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Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

Paper 1 **March 2017**

MARK SCHEME

Maximum Mark: 60

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – 'How good is this response to this question?'
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis

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Question	Answer	Marks
1(a)	**Describe events of 1848–49 which resulted in the abdication of Charles Albert.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'In March 1848, Piedmont declared war on Austria.' 'Charles Albert invaded Lombardy.' 'He had delayed his decision waiting for a plebiscite result in Lombardy.' 'The Pope sent an army but then withdrew it.' 'Despite lacking numbers, Charles Albert had some early successes.' 'The Piedmontese army moved slowly allowing the Austrians to regroup.' 'Charles Albert was overwhelmingly defeated at the Battle of Custoza.' 'He was persuaded to try again but was crushed by Radetsky at Novara.' 'At the battle, the Austrians had more infantry, more cavalry and more heavy guns.' 'Radetsky had more skill and experience than any of the Piedmontese generals.' 'As a result of his failures, Charles Albert decided to abdicate.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
1(b)	**Why was the Crimean War beneficial to Cavour?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The war enabled Cavour to work closely with Napoleon III and build up a relationship. Cavour hoped that France would help the Italian states to remove the Austrians from Italian land. The peace conference gave Cavour a seat at the table. It enabled him to hint that Piedmont deserved a reward for its support of the alliance.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The war gained Piedmont international friends.' 'Cavour built up a relationship with Napoleon.' 'Piedmont went to the peace conference.' 'Piedmont felt it was owed a favour for supporting France.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Piedmont's forces had taken part in the war.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
1(c)	**'The main consequence for Piedmont of the war of 1859 between Austria and France was the resignation of Cavour.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The main consequence for Piedmont was that it had removed Austrian forces from Lombardy and had managed to take control of many central Italian states. It meant that the process of Italian unification was under way.' **OR** e.g. 'Cavour had persuaded Napoleon III to help remove the Austrians from northern Italy, but he felt betrayed by Napoleon in signing the Treaty of Villafranca before Venetia had been acquired. Cavour resigned in protest but within a few months he resumed as prime minister of Piedmont.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'It was a crucial part in the process of Italian unification.' 'It gained Lombardy.' 'It weakened its enemy, Austria.' 'It gave Savoy and Nice to France.' 'It got a major country to do most of the fighting against Austria.' 'France suffered many casualties compared to fewer losses for Piedmont.' 'The central Italian states were controlled by Piedmont.' 'France was still an ally.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It was a temporary feature.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
2(a)	**Describe Austria's attitude towards Germany after the failure of the 1848–49 revolutions.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'With the failure of the Frankfurt Parliament, Austria assumed its previous role.' 'The refusal of the crown of 'The Emperor of the Germans' by Frederick William lost Prussia's chance to take control of the German states.' 'The Austrians recovered from their internal problems and dealt with the Italian states and Hungary.' 'The Prussians backed down from possible war with Austria over the Hesse-Cassel affair.' 'This led to the Treaty of Olmutz, which accepted Austria's dominance over the Germanic states.' 'Austria resurrected the German Confederation, which it dominated.' 'Austria forced Prussia to abandon the Erfurt Union.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
2(b)	**Why did the Frankfurt Parliament fail?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Most members wanted a united Germany but could not agree whether Austria should be included. Some delegates wanted 'kleindeutschland', a small Germany without Austria, while others wanted 'grossdeutschland', a Germany including Austria. There were split views on who should lead, Austria or Prussia.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The day-to-day organisation was a shambles.' 'It had no experience of a parliamentary system.' 'It had a weak chairman.' 'It lacked any party discipline.' 'It only represented the learned and professional classes.' 'The political issues were not sorted out.' 'There were split views on who should lead.' 'The selected leader rejected the Imperial Crown.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It could not settle differences.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
