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CAMBRIDGE
International Education

Cambridge IGCSE™

HISTORY **0470/13**

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**

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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 the part played by Pope Pius IX in events in Italy in 1848.** **One mark for each relevant point.** Responses may include the following: • He passed reforms in the Papal State and granted amnesties. • He granted a constitution. • He gave some support to Italian nationalism. • He refused to join the war against Austria. • His change of policy disappointed many people in Rome. • His Prime Minister was assassinated in November 1848. • There was agitation in Rome and he fled.	**4**

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Question	Answer	Marks
1(b)	**Why did the French National Assembly turn to Cavaignac in June 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. • It did this because of the June Days Uprising and the loss of law and order in Paris. This was a revolt by radicals, students and the working class caused by the closure of the National Workshops. Barricades went up and the National Guard struggled to put the revolt down. There was great violence and destruction and the Provisional Government could not handle it. The violence was getting worse and in desperation it turned to General Cavaignac and gave him powers to put the uprising down by force. He used the army to put the revolt down with great force and order was restored. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • This was because of the June Days Uprising. • To stop the violence and lack of law and order in Paris. • The Second Republic was in danger. • The National Guard struggled to deal with the uprising. **Level 1 –Writes about the topic but does not address the question. 1 mark** • General Cavaignac was in Algeria but he returned and dealt with the problems. He then became head of the government. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
1(c)	**Which was more important in the 1848 revolutions: liberalism or nationalism? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The revolutions were about both liberalism and nationalism although it varied from country to country. However, the two were also closely connected with many people supporting both ideas. They thought they went together and often demands included both liberal reforms and national unity as in Hungary. So it is difficult to say that one was more important than the other. **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. • Liberalism was more important. Liberals were usually middle class and demanded constitutional government with freedom of the press and assembly as well as more voting rights. Liberalism was more important in France than nationalism and demands were made for wider voting rights and the Second Republic was set up. The Frankfurt Parliament also drew up a constitution and one was granted by Pope Pius. This shows that it was liberal ideas that were to the fore in 1848. **OR** • Nationalism was the main aim of the revolutions in 1848. Some people in Italy and Germany wanted unification and this is what they fought for. In Prussia Frederick William IV supported nationalism for a while to win the people over and even the Pope supported it briefly. Charles Albert spoke about unifying Italy when he led the war against the Austrians. It is clear that nationalism was the main aim in 1848.	**10**

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Question	Answer	Marks
1(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. • Nationalism was important in Germany and Italy. • Nationalism was strong in Hungary. • Nationalism achieved little in the revolutions. • In several countries constitutions were granted and civil rights were extended. • Liberal reforms were passed in France. • After 1848 many of the concessions to liberalism were taken away. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Although both of these were important, not much was achieved in 1848. There were lots of new ideas but the old regimes were very strong and made a recovery. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
2(a)	**Describe the dispute over the Spanish Succession.** **One mark for each relevant point.** Responses may include the following: • In 1868 the Spanish queen was overthrown. • One of the candidates was the German Prince Leopold who was related to King William of Prussia. • Napoleon III strongly opposed Leopold's candidacy because he was German. • Leopold's father promised to renounce his son's candidacy. • Napoleon wanted Prussia to clearly renounce the candidacy. • Bismarck issued the Ems telegram which led to France declaring war.	**4**

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Question	Answer	Marks
2(b)	**Why did the Frankfurt Parliament fail?** **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 failed because it had no power. It had no army or administration and could not enforce its decisions. The power always lay with the German states and the princes. When they recovered and began to defeat the revolts, the days of the Parliament were numbered. One example of the weakness of the Parliament was over the Schleswig-Holstein crisis when Prussia acted while the Parliament was powerless. **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 Parliament was divided between moderate liberals and radicals. • The members could not agree if a united Germany should be a monarchy or a republic. • The Parliament was bogged down in constitutional debates that turned it into a talking shop. • The Parliament was dominated by middle class liberals who ignored the interests of the working class. • There were divisions over a 'Greater' Germany or a 'Lesser' Germany. • The Parliament was weak; it had no army. • Frederick William IV of Prussia rejected its offer of the German crown. • In many states the German princes recovered their power. **Level 1 – Writes about the topic but does not address the question. 1 marks** • The Frankfurt Parliament carried on to 1849 but no one took much notice of it and it faded away. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
2(c)	**'The Austro-Prussian War was the most important factor in bringing about the unification of Germany.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • There were many important factors but events like the wars against Austria and France and Bismarck's diplomacy were secondary in importance. What mattered most was the desire for a united Germany across the country. This had been growing through the nineteenth century and had become inevitable. Events like the wars merely hastened its achievement. **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 defeat of Austria was important for the unification of Germany. This is because it completely changed the situation in Germany. One of the issues in Germany was whether Austria or Prussia should lead it. The defeat of Austria in the war meant that it would now be removed from German affairs and its dominance over Germany was ended. Austria and Prussia had been rivals for dominance in Germany and because of the defeat Prussia became dominant and ready to lead a united Germany. **OR** • The defeat of France was far more important. If Germany was to be united the problem of France had to be dealt with. It had to be weakened so that it could not oppose unification. Bismarck, by using the Ems telegram, made it look as if France was the aggressor and this had the effect of putting all the German states, including the southern states, behind Prussia against a common enemy – France. By defeating France, Bismarck had united Germany. The new German Empire was declared soon after the defeat of France.	**10**

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Question	Answer	Marks
2(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The defeat in 1866 meant that Austria was excluded from Germany. • Prussia annexed German states such as Hanover and Nassau. • A new North German Confederation was formed after the defeat of Austria. • The defeat of France led to the formation of the German Empire in 1871. • The war against France led to the southern German states joining Prussia. • The defeat of France ended France's opposition to a united Germany. • German nationalism was important and had been growing for decades. • Prussian military power was crucial. • Bismarck's leadership and planning was the most important factor. • The Zollverein helped the movement towards unification. **Level 1 – Writes about the topic but does not address the question. 1 mark** • German unity was achieved in 1871 when William became German Emperor. The new Germany was dominated by Prussia and Bismarck. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

Question	Answer	Marks
3(a)	**Describe the events of the Spanish–American War of 1898.** **One mark for each relevant point.** Responses may include the following: • It was caused by Cuba's struggle for independence. • It was caused by the sinking of the USS Maine. • The USA declared war on Spain in April 1898. • The Spanish fleet was defeated in the Battle of Manila Bay. • US troops landed in Cuba and defeated the Spanish army in the Battle of San Juan Hill. • The Rough Riders played an important part. • The Spanish fleet was destroyed in the Battle of Santiago de Cuba. • The Spanish were defeated in the Philippines, Guam and Puerto Rico. • An armistice was signed in August 1898. • The Treaty of Paris was signed in December 1898. • Spain lost Puerto Rico and Guam to the US and sold the Philippines to the US. • Spain gave up Cuba.	**4**

