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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/11**

Paper 1 Structured Questions **May/June 2026**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

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General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: • the specific **content** defined in the mark scheme • the specific **skills** defined in the mark scheme or in the level descriptions • the **standard of response** required as exemplified by the standardisation scripts.
2	Examiners must award **whole marks** (not half marks, or other fractions).
3	Examiners must award marks **positively**. This means that: • marks are not deducted for errors or omissions • marks are awarded for correct/valid answers as defined in the mark scheme and also for **other valid answers** which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate • the quality of spelling, punctuation and grammar are judged **only** when the mark scheme indicates that these features are **specifically assessed** in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must **consistently** apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the **full range of marks** defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and **must not** award marks with grade thresholds or grade descriptions 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 1: 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 2: 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 events in Berlin in March 1848.** **One mark for each relevant point.** Responses may include the following: • Large protests and demands for reform. • Demands for freedom of the press and an end to censorship. • On 18 March large crowds in front of the palace. • On 18 March shots were heard and barricades were erected. • Violent fights on 18 March and hundreds of deaths. • Frederick William IV was in the streets wearing revolutionary colours. • Frederick William IV made some concessions and promised a constitution.	**4**

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Question	Answer	Marks
1(b)	**Why did some Italians rebel against Austrian rule in 1848–49?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The rebelled because they wanted to get rid of foreign rule. In the north, Italy governed by Austria and this was hated by the Italian people. Its rule was reactionary and harsh and gave the people no freedoms. They were determined to get rid of the foreign presence. It was because of this that people supported Charles Albert when he led a revolt against Austria. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Nationalism – the desire for a united Italy. • People wanted liberal government and more freedoms. • People hated foreign rule. • They were influenced by revolutions elsewhere in Europe. **Level 1 –Writes about the topic but does not address the question. 1 mark** There was an uprising in Milan and then Charles Albert declared war on the Austrians. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
1(c)	**'The 1848 revolutions failed because the revolutionaries were divided.' 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 divisions amongst the revolutionaries did make them weaker but the real reason for their failure was the power of the conservative forces and the old regimes. It did not matter whether the revolutionaries were divided or not. They had nothing like the strength of armies like the Austrian or Prussian ones that could simply sweep the revolutionaries away. **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 fail because of divisions. In some of the revolutions the liberal and radicals could not unite for long. The liberals came from the middle class who wanted constitutional reforms. The radicals wanted social and economic reforms that would share more of the wealth with the workers and the poor. These aims frightened and threatened the liberals who had a lot to lose. These divisions can be seen in the Frankfurt Parliament and in France where there were splits between the liberals and the radicals.	**10**

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Question	Answer	Marks
1(c)	**OR** • The revolutionaries failed because of the strength of the conservatives and the old regimes. They had the military power to crush the revolutions as in Prussia. They were taken by surprise at first but they soon recovered and were able to defeat the uprisings and revolutions as in Italy where once the Austrian army regrouped it easily put down the Italians. In France, General Cavaignac led the army to destroy the radicals. **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 power of the governments and conservative forces. • The governments had military might. • Foreign intervention. • The revolutionaries had different aims. • Differences between liberals and radicals. • In Hungary different ethnic groups could not unite. • The lack of experienced leaders. • Russia helped the Austrians against the Hungarians. • In Italy many revolutionaries were suspicious of leaders such as Charles Albert. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The 1848 revolutions were successful for a time but then they faded and were defeated. In the end, they did not achieve very much. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
2(a)	**What was the Zollverein?** **One mark for each relevant point.** Responses may include the following: • It was the German customs union. • It was set up in 1834 by Prussia. • It was a large free-trade area. • There were no internal trade barriers. • Austria was excluded. • It encouraged economic cooperation between its member states. • It helped economic and industrial growth. • Member states shared the customs revenue. • It was a step towards German unification.	**4**

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Question	Answer	Marks
2(b)	**Why was the Frankfurt Parliament set up 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 full explanation supported by specific contextual knowledge. • The Frankfurt Parliament was set up to meet liberal demands for reform and more rights. Middle class German liberals wanted constitutional government where rights of the people were guaranteed. These rights included freedom of the press, freedom of assembly, equality before the law and the vote for all men. It was hoped that the Frankfurt Parliament would create a constitution that would give the people these rights. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To create a constitution for Germany. • To create a unified Germany. • To encourage and introduce liberal reforms. • To create a constitutional monarchy. • Because of the political unrest and revolutions in German states. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Frankfurt Parliament lasted until 1849. It was not very successful and did not achieve much. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
2(c)	**'It was Austrian errors that allowed Prussia to take the lead in seeking German 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 Austria did make mistakes and did not have anyone as clever as Bismarck to plan its diplomacy and actions, the real reason was the fact that Prussia was getting economically and militarily stronger at the same time as Austria was becoming weaker. Prussia had modernised its army and the Austrian army was no match for it. In this situation, Austria had no chance of leading Germany instead of Prussia. **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. • Prussia was more of a German state than Austria. It was integrated with the economically advanced states in the north especially through the Zollverein. Austria, on the other hand, was not so integrated into Germany. In fact, its main concern was not really Germany. This was because it had a multi-ethnic empire with many groups that were not German and it was more interested in expansion in the Balkans. All this distracted it away from Germany, while Prussia's main interest was in Germany.	**10**

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Question	Answer	Marks
2(c)	**OR** • Austria made many mistakes. It had no clear plan to deal with the rise of German nationalism and was constantly outmanoeuvred by Bismarck. This is shown by the events leading to the Austro-Prussian War. Bismarck persuaded Austria to jointly occupy Schleswig-Holstein and this gave him the opportunity to pick a fight with Austria which led to Austria's defeat. It had allowed Bismarck to lead it into 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. • Prussia had greater economic and military strength. • Prussia led the Zollverein. • Austria's interests were more in the Balkans. • Austria had a multi-ethnic empire. • Austria was weaker after 1850. • Bismarck led Prussia in seeking unification. • Prussia's military might led to the defeat of Austria in 1866. • Austria refused to join Russia in the Crimean War. • Austria fought against France and northern Italian states. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Prussia defeated France and then was able to unify Germany. The unification was a great triumph. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
3(a)	**Describe the Cuban struggle for independence in the 1890s.** **One mark for each relevant point.** Responses may include the following: • Cuba was governed by the Spanish. • The Cubans started the war of independence in 1895. • The Republic of Cuba was declared in1895. • By 1896 Cubans controlled most of the island. • The Spanish introduced the policy of reconcentration. • In 1898 the USS Maine sank and the Spanish-American War began. • The US defeated Spain and took control of the island. • In the Treaty of Paris of 1898, Spain withdrew from Cuba. A US occupation force remained in Cuba.	**4**