2(c)	**How far was Schleswig-Holstein responsible for the dispute between Austria and Prussia in 1866? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree and the territories were split. Many believe that Bismarck deliberately refused to rule them jointly so that it would be easier to pick a quarrel with Austria.' **OR** e.g. 'There had been a considerable amount of investment in the Prussian economy to produce the weapons of war. Moltke and his generals had produced a well equipped and trained army. Moltke now wanted to test his forces against the Austrians, believing the Austrian forces to be inferior.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The Prussian Army wanted to try out its military reforms.' 'Bismarck's diplomatic skills isolated Austria.' 'Bismarck picked a quarrel with Austria.' 'The Schleswig-Holstein problem was the excuse for war.' 'It was an opportunity for Bismarck to expand his territory.' 'It was the chance for Bismarck to show dominance over Austria.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Bismarck wanted to defeat Austria.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
3(a)	**What were the 'unequal treaties' forced on China?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The unequal treaties were signed between Western powers and the Qing dynasty of China.' 'The treaties were imposed on China.' 'China was threatened with military action if they were not accepted.' 'China got very little in return.' 'The Treaty of Nanking, 1842, was one of the first treaties.' 'It opened up five trading ports to Britain including Canton and Shanghai.' 'It allowed Christian missionaries into China.' 'It allowed foreign offenders to be tried by their own consular authorities.' 'The Treaty of Tientsin in 1858 forced China to open more ports.' 'It also legalised the importation of opium.' 'The main beneficiaries of the treaties were Britain, France, USA, and Russia.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
3(b)	**Why was the Boxer Rebellion significant for China?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'As a result of the Boxer Rebellion, the Eight Nation Alliance brought 20 000 armed troops to China, defeating the Imperial Army and capturing Beijing. Uncontrolled plunder of the capital and the surrounding countryside ensued, along with the summary execution of those suspected of being Boxers.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The Boxers were unofficially encouraged to rebel against foreigners.' 'The Qing dynasty was crumbling and Chinese culture was under attack.' 'The Rebellion led to attacks on Christian missionaries and priests.' 'Empress Dowager Cixi declared war against all foreign powers.' 'In the fighting between the Chinese and the Eight Nation Alliance there were many atrocities.' 'The Boxer Protocol provided for the execution of government officials who had supported the Boxers.' 'Foreign troops were to be stationed in Beijing.' '450 million taels of silver to be paid as an indemnity over 39 years to the eight nations.' 'It was the beginning of the end of the Manchu dynasty.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It was to lead to massive retaliation.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
3(c)	**'Trade was the main reason for nineteenth-century European imperialism.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Colonies could contribute raw materials and food products, many of them unavailable in western Europe, such as bananas, palm oil, rubber and tea. The colonies also provided outlets for manufactured goods, free of import tariff restrictions.' **OR** e.g. 'European countries wanted to civilise parts of Africa and Asia. Colonies were taken and then Europeans imposed their customs, language and religion on the native population.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'To gain prestige.' 'To establish trade markets.' 'To build an empire.' 'To gain wealth.' 'To civilise the natives.' 'Colonies were important for strategic military purposes.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'To keep up with rival countries.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
4(a)	**What was the Bosnian crisis of 1908?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'There was a revolution in Turkey.' 'The Austrians took advantage of this to annex the Turkish provinces of Bosnia-Herzegovina.' 'The Serbs were furious because they hoped to make Bosnia part of a greater Serbian state.' 'Serbia appealed to Russia for help.' 'The Russians called for an international conference to discuss Austria's actions.' 'Austria refused to attend and was backed by Germany.' (2 marks) 'Germany demanded that Russia accept the Austrian seizure of Bosnia-Herzegovina.' 'Russia had little choice but to back down.' 'Russia was determined that it would not back down again; Russia hastened its military build up.' 'Serbia was furious with Austria and wanted revenge.' 'Austrian-Serbian relations became permanently strained.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