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Question	Answer	Marks
3(b)	**Why were the changes made to British rule in India in the second half of the nineteenth century?** **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 Indian Rebellion of 1857 showed that the East India Company had not been governing India properly. It had not been respecting Indian religions and customs and this had caused a lot of resentment. The British government took over direct control of India to improve its government and ensure there was not another rebellion. Indian practices were respected and the doctrine of lapse was abolished. Indians were allowed to take part in the governing of India as well as its civil service. This gave ambitious Indians something to work for. The aim was to settle India down and prevent further trouble. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • This was because of the Indian Rebellion in 1857. • The rule of the EIC had been poor. The changes were made to make sure India was governed properly. • Indians had resented interference with their religions and customs. • The British army in India needed to be strengthened. • Indians were given more opportunities to prevent further dissatisfaction. • Infrastructure development was started to improve the lives of the Indians. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There were lots of changes made to India. The aim was to make it a better place to live. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
3(c)	**'The impact of European imperialism in Africa was the same whichever the colonial power was.' 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 some of the impacts of imperialism, such as economic exploitation and loss of land and way of life, were the same for all parts of Africa, there were some areas where it was much worse, such as the Congo and Namibia, where atrocities took place. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • This is not right and the example of the Congo Free State shows this. King Leopold of Belgium set this up as his own personal possession. His rule of the Congo was brutal. All he wanted was the rubber and ivory to make lots of money. He used forced labour and punished workers for not meeting their quotas by torture and amputating their hands or feet. Many of the people suffered from malnutrition. This was much worse than what happened in many colonies in Africa. **OR** • The impact was the same in most colonies in Africa, with violence used, economic exploitation and destruction of local ways of life. European countries were interested in Africa's natural resources such as gold, rubber, diamonds and copper. They took these resources to make their own countries rich and used Africa as a market in which to sell their manufactured goods. Violence, with modern weapons, was used against the Africans who died in their tens of thousands.	**10**

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Question	Answer	Marks
3(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Leopold's rule in the Congo was much worse than elsewhere. • The Germans carried out genocide in Namibia. • Economic exploitation was common. • The conquest of many parts of Africa was brutal. • Africans lost their land. • Rebellions by Africans were put down with a great deal of violence. • The use of forced labour was common. **Level 1 – Writes about the topic but does not address the question. 1 mark** • In the Scramble for Africa lots of European powers tried to grab parts of Africa. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
4(a)	**What was the Algeciras Conference?** **One mark for each relevant point.** Responses may include the following: • It took place in 1906. • It was to settle the First Moroccan Crisis. • Most major European powers were present. • It supported Moroccan independence. • It laid down regulations governing French and Spanish involvement in Morocco. • It was a defeat for Germany.	**4**

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Question	Answer	Marks
4(b)	**Why did Germany increase its military spending in the period 1890 to 1914?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • An important reason for this was the Kaiser's policy of Weltpolitik. He was determined to make Germany a world power by building a great empire. Other European powers had already built global empires and Germany needed to catch up. The Kaiser believed having an empire was a crucial part of being a great nation. This involved building a navy to expand and defend the empire. This was very expensive. **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 Kaiser wanted to make Germany a world power. • To develop an overseas empire. • To expand the German navy. • To increase its trade around the world. • To keep up with the British navy. • It was expensive to keep the Germany army up to date. • National pride. • The tense situation in Europe. • The influence of the military and the arms industry in Germany. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Germany spent an enormous amount in this period on its army and navy. This led to both growing quickly. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
4(c)	**'Russia was responsible for the outbreak of the First World War.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although Russia's actions, such as the mobilisation, were provocative and worried other countries, many countries were to blame and there were already tensions between these countries. Russia was no more to blame than Austria and Germany. However, events started to unravel, leaving all the European powers unable to stop a major war breaking out. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • Russia was to blame because of its alliance with Serbia. Serbia thought that it could provoke and cause trouble for Austria because it knew it would be supported by Russia. This encouraged it not to agree with all parts of Austria's ultimatum. Then, after Austria had declared war on Serbia, Russia ordered the mobilisation of its forces. This was a provocative move and was seen as a threatening one by Germany which started mobilising as well. Germany knew it had to strike quickly before the Russian mobilisation was complete. **OR** • Russia was not to blame. There were many factors that caused the war. Germany's 'blank cheque' for Austria encouraged Austria to risk a war by attacking Serbia. It knew this war might spread and so was to blame as well. The alliance system was also a factor because once there was trouble between two countries the alliance system dragged in other countries such as Britain.	**10**

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Question	Answer	Marks
4(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. • Russian support encouraged Serbia in its actions. • Russian mobilisation was dangerous and not necessary. • The alliance system dragged many countries into the dispute. • The arms race meant all the powers had the arms to fight. • Austria forced Serbia into war. • Germany's 'blank cheque' for Austria encouraged it in its actions. • Germany had long had plans to expand across Europe. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Many countries ended up fighting in the First World War including Britain, Germany, Russia and France. It became a European, and then a world, war. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
5(a)	**Describe Italian actions in Abyssinia from 1934 to 1936.** **One mark for each relevant point.** Responses may include the following: • Border skirmish at Walwal. • Mussolini sent troops to Eritrea and Italian Somaliland. • In October 1935 Italy invaded. • The Italian army used modern weapons and chemical warfare. • The Italian army completed its victory by entering Addis Ababa in May 1935. • Italy annexed Abyssinia in 1936.	**4**

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Question	Answer	Marks
5(b)	**Why was the United States' absence from the League 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 • One of the weapons the League had was economic sanctions. However, the USA had the strongest economy in the world and for sanctions to work the USA had to support them. Economic sanctions were useless if the sanctioned country could carry on trading with the USA. This happened with both Japan and Italy. **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 USA was the strongest economic and political power in the world. • The League's economic sanctions were weakened. • The League needed the power of the US military. • The League's authority was weakened. • The impact of the USA's isolationism. • Both Japan and Italy could continue to trade with the USA. **Level 1 – Writes about the topic but does not address the question. 1 mark** • It was a pity that the USA was not a member of the League because setting up the League had been President Wilson's idea. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
5(c)	**How far were the most important achievements of the League to be found in its humanitarian work? 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 League did have some successes in sorting out international disputes its humanitarian work was more important. This work helped, and kept alive, millions of people such as refugees and the sick. The trouble with the League and international disputes was that it could only be effective when minor powers were involved. It failed when major powers such as Italy were involved. **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. **OR** • The League had some important successes in dealing with international disputes, especially with border disputes. It prevented several possible wars. In 1921 it stopped Sweden and Finland from going to war over the Aaland Islands by ruling that they should be kept by Finland. It also stopped fighting between Bulgaria and Greece in a border dispute as well as stopping riots and more trouble over Upper Silesia.	**10**

