' 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 moves in 1848 towards liberalism and nationalism were firmly defeated, much was achieved in the long term. In places like Piedmont the thinking of liberals was turning towards unification because of 1848. It also made people realise that unification needed a powerful leader, not just romanticised heroes like Garibaldi. This made people turn to Piedmont for strong leadership that would eventually be the driving factor in winning 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. • The revolutions did not help unification much. This was because Charles Albert failed to drive the Austrians out of Italy and Austria stayed in control of northern Italy. The other weakness was that the revolutionaries were divided. Some were republican and some wanted a monarchy for a united Italy. The role of radicals like Mazzini and Garibaldi meant that the more moderate liberals would not ally with them. The 1848 revolutions also generally failed to excite the peasants who were more interested in finding food to eat than a unified Italy. In fact, by the end of 1848 most people in Italy were not interested in unification. OR • The revolutions achieved little at the time, but they were important in the long term. They laid the foundations for unification in the coming years in several ways. The activities of Garibaldi were creating great pride in the idea of a unified Italy, while the events in 1848 made Italians in the north hate the Austrians even more. Finally, the 1848 revolutions clearly established Piedmont as the leader in moves towards unification and it became a centre for nationalist plotting.	**10**

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Question	Answer	Marks
2(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 revolutions of 1848 made more people begin to share a belief in unification. • The events of 1848 showed that Piedmont could lead Italy to unification. • The control of Austria was hated even more because of events in 1848. • The activities of Garibaldi and Mazzini helped to create a passion for unification. • The revolutions showed that the majority of Italians were not interested in unification. • Charles Albert suffered serious defeats while fighting for unification. • The events of 1848 showed that the supporters of unification were divided. • Leaders like Pope Pius IX had turned against unification. **Level 1: Writes about the topic but does not address the question. 1 mark** • The events of 1848 had many disappointments for the revolutionaries, but there was also hope and they did not give up. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
3(a)	**What was the Freedmen's Bureau?** **One mark for each relevant point.** Responses may include the following: • It was an agency set up to help newly freed slaves. • It was set up in 1865 at the end of the Civil War. • It provided education so that former slaves could read and write. • It provided legal assistance. • It provided food, clothing and medical care. • It helped to develop labour contracts for former slaves. • It was attacked by the KKK. • It was criticised and opposed by many Southerners. • It ended in 1872 after its funding was reduced.	**4**

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Question	Answer	Marks
3(b)	**Why was the raid on Harpers Ferry important?** **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 raid was important because it deepened the divisions between those in the South and those in the North, especially abolitionists. Those in the South thought that Brown represented the anti-slavery cause and they were fearful for their lives. They thought the slaves were going to attack them. On the other hand, Brown was a hero for those who opposed slavery. **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 increased divisions between North and South. • It brought the Civil War closer. • It made people in the South fear slave uprisings. • It turned John Brown into a martyr for some. • It inspired some abolitionists. **Level 1: Writes about the topic but does not address the question. 1 mark** • The raid on Harpers Ferry was when John Brown led an attack on a federal arsenal. It was a failure and John Brown was tried and executed. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
3(c)	**How far were Radical Republicans responsible for the failure of Reconstruction? 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 Radical Republicans did not help by introducing Reconstruction that was extreme and imposed it through military rule, many white Southerners would have opposed any form of Reconstruction that gave equal rights to Black Americans. They simply believed in white supremacy and that former slaves were inferior. This was why Reconstruction failed. **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 Radical Republics were responsible because they went too far with their idea of Reconstruction. They seized control of the whole process from President Johnson and passed the Reconstruction Acts. These were extreme and were bound to upset white Southerners. The Confederate areas of the South were divided into military districts and Federal troops were sent to the South to make sure that state governments were set up that were in favour of Black Americans being given their rights. For white Southerners this appeared to be military rule and increased their opposition to Reconstruction. They became determined to make sure it did not work. OR • It was terror organisations like the KKK that were responsible for it not working. They believed in white supremacy and were determined that Black Americans were not going to have equal rights and that they were going to have no place in the governing of the South. They used intimidation, murder and violence to stop Black Americans from voting and making economic progress. They were helped by many Southern states which introduced the Black Codes to make sure former slaves remained in an inferior position almost as bad as slavery.	**10**

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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. • The Radical Republicans passed the Reconstruction Acts. • The South was divided into military districts. • Hundreds of Black Americans were elected to legislatures and became sheriffs and judges. • President Johnson vetoed proposals for Reconstruction. • The KKK used terror and violence to stop Black Americans gaining their rights. • White Southerners strongly opposed it and made sure it could not work by introducing the Black Codes. • The work of the Redeemers re-established white supremacy. • President Grant was not determined enough to make Reconstruction work. • Northern politicians lost interest in it. • The Compromise of 1877 and the withdrawal of troops from the South marked the end of Reconstruction. **Level 1: Writes about the topic but does not address the question. 1 mark** • Reconstruction did not work and was eventually dropped. It had too many opponents although some people strongly believed in it. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
4(a)	**What was 'Weltpolitik'?** **One mark for each relevant point.** Responses may include the following: • The imperialist policy of Kaiser William II. • To make Germany a great world power. • It involved expanding Germany's overseas empire. • Germany wanted to catch up with other European powers in terms of having a large empire. • The Germans wanted Germany to have a standing in the world that matched its industrial and military power. • It became a matter of national pride and prestige.	**4**

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Question	Answer	Marks
4(b)	**Why was Germany concerned about the close relationship between Russia and France in the period 1894 to 1914?** **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. • Both Russia and France were hostile to Germany and if war broke out, Germany would have to fight a war on two fronts at the same time – in the east and in the west. The 1894 agreement said that if either Russia or France were attacked by Germany, they would support each other militarily. The armies of both France and Russia were large and fighting on two fronts would stretch Germany's resources, giving it no chance of a quick victory and the likelihood of a long and expensive war which it might lose. **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 1894 France and Russia signed an alliance promising to support each other if attacked. • Germany was encircled by the two hostile countries. • Germany would have to fight on two fronts. • The combined forces of France and Russia were greater than those of Germany. • German fears grew stronger when Britain joined with them in the Triple Entente. **Level 1: Writes about the topic but does not address the question. 1 mark** • Germany was worried about both countries and so the fact that they had a close relationship made the situation even worse. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
4(c)	**How far were events in the Balkans responsible for the outbreak of the First World War in 1914? 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. • There were so many factors feeding into the outbreak of war it is difficult to isolate one. They all reacted with one another. However, the dispute between Austria and Serbia need not have ended with a major European war. The atmosphere and climate at the time of military rivalry across Europe, the suspicion and fear of each other, as well as the existence of huge armies and navies, meant that a local dispute spread into the First World War. If the Austro-Serbian dispute had taken place in another context, a major war might not have broken out. **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. • Events in the Balkans were responsible for the outbreak of the First World War. Tensions between Serbia and Austria, as well as problems in Austria's multi-ethnic empire, led to the assassination of the Archduke Franz Ferdinand who was heir to the throne of Austria. Austria was keen to defeat Serbia and deliberately engineered a war. Once the two countries were fighting, other countries joined in on each side. This is how events in the Balkans led to the First World War. OR • The war between Austria and Serbia could have been restricted but the alliances ensured that it would spread into a major war. Russia supported Serbia, and Germany had given Austria a blank cheque promising support. France was committed by treaty to support Russia if it was attacked. Britain had an agreement with France and Russia. These alliances and connections were responsible for a Balkan dispute turning into 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. • The assassination of Archduke Franz Ferdinand triggered the war. • The ultimatum sent to Serbia by Austria took Europe closer to war.	**10**