4(b)	**Why did Britain take part in a naval race with Germany in the early years of the twentieth century?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The Royal Navy was far superior and it would take Germany many years to catch up. All this changed with the launch of the super-battleship Dreadnought in 1906. This made all previous battleships obsolete or out of date. It meant Britain was only one new battleship ahead of Germany. A race developed between the two countries to see who could build the most.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Kaiser Wilhelm announced in 1898 his intention to build a powerful navy.' 'Britain felt threatened.' 'Britain wanted to stop Germany having a large empire.' 'The German navy would be a threat.' 'Britain feared German world domination if the Kaiser had the strongest navy and army.' 'Britain needed to prevent the invasion of Britain.' 'Germany built Dreadnoughts and this was a threat.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Relations between Britain and Germany deteriorated.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
4(c)	**'The rise of Serbia was the most important cause of the outbreak of war in 1914.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Serbia had been furious that Austria-Hungary had annexed Bosnia in 1908, but by 1911, after the Balkan Wars, Serbia emerged as the strongest power in the Balkans. Serbia wanted to unite with the Serbs and Slavic people living in the Austrian Empire, including Bosnia.' **OR** e.g. 'The Alliance system was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members for each camp could well involve other members. After the assassination of the Archduke, Germany supported Austria against the Serbs, while Russia supported the Serbs.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Colonial rivalry was a cause.' 'Events in the Balkans were a cause.' 'The Alliance system was a cause.' 'The arms race was responsible.' 'Germany's aggressive attitude was responsible for war.' 'The assassination of Franz Ferdinand brought war.' 'The invasion of Belgium by Germany was a cause of war.' 'Serbia was annoyed with Austria-Hungary in 1908 and became closer to Russia.' 'Serbia emerged as the strongest in the Balkans.' 'Serbia rejected the A-H ultimatum.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'War was caused by some countries being stronger than others.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
5(a)	**What did Lloyd George want to achieve for Britain from the Paris peace negotiations?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Lloyd George wanted a just and firm peace.' 'Lloyd George wanted a less harsh treaty than the French.' 'He wanted a peace which avoided Germany seeking revenge.' 'He wanted to achieve a settlement which satisfied the British people.' 'Lloyd George wanted a share of Germany's colonies.' 'He wanted Germany's war-making potential reduced.' 'He wanted a European economic recovery.' 'He wanted the German economy to recover so that Britain could benefit from trading with Germany.' 'He wanted to reduce the threat of the spread of communism from Russia.' 'He wanted to maintain the power of the British navy to protect British colonies.' 'Lloyd George wanted to persuade Clemenceau to make key concessions.' 'He did not want France to become the dominant power in Europe.' 'Lloyd George wanted a justifiable amount of reparations.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
5(b)	**Why did Lloyd George find it difficult to achieve his aims at the Paris peace negotiations?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Lloyd George wanted an economic revival of Germany because pre-war it was Britain's biggest trading partner. He realised the economic well-being of Britain depended on an economically strong Europe. France wanted an economically weak Germany.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Unlike Clemenceau, Lloyd George wanted a moderate peace.' 'The French had been invaded and had different motives compared to Britain.' 'Clemenceau wanted revenge.' 'Clemenceau was chairing the peace conference.' 'France was becoming too powerful in its demands.' 'He needed to moderate Wilson's high principles.' 'He had to take into account the attitudes of the British (and French) public.' 'Because of Wilson's Fourteen Points.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Big Three had different aims.' 'He had to compromise.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
5(c)	**'Military restrictions were the main reason for German dissatisfaction with the terms of the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The reduction in armaments brought a loss of pride and resentment. This also contributed to a feeling of insecurity as the size of the army was thought to be too small to defend against a possible French attack.' **OR** e.g. 'Germans felt they were punished twice. First through reparations and secondly by being deprived of areas such as the Saar and Alsace-Lorraine, which were important in providing the resources needed to pay the reparations.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'They thought the War Guilt Clause was unjust.' 'They objected to the 'diktat' or imposed peace.' 'They thought the reparations were too severe.' 'They felt their army was made too small.' 'They thought it was wrong that some Germans were now living in foreign countries.' 'They thought it was insulting that they were not members of the League.' 'The loss of land was an area of dissatisfaction.' (Detail of military restrictions to go in this level.)	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'The Germans were horrified at the harshness of the Treaty.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