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Question	Answer	Marks
5(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The 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 was active around the world and helped a lot of people. However, it was not always successful. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
6(a)	**What was Britain's policy of appeasement?** **One mark for each relevant point.** Responses may include the following: • Making concessions to Hitler to avoid war. • Not protesting over the remilitarisation of the Rhineland. • Not opposing Anschluss. • Agreeing to German annexation of the Sudetenland. • It was a policy with a lot of support in Britain. • Turning a blind eye to German rearmament. • The Anglo-German Naval Agreement of 1935.	**4**

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Question	Answer	Marks
6(b)	**Why did Hitler start to rearm Germany as soon as he came to power?** **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. Hitler had promised the German people that he would reduce unemployment. 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 did this because he thought that Germany needed a bigger and better army to be more powerful. He realised that it would cost a lot of money, but it was worth it. 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: Germany's invasion of Czechoslovakia in March 1939 or its invasion of Poland in September 1939? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Although it was the invasion of Poland that led Britain and France to be at war with Germany and start the Second World War, this was all caused by Hitler's invasion of Czechoslovakia. When he broke his agreement made at Munich, Chamberlain knew that the next time Hitler invaded a country, he would have to stand up to him. **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 invasion of Czechoslovakia was very important because it was the decisive turning point in that it ended the policy of appeasement. At Munich, a few months before, Hitler had promised not to invade the rest of Czechoslovakia. He was now going against his word and this made Chamberlain realise that he could never be trusted. It made Britain and France promise to defend Poland and made the war inevitable. **OR** • The invasion of Poland was the trigger for the start of the Second World War because Britain and France had guaranteed Poland's borders. They declared war on Germany on 3 September, just two days after the start of the invasion. The war spread a few days later when the Soviet Union invaded Poland.	**10**

Question	Answer	Marks
6(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The invasion of Czechoslovakia broke the Munich Agreement. • The invasion of Czechoslovakia was the end of appeasement. • Hitler's invasion of Czechoslovakia showed that he could not be trusted. • The invasion led to Britain and France guaranteeing Poland's borders. • The invasion of Czechoslovakia showed that Hitler wanted to expand Germany across Europe. • It allowed Germany to acquire Czech armaments. • The invasion of Poland triggered the war. • The invasion of Poland showed Germany's tactics of blitzkrieg. • It led to the Soviet invasion of Poland. **Level 1 – Writes about the topic but does not address the question. 1 mark** • They were both very important and both contributed to the start of the Second World War that would last for the next six years and drag in the USA and Japan. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
7(a)	**Describe the events of the Korean War.** **One mark for each relevant point.** Responses may include the following: • North Korean troops invade South Korea June 1950. • The UN Security Council adopts a resolution allowing member states to give South Korea military assistance. • North Korean troops take Seoul. • September 1950 UN troops arriving. • Amphibious landing at Inchon by US forces. • Seoul liberated. • October – North Korean troops forced back into North Korea. • Chinese troops drive UN troops out of the North. • April 1951, MacArthur sacked by Truman. • Fighting around Seoul. • July 1951, truce. • July 1953 armistice ends fighting. • Demilitarised zone created along the 38th parallel.	**4**

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Question	Answer	Marks
7(b)	**Why did Kennedy launch the Bay of Pigs invasion in 1961?** **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. • Kennedy inherited the plan from Eisenhower. The CIA had done the planning, and it was ready to go. Cuban exiles would invade Cuba and start an uprising against Castro. Kennedy thought that if he called the plan off, he would look weak. He was also under pressure from the CIA and officials to go ahead with it. **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 been planned by the CIA under Eisenhower. • Cuba was seen as a threat to the USA. • To establish a non-communist government in Cuba. • Fears about spread of communism throughout Latin America. • Kennedy wanted to be seen to be tough on communism and Castro. • As Cuban exiles were being used Kennedy could claim he had nothing to with it. • Castro had taken over US companies and assets in Cuba. • Fear of expanding Soviet influence. **Level 1 – Writes about the topic but does not address the question. 1 mark** • He thought it was a good idea and it would make him look good as president. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

Question	Answer	Marks
7(c)	**'The United States withdrew from Vietnam because of media coverage of the war.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • There were many reasons why the US withdrew from the war. US tactics were not working, and it was not getting any closer to defeating the communists. However, what really persuaded the Government to get out was the enormous public opposition to the war and the huge demonstrations that were taking place across the country. The Government knew that it could not allow this to carry on. **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 media coverage of the war had shown the US public events that they did not like and it began to persuade many Americans that they should not be in Vietnam. This was the first television war with journalists using video cameras to show the public the terrible things that were happening. The war was brutal with both sides committing atrocities. The media reporting of events like My Lai where US troops had massacred innocent women and children were shocking for many people. **OR** • The main reason was the enormous cost of the war in human and economic terms. Nearly 60 000 young American soldiers had been killed with every family being affected or knowing somebody that was. The war also cost enormous amounts of money – billions of dollars. This meant that programmes in education, health and other areas had to be cut.	**10**

Question	Answer	Marks
7(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The high casualty figures for US troops. • The low morale of the troops. • The enormous cost of the war. • Money was diverted from programmes for education and healthcare. • The fact that US methods were not working and the communists were nowhere near being defeated. • The Tet Offensive showed there would be no quick victory. • Vietnamisation. • The media reported what happened at My Lai. • The media reported the Pentagon Papers that showed US governments had lied to the public about the war. • It was the first television war with journalists using video cameras The public could therefore see the terrible things that were happening. • The reporting showed the difference between government reports and what was really going on. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The US had been in Vietnam for a long time and it was decided that it was time to get out. Many people in government thought it was wrong to keep fighting there. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