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Question	Answer	Marks
4(c)	• Russia's support for Serbia helped cause the war. • It was Germany's blank cheque for Austria that made the war start. • The arms race was the main cause of the war. • The alliance system was responsible for the First World War. • Germany's desire for conquest, shown by the Schlieffen Plan, was to blame. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were lots of events that caused the war. Some countries were more to blame than others, but they were all involved in some way. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
5(a)	**Describe the role of Clemenceau in the peace negotiations.** **One mark for each relevant point.** Responses may include the following: • He was the prime minister of France. • He hosted the Paris/Versailles Peace Conference. • He argued for Germany to be harshly punished. • He wanted to take revenge on Germany. • He argued for large reparations. • He argued for Germany to be disarmed *or* He wanted security for France. • Clemenceau argued that Alsace-Lorraine should be returned to France. • He argued for the Rhineland to be independent. • He was very fierce in the negotiations, often clashing with Wilson who wanted a less harsh treaty. • He insisted on the 'war guilt' clause. • He argued for Germany to lose its colonies/empire.	**4**

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Question	Answer	Marks
5(b)	**Why did the Treaty of Versailles have important consequences for the German people up to the end of 1923?** **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. • When Germany fell behind with reparation payments, France and Belgium occupied the Ruhr. German workers went on strike, and the government printed money to support them. This led to hyperinflation. Money and people's wages became worthless. They could not afford food, and their savings were not worth anything. **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. • There was anger at the 'war guilt' clause. • There was a strong feeling of national humiliation. • The treaty crippled the economy because of reparations. • People in the Ruhr suffered because of the occupation. • There was hyperinflation because of the occupation of the Ruhr. • There was political instability with an attempted right-wing coup in 1920. • There were Spartacist and other left-wing risings across Germany. • Many Germans were displaced as a result of the treaty. • There was anger at the disarmament terms of the treaty. **Level 1: Writes about the topic but does not address the question. 1 mark** • The Treaty of Versailles contained many measures that punished Germany and so the German people suffered from this. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
5(c)	**How far was the Treaty of Versailles welcomed by the people of the victorious powers? 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 many people in Britain were pleased with the Treaty as it punished Germany, they were outnumbered by the French and the Americans who both disliked the Treaty, although for different reasons. The French thought it was not harsh enough. In Britain, opinions gradually changed. Many began to think that Germany had been punished too harshly. The overall opinion in Europe and the USA was critical of the Treaty. **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. • When Lloyd George returned home, he was a hero because many people had wanted Germany to be punished harshly and they thought that this had been achieved. They liked the reparations because they thought that Germany should pay for the damage it had caused. They were pleased Germany's military had been reduced and that Britain had acquired some of Germany's colonies. Many people thought the Treaty was fair. OR • It was not welcomed in France. Although Clemenceau had achieved some things, the French people did not think he had achieved enough protection for France. They had wanted an independent Rhineland and wanted to make sure Germany could never threaten them again. Within a year Clemenceau lost an election and was out of power. **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. • Many British people were glad Germany had been punished harshly. • Many people in Britain were pleased that Germany had to pay reparations. • The British were pleased with the naval terms of the treaty. • The French were pleased to regain Alsace and Lorraine. • The French were pleased that they could work the Saar coalfields.	**10**

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Question	Answer	Marks
5(c)	• The French were relieved that the demilitarised Rhineland secured their eastern border. • Both Britain and France were pleased to gain German colonies. • The French did not think Germany had been weakened enough. • The French had wanted an independent Rhineland. • The French wanted bigger reparations. • The Americans did not like the League of Nations. • The Americans did not want to be involved in European politics. • Many Americans thought Germany had been punished too harshly. • Some in Britain thought Germany had been punished too harshly. • Some in Britain thought it was a mistake to cripple Germany's economy. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were mixed opinions in a lot of countries. However, gradually opinions changed. The Treaty was never popular with everyone. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
6(a)	**Describe how the Council of the League operated.** **One mark for each relevant point.** Responses may include the following: • Its job was to settle disputes between member countries. • It had permanent members such as Britain and Japan. • It had non-permanent members who rotated. • The non-permanent members were elected by the Assembly every three years. • It met four to five times a year. • It could have extra meetings for emergencies. • Decisions had to be unanimous. • It could impose moral/economic/military sanctions. • It took advice from the Assembly. • It worked alongside the Conference of Ambassadors. • The permanent members had a veto.	**4**

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Question	Answer	Marks
6(b)	**Why was the League able to deal successfully with some international disputes in 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. • It dealt with some disputes successfully because they involved smaller and less powerful nations. This happened in the dispute between Sweden and Finland over the Aaland Islands and when Greece and Bulgaria had a border dispute. These countries were likely to be more impressed with the League and its possible sanctions than powerful nations were. They would accept the rulings of the League. **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 could deal with disputes involving less powerful nations. • The countries involved, such as Greece, were willing to accept the League's decisions. • The threat of sanctions deterred smaller powers. • The League acted quickly. • The League sometimes used plebiscites, such as in Upper Silesia. • France and Britain acted together. • These disputes took place in Europe. **Level 1: Writes about the topic but does not address the question. 1 mark** • It was very successful with some cases where the dispute was resolved. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
6(c)	**Which was the harder crisis for the League to deal with: Manchuria or Abyssinia? 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. • They were both hard for the League because of the attitudes of Britain and France. However, with Manchuria it was just a lack of interest, but with Abyssinia they undermined the League by secretly negotiating with Italy, the main country involved. This damaged the League's authority. **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. • There were several reasons why the Manchurian Crisis was hard to deal with. Manchuria was a long way from Europe where the League was based. The Lytton Commission, which was sent to investigate, took a year to issue its report and by then Japan was in control of much of Manchuria. Also, Britain and France dominated the League, and they were more interested in Europe than what was happening thousands of miles away. This is why they were not really interested in acting quickly. OR • The League found it difficult to deal with the crisis over Abyssinia because of France and Britain. They dominated the League and they did not want to take tough action against Italy. This was because they did not want to push Italy towards an alliance with Germany and so did not want it dealt with too harshly. They undermined the League by attempting to agree the Hoare–Laval Pact with Mussolini. **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. • Manchuria was far away. • Japan was a powerful country and refused to accept the League's demands. • The Great Depression meant countries were less likely to act. • The Great Depression meant that countries wished to concentrate on their own domestic/economic issues. • The Japanese argued that they had acted in self-defence.	**10**