6(a)	**In what ways did Hitler undermine the Treaty of Versailles between 1933 and 1936?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Hitler walked out of the Disarmament Conference.' (1933) 'Hitler withdrew from the League of Nations.' (1933) 'Hitler began to re-arm.' (1933) 'Hitler attempted union with Austria.' (1933) 'He stopped paying reparations.' (1933) 'Hitler announced that conscription would be re-introduced.' (1935) 'He created a military air force.' (1935) 'A massive rearmament rally was held in Germany in 1935.' 'Germany signed a naval agreement with Britain allowing Germany to have a navy up to 35% of the size of the British navy.' (1935) 'In 1936, Germany re-militarised the Rhineland.' (1936) **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
6(b)	**Why did some people argue that the policy of appeasement was a good idea?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Some people feared communism more than Nazism. One way to reduce the potential threat of Soviet Russia was to ensure that there was a strong, anti-communist state in central Europe committed to its destruction. Germany fitted the bill perfectly. Anti-communists found it convenient to support appeasement.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Many people thought the Treaty of Versailles was unfair to Germany.' 'They believed Hitler should be allowed to get back what was rightfully Germany's.' 'The British hoped that a strong Germany would stop the spread of communism.' 'Britain and France were militarily weak and not ready to fight.' 'Appeasement would give time to rearm adequately.' 'Memories of the First World War were still vivid.' 'Britain thought Commonwealth countries would not give support.' 'It was thought support from the USA would not be forthcoming.' 'It delayed a war.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It made sense at the time to many people.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
6(c)	**'Decisions taken at Munich in 1938 were more important in bringing about war than Hitler's aggression against Poland.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The decisions at Munich meant Britain and France had abandoned Czechoslovakia. In October 1938, German troops marched into the Sudetenland. In March 1939, Hitler took the rest of Czechoslovakia. There was no resistance from the Czechs, Britain or France. Hitler now thought he could take part of Poland without going to war.' **OR** e.g. 'Hitler ignored Britain's warning that, if he invaded Poland, Britain would declare war. Britain had signed a formal alliance with Poland in August 1939. Hitler assumed that Britain's and France's opposition would be similar to that shown over Czechoslovakia.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. **Munich** 'Hitler threatened war if he did not get the whole of the Sudetenland.' 'The four powers effectively abandoned Czechoslovakia to its fate.' 'Appeasement had failed.' 'It allowed Hitler to gain confidence.' 'It allowed Germany to increase its military strength.' 'It allowed Hitler to take new territory.' **Poland** 'Hitler demanded the return of Danzig.' 'Britain (and France) promised Poland it would guarantee its independence.' 'Hitler did not believe Britain and France would go to war over Poland.' 'Hitler was helped by the Nazi-Soviet Pact.' 'Poland was invaded.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'Both were steps to war.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
7(a)	**What was discussed at the Yalta Conference?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'What to do with a defeated Germany.' 'What to do with Germany's leaders.' 'What to do with countries formerly occupied by Germany.' 'The future of Poland.' 'The moving of Poland's borders.' 'How war against Japan could be ended.' 'How a lasting peace was to be maintained.' 'The setting up of the United Nations.' 'The Soviet sphere of influence.' 'German reparations.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
7(b)	**Why did Roosevelt's death after the Yalta Conference affect what happened at the Potsdam Conference?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'During the war and at Yalta, the wartime leaders had worked effectively together to bring an end to the war in Europe. Roosevelt attempted to work with Stalin and Churchill. At Potsdam, after the death of Roosevelt, Truman became more confrontational because he thought Stalin had not kept to the agreements at Yalta. He was also very anti-communist.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The new President, Truman, was strongly anti-communist.' 'Truman was inexperienced in international affairs.' 'Roosevelt had worked well with Stalin and Churchill.' 'The atmosphere had changed to being confrontational.' 'Truman informed Stalin that the USA had successfully tested an atomic bomb.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It ended a successful trio of wartime leaders.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