GradeMax

Question	Answer	Marks
8(a)	**Describe the impact Gorbachev had on the USSR's relations with countries in Eastern Europe.** **One mark for each relevant point.** Responses may include the following: • Gorbachev refused to send troops to support communist regimes. • Some of the leaders were shocked by Gorbachev's reforms. • Some leaders though he was letting communism down. • Leaders like Honecker of East Germany did not want Gorbachev's reforms to spread. • In Hungary there was little opposition to introducing free elections. • In Poland the Solidarity movement welcomed what Gorbachev was doing.	**4**

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Question	Answer	Marks
8(b)	**Why was there opposition to Soviet control in Czechoslovakia in 1968?** **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 economy in Czechoslovakia was doing very badly. It was centrally planned and stagnating. There was far less economic growth than in the West and as a result living standards were lower. People were finding it hard to get consumer goods that were taken for granted in the West. The Soviet Union was blamed for this because it ran the Czech economy for its own purposes. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Low living standards and shortages of consumer good. • The Government was unpopular because of hardline policies such as censorship. • The ideas of people like Dubček were becoming popular – communism with a human face. • Many people wanted more freedom and democracy. • The activities of the secret police. **Level 1 – Writes about the topic but does not address the question. 1 mark** • People did not like Soviet control much. They thought they would be better off under a different system. There was a lot of discontent. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
8(c)	**'Events in Hungary in 1956 were more serious for the USSR than events in Poland in 1980–81.' 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 events in Poland were very worrying especially because of the strength of support for Solidarity, the Soviet Union was more worried by the events in Hungary. This can be seen by the fact that it did not send tanks into Poland. The reformers in Hungary were threatening to leave the Warsaw Pact, and this is what really frightened the Soviets. **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 Hungarian Prime Minister Nagy had said that he would take Hungary out of the Warsaw Pact. This was very serious for the Soviet Union. It would create a gap in the defences of the Soviet Bloc and weaken its defences and security. It would also reduce the influence of the Soviet Union. **OR** • Events in Poland were worrying because they involved the rise of the mass movement Solidarity. This was challenging the official political party loyal to the Soviet Union. This could mean that Poland's partnership with the Soviet Union might be threatened. Other communist leaders like Honecker wanted the Soviet Union to send tanks in but the Soviet Union let the Polish leaders deal with the situation themselves. Little happened and the Soviets were so worried that they insisted on Jaruzelski introducing martial law and locking up the Solidarity leaders. This shows how worried the Soviets were.	**10**

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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. • Events in Hungary could undermine the Warsaw Pact. • They could inspire risings in other Eastern Bloc countries. • Events in Hungary might encourage an invasion from the West. • It made Soviet communism look bad. • It was at a difficult time with Khrushchev having recently taken over. • Nagy said he would leave the Warsaw Pact, this would make it militarily weaker. • Solidarity was a mass movement with millions of members. • Walesa was very popular. • Solidarity was a threat to Soviet control of Poland. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Soviets did not like what was happening in either country and took measures to deal with them. They did not like anyone going against their control. 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)	**What was the British Expeditionary Force?** **One mark for each relevant point.** Responses may include the following: • Professional British army. • Sent to France at the start of the First World War to support the French. • Well-trained soldiers. • Fought at the Battle of Mons. • Played an important part in halting the German advance. • Sir John French was in command of it. • About 90 000 men. • Important in the race to the sea. • By the end of 1914 nearly all the original force had been killed.	**4**

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Question	Answer	Marks
9(b)	**Why was the First Battle of the Marne 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. • This battle was very important as it prevented a quick victory for Germany as planned in the Schlieffen Plan. This was based on a quick victory over France and then turning to face Russia. The idea was that Germany would only have to fight on one front at a time. The Germans were held up at the battle and stalemate resulted. This meant the German plan was defeated. **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 the failure of the Schlieffen Plan. • It stopped the German advance. • It started a long war in trenches. • It saved Paris and defeat for the French. • It was a great boost for Allied morale. **Level 1 – Writes about the topic but does not address the question. 1 mark** • It was one of the first battles and it had a great effect on the rest of the war. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
9(c)	**How important was the impact of new types of weapons in the war? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Some of the new types of weapons such as aircraft and tanks were in an early stage of development. They had problems and restricted roles. They would be more important in later wars. However, the machine gun changed the whole nature of warfare and dictated how the fighting took place on the Western Front. **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 new weapons were very important. They changed the nature of fighting in a major war. The machine gun fired quickly and allowed a few gunners to kill hundreds of men as they attacked across no-mans-land. They meant that the defenders had an enormous advantage and so the soldiers dug in and trench warfare started. Tanks were also used and were effective towards the end of the war. **OR** • Tanks were an attempt to break out of trench warfare. They were meant to be strong enough to survive the fire of machine guns. However, at first they were not very effective. Many broke down, they were very slow and there were not enough of them to achieve a breakthrough. Another new weapon, poison gas, was not all that effective. It caused nasty injuries but if the direction of the wind changed it was blown back on the troops using it. **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. • At first tanks were too slow and broke down. • The effectiveness of mustard gas was reduced by respirators. • For much of the war the role of aircraft was restricted to reconnaissance. • Machine guns changed the nature of warfare. • Powerful, quick firing artillery was effective in demolishing trenches and barbed wire.	**10**

Question	Answer	Marks
9(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The new types of weapons were things like machine guns, gas and aircraft. Tanks were also developed and used quite a lot. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
10(a)	**Describe the tactics used to defeat the U-boat threat.** **One mark for each relevant point.** Responses may include the following: • The use of convoys. • Depth-charges. • Warship escorts. • Aircraft locating U-boats. • Hydrophones. • Q-ships. • Net and mine barriers. • Attacks on U-boat bases.	**4**