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Question	Answer	Marks
6(c)	• The Lytton Commission worked very slowly. • Britain and France were not particularly interested. • Britain and France did not want their Asian colonies to be attacked. • The USA would not cooperate with sanctions on Japan. • The USA and USSR were closer to Japan but were not members of the League. • Britain and France did not want to upset Mussolini. • The sanctions imposed on Italy did not include oil. • The USA continued to trade with Italy. • Britain and France secretly negotiated with Italy. • The weakness of the League had been exposed in the Manchurian crisis, which encouraged Mussolini. **Level 1: Writes about the topic but does not address the question. 1 mark** • They were both very difficult to deal with and the League was ineffective in both crises. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
7(a)	**What was the Warsaw Pact?** **One mark for each relevant point.** Responses may include the following: • A military alliance/defence pact between the USSR and East European countries. • It was formed in 1955. • It was formed by Khrushchev. • Its purpose was to provide collective security for the Eastern Bloc. • An attack on one member was an attack on all. • It was formed in response to NATO. • It was dominated by the Soviet Union. • It intervened in Czechoslovakia in 1968.	**4**

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Question	Answer	Marks
7(b)	**Why did many European countries welcome the Marshall Plan?** **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. • They welcomed it because of the poverty and hardship. Their peoples were suffering after the war. When there was a lot of poverty and hardship there was always a lot of unrest and a danger that people would turn to communism and this was something they did not want. They wanted to protect their democratic systems. **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. • Their economies were in a terrible state after the Second World War. • They had little money left because of the war. • There was much poverty and unrest. • Poverty and hardship could make people turn to communism. • It would give them financial stability. • It would help them restore their industries and economies. • It would strengthen democracy in the countries. • It would stimulate trade. **Level 1: Writes about the topic but does not address the question. 1 mark** • They welcomed it because they knew it was a good thing and would help them a great deal. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
7(c)	**'In the peace conferences of 1945 the main issue was what to do with 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. • Although Germany was an important issue in itself, and there were many disagreements about it, it was actually part of the main issue which was how far west should Soviet control be allowed to creep. The West did not want communism and Soviet power spreading too far, while the Soviet Union wanted a defence against future attacks. Germany was part of this whole debate. **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 issue was certainly what to do with Germany. As the major defeated power, and given its position in Europe, it was bound to be the most important issue. Russia wanted to make sure that it never invaded again and wanted to control part of it. The Western Allies wanted to ensure that communism did not creep too far into Western Europe and so also wanted to control parts of Germany. Russia and the West disagreed fundamentally about Germany. The West wanted it to recover, partly as a defence against Russia, while Russia wanted to keep it weak. This is why Germany was such an important issue. OR • There were other issues, just as important. The major issue was the whole question of how far the Soviet Union should be allowed to control parts of Europe. It wanted a defensive band of countries between it and Germany and the rest of Western Europe to ensure it was not invaded again. However, the West saw it differently. They did not want the USSR controlling too much and spreading communism further west. This is why the borders of Poland and free elections in liberated countries were important points of disagreement.	**10**

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Question	Answer	Marks
7(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 USSR and the West disagreed over what to do with Germany. • Germany's geographical position made it very important. • The USSR wanted it to remain weak; the West wanted it to recover. • It had to be denazified. • The USSR wanted large reparations. • It was seen as a potential future danger by the USSR. • The USSR wanted a defensive barrier of other countries along its western border. • The West did not want Soviet power to be spread too far west. • The West wanted liberated countries to be democratic. • The USA wanted Russia to join the war against Japan. • The boundaries of Poland had to be decided. • A new body had to be set up to replace the League of Nations. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were many important issues that divided the Soviet Union from the West, and as discussions proceeded the divisions became deeper. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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GradeMax

Question	Answer	Marks
8(a)	**Describe the part played by Walesa in Poland in 1980–81.** **One mark for each relevant point.** Responses may include the following: • He was a union leader in the shipyards. • He led the strikes in the shipyards. • He helped set up Solidarity. • He organised the Twenty-One Demands. • He campaigned for better working conditions. • He helped reach the Gdansk Agreement between striking workers and the government that allowed workers to form trade unions. • In 1981 he was arrested and imprisoned.	**4**

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Question	Answer	Marks
8(b)	**Why did the East German Government decide it was necessary to build the Berlin Wall?** **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 wanted to build the wall to stop people moving from East Germany to the West. Many people in East Germany looked with envy to the West with a higher standard of living and more freedom. In East Germany there was a repressive government with no democracy or freedom of speech. Living standards were low with poor housing and little in the shops apart from basic food. In the 1950s millions of people had fled to West 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. • To stop people living in East Berlin/Germany escaping to the West. • East Germany was losing many skilled workers. • Berlin acted as an escape route for East Germans. • People moving to the West was bad publicity for the East. • To stop Western spies coming into East Germany. • To stop capitalism creeping into East Germany. • The escape of East Germans was bad publicity for Soviet Russia, as it portrayed communism as unattractive and weak. **Level 1: Writes about the topic but does not address the question. 1 mark** • It built the wall right across the city of Berlin cutting it in two. It was guarded by armed soldiers. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
8(c)	**'The reasons for opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968 were the same.' 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. • There were similarities between the two sets of opposition such as opposition to a lack of freedom and low living standards. However, there was a fundamental difference. In Czechoslovakia it was more gentle – people wanted a reformed version of communism but were not trying to break away from the Eastern Bloc or from communism. In Hungary there was an armed uprising, many people were killed and there was opposition to the system itself. **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 reasons were the same – the hard-line policies of the leadership. In both countries there was discontent with a lack of freedom, repressive rule and censorship and a desire for reform. There was also much economic hardship with low living standards. In both countries it was students who led the protests. It is also true that in both countries there was opposition to Soviet control. OR • In Czechoslovakia people wanted peaceful reform from within. They did not demand to leave the Warsaw Pact and wanted to keep communism but with a human face. In Hungary there was much more opposition to the whole system of communism, with a widespread rebellion with much violence and many people being killed. Opposition in these two countries took place at different times and so many of the important reasons were different because the context was different. The opposition in Hungary partly took place because Khrushchev had been carrying out de-Stalinisation and the Hungarians hoped that there would be reforms in Hungary, but this was not the case. **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. • Opposition to hard-line policies in both countries.	**10**