7(c)	**'Blame for the Cold War rests with Stalin rather than with Truman.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Having freed much of Eastern Europe from Nazi control, the Red Army remained in occupation and, rather than allowing free elections, the USSR started to impose communist rule on these countries. This was seen by the USA as a Soviet attempt to spread communism around the world.' **OR** e.g. 'In July 1945, the Americans had successfully tested an atomic bomb. Truman had not told Stalin about this before using the bomb and the USA refused to share the secret of how to make atomic bombs. Stalin interpreted this secrecy to mean that the USA would use the bomb to win worldwide power.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. **Stalin** 'Stalin wanted to spread communism.' 'Stalin set up Cominform and Comecon.' 'He imposed sympathetic governments.' 'The USSR blockaded Berlin.' **Truman** 'The Truman Doctrine was responsible.' 'The USA developed the atomic bomb.' 'The USA introduced the Marshall Plan.' 'Truman was aggressive towards Soviet officials.' 'He set up NATO.' 'He established Bizonia.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'They both have to take responsibility for the Cold War.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
8(a)	**What reforms did the Nagy government plan for Hungary?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Free elections would be held.' 'Freedom of speech and the press.' (2 marks) 'Law courts would become impartial.' 'Farm land was to be restored to private ownership.' 'There would be a reduction in the Soviet influence on the daily way of life in Hungary.' 'Nagy wanted to ensure the total withdrawal of the Soviet Army.' 'Nagy intended to withdraw Hungary from the Warsaw Pact.' 'To remove Soviet control.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
8(b)	**Why did the Soviet Union oppose the changes proposed by Dubcek for Czechoslovakia?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The Soviet Union was very suspicious of the changes taking place in Czechoslovakia. It was one of the foremost countries in the Warsaw Pact. It was centrally placed and had the strongest industry. The Soviets were worried that the new ideas in Czechoslovakia might spread to other countries in eastern Europe.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Brezhnev thought Czechoslovakia wanted to leave the Warsaw Pact.' 'He feared the setting up of the Social Democratic Party.' 'Brezhnev felt other countries would want the Czechs' liberal reforms.' 'Brezhnev came under pressure from Walter Ulbricht, the East German leader.' 'He also came under pressure from the Polish leader, Gomulka.' 'Brezhnev was worried by the talks being arranged by Dubcek with Tito and Ceausescu.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Brezhnev did not want to lose control.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
8(c)	**'The main reason the Berlin Wall was built was to keep western influence out of East Germany.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Walter Ulbricht, the leader of Eastern Germany, was an ardent communist. He did not want rival ideas coming from the West which would threaten communism in Eastern Germany.' **OR** e.g. 'Nearly two and a half million East Germans had left for West Berlin or West Germany between 1949 and 1961. Engineers, technicians, physicians, teachers, lawyers and skilled workers were leaving in high numbers. East Germany could not afford this 'brain drain'.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) The issues in most instances can be used as argument for either side. e.g. 'The Wall was built to keep people in the East.' 'The quality of life was better in the West.' 'To remove the attraction of the variety of goods in the shops of West Berlin.' 'It was built to stop a 'brain drain' from the East.' 'Ulbricht did not want ideas such as democracy spreading from the West.' 'To stop comparison of conditions and living standards.' 'To remove the idea of the East being unpopular.' 'To remove the attraction of the West.' 'To hide the attraction of capitalism.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'Too many people were leaving the East for the West.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
9(a)	**What happened at the Battle of Jutland?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The Germans wanted to break the blockade.' 'Von Scheer's plan was to lure the British fleet from its base in Rosyth.' 'He hoped to reduce the size of the British fleet, bringing it closer to the size of the German fleet.' 'Jellicoe was aware of Scheer's plan.' 'He sailed out of port much earlier than Scheer expected and lay in wait.' 'On the evening of 31st May, the two fleets battled off the coast of Jutland.' 'Within the first hour of the battle, the Germans had sunk HMS Queen Mary and HMS Indefatigable.' 'Jellicoe hoped that Scheer would pursue the remnants of Beatty's ships and fall into a trap.' 'Scheer came under heavy fire and in the mist decided to make for base.' 'The battle only lasted a few minutes.' 'Scheer used submarines as cover, stopping Jellicoe from mounting an effective pursuit.' 'Germany lost 11 ships and Britain lost 14 ships.' 'Britain maintained control of the North Sea.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