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Question	Answer	Marks
10(b)	**Why was Russia defeated in the First World War?** **Level 4 – Explains TWO reasons. 6 marks** **Level 3 – Explains ONE reason. 4–5 marks** Four marks for one explanation; five marks for full explanation supported by specific contextual knowledge. • Russia was defeated because of poor supply lines and massive shortages of just about everything the soldiers needed – uniforms, boots, ammunition, weapons and other equipment. The system of getting supplies was very poor and the soldiers were left without essential equipment they 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. • Poor military leadership, including the Tsar taking personal control. • The Russian army was short of arms and equipment. • Poor supply lines • Corruption in the miliary bureaucracy. • Soldiers deserting. • Low morale. • Its industry could not produce enough weapons. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Russia was defeated and withdrew from the war. It signed the Treaty of Brest-Litovsk which was very harsh on it. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
10(c)	**'The Gallipoli campaign was *not* an important factor in the First World War.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • Many military leaders in Britain did not think the Gallipoli Campaign was worth trying. They said it was a distraction from the main fronts. However, the Allied defeat made it important in the war. This was because it left Turkey stronger than ever and Russia deprived of important supplies. These were important factors in the war. **Level 4 – Explains both sides. 7–9 marks** For candidates to be awarded this level they must have one explanation on each side. Seven marks for one explanation on each side; one additional mark for each additional explanation on either side. **Level 3 – Explains one side. 4–6 marks** One Level 3 mark for each explanation. • The Gallipoli Campaign was very important. It had a number of important war aims that were not achieved and this was a real blow to the Allies' war effort. Its aim was to knock Turkey out of the war. This would have been a great help to the Allies but it was not achieved. Another important result was that with the Dardanelles remaining closed, the Allies could not supply Russia with the goods it needed. This hastened Russia's withdrawal from the war. **OR** • The Gallipoli Campaign was not that important in the course of the war. In fact, many military leaders in Britain thought Churchill was wrong to support it. They thought it was a distraction and not needed. They argued the war would be decided on the two main fronts – the Western and the Eastern. **Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Russia was left without support. • It made Turkey stronger and improved morale. • It led to Bulgaria joining the Central Powers. • The campaign diverted resources from the other fronts. • It was important for the Australian soldiers. • It was a distraction from the main fighting. • Many military leaders thought it was not needed.	**10**

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Question	Answer	Marks
10(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The Gallipoli Campaign was when Allied forces landed on the Gallipoli Peninsula and ran into great trouble. They were pinned down on the beaches. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
	Depth Study B: Germany, 1918–45	
11(a)	**Describe the main features of the Weimar Constitution.** **One mark for each relevant point.** Responses may include the following: • All men and women could vote. • The Reichstag made laws and appointed the government. • Germans were given freedom of speech and religion. • The President was elected and served for seven years. • The system of voting in elections was Proportional Representation. • Individual states had a lot of independence. • It was very democratic. • The President had emergency powers.	**4**

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Question	Answer	Marks
11(b)	**Why was the German Republic established 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. • The German Republic was established because the Kaiser had been forced to abdicate and had fled to the Netherlands. He had been forced to do this because of the dreadful state of the country with uprisings and mutinies. Once he had gone, the country was no longer a monarchy and so Germany was declared to be a republic as a new form of government was 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. • Defeat in First World War. • Revolution across the country and Kiel Mutiny. • The Kaiser abdicated. • Ebert became Chancellor and declared a republic. • A republic was formed to prevent communists taking control. **Level 1 – Writes about the topic but does not address the question. 1 mark** • A republic meant that Germany no longer had an emperor. The Weimar Republic was formed in November 1918. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
11(c)	**'The Weimar Republic achieved little.' 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 Weimar Republic seemed to achieve a lot with better political stability and economic recovery, it was all built on US loans which were financing German industry and paying reparations. There were no strong foundations. This is why it all collapsed so easily after 1929. **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 Weimar Republic achieved a lot. After the dreadful start with hyperinflation and its economy in a mess, the Republic made a recovery and the standard of living improved. Stresemann issued a new currency and introduced reforms. Wages went up and people were given pensions and unemployment insurance. Unemployment even began to fall. This was helped by the USA lending Germany a lot of money, and reparation payments were reduced. **OR** • The Wall Street Crash and the Depression showed that the Weimar Republic had achieved little. When the USA called in its loans, it became clear that the so-called economic recovery depended on the loans. Without them, German industry collapsed, unemployment shot up to over 2 million and confidence in the Republic fell. As a result, people turned to extreme parties like the Nazis.	**10**

GradeMax

Question	Answer	Marks
11(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Germans had more freedom. • There was an economic recovery. • Women were given more freedom and more opportunities. • Political stability was achieved. • The Ruhr Crisis was ended. • Reparation payments were reduced. • There were cultural achievements in the arts and entertainment. • Germany agreed to the Locarno Treaties and became internationally accepted. • Big business and political groups never completed accepted the Republic. • The economic recovery depended on German loans. • As soon as the USA called in its loans, Germany was in trouble. • German industry collapsed. • Unemployment shot up in 1929–30. • Political instability returned with extreme parties getting a lot of support. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Weimar Republic was quite a success but there were also lots of problems that Germany could not solve. I would not say it achieved a lot. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
12(a)	**What was the Night of the Long Knives?** **One mark for each relevant point.** Responses may include the following: • This was when Hitler turned on the SA in 1934. • Hitler was worried that Röhm and the SA were too powerful. • It was carried out to win the support of the German army. • It was to consolidate Hitler's power. • The leaders of the SA, including Röhm, were murdered. • Leaders of the SA were either murdered in their beds or later shot by firing squads. • Nazi propaganda claimed Röhm was planning a coup. • Conservatives and anti-Nazis were also killed.	**4**

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Question	Answer	Marks
12(b)	**Why was Hitler able to become Chancellor in 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. • The main reason was the political plotting by people like von Schleicher and von Papen. They both had short spells as Chancellor but did not have support in the Reichstag to keep the job. They also plotted against each other and with Hitler. They and Hindenburg thought that Hitler could be used for their own purposes. Hindenburg did not want to appoint Hitler because he saw him as an upstart but after others failed in the job there was nobody else left. Hitler had to be given the chance. Von Papen persuaded Hindenburg to appoint Hitler because they both thought they could manipulate him and control his power by not having many Nazis in the Cabinet. **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 effects of the Depression made Hitler and the Nazis more popular. • The Nazis were the largest single party in the Reichstag. • Other Chancellors such as von Papen did not have the support to keep the job. • There was much political plotting and intrigue. • Hindenburg appointed von Schleicher but he failed. • Von Papen persuaded Hindenburg to appoint Hitler. • Hindenburg appointed Hitler thinking he could control him. • Big business demanded that Hitler be appointed. • Propaganda highlighted Hitler's appeal. **Level 1 –Writes about the topic but does not address the question. 1 mark** • Hitler was able to become Chancellor because he had a lot of support and was becoming more powerful. He could no longer be ignored. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