Question	Answer	Marks
8(c)	• A low standard of living in both countries. • Demand for more freedom in both countries. • In both countries students led the protests. • In Hungary it was the government's Five-Year Plans that led to hardship. • Opposition to Russification in Hungary with the Russian language being forced on people. • Opposition to Soviet troops stationed in Hungary. • In Czechoslovakia people wanted reforms – communism with a human face – while in Hungary there were violent protests against the whole system. • In Czechoslovakia they had an inspiring reformist leader – Dubček. • People in Hungary had expected reforms from the process of de-Stalinisation. • Hungary wanted to leave the Warsaw Pact; Czechoslovakia did not. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were many similarities because both countries were communist and in the Eastern Bloc. This means that they would have similar grievances. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

Question	Answer	Marks
	SECTION B: DEPTH STUDIES	
	Depth Study A: The First World War, 1914–18	
9(a)	**Describe General Haig's leadership and tactics in the Battle of the Somme.** **One mark for each relevant point.** Responses may include the following: • Relentless attacks across no-man's-land. • Attrition – wearing down the enemy. • Continuous attacks leading to a decisive breakthrough. • Attacks would start with a massive bombardment. • When a breakthrough was achieved the cavalry would exploit the gap.	**4**

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Question	Answer	Marks
9(b)	**Why was Russian mobilisation in 1914 important?** **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 because it was what turned a local war between Austria and Serbia into a European war. Russia was mobilising so that it could support Serbia. However, Austria had an alliance with Germany and as soon as Russia threatened Austria, Germany intervened and declared war on Russia. This then drew Russia's ally France into the war and then Britain. This all stemmed from Russia's mobilisation. **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 turned a local war into a European-wide war. • It triggered Germany's mobilisation. • Germany had to divert troops to the east, upsetting the Schlieffen Plan. • Germany viewed the mobilisation as an act of war and proceeded with its war plan, declaring war on Russia and then France. • Germany had to fight on two fronts which weakened its efforts. **Level 1: Writes about the topic but does not address the question. 1 mark** • The mobilisation was when the army got ready to go to war. This could sometimes take a long time. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
9(c)	**Which was more important: the Battle of Verdun or the Battle of the Somme? 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 Battle of Verdun was crucial to French morale and pride, but it could be argued that the Battle of the Somme was more important. This is because the Somme made the Germans divert troops away from Verdun which was crucial in reducing the pressure on the French. It helped the French eventually defeat the Germans at Verdun. **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 Germans planned to use a policy of attrition to bleed the French army dry and force a French surrender. The Battle of Verdun was the longest one in the war. It was brutal and there were enormous casualties. However, the French under General Petain managed to hold out and eventually the German attack was defeated. This was important because if the French army had surrendered, it would probably have been the end of the war. OR • The Battle of the Somme was important because so many men died and it became a symbol for the terrible nature of trench warfare. It also led to some new developments that would become very important later in the war. Tanks were used for the first time and although they were not very effective, they would become important later. Also, Haig used the creeping barrage to great effect. This involved troops moving forward under the protection of artillery fire which would also move forward protecting the troops. This became very important to Allied success later in the 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. • The Battle of Verdun became a symbol of French pride. • The German offensive at Verdun was defeated. • A French surrender could have ended the war.	**10**

GradeMax

Question	Answer	Marks
9(c)	• The Germans faced a shortage of soldiers because of their casualties in the battle. • The casualties on both sides were enormous. • The Battle of the Somme diverted German troops away from the Battle of Verdun. • The casualties at the Somme weakened the German army. • Trench warfare was established and lasted for the rest of the war. • The stalemate it produced meant the war would last for a long time. • Tanks were used for the first time. • The Allies developed the tactic of the creeping barrage. • There were over a million casualties in the battle. • It led to criticisms of Haig's tactics. **Level 1: Writes about the topic but does not address the question. 1 mark** • Both battles had an impact on the course of the war. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
10(a)	**What was the Armistice?** **One mark for each relevant point.** Responses may include the following: • It was an agreement between the Allies and Germany to end the fighting on the Western Front. • It was signed in November 1918. • It came into effect at 11:00 am on the 11th day of the 11th month. • Germany had to leave occupied land in France and Belgium. • Germany had to surrender its planes, ships and guns. • It was a step on the way to a peace treaty.	**4**

Question	Answer	Marks
10(b)	**Why was the British naval blockade of Germany important?** **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 naval blockade was very important. It seriously weakened the German war effort because the blockade stopped raw materials getting through to German factories. This meant that ammunition and military equipment could not be produced in large enough quantities for an army that was quickly running out. The German army would not be able to fight for much longer. This was a major cause of its defeat. **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 serious shortages of food and fuel that caused starvation and hardships for the German people. • The lack of food caused disease to spread. • The hardships damaged public morale. • The hardships led to protests and demands for the war to end. • It led to shortages of raw materials that weakened Germany's economy. • The shortage of raw materials led to shortages of weapons and ammunition for the army. • It seriously weakened Germany's war effort. **Level 1: Writes about the topic but does not address the question. 1 mark** • It was very important and had a big effect on the ending of the war which happened in 1918. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
10(c)	**Which was the more important in the last years of the war: the arrival of US troops in Europe or the failure of the Ludendorff Offensive? 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 two are connected because Germany launched the offensive because it knew that millions of US troops were arriving. Its only chance of winning was to defeat the Allies before the Americans arrived in large numbers. Even if the offensive had been a success, the huge number of Americans, with enormous amounts of equipment, would probably have led to a German defeat. However, the two factors together were decisive. **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 arrival of the US troops was vital. It tipped the balance between the two sides. Just at the time when Germany was exhausted and running short of supplies and men, millions of US troops, fresh and well equipped, joined the Allies. This was the turning point, and once they had arrived Germany did not stand a chance. OR • The failure of the offensive was a gamble by Germany. It was its last chance of winning because it was running out of men and supplies and the situation in Germany was desperate. Germany had to win then because it could not hold out any longer. The failure meant that Germany could no longer win. It was a turning point in the 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. • US troops reinforced the Allies with millions of soldiers and much new equipment and ammunition. • Their arrival was a great boost to the morale of the Allied soldiers. • The USA provided the Allies with vast sums of money to buy new supplies. • US industry produced large amounts of ammunition. • The US troops tipped the military balance in the West.	**10**