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Question	Answer	Marks
3(b)	**Why did the Philippine Revolution break out in 1896?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The revolution broke out because of the cruelty of Spanish rule. Both the miliary and the clergy treated the Filipinos very badly. Spain made the Filipinos pay very high taxes and forced labour was used by the Spanish. When there were uprisings in the 1870s the Spanish started a reign of terror and some of the local priests were executed. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Spanish rule was oppressive. • The arrest and exile of Jose Rizal. • The formation of the Katipunan society. • The discovery of the Katipunan by the Spanish. • The Katipunan started a revolution. • Support for nationalism. • High taxes. • The failure of the reform movement. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The revolution did not last long and was brought to an end by the pact of Biak-na-Bato in 1897. However, it broke out again in 1898. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
3(c)	**'The United States' actions in Cuba and the Philippines in the 1890s show that it was against imperialism.' 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 US appeared to be going to war with Spain in support of the revolutionaries in Cuba and the Philippines to help them in their struggle for independence. The US was certainly against Spanish imperial rule. However, the US ended up taking control of both countries. It annexed the Philippines and occupied and took control of Cuba. So it was not against imperialism. **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 US was not against imperialism. In fact, in Cuba and the Philippines it acted as an imperial power. In Cuba, once the Spanish were defeated, the Americans occupied the island and had total control over it when the Cubans had wanted their independence. The same thing happened in the Philippines when after the war with Spain the US bought the islands and refused to recognise the Philippine Republic. This caused a nationalist uprising against the Americans.	**10**

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Question	Answer	Marks
3(c)	**OR** • The US was very much against Spanish rule over Cuba because of the dreadful way the Spanish treated the Cuban people. There was uproar in America when Spanish atrocities were reported and much support for the Cubans in their fight against Spanish rule. The US intervened and helped the Cubans to defeat the Spanish. The same happened in the Philippines where the Filipinos were fighting for their independence. The US defeated the Spanish and forced them out. **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 US was involved in the Cuban War of independence against Spain. • The US helped the Cubans to defeat the Spanish. • The US promised not to annex Cuba. • The US occupied Cuba after the war with Spain. • The US had economic interests in Cuba which it did not want to lose. • In the Spanish-American War the US fought with Filipino revolutionaries against the Spanish. • The US bought the Philippines from Spain. • The Filipinos fought against US annexation. • The US acted with great brutality in the war against the Filipinos. • McKinley claimed the US was there to help the Filipinos. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The US was involved in the Spanish-American War and it defeated the Spanish because of the strength of its navy. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
4(a)	**What was the Dual Alliance (1894)?** **One mark for each relevant point.** Responses may include the following: • It was between Germany and Austria-Hungary. • It was formed in 1879. • It was a defensive alliance. • They promised to support each other if attacked by Russia. • They promised to stay neutral if attacked by other powers. • It was an attempt by Bismarck to end the isolation of Germany.	**4**

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Question	Answer	Marks
4(b)	**Why did Austria respond aggressively to the assassination of Archduke Franz Ferdinand?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The Austrian Empire contained many ethnic tensions that were always close to boiling over. The Austrians were sure Serb nationalists were responsible for the assassination. They were a threat because they wanted to break away from the Austrian Empire and unite South Slavs in one state. This was a great threat to the unity, even the existence, of the Austrian Empire. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • It had backing from Germany. • The assassination was an attack on the unity of the Austrian Empire. • It was worried about the Serbian nationalist movement. • It was seen as a threat to the unity of the Austrian Empire. • It was an excuse to deal with Serbia which was a troublesome neighbour. • The archduke was heir to the throne. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The assassination took place in Sarajevo. The Archduke and his wife were shot dead by Gavrilo Princip. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
4(c)	**'In the period 1890 to 1914, colonial rivalries were more important than the arms race in increasing international tensions.' 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** • Although the arms race did create tensions between countries it was not as important as colonial rivalries because the competition over colonies made the arms race necessary. Countries increased the size of their navies and armies so that they could expand and defend empires and the trade that had built up around them. The Kaiser, who was trying to catch up in empire building, increased the size of his navy to help Germany expand its empire. **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. • Colonial rivalries were very important in causing tensions because European countries wanted great empires. They gave them political and economic power. The Scramble for Africa caused many tensions and flashpoints such as Britain and France nearly going to war in the Fashoda Incident, and Germany and France nearly clashed over Morocco in two crises. This shows how colonial rivalry could easily set off clashes between countries.	**10**

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Question	Answer	Marks
4(c)	**OR** • The arms race was more dangerous. This was especially the case regarding Britain and Germany and their navies. Britain had always had the most powerful navy but Germany was determined to catch up. This created feelings of suspicion and fear between the two countries. They competed in building dreadnoughts as they both wanted to control the seas. **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. • Colonial rivalries caused the alliance system. • Colonial rivalry over Morocco caused increased tensions. • Britain and France nearly went to war over the Fashoda Incident. • Britain and Germany competed in building the most powerful navy. • Colonial expansion was seen as essential for the prestige of a country. • Ownership of colonies gave a country political and economic power. • Competing in a naval race created fear and suspicion between Britain and Germany. • The existence of great armies and navies increased the chances of war breaking out. • The arms race made it harder for countries to trust each other. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The arms race led to great navies and armies being formed while at the same time countries were building empires especially in the Scramble for Africa. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

Question	Answer	Marks
5(a)	**Describe how the Assembly of the League operated.** **One mark for each relevant point.** Responses may include the following: • Every member country had a representative. • Each member country had one vote. • It met once a year. • Decisions about policies and actions were debated and decided. • Decisions had to be unanimous. • The requirement for unanimity made it difficult to agree decisions. • It did not have the power to enforce decisions.	**4**