GradeMax

Question	Answer	Marks
12(c)	**'The Munich Putsch was a disaster for the Nazis.' 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 events at the Beer Hall and the march into Munich were both disasters, Hitler turned the whole episode into a victory by using the trial to get maximum publicity for himself and his ideas. He also learned that he should use legal methods in the future. In fact, in a way this is when the success of the Nazis really started. **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 Munich Putsch was an embarrassing failure for Hitler. It was poorly planned and was a disaster. Hitler made the mistake of allowing the nationalist politician Kahr to warn the authorities. This meant that when the Nazis marched into Munich the police and army were waiting for them. There was a short exchange of shots and sixteen Nazis were killed and they had failed. Both Hitler and Ludendorff fled and the other Nazis were scattered. **OR** • It was not a disaster because of Hitler's trial. This gave him maximum publicity and he made good use of it. He gave a four-hour speech in which he told the story of his life and explained his political ideas. He criticised the Weimar Republic and communism. This was a wonderful opportunity for Hitler to get his ideas across to the whole country and for him to become a national figure. The trial became a further triumph when he was given a very light sentence for what was treason.	**10**

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Question	Answer	Marks
12(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The march into Munich was easily dealt with by the police. • Sixteen Nazis were killed and some, including Hitler, fled. • Hitler was arrested and put on trial. • The Nazi Party was banned. • Hitler was banned from public speaking. • Hitler's trial gave him national publicity and he became better known. • In the trial Hitler was able to promote his ideas and beliefs to the whole country. • Hitler was given a short sentence of five years. He only served nine months. • Hitler wrote *Mein Kampf* while in prison. • The failed coup taught Hitler he needed to use legal means to gain power. • Hitler reorganised the Nazi Party to win popular support. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Munich Putsch was an attempt by Hitler and the Nazis to take over power in Munich. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
	Depth Study C: Russia, 1905–41	
13(a)	**Who was Stolypin?** **One mark for each relevant point.** Responses may include the following: • Prime Minister of Russia 1906-11. • He introduced agrarian reforms after the 1905 Revolution. • His reforms gave peasants more freedom e.g. to leave their communes and to own their own land. • Banks were set up to give peasants loans to buy land. • He hoped a prosperous peasant class would support the Tsar. • Agricultural production was increased. • Peasants were given more say in choosing their representatives for the zemstvo. • The production of steel and iron was increased. • Improved working conditions in factories. • Set up courts to try terrorists and opponents of the Tsar and had thousands executed. • He dismissed Dumas when they disagreed with him. • Had hundreds of strikers killed in 1912.	**4**

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Question	Answer	Marks
13(b)	**Why did the Tsar issue the October Manifesto in 1905?** **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 Tsar issued the October Manifesto because Russia was facing widespread disorder. There were strikes and peasant rebellions all over the country. The Tsar's own position was in danger. To try and stop the unrest and rescue his own position the Manifesto offered moderate reforms that he hoped would satisfy enough people. These reforms included freedom of speech and an elected Duma to be involved in passing laws. This partly made Russia a constitutional monarchy which he hoped would end the troubles. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • This was done because of the 1905 Revolution. • This was because of Bloody Sunday. • He needed to regain control after widespread disorder. • He wanted to split the moderates from the revolutionaries. • An alternative to putting down the unrest by violence. • To save his monarchy by offering moderate reforms. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The October Manifesto promised the people more rights and the Duma was set up. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
13(c)	**How far was the Tsarina Alexandra to blame for the March Revolution? 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 Tsarina was very unpopular but there were many other important causes of the Revolution. She just made the effects of factors like the war and repressive rule worse. The strikes and demonstrations that led to the Revolution were mainly caused by the effects of the war because people were starving. It would have happened without her. **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 Tsarina was to blame. She was very unpopular in Russia because she was German and Russia was fighting Germany. When the Tsar took over control of the Russian army she ruled Russia. It was a disaster because people thought she was pro-German and she kept sacking ministers. People also hated the fact that she relied so much on Rasputin who was a mystic and distrusted by many people in Russia. They thought this debased the monarchy. Her unpopularity made the Tsar even more unpopular. She was also responsible for persuading him not to pass any more reforms and people thought that all she was interested in was keeping absolute monarchy. **OR** • Far more important was the First World War. This was going badly for Russia with many defeats on the battlefield. Many people in Russia wanted the country to leave the war but the Tsar insisted in fighting on. The war was causing hardships for the Russian people with little food and fuel getting to the workers in the cities because transport for the war was blocking the railways. Also the war had caused inflation and this meant soaring food prices for the workers in the cities.	**10**

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Question	Answer	Marks
13(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Tsarina was German. • She relied on Rasputin who was very unpopular. • She persuaded the Tsar not to pass reforms. • She ran the Russian government badly when the Tsar was away. • The Tsar's rule was repressive through the use of the Okhrana. • The Tsar lost any support he had from the liberals because he kept dissolving the Duma. • Industrial workers suffered terrible working and living conditions. • The peasants were living in poverty and many were starving. • The Tsar could not make decisions and was seen as incompetent. • Russia was doing badly in the First World War. • The war was causing inflation and shortages of food and fuel. • The Tsar abdicated. **Level 1 – Writes about the topic but does not address the question. 1 mark** • After the March Revolution the Petrograd Soviet and the Provisional Government shared power. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
14(a)	**Describe Soviet propaganda in the period 1928 to 1941.** **One mark for each relevant point.** Responses may include the following: • Stalin's cult of personality. • Images of Stalin as father of the nation were shown everywhere. • Art and culture were controlled. • Only socialist realism was allowed in art. • Books and newspapers were produced to support the Soviet government and Stalin. • Photographs were altered to show the Soviet version of events. • Radios were put in workplaces to pump out Soviet propaganda. • The official communist youth group was used to indoctrinate young Russians.	4

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Question	Answer	Marks
14(b)	**Why did Stalin use the Purges?** **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. • Stalin used them to deal with anyone he thought might be a threat to him. He was particularly worried about Bolsheviks who had been involved in the November 1917 revolution: people like Kamenev and Smirnov. He was worried that they had a lot of respect and might be seen as genuine Bolsheviks. He suspected them of plotting with Trotsky against him. **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 keep himself in power. • To remove anyone in authority in the government or the army who could rival him. • To remove anyone he suspected of being a possible threat to him. • To remove Bolsheviks who had been in the November Revolution. • To frighten people into obeying and not criticising or opposing him. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Stalin had millions executed or sent to prison camps in the 1930s. He also removed most of the army chiefs. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
14(c)	**'Stalin became leader because he was more cunning than Trotsky.' 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 Trotsky did make mistakes and did little to win support in the Party, Stalin's cunning was more important. By the time of Lenin's death, and almost unnoticed, he had filled the top ranks of the Party with his own supporters and got himself into a very powerful position. He would have become leader, whatever Trotsky did. **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. • Stalin was far more cunning than Trotsky. He used his position as General Secretary to increase his power. He appointed his supporters to key jobs in the Party and soon had a network of supporters in the Party across the country. He also controlled the agenda for meetings of the Politburo and was able to play off different groups in the Party against each other. When Lenin died Stalin had manipulated himself into a strong position from which to take over from him. **OR** • Trotsky was to blame for Stalin becoming leader. He made many mistakes. The first was not attending Lenin's funeral. This lost him support in the Party. His idea of 'permanent revolution' was criticised as elitist and did not look appealing, with few communist parties being effective around the world. Much more popular was Stalin's idea of 'socialism in one country' which sounded as if it was about the workers. Party members liked this much better.	**10**