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Question	Answer	Marks
10(c)	• They contributed to defeating the German offensive and to the success of the Allies' offensive that followed. • The failure of the Ludendorff Offensive was Germany's last desperate attempt to defeat the Allies. • When the offensive failed, Germany had nothing left. • The offensive used all Germany's remaining resources. • The offensive was Germany's last chance of victory before most of the US troops arrived. **Level 1: Writes about the topic but does not address the question. 1 mark** • They were both very important because not long after Germany was in a hopeless situation and asked for an armistice. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
	Depth Study B: Germany, 1918–45	
11(a)	**Describe the cultural achievements of the Weimar period.** **One mark for each relevant point.** Responses may include the following: • The lack of censorship and the development of free speech allowed the arts to flourish. • The Bauhaus Movement in architecture. • New films such as *Metropolis*. • New styles in literature and the writing of anti-war books. • Expressionism in art. • New forms of dance were developed. • Developments in the theatre with the plays of Bertolt Brecht. • Jazz music became popular.	**4**

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Question	Answer	Marks
11(b)	**Why was Stresemann's foreign policy 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. • Stresemann's foreign policy was important for Germany because he made agreements that led to Germany's acceptance in the international community. In 1925 in the Locarno Treaties Germany agreed to accept the border changes made in the Treaty of Versailles. This was the first time Germany had accepted the Treaty. Because of this, one year later it was accepted into the League of Nations as a permanent member of the Council. This was a significant move and showed how accepted Germany had now become. **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 foreign policy improved relations with other countries. • Germany signed the Locarno Treaties. • In 1926 Germany became a permanent member of the Council of the League. • In 1928 Germany signed the Kellogg-Briand Pact. • The USA gave Germany an enormous loan. • Through the Dawes Plan reparation payments were reduced. • His foreign policy brought economic prosperity. **Level 1: Writes about the topic but does not address the question. 1 mark** • Stresemann's foreign policy pleased other countries, and this helped Germany recover. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
11(c)	**'The main threat to the Weimar Republic between 1918 and 1933 was economic collapse.' 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 it was Hitler and the Nazis who defeated the Weimar Republic in 1933, this was made possible by the Depression. The democratic system in Weimar could not cope with the problems and this allowed extremist parties to take over. Underlying this were economic problems which caused the political situation in which Weimar was ended. **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. • Economic collapse was the greatest threat to the Weimar Republic. This can be seen with the Great Depression. This was caused by the Wall Street Crash in the USA. Germany suffered particularly badly because it was dependent on American loans which were called in. This caused businesses in Germany to collapse and there was massive unemployment which caused hardship and unrest across Germany. This put the Republic in danger. OR • Political threats were very serious for the Weimar Republic. There were already some political threats at the beginning of its time, but the most serious was when the Nazis increased their support in the early 1930s. The democratic system of government struggled to deal with the effects of the Depression and Hitler was eventually appointed as Chancellor. He regarded the Weimar Republic and democracy as weak and feeble, and he soon was able to set up a dictatorship. The Weimar Republic was finished. **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 cost of reparations. • The loss of industrial areas in Treaty of Versailles. • Hyperinflation in 1923.	**10**

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Question	Answer	Marks
11(c)	• The Great Depression at the end of the 1920s and early 1930s. • High unemployment after 1929. • The Spartacists in 1919. • The Kapp Putsch in 1920. • The Munich Putsch in 1923. • The rise of the Nazis in the early 1930s. • Proportional representation enabled the rise of extremist anti-democratic parties. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were economic threats but there were also other types of threat. The Weimar Republic managed to last until the 1930s. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
12(a)	**What was the Final Solution?** **One mark for each relevant point.** Responses may include the following: • It was the mass murder of the Jews. • It was the decision by the Nazis to wipe out the Jews. • It was decided at the Wannsee Conference in 1942. • It was brought about by the invasion of Poland and Russia. • At first, mobile killing units were used by the SS. • Extermination camps were set up in Poland. • Six million Jews were murdered.	**4**

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Question	Answer	Marks
12(b)	**Why was there opposition in Germany to Hitler during the Second World War?** **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. • Opposition to the Nazis increased during the Second World War because of the hardship and the extra restrictions that were imposed. There was opposition to Hitler during the war from youth groups such as the Swing Movement (or Swing Youth). It started in Hamburg in 1939 and was against the war and the announcement that all young Germans had to join the Hitler Youth. Its members were against Nazi military discipline and militarism and wanted more freedom. Their way of opposing the Nazis was cultural – through listening to American music and following American culture, such as in the way they dressed. **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. • There was more dissatisfaction during the war because of hardships and more restrictions. Rationing was introduced at the start of the war. • Later in the war all production was for the war and consumer goods were not produced. Working hours increased. • In 1944 some Army officers thought that Hitler was taking Germany to defeat and ruin and tried to kill him in the July Bomb Plot. • Some young people in The White Rose group opposed Nazi ideology and the treatment of the Jews. • Some young people like those in the Swing Movement rebelled against the extra discipline and restrictions during the war. • The Edelweiss Pirates were more active during the war because they opposed the war and the treatment of the Jews. **Level 1: Writes about the topic but does not address the question. 1 mark** • There was opposition to Hitler because some people did not like his polices. They thought he should be stopped. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
12(c)	**'Nazi policies towards women were welcomed.' 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 there were some women who were disappointed not to be able to continue the professional careers they had started in the Weimar Republic, many German women were proud to support their country and welcomed the public recognition they were given. Many were pleased to be able to play an active role in the war effort. **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. • Many women welcomed their role as mothers and wives. They were proud to be playing an important role for their country. They enjoyed public praise and financial rewards for having large families. Those with the most children were given a Gold Mother's Cross. They were also given benefits such as the best housing and food. OR • Nazi policies towards women at first focused on encouraging them to be wives and mothers. This is because the Nazis wanted children to be born to create an Aryan community and provide future soldiers. The mothers were expected to bring their children up following Nazi ideas. This was not welcomed by all women who had got used to having more social and political freedoms as well as a career under the Weimar Republic. Many had to give up their jobs. **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. • Many women joined the Nazi Party and welcomed what they could do for the Nazi state. • Girls were indoctrinated in the League of German Maidens and so welcomed their new role.	**10**