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Question	Answer	Marks
5(b)	**Why was there a crisis over Manchuria in the early 1930s?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • There was a crisis as Japan was having economic problems because of the Great Depression. It badly needed more land to grow food for its population and more raw materials for industrial development. Its aim was to be self-sufficient. Manchuria was an easy target because China barely controlled it and it could provide lots of land and the raw materials Japan needed. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Japan caused an explosion on the railway as an excuse for invasion. • Japan invaded Manchuria. • Japan wanted more raw materials and land. • Japan wanted to build an empire. • Japan invaded because of the Depression. • China was too weak to defend Manchuria. • Japan set up Manchukuo as a puppet state. • It was a long way away which made it difficult for the League to act. • The League failed to take any useful action. • The League sent the Lytton Commission which wasted time. • Japan left the League. **Level 1 –Writes about the topic but does not address the question. 1 mark** • This was because a lot of tension was created and it was very difficult to sort out. Japan and China were involved. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
5(c)	**'The League was more effective in its humanitarian work than in dealing with international disputes.' 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. • Despite dealing with disputes over the Aaland Islands and between Greece and Bulgaria, as soon as a dispute involved a powerful country such as Italy, the League failed. However, powerful countries had no objections to its humanitarian work and it could carry on helping millions of people by dealing with disease, refugees and trying to abolish slavery. **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 League had many successes in its humanitarian work. Its Health Organisation helped reduce leprosy and typhus and it introduced vaccines for malaria. Doctors were sent to many countries to improve public health systems and it did a lot to educate people about good public health. It also did a lot to help refugees. After the First World War there were many refugees and the League's Refugee Committee managed to send many home, including in the Balkans and Turkey. It also set up camps and looked after the refugees there providing food, education and health care.	**10**

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Question	Answer	Marks
5(c)	**OR** • The League had several failures in dealing with international disputes. It usually failed when powerful countries were involved because it had no army of its own and could not stand up to them. The League was dominated by Britain and France and if they did not want to act then nothing was done, such as over the Italian invasion of Abyssinia when they did not want to upset Mussolini. It also failed in dealing with Corfu and Japan's invasion of Manchuria. **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 League was effective in dealing with the dispute over the Aaland Islands. • It prevented war between Greece and Bulgaria. • It returned many PoWs home after WW1. • The Slavery Commission abolished slavery in Sierra Leone. • The ILO improved working conditions in many countries. • The League helped many refugees providing aid and setting up camps. • The League failed over the Italian invasion of Abyssinia. • The League did nothing about the occupation of the Ruhr. • The League failed when Italy invaded Corfu in 1923. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The League of Nations was very important and helped many people around the world. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

Question	Answer	Marks
6(a)	**Describe the events leading to the Anschluss in 1938.** **One mark for each relevant point.** Responses may include the following: • Good relations between Italy and Germany meant that Italy would not object to it. • Hitler forced the Austrian government to allow Austrian Nazis become members. • Schuschnigg's attempt to hold a referendum angered Hitler. • The referendum was cancelled. • Schuschnigg resigned. • German troops marched into Austria unopposed in March 1938. • A rigged plebiscite was held to show Austrians in favour of Anschluss.	**4**

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Question	Answer	Marks
6(b)	**Why did Germany become involved in the Spanish Civil War?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Hitler involved Germany in the war because he thought it would be useful if he could get Spain on his side because of the plans he had for war in the next few years. He therefore supported Franco and his fascists against republicans and communists. If the fascists won then it would mean a blow against communism and the encirclement of France by Germany and its allies such as Italy and Spain. The Spanish Civil War also helped distract the rest of Europe from Hitler's policies in Eastern Europe. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To test new weapons and tactics. • To get access to Spain's raw materials for its rearmament. • As a training ground for the German army and air force. • To bring about a fascist government in Spain. • A fascist Spain would complete the encirclement of France. • To weaken communism in western Europe. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The Spanish Civil War was a very vicious war between the nationalists and the communists. The nationalists eventually won. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
6(c)	**Which was more important: the remilitarisation of the Rhineland or the Munich Agreement? 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. • Even if the Munich Agreement put war off for a few months, it did not change events in the long run. Hitler carried on with his policies and war broke out anyway in the following year. On the other hand, the remilitarisation of the Rhineland made Hitler confident that he could do what he wanted and Britain and France would do nothing. It started the whole process for Hitler. **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 important because Britain and France did nothing about it. Some people in Britain even thought that German had a right to have troops there. This made Hitler believe that Britain and France would not stop further aggression by him and this encouraged him to makes moves on Austria and on the Sudetenland.	**10**

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Question	Answer	Marks
6(c)	**OR** • The Munich Agreement was important because it made Hitler much bolder. Britain and France had shown how weak-willed they were in giving up the Sudetenland to Hitler. This did not satisfy him; it convinced him that he would get away with more. He then invaded the rest of Czechoslovakia which brought world war closer. **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. • Remilitarisation broke the terms of the Treaty of Versailles (or the Locarno Pact). • Remilitarisation put Germany in a stronger position to attack France. • It made France more vulnerable. • It encouraged Hitler to carry out further aggression. • It convinced Hitler that France and Britain would not stand up to him. • The Munich Agreement prevented war from breaking out. • The Munich Agreement allowed Hitler take the Sudetenland. • It encouraged Hitler to take all of Czechoslovakia. • It led to World War Two by encouraging Hitler to move on Czechoslovakia and Poland. • It encouraged Hitler to believe that Britain and France would do nothing if he committed more aggression. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The remilitarisation of the Rhineland was when Hitler sent troops into the Rhineland and this was very dangerous. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
7(a)	**Describe events in Greece between 1945 and 1950.** **One mark for each relevant point.** Responses may include the following: • The British intervened in 1945 to prevent a communist takeover. • The government won elections in 1946. • There was a civil war. • Communists fought the UK-backed government. • The Communists declared a Provisional Democratic Government in 1946 to replace the monarchy. • Britain and the USA supported the government. • The Communists received support from communist countries such as Albania. • By 1949 government forces had defeated the rebels. • The war left Greece in a terrible economic position.	**4**

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Question	Answer	Marks
7(b)	**Why was the Soviet Union suspicious of 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 full explanation supported by specific contextual knowledge. • It was suspicious of the Marshall Plan because it thought that the USA was trying to control Europe. Stalin believed that it would make Europe dependent on the USA and its money because it involved the USA sending money to rebuild European industry. This would put Europe in a position where it would have to support American policies which would be against the Soviet Union. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • It saw it as an attempt by the USA to control the economy of Europe. • It thought it would lead to the USA's political control of Europe. • It was worried that it would lead to the recovery of West Germany. • It would lead to an anti-Soviet bloc. • It was a way the USA could exploit Europe for the good of the USA by creating markets for American goods. • It would entice East European countries towards the USA. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The Marshall Plan was a plan to help Europe after it was in ruins after the fighting and bombing of the Second World War. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
7(c)	**How close did the Soviet Union and the West come to war during the Berlin Crisis of 1948–49? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** • War could have been caused by an accident or misjudgement but this was unlikely. Neither side wanted war. They had just experienced years of war and they had seen the effects of the use of the atom bomb. For these reasons they were determined not to let it turn into a war. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • They did not come close to war. Stalin deliberately chose blockade by land to avoid the danger of actual conflict. If he had chosen blockade by air then the chances of war would have been much greater. The Allies never tried to break the blockade as this could have led to war. Stalin never considered shooting down Allied planes as they would also have led to war. So neither side wanted war and there was not much danger of it. In some ways the Allies using an airlift made war less likely because Stalin knew of the consequences of shooting down a plane.	**10**