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Question	Answer	Marks
14(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • He used his position as General Secretary of the Party. • He delayed publication of Lenin's Testament. • Stalin was in charge of Lenin's funeral. • Stalin arranged it so Trotsky missed Lenin's funeral. • Trotsky did little to win support. • Trotsky's 'Permanent Revolution' was not popular in the Party. • Trotsky was arrogant and upset people in the Party. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Stalin became leader and stayed in power until his death. Nobody dared to challenge him, especially after the Purges. 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)	**What was the Wall Street Crash of 1929?** **One mark for each relevant point.** Responses may include the following: • It was a rapid fall in the values of stocks and shares in the USA. • Many people had used all their savings or borrowed to buy shares because their value kept going up. • Prices started to go down and people panicked and sold their shares. • On Black Thursday millions of shares were sold. • Many people lost everything they owned. • It caused the Great Depression.	**4**

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Question	Answer	Marks
15(b)	**Why did the Wall Street Crash have serious economic consequences?** **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. • Many people lost all their savings and were left in debt by the fall in the value of shares. This meant they could not spend so much and this led to fewer goods being bought. This had a disastrous impact on businesses and factories because they could not sell the goods they were making. Many closed down and people lost their jobs. The whole cycle started again because being unemployed meant little money to spend. Businesses were bankrupt and unemployment soared. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • Banks failed and closed leaving people with no money. • Falling demand led to business bankruptcies. • Many people lost their savings when the value of shares went down. • Banks could not lend money to help businesses. • Millions of people were made unemployed. **Level 1 – Writes about the topic but does not address the question. 1 mark** • It was a terrible thing to have happened and many people suffered from it very badly. The consequences lasted for years. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

Question	Answer	Marks
15(c)	**'Hoover did almost nothing to help the American people during the Depression.' 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 Hoover did do something – he supported charities and public works to create jobs – he did not do enough. This is shown by two clear facts: the fact that so many people suffered through the 1930s; and the fact that Roosevelt had to bring in the enormous New Deal to try and make things 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. • Hoover has been unfairly criticised because he did quite a lot to help people. He increased government spending on public works such as the Hoover Dam and roads to create new jobs. He also lent billions of dollars to banks, insurance companies and railways to help them. This money gradually trickled down to ordinary people. Hoover finally tried to keep business confidence up by meeting with business leaders and persuading them not to reduce wages or cut back on projects. So Hoover did quite a lot. **OR** • Hoover did do very little. He believed in people supporting themselves and was against the Federal Government giving out money to individuals. His attitude can be seen by his orders to clear the camp of the Bonus Marchers. Many people thought he did not care and was heartless. He said the economy would right itself. Even the things he did do made the situation worse. He introduced tariffs on foreign goods but this backfired when other countries did the same, thus harming world trade.	**10**

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Question	Answer	Marks
15(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • He stimulated the housing market by lending money for mortgages. • Hoover lent money to states for relief programmes. • He paid money to charities to help people. • He spent federal money to set up public works like the Hoover Dam. • He tried to stabilise farm prices by buying up surpluses. • The Smoot-Hawley Tariff Act caused international trade to collapse. • He raised taxes on people already badly struggling. • He had the Bonus Marchers forcibly moved. • He refused to pay federal money directly to the people. • He thought the economy would right itself. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Hoover could have done a lot more but he did do some things to help. Despite this he was very unpopular. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
16(a)	**What was the Agricultural Adjustment Administration?** **One mark for each relevant point.** Responses may include the following: • It was an agency, part of the New Deal. • It was established in 1933. • It was designed to help farmers. • The Government paid farmers to produce less. • The Government bought surpluses from farmers. • The aim was to increase prices for farmers. • It helped many farmers survive the Depression.	**4**

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Question	Answer	Marks
16(b)	**Why did Roosevelt think that a second New Deal was needed?** **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 of his aims was to help workers who were poor and struggling. There were many of them, as well as a lot who were still unemployed. He knew that they needed more help from the government. He enforced a minimum wage and reduced the hours that many workers worked. This helped many people get higher wages. He also passed a law allowing workers to join trade unions as well as giving workers some protection from employers. Pensions were also provided for some groups. All these reforms were meant to help people who were struggling. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • He realised more long-term changes were needed. • He realised that the poor needed more help from government. • There was a presidential election in 1936. • There were still many people struggling. He realised he had not gone far enough in his reforms. • He was faced with criticisms by Huey Long. **Level 1 –Writes about the topic but does not address the question. 1 mark** • The New Deal had done a lot to help people and Roosevelt then thought it would be a good idea to have a second one which would help people. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

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Question	Answer	Marks
16(c)	**'The opposition to the New Deal came from those who thought that the government should *not* be interfering with business.' 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. • A lot of opposition came because of the interference with business; both businessmen and Republicans thought this. However, there was also opposition from those who felt that Roosevelt had not been radical enough. Huey Long wanted him to do much more. The results of this can be seen in the Second New Deal where Roosevelt did go further in helping the poor. **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. • Republicans and businessmen thought this. They believed in laissez-faire – that business was best left alone. Businessmen knew how to make their companies profitable, not governments. They did not like the interference with setting wages or working hours and certainly did not like workers being encouraged to join trade unions. Businessmen set up the American Liberty League to fight increasing government interference. **OR** • Not all opposition to the New Deal came from this group. Radicals like Huey Long did not think the government had done enough. He wanted a minimum wage and limits on the fortunes of the rich and Father Coughlin wanted more done for the poor.	**10**