Question	Answer	Marks
12(c)	• During the Second World War some women enjoyed working to help the war effort. • Half a million women worked as auxiliaries in the army. • Women had enjoyed more freedom under Weimar, and some did not like focusing on being wives and mothers. • Some women did not like having to give up their jobs, such as doctors and lawyers. **Level 1: Writes about the topic but does not address the question. 1 mark** • Feelings about this were mixed. It is true that the Nazi policies towards women were very different from those under the Weimar Republic. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
	Depth Study C: Russia, 1905–41	
13(a)	**Describe what happened in the March Revolution of 1917.** **One mark for each relevant point.** Responses may include the following: • Bread marches turned into strikes and riots across Petrograd. • Workers at the Putilov steel mill went on strike. • Women joined the demonstrations on International Women's Day. • The Tsar ordered the army to control the situation. • Shots were fired and the riots grew worse. • Soldiers of the Petrograd Garrison mutinied. • Workers and soldiers formed the Petrograd Soviet to govern the city. • Sailors in Kronstadt mutinied. • The Duma formed a Provisional Government. • The Tsar was persuaded by his advisers to abdicate on 15 March. • A republic was formed.	**4**

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Question	Answer	Marks
13(b)	**Why did Stolypin introduce agricultural reforms in the years 1906 to 1911?** **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. • He did this to try to win support among the peasants for the Tsar. The 1905 Revolution had shown that the Tsar's rule was under threat. Stolypin thought that by helping peasants to buy land he could increase the number of landowners, and this would mean they had a stake in the Tsar's regime. They would then be less likely to protest against him or join groups like the Social Revolutionaries. **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. • Because of the 1905 Revolution. • To create a class of landowning peasants. • To increase support for the Tsar among the peasants. • To prevent the peasants from protesting and rioting. • To increase production. • To modernise Russian farming. • To improve Russian farming so that it could compete with other countries. **Level 1: Writes about the topic but does not address the question. 1 mark** • He did this because he thought Russia needed it. He felt that a lot of changes were needed in Russia to make it a better place to live. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
13(c)	**'The Tsar survived the 1905 Revolution by promising reforms.' 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 reforms did help, it is probable that they did not mean a lot to many of the protestors. For example, most peasants were illiterate and would not even know about the reforms. What was more meaningful was the army which brutally put down demonstrations and strikes. This is what saved the Tsar. **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 Tsar did survive by promising reforms. He issued the October Manifesto in which he promised freedoms such as freedom of speech and assembly. He also created a Duma which was an elected parliament. He promised that no laws would be passed unless the Duma approved of them. These concessions did help to calm the situation down. OR • I do not agree with this. The main reason he was able to survive was that the Russian army stayed loyal to him. If it had not, he would have been finished. The army put down strikes and uprisings across the country, in the main cities like Moscow, and in the countryside. Tens of thousands of people were killed. **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. • He offered the October Manifesto. • He offered an elected Duma. • He promised civil rights like freedom of speech. • He brought in economic reforms such as lower taxes for peasants. • He tried to divide his opponents, radicals from moderates. • His opponents were divided and risings were not coordinated. • The Tsar had the loyalty of the army. • He used the army to brutally put down protests. • He made use of the Black Hundreds to quell protests. • Thousands of revolutionaries were executed.	**10**

GradeMax

Question	Answer	Marks
13(c)	**Level 1: Writes about the topic but does not address the question. 1 mark** • The Tsar faced a revolution in 1905 with uprisings all over the country. He was lucky to survive and continue his rule. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
14(a)	**Describe Trotsky's role in the Civil War.** **One mark for each relevant point.** Responses may include the following: • He was in charge of the Red Army *or* He led the Red Army against the Whites. • Discipline in the Red Army was harsh to ensure obedience. • He took the lead in the defence of Petrograd. • He introduced conscription. • He increased the size of the army to over 3 million. • He made sure soldiers stayed loyal by using political commissars. • He planned the military strategy and tactics. • He ensured the Red Army was armed and trained. • He used former tsarist officers to lead the Red Army. • In March 1921 he helped to suppress the Kronstadt rebellion.	**4**

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Question	Answer	Marks
14(b)	**Why was the New Economic Policy (NEP) important to Lenin?** **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. • Although war communism had helped the Bolsheviks to win the Civil War, it was very unpopular. It had led to food shortages in the cities and there were strikes and unrest. Industrial output was also down. Because of this, opposition to the Bolsheviks was growing and Lenin had to do something. He introduced the NEP to let farmers own land, and this increased production so that there was food for the cities. **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 to save the Bolsheviks and the Revolution *or* It was needed to regain popularity. • War communism had failed. • 1921 was a year of crisis for the Bolsheviks: economic conditions were terrible and there was a famine. • By 1921 there was much dissatisfaction with the Bolsheviks. • Industrial and farming production had fallen and there was a shortage of food. • The Kronstadt Mutiny showed how unpopular war communism was. • The NEP let peasants have their own land and sell their own produce. • The NEP allowed some private factories and companies, and this increased production. • Lenin realised that state control was ruining the country's economy. **Level 1: Writes about the topic but does not address the question. 1 mark** • It was important to him because the state of Russia was not very good and he needed to do something about this. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
14(c)	**'Lenin was the main reason why the Bolsheviks were able to seize power in November 1917.' 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 Lenin's drive and policies were important, the Bolsheviks would not have achieved much without the Provisional Government failing to solve the economic problems and the grievances of the peasants. This created the situation in November, when there was virtually nobody ready to support the Government. **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. • Lenin was very important in this. He realised that if the Bolsheviks were to take control of Russia, they needed more support among the people and in the soviets. To achieve this, he issued the April Theses to make public his plans and policies. These included ending the war which most people wanted, giving the peasants land which would give the Bolsheviks much needed support in the countryside, and ending the food shortages. These policies were important in increasing Bolshevik support which became crucial in the takeover in November. OR • One of the main reasons for this was the economic situation in Russia. The Provisional Government failed to deal with the economic problems, and this helped to increase support for the Bolsheviks. There was little food, which led to starvation, and in the winter people suffered from a lack of fuel. The Government failed to do anything about the land issue and peasants continued to rise up against landowners and take their land. These failures made the Provisional Government very unpopular and gave the Bolsheviks their chance. **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. • Lenin returned to Russia in April 1917 and took control of the Bolsheviks. • Lenin planned for the Bolsheviks to take control of the Petrograd Soviet.	**10**