9(b)	**Why did Russia suffer defeats on the Eastern Front?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'A communist revolution led by the Bolsheviks overthrew the Provisional Government and introduced a series of radical reforms. Among its early decrees was a decision to end the war with Germany. The Bolsheviks had campaigned for 'peace, land and bread', and they now put the first of these into operation but bread was not provided to soldiers who lacked the strength to fight.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The new government wanted peace.' 'The Russian forces were short of food and weapons.' 'The Russian forces were badly led.' 'The Russian forces were not strong enough to defeat the Germans.' 'The ordinary Russian soldier lacked motivation.' 'There were several mutinies and mass desertions.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The country was war-weary.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
9(c)	**'Poor leadership was the main reason for the Allied failure at Gallipoli.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'General Sir Ian Hamilton was in charge of the allied forces. He wanted 150 000 men but Kitchener would only agree to 70 000 because the Western Front had a higher priority. Hamilton commanded the invasion from a ship 3 miles off-shore and he was unable to grasp the crisis unfolding.' **OR** e.g. 'There was intense summer heat with a shortage of water, fly-ridden food and difficulty burying corpses causing sickness and disease. Winter brought floods and snow. Frostbite became a common problem.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The Western Front was the priority of commanders.' 'The army and navy operations were not combined.' 'Landings were not practised and out-of-date maps were used.' 'No account was taken of the extremes of weather.' 'The fighting power of the Turkish Army was underestimated.' 'There was a lack of surprise in the attacks.' 'Landings in the wrong place meant troops being confronted by cliffs.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The plan was too ambitious.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
10(a)	**Describe the initial success of the Ludendorff Offensive.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Ludendorff's plan was to draw Allied troops away from Flanders.' 'Later, in Flanders, he hoped to push the BEF into the sea.' 'The offensive started on 21st of March.' 'The German army amassed its troops south of Arras in the St. Quentin sector.' 'Ludendorff did not use the usual wave of infantry.' 'Ludendorff followed up with attacks by smaller bands of specially trained and lightly equipped storm troops.' 'They struck during a heavy fog along the entire front line.' 'The Germans broke through Allied lines in several places.' 'The German forces advanced 35 miles in the first three weeks.' 'Attacks in June and July pushed the Allies within five miles of Paris.' 'The Germans inflicted 180 000 British casualties and 77 000 French casualties.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
10(b)	**Why were the Allies able to defeat the Ludendorff Offensive?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The failure of Ludendorff's plan can be firmly placed within its initial success. By breaking out from the heavily fortified Hindenburg Line, the Germans changed the war from one of attrition into one of movement. The transformation played into the hands of the Allies who had more men, tanks and aircraft.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'German troops were not as good as those of 1914.' 'Their discipline was poor and they were badly fed and supplied.' 'They had few reserves.' 'The Allies had more men and equipment.' 'The gamble of a war of movement ultimately failed.' 'The arrival of US troops played a vital role in June and July.' 'A serious influenza epidemic weakened the German Army.' 'German morale was low with alcohol abuse, shirking and desertion becoming a feature.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Germans were outnumbered in all aspects of war.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
10(c)	**'Revolution in Germany was the main reason for Germany signing the armistice.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'There were mutinies at the naval bases at Kiel and Wilhelmshaven, followed by riots breaking out across Germany. The Kaiser abdicated after the fear of a radical socialist revolution.' **OR** e.g. 'By the start of November, the German Army was in a state of permanent retreat and morale had all but collapsed. Failure to secure an armistice would likely result in the complete destruction of the German Army and the invasion of Germany.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Ebert feared a Bolshevik revolution.' 'The blockade had brought terrible food shortages, causing ill health.' 'To take advantage of Wilson's Fourteen Points.' 'There was a fear of invasion and the destruction of the Army.' 'Morale of the troops was very low and they were retreating.' 'The other central powers were defeated.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'There was war-weariness at home and in the Army.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
11(a)	**Describe the Night of the Long Knives.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'It took place on a weekend.' 'It took place on 29–30 June, 1934.' 'Hitler used the SS.' 'Hitler wanted to remove Röhm.' 'Hitler wanted to improve links with the army.' 'Hitler wanted to consolidate his control.' 'SS men broke into the home of Röhm and arrested him.' 'Other SA leaders were also arrested.' 'Hitler accused Röhm of plotting to overthrow and murder him.' 'Over the next two weeks, Röhm and 400 others were executed.' 'Röhm had been given the opportunity to commit suicide in his cell.' 'Hitler used the occasion to remove many political opponents.' 'Former Chancellor Schleicher, Gregor Strasser and Von Kahr were killed.' 'Hitler was thanked by Hindenburg.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