GradeMax

Question	Answer	Marks
7(c)	**OR** • It did come very close to war. Once the Allies responded with an airlift the danger of war was much closer. If an Allied plane had been shot down then there would have been war. This created great tension. The Soviets did buzz the Allied planes and shine searchlights at them. This could easily have led to fighting. American generals even wanted to send an armed convoy to break the land blockade. **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. • Shooting down an Allied plane would have led to war. • The US sent B-29 bombers capable of carrying nuclear weapons. • The Soviets made no attempt to stop Allied planes. • Stalin knew the risk of shooting down an Allied plane. • The Allies made no attempt to break the land blockade. • Truman rejected the idea of using an armed convey to break the blockade. • US general wanted to send an armed convoy to break the blockade. • Both sides knew of the danger of the use of nuclear weapons. • Both sides had just emerged from a war and did not want another one. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Stalin blocked all land routes in and out of Berlin. This stopped supplies getting into the city. He wanted to try and force the Allies out of Berlin but it did not work. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
8(a)	**Describe the tactics used by the Viet Cong.** **One mark for each relevant point.** Responses may include the following: • Guerrilla tactics. • Using networks of tunnels. • Mines and booby traps. • Hit and run tactics – surprise attacks and ambushes. • Avoiding pitch battle. • Hid as ordinary peasants. • They operated at night. • Won the support of the peasants. • Used their knowledge of the terrain.	**4**

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Question	Answer	Marks
8(b)	**Why did Nixon introduce Vietnamisation in 1969?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Nixon did this because of the growing opposition to the war in the USA. More and more young Americans were coming back in body bags and there were enormous anti-war demonstrations. Many Americans realised that they were not going to win, especially after the Tet Offensive. Nixon realised he had to get out of the war and Vietnamisation was a way he could do it without it looking like a defeat. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Public opposition to the war. • Nixon had promised 'peace with honour' in the recent election. • It would allow him to end conscription. • It was clear the US could not win a military victory. • It let the US withdraw without admitting defeat. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Vietnamisation meant leaving the South Vietnam army fight the war itself. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
8(c)	**How close did the USA and the Soviet Union come to war over Cuba in 1962? 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 did not come very close. Although there were advisers on both sides who wanted to take drastic and dangerous action, both Kennedy and Khrushchev were determined to avoid a war. They both acted throughout in a way that led to a peaceful ending. **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. • Very close. The world was on the verge of war during the crisis. The Soviet nuclear missiles were a direct threat to US cities and there was no way the US was going to let them be used. Many of Kennedy's advisers wanted him to take tough action and stand up to the Soviets, especially after the failure of the Bay of Pigs. They suggested an airstrike to wipe out the missiles or an invasion of Cuba. These options would have probably led to war. **OR** • Neither side wanted a war as they understood what a nuclear war could lead to. Both Kennedy and Khrushchev wanted to do what they could to avoid war. Kennedy's choice of a blockade helped this and gave Khrushchev a chance of a way out without war. He took this opportunity because he did not want war.	**10**

GradeMax

Question	Answer	Marks
8(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The US considered an airstrike on the missile bases. • The US considered an invasion of Cuba. • Khrushchev could have refused to remove the missiles. • Both sides considered the use of tactical nuclear weapons. • Both sides knew the consequences of using nuclear weapons. • Kennedy chose an option which enabled war to be avoided. • Khrushchev took the opportunity to avoid war when it was offered. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Cuban Missile Crisis was when the Soviet Union put missiles into Cuba. However, Khrushchev agreed to remove them. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
	SECTION B: DEPTH STUDIES	
	Depth Study A: The First World War, 1914–18	
9(a)	**Describe the German advance through Belgium in 1914.** **One mark for each relevant point.** Responses may include the following: • It was directed by the Schlieffen Plan. • The Belgians refused to allow the German army to come through its country. • It was at first a rapid advance capturing key cities. • The Germans took Liege and Antwerp. • The Belgians put up stiff resistance and started to slow down the advance. • Belgium surrendered in May 1914. • The advance was halted by the Belgians at the Yser River. • The Allies stopped the advance in the Battle of the Marne. • The German army committed atrocities against civilians. • The Germans destroyed tens of thousands of homes.	**4**

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GradeMax

Question	Answer	Marks
9(b)	**Why was the Battle of Verdun important?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The Germans thought that if they could destroy the French forces at Verdun they would have victory on the Western Front as a whole before all the British forces were properly deployed. Without the French army the Allies would not have been able to continue fighting on the Western Front. The French brought in enormous amounts of artillery, and this and the fierce resistance of the French soldiers denied the Germans their victory. By December it was clear the Germans had failed and the war would continue along the Western Front. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • The Germans failed to win a victory that could have been a decisive one on the Western Front. • Germany failed to crush the French army. • The Germans lost huge numbers of men. • The French halted the German advance. • It became a national symbol of French pride. • German losses caused a shortage of men in the German army. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Battle of Verdun was between the Germans and the French. It lasted a long time and many men were killed. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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GradeMax

Question	Answer	Marks
9(c)	**'The criticisms of the leadership and tactics of General Haig in the Battle of the Somme have been unfair.' 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. • Haig was fighting a new kind of warfare that soldiers were not used to. He did learn some lessons and begin to use new methods. However, his continuing insistence of sending thousands of men into no-man's-land was stupid. He should have realised that it was not working and some of his generals told him this. Altogether, more than a million men were killed or wounded. This is clear evidence that Haig should have done better. **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 criticisms are fair. This can be seen on the first day. The planned artillery bombardment failed and yet Haig carried on with his plan and set thousands of men across no-man's-land slow marching in tidy rows. They were mowed down by German machine guns in their tens of thousands. Even worse, after the first day, Haig refused to change his tactics and continued to send thousands of men to their deaths.	**10**