GradeMax

Question	Answer	Marks
14(c)	• Lenin's April Theses were popular with peasants, workers and soldiers. • There were economic problems – lack of food and high prices. • The Provisional Government continued the war. • The Provisional Government had not introduced land reforms. • The failure of the June Offensive. • The Red Guards defended Petrograd from Kornilov. • The Red Guard and Kronstadt sailors moved against the Provisional Government. • The Russian army did not help the government. • Trotsky was the Chairman of the Petrograd Soviet. • Trotsky planned the coup. **Level 1: Writes about the topic but does not address the question. 1 mark** • In November the Bolsheviks took over control in Russia. They defeated the Provisional Government and set up the Soviet regime. Lenin was very important in these events. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
	Depth Study D: The United States, 1919–41	
15(a)	**Describe the problems facing farming in the 1920s.** **One mark for each relevant point.** Responses may include the following: • Farmers were producing too much. • Food prices were falling. • Farmers' incomes fell and many were living in poverty. • Farmers faced international competition from Canada and Argentina. • Mechanisation led to a loss of jobs. • Other countries introduced tariffs on American produce. • Europe no longer needed American food. • Prohibition significantly reduced demand for barley and wheat.	**4**

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Question	Answer	Marks
15(b)	**Why did traditional industries struggle in 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. • Coal had been the main source of energy but was now being replaced by new sources such as oil. These were being used more in industry and in homes. This meant that even though the demand for electricity increased all the time, there was less demand for coal and the price went down. **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. • New energy sources instead of coal. • Overproduction of coal. • The development of roads led to less use of railways. • Invention of synthetic fabrics hit the textile industry. • New tastes in fashion meant less fabric was needed. • A reduction in the demand for new ships hit the shipbuilding industry. **Level 1: Writes about the topic but does not address the question. 1 mark** • The old industries were ones like coal mining, textiles and shipbuilding. They all struggled in the 1920s. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

Question	Answer	Marks
15(c)	**'The use of mass production by US industry was responsible for the boom of the 1920s.' 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. • Mass production was an important factor, but the boom would not have happened if the goods could not be made or used. This is why the USA's enormous amounts of coal, oil, iron, timber and minerals were essential. They were needed to make the goods. Also, the spread of electricity into people's homes meant that they could use goods such as vacuum cleaners, radios and washing machines. **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 use of mass production in factories like those of Henry Ford was responsible for the boom. Mass production meant that goods could be made more quickly and more cheaply. This meant that goods, such as cars, became cheaper to buy, and so more people bought them. This increased demand for goods and for more workers. These workers then had the wages to use to buy more goods. This cycle kept on being repeated. OR • There were other important factors. One of these was the development of new advertising techniques and the amount of advertisements appearing in magazines and on hoardings. These made goods appear to be affordable and absolutely necessary, and the consumer culture was created. People were made to feel that their status and identity were connected to the consumer goods they could afford to buy. **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. • Goods could be made more quickly and cheaply. • The impact of the assembly line. • The price of goods like cars and fridges went down.	**10**

Question	Answer	Marks
15(c)	• More people could buy consumer goods like fridges and washing machines. • More demand for consumer goods led to more jobs. • Advertising encouraged people to buy more consumer goods. • The development of easy credit and the 'buy now, pay later' culture. • More cars meant more people travelling and shopping and spending money. • The growth in the car industry led to growth in other industries (e.g. rubber, glass, road construction). • The USA had lots of natural resources such as iron and oil. • The spread of electricity meant more consumer goods could be used. • The impact of Republican policies (laissez-faire, low taxation). • The growth of trusts which encouraged rapid industrial growth and suppressed trade union activity. **Level 1: Writes about the topic but does not address the question. 1 mark** • Mass production was used by people like Henry Ford and was very important. However, there were also other reasons for the boom. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
16(a)	**Describe Hoover's reactions to the Depression.** **One mark for each relevant point.** Responses may include the following: • He was optimistic because he thought 'prosperity was just around the corner'. • He thought that it was part of the economic cycle and would eventually pass. • He thought that people should support themselves and their families in such times. • He did not believe that governments should give people money to help them. • He raised tariffs on imported goods. • He created public works like the building of the Hoover Dam. • He made loans to banks and large businesses to help them keep going. • He persuaded businessmen not to cut wages. • He introduced a tax cut. • He had the camp of the Bonus Marchers removed from Washington.	**4**

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Question	Answer	Marks
16(b)	**Why were many speculators ruined by the Wall Street Crash?** **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 'buying on the margin'. This was when speculators bought shares but borrowed most of the money because they could not afford the actual price. This meant that when the price of shares plummeted as they did the speculators were ruined. Their shares were not worth much, but they owed large amounts of money, far more than they could pay back. **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 buying on the margin. • Many people were hoping to make a quick profit from rising share prices. • Share prices went down very quickly. • People had spent more on shares than they could afford. • Shares were worth a lot less than they had borrowed. **Level 1: Writes about the topic but does not address the question. 1 mark** • This was a dreadful thing to happen. It led to some losing their jobs and not having any money. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
16(c)	**'It was the Bonus Marchers who were responsible for Roosevelt's victory in the 1932 election.' 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. • Roosevelt ran a very good campaign and promised a better future, but what happened to the Bonus Marchers was crucial. It confirmed everything that the public had suspected about Hoover: that he simply did not care and was completely cut off from the experiences of ordinary Americans. Roosevelt would have won even without a very good campaign. **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 Bonus Marchers were veterans who marched to Washington for the payment of bonuses they had been promised. Many were in poverty. They set up camp in Washington. Hoover ordered the military to evict the marchers and burn down the camp. This was very unpopular with the public. It was a cruel thing to do and did enormous damage to Hoover's reputation. OR • Roosevelt won because he ran a very good campaign where he appeared to care and was approachable. He gave Americans hope by promising relief, recovery and reform and a 'New Deal' which would help the unemployed with jobs, help the farmers and restore the banking system. This was in contrast to Hoover who appeared to promise very little. **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 Bonus Marchers were veterans from the First World War and heroes to the American people. • Clearing the camp was a heartless thing to do. • Many of the marchers were living in poverty.	**10**