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Question	Answer	Marks
16(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • Some thought that government interference in business made the USA like the Soviet Union. • Republicans thought that businessmen were the best people to run businesses. • Employers did not like the fact that they had to pay for the cost of pensions and social security. • Huey Long opposed the New Deal because it did not go far enough. • Father Coughlin wanted work and fair wages for the poor. • Republicans thought money was wasted on creating unnecessary jobs. **Level 1 – Writes about the topic but does not address the question. 1 mark** • There was a lot of opposition to the New Deal and it came from all directions. The opponents to it did not necessarily agree with each other. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
Depth Study E: The Second World War in Europe and the Asia-Pacific, 1939–c.1945		
17(a)	**Describe German military successes in Western Europe up to June 1940.** **One mark for each relevant point.** Responses may include the following: • The conquest of Poland. • The conquest of Denmark and Norway. • The conquest of Belgium, the Netherlands and France. • Blitzkrieg tactics were used and worked very well. • The British army had to evacuate from Dunkirk. • The French army was defeated in the Battle of France.	**4**

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Question	Answer	Marks
17(b)	**Why was the Vichy government established in 1940?** **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. • France had been defeated and Petain and his supporters thought that by collaborating with the Germans the French people would be better off. Petain was able to set up his own government and Vichy was not under the direct control of Germany. This was not like the rest of France that was occupied by German troops. **Level 2 – Identifies OR describes valid reason(s); addresses the question but does not explain. 2–3 marks** One mark for each identification/description. • This was because of the German defeat of the French army. • Petain was given powers to set it up. • Vichy saw it as a chance for a 'new' France different from the Republic – with traditional values. • It meant Germany did not have to use resources to keep it under control. • Petain thought the French in Vichy would have more freedom than those in the north. **Level 1 – Writes about the topic but does not address the question. 1 mark** • It was headed by Philippe Petain and its government collaborated with the Germans. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

Question	Answer	Marks
17(c)	**'Germany did *not* invade Britain in 1940 because of the Battle of Britain.' How far do you agree with this statement? Explain your answer.** **Level 5 – Explains both sides and supports a valid judgement on 'how far'. 10 marks** One explanation or more on each side. • The Battle of Britain certainly made an invasion of Britain much more of a risk. However, if Hitler had been determined on an invasion, he would have carried it out. The real reason it did not take place was that he wanted to conquer 'living space' in the East and this meant invading Russia. This was Hitler's main aim from the moment he began 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. • The Battle of Britain was the main reason. For Germany to invade Britain it needed to control the skies. In particular, it needed air supremacy over the English Channel and southern England to give the boats bringing German troops some protection. Otherwise, they would simply be blown out of the water. However, the victory of the RAF in the Battle of Britain, and the fact that Germany had lost many more planes than the British, meant that Germany did not control the skies and this was why the invasion did not take place. **OR** • The actual reason was that Hitler was never really interested in invading Britain. He regarded it as very risky. It would also take the German war effort away from the East where Hitler's real interest lay. He was planning to invade Russia. He had already conquered Poland and he wanted the vast lands in the East for 'living space'. This was land where Germany could expand for resources and land for the 'master race'. The Slavs and Jews would be cleared away, and a self-sufficient German empire would be established.	**10**

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Question	Answer	Marks
17(c)	**Level 2 – Identifies OR describes valid points; addresses the question but does not explain. 2–3 marks** One Level 2 mark for each identification/description. • The Battle of Britain meant that Germany did not control the skies. • The Luftwaffe lost a large number of aircraft. • Germany needed control of the skies for the invasion to take place. • The Royal Navy controlled the English Channel. • Hitler had hoped for a negotiated peace with Britain. • Hitler was more interested in winning 'living space' in the East. • Hitler wanted to deal with Jews and Slavs in the East. • An invasion of Britain was a distraction to the real reason why he had started war in the first place. **Level 1 – Writes about the topic but does not address the question. 1 mark** • Hitler's plan of Operation Sea Lion never went into operation. Hitler wanted to invade and defeat Britain before its army could recover from the defeat in France. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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Question	Answer	Marks
18(a)	**Describe how the Japanese controlled the people in Malaya.** **One mark for each relevant point.** Responses may include the following: • Malaya was put under the control of the Japanese army. • The Chinese were dealt with more harshly than the Malays and Indians. • Chinese suspects were executed without trial. • 50 000 Chinese were killed in the Sook Ching massacres. • The Japanese policies were repressive and lost the cooperation of the Malays. • Later, the Chinese were treated better and advisory councils were set up. • The Japanese tried to make Japanese the official language. • People had to bow to Japanese soldiers. • The Japanese used Malay women as 'comfort women'. • Malays were forced to work on the Thai-Burma Railway, where many died. • The Japanese wanted the support of the Indian community to help free India from British rule.	**4**

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Question	Answer	Marks
18(b)	**Why did the Germans carry out the Blitz in 1940–41?** **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 Blitz was the regular bombing of cities and ports. Hundreds of thousands of people were left homeless and many people were killed. The aim of this was to break the morale of the British people so that they would put pressure on the government to make a peace settlement with Germany. **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 destroy military targets like airfields and radar stations. • To support the planned invasion of Britain. • To damage British industry. • To destroy the morale of the people. • To make the British people support a surrender. • To damage communication systems. • It started after the defeat in the Battle of Britain. **Level 1 – Writes about the topic but does not address the question. 1 mark** • The Blitz frightened a lot of people who had to spend their nights in air-raid shelters until the all-clear siren sounded. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	**6**

Question	Answer	Marks
18(c)	**'The French Resistance was *not* very effective.' 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 resistance groups did damage to German transport systems and lines of communication, they did not have a decisive impact. German control was never threatened. However, they were at their most effective during the D-Day landings when their activities did cause real difficulties for the Germans. **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 resistance played a very important role in attacking lines of communication in France including railway lines, telecommunication networks and electric grids. This disrupted Germany's supply lines and troop movements. This became very important at the time of the D-Day landings and helped slow down reinforcements getting to the front lines. **OR** • The resistance movement was no more than a nuisance for the Germans. The disagreements and differences in political views between different groups (some groups were communists, others were not) sometimes made them less effective and got in the way of coordinated actions. It did not defeat the Germans or liberate France. **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 sabotaged railway lines and electric grids to disrupt the Germans. (2) • It maintained French identity and morale. • It gathered intelligence for the Allies. • It played an important role during the D-Day landings. • It ran escape networks for Allied soldiers and airmen. • The activities of the resistance caused a nuisance for the Germans rather than serious problems. • There was often disagreement between different resistance groups. • The resistance groups were often short of arms and equipment.	**10**

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Question	Answer	Marks
18(c)	**Level 1 – Writes about the topic but does not address the question. 1 mark** • The French resistance was full of brave men and women who paid a terrible price if they were caught by the Germans. Accept all valid responses. **Level 0 – No creditable response. 0 marks**	

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