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Question	Answer	Marks
9(c)	**OR** • Some of the criticism is unfair. The Battle of the Somme was very important in taking pressure off the French at Verdun. To do this Haig had attacked earlier than he had planned. It is also true that as the battle developed Haig did begin to adapt and use new tactics. He started to use tanks and night attacks. He also introduced the creeping barrage. **Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • His tactics led to an enormous number of needless casualties. • Haig's tactics were outdated. • He should have broken the trench stalemate. • On the first day he sent thousands of men into no-man's-land despite the failure of the artillery barrage. • He refused to change or adapt his tactics even though many men were dying. • The Germans had greater casualties. • New tactics were introduced such as the tank and the creeping barrage. • The Battle of the Somme took pressure off the French at Verdun. • Trench warfare was fairly new and soldiers were still getting used to it. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Battle of the Somme was one of the most important battles in the First World War. It lasted from July to November 1916. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
10(a)	**Describe the American entry into the war in 1917.** **One mark for each relevant point.** Responses may include the following: • It entered the war because U-boats were sinking US ships and because of the Zimmermann Telegram. • The USA declared war in April 1917. • Millions of soldiers were sent across the Atlantic to Britain and France. • Money, equipment and ammunition were sent to Europe. • Fresh, well-armed American soldiers were arriving when the Germans were short of troops. • Fresh American troops were used in the Allies' Hundred Days Offensive.	**4**

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Question	Answer	Marks
10(b)	**Why did the Kaiser abdicate in 1918?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge • He abdicated because of the failure of the Spring Offensive and the fact that the Germany army was close to collapse. It was short of men and morale was very low. Germany's top commanders told the Kaiser that Germany had lost the war and that Germany should ask for an armistice. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • The Kiel Mutiny. • Strikes and revolts across Germany. • The impact of the Allied naval blockade – food shortages. • Fears of a communist revolution. • The Allies demanded his abdication. • The German army was on the verge of military collapse. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Kaiser abdicated and Germany was declared a republic. Ebert led a new government. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
10(c)	**How far was the American entry into the war the decisive military factor in bringing about the Allied victory? 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 failure of the Spring Offensive was a factor, even if it had been more of a success Germany was bound to be defeated. This was because of the vast number of fresh US troops arriving in Europe and the vast supplies and new equipment that America sent to Europe. The German soldiers were exhausted and they were short of men. In the long run they were no match for the US troops. **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 American entry into the war was decisive. US troops were fresh and increased the Allied numbers by over a million at a time when the Allied soldiers were exhausted. Also, the German army was struggling to reinforce its numbers. America also brought vast sums of money and new equipment. This was an enormous morale boost for the Allies. The Americans showed their value in the Hundred Days Offensive when they played an important part in pushing the Germans into retreat.	**10**

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Question	Answer	Marks
10(c)	**OR** • The crucial factor was the failure of the German Spring Offensive. This was Germany's one last attempt to win the war. At first good advances were made, but the German army advanced so quickly that it outran its supply lines and soon the soldiers were short of food and ammunition. With the failure of this offensive, Germany was defeated. The army was exhausted and demoralised and it had no men to replace the huge casualties. The failure of the offensive was the crucial factor. **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. • Over a million US soldiers arrived. • America bought lots of money and new equipment and supplies. • US troops raised the morale of the Allied soldiers. • The US troops played an important part in the Hundred Days Offensive. • The Spring Offensive was Germany's last hope, especially with US troops arriving. • The failure of the Spring Offensive left the German army exhausted and short of men. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There were many reasons why the Allies won the First World War and the American soldiers were one important reason. The problems the German army had were another factor. 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)	**What was the 25 Point Programme of 1920?** **One mark for each relevant point.** Responses may include the following: • Hitler presented it to a Nazi Party meeting. • It was an official statement of the aims of the Nazi Party. • Only someone of German blood can be a German citizen. • Jews should not be German citizens. • Jews should have their civil rights taken away. • The Treaty of Versailles should be abolished. • Germany should be self-sufficient. • There should be living space for Germany to expand.	**4**

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Question	Answer	Marks
11(b)	**Why did the Nazis do well in the Reichstag election of March 1933?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • They did well because of intimidation of their opponents. The SA attacked trade unionists and members of the Communist Party. Their families and homes were also attacked. The Nazis then moved on to the Social Democrats. Their meetings were broken up and their speakers and audiences attacked. The Centre Party was then attacked, its newspapers were banned and its members were sacked from government jobs. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** (One mark for each identification/description.) • The Reichstag Fire was a few days before and the Communists were blamed. • The Reichstag Fire Decree removed many civil rights and arrested thousands of communists. • The SA and the SS attacked and intimidated Communists, the Social Democrats and trade unionists. • The Nazis monitored the votes. • Newspapers supporting the opponents of the Nazis were banned. • Big business supported the Nazis in the election. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The Nazis did not win an overall majority but they were the single largest party. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
11(c)	**'Hitler carried out the Night of the Long Knives to win the support of the German army.' 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 Hitler was worried by the growing power of the SA and Röhm, he was more worried about the Germany army turning against him. If it had done that, he would have been finished. So, the main reason he carried out the Night of the Long Knives was to keep the support of the German army which wanted the SA's power to be destroyed. Hitler feared the army more than he feared the SA. **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 SA had expanded to a force of nearly three million men. It was therefore very powerful. Its leaders like Röhm were not satisfied with the slow pace of the 'Nazi revolution'. They wanted more radical policies such as removing the old conservative elites from power and putting radical Nazis in their place. They also wanted more socialist policies. Hitler was worried that the SA planned to seize power and so he decided to destroy its leaders.	**10**

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Question	Answer	Marks
11(c)	**OR** • Hitler did carry it out to win the support of the German army. The SA had become an enormous force with many more members than the German army which was restricted to 100 000 men by the Treaty of Versailles. Army leaders were worried that it might replace the army. They demanded that the SA be destroyed. If this was not done, they would not support Hitler. As he badly needed their support, Hitler carried out the Night of the Long Knives. **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. • To defeat Röhm and the SA. • The SA was powerful and a threat to Hitler. • Röhm wanted to follow more socialist policies. • He wanted to destroy opposition within the Nazi Party. • He did this to keep the support of the ruling elites. • The Germany army feared the SA. • Hitler needed the support of the German army. • Hitler needed the support of the traditional elites. • Other Nazi leaders like Himmler and Goring wanted the power of the SA to be destroyed. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Hitler carried out the Night of the Long Knives in June 1934. 400 people were murdered. Once he had carried it out, he felt a lot safer. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