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Question	Answer	Marks
16(c)	• They had been promised bonus payments. • Tanks and gas were used against the unarmed marchers. • It confirmed the impression that many had of Hoover as an uncaring man. • Many Americans could empathise with the marchers because they were also suffering. • Roosevelt ran a very effective campaign that gave people hope. • Roosevelt promised people a 'New Deal'. • Roosevelt showed people that he cared about them. • Roosevelt travelled around the country. • Roosevelt was a highly effective speaker and made successful use of the radio. • Roosevelt responded to voters' wishes for change and bold leadership. • Roosevelt promised to end Prohibition. • The fact that he had dealt with adversity (polio) impressed many Americans who were now dealing with their own hardships. • Hoover's response to the Depression damaged him in the election. **Level 1: Writes about the topic but does not address the question. 1 mark** • What Hoover did to the marchers did not help at all. At that time America was in the Depression and was not doing very well at all. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
Depth Study E: The Second World War in Europe and the Asia–Pacific, 1939–c.1945		
17(a)	**Describe how Operation Sea Lion was meant to work.** **One mark for each relevant point.** Responses may include the following: • It was meant to lead to the invasion of Britain. • It should take place before Britain recovered from its defeat in France. • An invasion fleet of barges and merchant ships would take the troops over the Channel. • Germany was to gain air superiority over the English Channel and Britain. • The Royal Navy was to be distracted elsewhere so that the German boats could carry the troops over the Channel. • The shipping lanes in the Channel had to be swept clear of mines. • The Germans would have quickly progressed north and bypassed London until the rest of the country was under control.	**4**

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Question	Answer	Marks
17(b)	**Why was the Soviet Union able to defeat the German invasion?** **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 Soviet Union could defeat the German invasion because of its vast resources. It had a large population and many soldiers to replace those killed. Its industrial strength was enormous. It could produce great numbers of tanks, aircraft, ammunition and other miliary equipment. It also had large numbers of the unbeatable tank, the T-34. **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 effects of the Russian winter on the German army. • Germany was fighting on two fronts. • The massive Russian resources – in people and industry. • Support from the Allied Lend-Lease scheme. • The reform and modernisation of the Russian army. • German supply lines were stretched because of the vast distances. • Russian resilience. • The Battle of Moscow in 1941. **Level 1: Writes about the topic but does not address the question. 1 mark** • The German invasion of Russia proved to be a dreadful error that probably lost Germany the war. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
17(c)	**'Dunkirk was a disaster for Britain.' 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. • In an obvious way it was a disaster because the British army had clearly been defeated. However, British propaganda and Churchill's speeches turned it into a kind of success that lifted up the British people and made them feel united and proud as a nation. **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 a disaster and a defeat both in material and in reputational terms. The British army lost enormous amounts of equipment, including artillery, tanks and vehicles, as well as thousands of soldiers. Also, the British army had not only been driven to the coast but had been sent running back to Britain and completely driven out of the European mainland. It could not have been much worse. OR • It was not quite a disaster. The successful evacuation went better than anyone expected and meant that most of the men who got to Dunkirk were saved. It is important to remember that the men who were saved were the most experienced soldiers Britain had. They would form the core of Britain's military efforts in the rest of the war and made crucial contributions. **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. • British forces had been defeated and pushed to the coast. • Britain had the humiliation of its army being pushed back to Britain. • There was a lot of equipment lost, including hundreds of tanks. • Thousands of British soldiers were lost during the evacuation. • Britain had lost its toehold in Europe.	**10**

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Question	Answer	Marks
17(c)	• Britain was now facing the possibility of an invasion. • Many troops were saved to fight again. • The fact that the evacuation worked as well as it did was a success for Churchill, the new Prime Minister. • The hundreds of little ships rescuing the troops was a morale booster for Britain. **Level 1: Writes about the topic but does not address the question. 1 mark** • It some ways it was a disaster and it did not look good for the rest of the war, but the situation was turned around later. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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Question	Answer	Marks
18(a)	**Describe how the Germans reacted to the French Resistance.** **One mark for each relevant point.** Responses may include the following: • Terror campaigns and reprisals on communities including massacres of civilians. • Large military campaigns were sometimes used with thousands of troops involved. • Interrogation, torture and execution of suspects. • They used informants. • They used French groups who collaborated for intelligence.	**4**

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Question	Answer	Marks
18(b)	**Why did Allied bombing of German cities increase from 1943?** **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 bombing was increased in an attempt to break the morale of the German people. Residential areas were deliberately targeted as well as industrial ones. The aim was to destroy the morale of the German people so that they no longer supported the German war effort. It was hoped that this would weaken the ability of Germany to continue fighting and lead to a German surrender. **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 USA joined the bombing which allowed more aircraft to be used. • To destroy key industries such as those manufacturing aircraft and armaments. • RAF Bomber Command had been increased in size and had more aircraft. • The aim was to destroy the morale of the German people so that they wanted Germany to surrender. • Technological advances such as new radar systems allowed aircraft to bomb at night. **Level 1: Writes about the topic but does not address the question. 1 mark** • The bombing of German cities was just as fierce as the bombing of British cities earlier in the war. They both caused an enormous amount of damage and killed many people. Accept all valid responses. **Level 0: No creditable response. 0 marks**	**6**

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Question	Answer	Marks
18(c)	**'The resistance movement in Malaya caused serious problems for the Japanese.' 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 MPAJA (Malayan Peoples' Anti-Japanese Army) did cause some problems for the Japanese and carried out successful sabotage attacks. However, it was never more than a nuisance and never threatened the Japanese occupation of 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 MPAJA, which was mainly Chinese, used guerrilla tactics – hit-and-run raids against the Japanese and also sabotage. These forced the Japanese to use resources of men and armaments to counter them. It became more effective after it started to receive arms, supplies and officers from the Allies and began to coordinate its efforts with the Allies more. OR • The MPAJA did not cause many problems for the Japanese. It caused some disruption but was never close to driving the Japanese out. It was short of arms and ammunition, and its members were not very well trained. It spent more time on communist indoctrination than on training. Another problem was that its organisation was so centralised that it could take months to authorise an attack. It was also weakened when in 1942 many of its leaders were caught and executed when the Japanese raided the Batu Caves. **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 MPAJA did cause some damage through guerrilla attacks. • The use of guerrilla tactics forced the Japanese to divert resources. • It was short of arms and equipment. • The MPAJA did not receive much support from the Malays.	**10**

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Question	Answer	Marks
18(c)	• The membership of the MPAJA was mainly Chinese and this caused tensions with the Malay population. • The MPAJA was more effective when it coordinated its activities with the Allies. • It carried out reprisals against locals who collaborated with the Japanese. **Level 1: Writes about the topic but does not address the question. 1 mark** • There were several resistance movements against the Japanese occupation. The main one was the MPAJA but there were others such as the Pahang Wataniah. Accept all valid responses. **Level 0: No creditable response. 0 marks**	

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