Question	Answer	Marks
12(a)	**Describe the changes in economic policy brought in by the Four Year Plan.** **One mark for each relevant point.** Responses may include the following: • It changed the German economy to one supporting rearmament. • It changed the German economy to one supporting self-sufficiency. • It increased centralised control of the economy. • It introduced large-scale public works like expanding the Autobahn. • It created jobs and reduced unemployment to stimulate the economy. • Imports were reduced. • The production of synthetic materials was increased. • It was aimed at making Germany self-sufficient in raw materials and food.	**4**

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Question	Answer	Marks
12(b)	**Why did Hitler want to rearm Germany?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • One reason for this was to help Germany's economy. Rearmament reduced unemployment because it created lots of jobs in armament factories and in the army. Huge contracts were issued by the government to firms to make weapons and military equipment. All this made it look as if the German economy was recovering. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To gain popularity with the German people. • This was because he hated the terms of the Treaty of Versailles. • To reduce unemployment. • To enable him to destroy the Treaty of Versailles. • To restore national pride. • To enable him to carry out his foreign policy of winning living space. • Because the German army was reduced to 100 000 men. **Level 1 –Writes about the topic but does not address the question. 1 mark** • Hitler started to rearm in secret but later made his plans public. He reintroduced conscription and increased the size of the Germany army. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
12(c)	**'The Nazis maintained their control of Germany by the use of fear and violence.' 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. • Even although the use of the SS and the Gestapo was important, propaganda was more effective for maintaining control. This was because it made people genuinely support the Nazis, it turned them into Nazis, whereas it was not possible to stay in power for long simply through the use of fear. **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 Nazis maintained their control of Germany through massive use of propaganda which was organised by Joseph Goebbels. It was everywhere. Radios and loudspeakers blared out in workplaces and in public areas. They bombarded the people with Nazi ideas about the Jews and communists and told the people how great the Nazi Party was. The propaganda was made more effective by the fact that the Nazis censored books and films they did not like and so the only ideas the people experienced were Nazi ones.	**10**

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Question	Answer	Marks
12(c)	**OR** • The Nazis did depend on fear and violence. The SS was the Nazi private army that destroyed opponents of the Nazis. They rounded up communists and Jews and executed many of them or sent them to camps. When people heard about this it made them afraid of going against any Nazi ideas. It was made worse by the Gestapo who kept an eye on everybody. They encouraged people to inform on their neighbours and even children to report on their parents. People were arrested and were often never seen again. **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. • Goebbels organised propaganda to keep the Nazis in power. • Radios were used to give out Nazi propaganda. • Loudspeakers in public spaces gave out Nazi propaganda. • The Nuremberg rallies helped to make people feel part of Nazi Germany. • The Berlin Olympics was used to show off the Master Race. • There was censorship of newspapers, books and films. • The SS put anyone suspected of not supporting the Nazis into camps or executed them. • The SS arrested groups like communists and Jews. • The Gestapo spied on everyone. • The Gestapo encouraged people to spy on their neighbours. • Special courts were set up to deal with anyone suspected of not supporting the Nazis. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Nazis went around beating up anyone they did not like. This was not a very good way of running a country but it did work. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
	Depth Study C: Russia, 1905–41	
13(a)	**What was the October Manifesto?** **One mark for each relevant point.** Responses may include the following: • It was issued in 1905. • It was issued by Tsar Nicholas II. • It gave people freedom of speech and freedom of the press. • It gave more people the vote. • It set up an elected Duma. • The Duma's agreement was needed for any new laws. • It brought in constitutional monarchy. • It was issued because of the 1905 Revolution.	**4**

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Question	Answer	Marks
13(b)	**Why was the war with Japan important for Russia?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • It was important for Russia because it showed to everyone how weak and backward the Russian armed forces were, especially the navy. The Russian people had expected a quick victory over Japan and instead they were shocked by the defeat their armed forces suffered. The Russian supply lines were not working properly and Russian military equipment was out of date. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • It caused Bloody Sunday. • It caused the 1905 Revolution. • It showed the incompetence of Tsar Nicholas II's government. • It caused mutinies in the armed forces such as on the Potemkin. • It demonstrated the backwardness of the Russian armed forces. • Its cost caused more economic hardship. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The war with Japan was in 1904–5. It did not last very long and Russia did not do very well. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

Question	Answer	Marks
13(c)	**'The March Revolution of 1917 took place because people had lost faith in the Tsar.' 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 Tsar was becoming very unpopular the main reason for the Revolution was the war. This was causing shortages of food and very high prices which were leading to discontent. When the war started going badly this made the Tsar unpopular because he was seen as responsible. So the war was the cause of the bad situation at home but also for the people losing faith in 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 main reason was that people had lost faith in the Tsar. He had passed few reforms and kept dissolving the Duma when it disagreed with him. Then he made a bad mistake. The war effort was going badly and so he took personal control of the army. This had two effects: it meant he was associated with, and blamed for, all the disasters that were happening in the war, and it meant that he was not able to run the governing of the country. The casualty figures in the war were terrible and the army did not have enough weapons. This was made worse when the Russian army started to suffer defeats and was in retreat.	**10**

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Question	Answer	Marks
13(c)	**OR** • The reason why the Revolution took place in March 1917 was the dreadful conditions in the cities. There had been some industrialisation but this had caused long working hours for terrible pay. With so many people moving to the cities for jobs there was not enough housing and living conditions were terrible – overcrowding and no hygiene. The people also faced shortages of food and fuel which then led to rapid inflation with rises in prices but no rise in wages. People were suffering terribly. **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 Tsar had taken personal control of the army. • The Tsar kept on dissolving the Duma. • The Tsar had introduced few reforms. • The influence of the Tsarina and Rasputin. • Russia was suffering from the effects of the First World War. • There were shortages of food and fuel in the cities. • Working and living conditions in the large cities were terrible. • Soldiers were deserting. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The March Revolution was when the Provisional Government took power and the Tsar abdicated. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
14(a)	**What happened at the show trials?** **One mark for each relevant point.** Responses may include the following: • Stalin's political rivals were on trial. • People confessed to treachery against the Soviet Union. • Many of those on trial were loyal communists. • The trials were shams. • The guilt of those on trial had already been decided. • Most people on trial were executed. • The trials were designed to convince people that there was a real threat to the Soviet Union from traitors. • The trials were for propaganda purposes.	**4**

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Question	Answer	Marks
14(b)	**Why did Stalin emerge as leader of the Soviet Union by 1928?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • This was because Stalin was General Secretary of the Communist Party. This gave him great influence in the Party. He was able to build up a body of supporters within the Party and put them in important positions. He planned all this and when Lenin died he was in a very strong position in the Party. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Stalin's influence in the politburo/Party. • Political manoeuvring by Stalin. • Stalin was General Secretary of the Communist Party. • Stalin gave his supporters key posts in the Party. • Trotsky was isolated in the Party. • Stalin's idea of 'socialism in one country' was popular in the Party. • Stalin was supported by key people like Zinoviev and Kamenev. **Level 1 –Writes about the topic but does not address the question. 1 mark** • Stalin became leader and Trotsky ended up in exile and was later murdered. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
14(c)	**Was it propaganda or the Purges that kept Stalin in power? 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 Purges may have made officials in the Party stay loyal to Stalin, but popular support for him, and the genuine love for him among the ordinary people, was created by propaganda and especially the cult of personality. This is what kept him in power. **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. • Propaganda was more important. This was because Stalin created a cult of personality. Stalin's photograph was shown everywhere as well as paintings of him showing him as a great heroic figure. He was shown as a father figure creating the idea that he was the father of the nation and the people were his 'children'. Stalin was often seen with children where they thanked him for a happy childhood. He became the focus of books, poetry, music and films that all showed the devotion of the Russian people to him.	**10**

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Question	Answer	Marks
14(c)	**OR** • The Purges were crucial to Stalin staying in power. They were used to get rid of anyone who could be a threat to Stalin. This included the old leadership of the Communist Party, those involved in the 1917 Revolution, and high-ranking officers in the army. There were so many high-ranking people purged that the Purges caused a terror within the Party and the army which persuaded most people to stay loyal to Stalin and not attempt to rival him. **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. • Stalin's cult of personality. • Art and culture were controlled. • Propaganda was sent out through youth groups and education. • Books and newspapers were censored. • Photographs were changed to make Stalin and his government look good. • Radios pumping out propaganda were in workplaces and clubs. • Stalin wanted to deal with anyone in the army who might be a threat to him. • Stalin got rid of officials in the Party who could threaten him. • The Purges created a terror which stopped anyone going against him. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Stalin was in power in Russia for a long time and was never really in danger from anyone. 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 what happened to the coal industry in the 1920s.** **One mark for each relevant point.** Responses may include the following: • It was producing too much coal. • It faced competition from fuels like oil and gas. • There was less demand for coal. • The price of coal went down. • Mines closed because of the lack of demand. • Miners' wages went down. • Miners unionised and there were strikes. • There were fewer jobs for miners.	**4**

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Question	Answer	Marks
15(b)	**Why was the use of credit important for the boom of the 1920s?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Credit was important for the boom because it increased the demand for consumer goods, and this led to factories employing more people to meet this demand. Credit meant that people could pay for new consumer goods by instalments over time. This meant they could buy cars, radios, washing machines and fridges. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • People could buy more consumer goods. • There was an increase in the demand for consumer goods like washing machines. • Credit meant people could afford consumer goods who before would not have been able to. • Its use led to more jobs being created in factories. • More, and better, jobs meant more buying of consumer goods. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Credit was where people could pay for things over time. This made them very happy but they did build up debts. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
15(c)	**'The main reason why American farmers struggled in the 1920s was competition from other countries.' 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. • Increased competition from other countries was important, but there were many factors within the USA that were causing problems such as demand falling for some produce because of prohibition and developments in fashion. Also, mechanisation and new fertilisers and pesticides were all increasing production. The effects of all these factors in the USA outweighed the problems caused by other countries. **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. • Competition from other countries was very important. Countries like Argentina and Canada began producing more food on their farms and they even had a surplus. This meant they exported a lot to the USA which meant there was stiff competition for American farmers who found that they were producing more than was required and that food prices were going down. This led some of them into bankruptcy and having to sell their farms.	**10**

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Question	Answer	Marks
15(c)	**OR** • There were other reasons for this. First, the USA introduced tariffs on goods coming into the country to protect agriculture. This led to other countries doing the same on American farming goods being imported. This increased prices and led to less demand for US produce. Second, mechanisation on American farms led to an increase in production with fewer workers. This meant jobs were lost, overproduction and food prices going down. **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. • Argentina increased its agricultural output. • Overproduction on US farms. • Canada produced more farming products. • After the war, farms in Europe produced more. • Mechanisation increased production. • The use of fertilisers meant that more crops were produced. • Other countries raised their tariffs on American goods. • The demand for cotton fell because of synthetic textiles. • Prohibition meant less demand for barley and hops. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Many farmers in this period lost their farms. They went bankrupt and had to sell their land. They had to try and find work as labourers. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
16(a)	**What was the National Recovery Administration?** **One mark for each relevant point.** Responses may include the following: • It was part of the New Deal. • Roosevelt set it up to create fair competition between industries. • It aimed at encouraging industries to set minimum wages and maximum hours. • It aimed at promoting collective bargaining. • It aimed at increasing workers' purchasing power. • In 1935 the Supreme Court judged its work unconstitutional.	**4**

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Question	Answer	Marks
16(b)	**Why did the business community oppose the New Deal?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The main reason was that businessmen preferred a laissez-faire style of government. They did not like government agencies telling them how to run their businesses. They thought that businessmen knew best how to make businesses profitable and that government interference would make them less profitable. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • They did not like paying increased taxes for more government. • They did not like the support being given to trade unions. • They did not like government regulation. • They thought that businesses should be left alone by government. **Level 1 –Writes about the topic but does not address the question. 1 mark** • In the New Deal Roosevelt did interfere quite a lot in business but he did it with the best possible motives. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
16(c)	**How far was the New Deal a success in dealing with unemployment? 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. • Many schemes were set up to provide new jobs and for a time unemployment went down, but by 1938 it was going up again. The New Deal should not be blamed for this. At the time, nobody had the answer and unemployment only properly went down after the start of the Second World War. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • It was not much of a success in dealing with unemployment. This is because although unemployment started to fall when he tried to reduce government expenditure in 1938 it went up again to over ten million. One of the problems was that public works only provided temporary jobs. Once the projects were finished, people lost their jobs. There were also not many jobs created in the private sector; the new jobs were nearly all in the public sector and some of these were just created for the sake of it. The problem of unemployment was not solved.	**10**

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Question	Answer	Marks
16(c)	**OR** • Roosevelt's New Deal did create millions of new jobs. The Civilian Conservation Corps created many new jobs as did the Tennessee Valley Authority. The Public Works Administration set up many schemes of public works where hospitals, schools and roads were built. Many unemployed people did find jobs in these projects and useful buildings were built. By 1937 unemployment had fallen. It had started off at over 20% and was down to about 14%. **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 New Deal agencies created millions of new jobs. • The CCC created many jobs. • Public works like building roads were set up to provide jobs. • Many important buildings like hospitals were built in public works programmes. • By 1937 unemployment was down. • By 1938 unemployment was going up. • Some of the jobs created were temporary. • Not many jobs were created in the private sector. • Some of the jobs were not really needed; they were just created to create jobs. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The New Deal was created to produce economic recovery and help to create jobs for people. Roosevelt set up many agencies to do this. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
Depth Study E: The Second World War in Europe and the Asia-Pacific, 1939–c.1945		
17(a)	**What were the immediate consequences of the attack on Pearl Harbor?** **One mark for each relevant point.** Responses may include the following: • The USA entered the Second World War. • The USA declared war on Japan and then on Germany. • Germany and Italy declared war on the USA. • Many US warships were destroyed. • Many thousands of Americans were killed or wounded. • Japan failed to destroy many of the facilities at Pearl Harbor and damage was quickly repaired. • Hundreds of thousands volunteered to join the US armed forces. • Japan attacked US and British bases at Guam and in the Philippines.	**4**

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Question	Answer	Marks
17(b)	**Why did the Americans win the Battle of Midway?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The main reason was that US naval code breakers had broken the Japanese navy code. This meant they knew that the Japanese ships would be at Midway Island. Therefore the Americans, who had a smaller fleet, were able to take positions that enabled them to ambush the Japanese fleet. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • The US dive bombers arrived just as the Japanese ships were rearming and refuelling. • The US broke the Japanese naval code. • The decision of the American commanders to strike first with an all-out strike. • The Japanese made the mistake of dividing their ships into smaller groups that were more vulnerable. • Japanese tactics lacked flexibility. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Battle of Midway was a great victory for the Americans. The Japanese never really recovered from it. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
17(c)	**'Singapore fell because the British had expected an attack from the sea.' 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 Allied troops had expected an attack from the sea and were caught by surprise. However, the troops in Singapore were so badly trained and equipped and their morale was so low that Singapore would have properly fallen anyway. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The main reason for the fall of Singapore was that the British were expecting an attack by sea. As a result, the defences of Singapore were designed for this type of attack. However, the Japanese attacked through the Malayan jungle and caught the forces in Singapore unprepared. They used bikes to travel through the Malayan jungle at incredible speed which caught the Allies by surprise. The Allies had thought it was virtually impossible to get through the jungle. When the Japanese reached Singapore, they caught the Allies by surprise because they were waiting for an attack from the sea. They were not ready for such an attack over land.	**10**

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Question	Answer	Marks
17(c)	**OR** • The Allied troops in Singapore were in a desperate situation and were not capable of defending Singapore. It did not make a lot of difference which direction the Japanese came from. Many of the Allied troops were not properly trained and were inexperienced. They were not armed as well as the Japanese. Their water supply had been badly damaged and so they were short of water and they were running out of food. On top of this they had little food or petrol The Japanese bombed Singapore and the Allies had very few planes to counter this. It was not surprising that the Allied troops were unable to defend Singapore. **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 Japanese used bikes to advance through the jungle quickly. • The Allies had thought it was impossible to attack through the jungle. • The Allies were not expecting an overland attack. • Singapore's defences were for a seaborne attack. • The Allied troops were demoralised. • The British had little food water and ammunition. • There was little air support for the troops in Singapore. • The Japanese had a better air force. • British leadership was weak and underestimated the Japanese. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The fall of Singapore was a disaster for the Allies because it was their stronghold in Southeast Asia. It was a dreadful shock for Churchill who did not think that they should have surrendered. Tens of thousands of Allied troops were taken as prisoners of war. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
18(a)	**Describe the Battle of Guadalcanal.** **One mark for each relevant point.** Responses may include the following: • A series of land and sea clashes around Guadalcanal. • The clashes lasted from 1942 into 1943. • The Americans landed at Guadalcanal in August 1942. • The Americans fought hard for months to hold the island. • The Japanese launched an all-out attack in October but suffered great losses. • The American fleet defeated the Japanese in the main naval battle in November. This was the decisive battle. • The US then went on take other islands like the Gilbert Islands.	**4**

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Question	Answer	Marks
18(b)	**Why did the Allies occupy Germany at the end of the war?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • The main problem with Germany at the end of the war was to get rid of the power and influence of the Nazi Party. Its ideology was regarded with such horror and been responsible for the war, that it had to be destroyed. This could only be done by occupying the country. The Nazi Party had to be banned and all Nazis had to be removed from power. They did not want Nazism rising again. It was also necessary to re-educate the German people towards democracy and away from Nazi ideas and beliefs. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • To denazify Germany. • To completely disarm and demilitarise Germany. • To establish a democratic system in Germany. • To take reparations from Germany for war damage. • To establish law and order. • To begin to provide important services and repair infrastructure. • To divide Germany into four zones. • To arrest war criminals. • The West wanted to help German recover. • Both the Soviet Union and the West wanted to take control of parts of Germany. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Germany was occupied by the Soviets, the British and the Americans. France was also given a zone. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
18(c)	**'The Allied advance through Italy was essential in the defeat of Germany.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The main fronts were the Eastern and Western ones and it was these that led to the German defeat: the Russians advancing into Germany and the Allies advancing from France. The Allied campaign did divert German soldiers away from these fronts and this helped but the Russians, the British and the Americans would have made these advances anyway. **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 Allied advance through Italy was important because when Italy agreed to an armistice Germany decided to occupy Italy. A civil war situation was created in Germany that tied many German troops down. Also German troops were diverted from the Eastern and Western Fronts where they could have been fighting the Soviet Union or the Allies. The situation in Italy put a great strain on German resources and helped the Soviet Union and the Allies preparing for the D-Day landings.	**10**

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Question	Answer	Marks
18(c)	**OR** • Although the Allied advance did help the Allies on the Eastern and Western Fronts, I do not think it was essential in the defeat of Germany. In fact, the Allies became bogged down in Italy as the progress was slow. Many men were lost and it became an unnecessary distraction from liberating Europe. Also, the Russian advance was going well because of the vast Russian numbers. The Russians were going to get to Berlin without the front in Italy. **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. • It knocked Italy, an ally of Germany, out of the war. • Germany diverted troops to Italy from other fronts. • German resources were stretched. • It led to the Allies controlling the Mediterranean which was important. • The Allies' advance was slow and it became a diversion that delayed the liberation of Europe. • The Russian advance did not depend on events in Italy. **Level 1 – Writes about the topic but does not address the question. 1 mark** • After their success in North Italy, the Allies invaded Sicily and then mainland Italy. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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