11(b)	**Why did Hitler consider Röhm a threat?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Hitler was beginning to see Röhm as a threat because he was expressing disappointment with Nazi achievements and arguing in favour of a 'second revolution'. This would have involved introducing radical policies such as nationalisation which would have upset business leaders.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Röhm wanted to merge the SA with the army and take control of the army.' 'Hitler needed the support of the senior army officers.' 'Industrialists considered Röhm's second revolution too much like communism.' 'Röhm could be a rival for the leadership of the Nazi Party with up to four million SA supporters.' 'The SA's continued violence was an embarrassment to Hitler.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Hitler wanted no opposition.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
11(c)	**'The failure of the Weimar government to deal with the impact of the Depression was the most important reason for Hitler being appointed Chancellor of Germany.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Successive governments after the death of Stresemann failed to deal with the rising unemployment problem which reached six million by 1932. Hitler promised to get these people back to work and provide food. He gained support from all sections of society including industrialists.' **OR** e.g. 'Von Papen managed to persuade Hindenburg to agree to a political deal whereby Hitler would become Chancellor with von Papen as Vice-Chancellor. Hitler would only receive three Cabinet positions out of twelve.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. **Depression** 'Governments could not solve the unemployment problem.' 'Government lacked strong leadership.' 'Ruling by Decree.' 'Impact of USA loans.' 'Previous Chancellors failed to deal with the problem.' 'Disillusionment with democracy (Brüning).' **Other reasons** 'The Nazis provided soup kitchens and hostels for the unemployed.' 'Hitler was an outstanding speaker and travelled to rallies all over Germany.' 'Hitler opposed the Communists which gave him the support of industrialists.' 'There was a political deal which brought Hitler to power.' 'People shared the Nazis' fears and dislikes, not necessarily their views.' 'Use of propaganda/publicity.' 'Promised to restore old-fashioned values.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'No-one else seemed to be able to solve Germany's problems.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
12(a)	**Describe what children were taught in Nazi schools.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'They were taught all Jews were bad.' 'All schools were to give a uniform message.' 'They were taught to be loyal to Hitler.' 'There was a heavy emphasis on sport and physical education.' 'History textbooks were rewritten to show the success of the Nazis.' 'Nazi racial beliefs were reflected in the teaching of Biology.' 'Physics lessons concentrated on weapon making.' 'Race Studies and Ideology was taught every school day.' 'Girls were taught 'home-making' skills.' 'Boys did military training.' **Level 0 No evidence submitted or response does not address the question [0]** **Commentary** No credit for a 'special syllabus' or 'cleaning a rifle'.	**4**

Question	Answer	Marks
12(b)	**Why were young Germans encouraged to join the Hitler Youth?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'For boys, the experience of the Hitler Youth was designed to make them into good soldiers. They were taught basic military training and discipline which included drill, camp craft, map reading, cleaning and firing a rifle together with a host of activities to enhance fitness such as hiking, camping, cross-country running and trekking.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'To indoctrinate the young into Nazi ideas.' 'To persuade them to be good Nazis all their lives.' 'To report parents or teachers if they criticised the Nazi regime.' 'It was a training ground for the army for the boys.' 'To prepare for motherhood and keeping a home for the girls.' 'To provide a programme of activities which many youngsters enjoyed.' 'To occupy most youngsters' free time.' 'To undermine the other youth organisations.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It kept the youth occupied.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
12(c)	**'Nazi policies towards women and the family were successful.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The policy of encouraging women to give up their job, get married and have children was successful. The number of marriages increased from half a million in 1932 to three quarters of a million in 1934, while the birth rate increased from 15 to 20 per thousand from 1933 to 1939.' **OR** e.g. 'After 1939, the Nazi regime became increasingly confused in its attitude towards women as it tried to pursue two contradictory objectives: the increase in the birth rate which required women's presence in the home, and the wellbeing of the war economy which meant being on the factory floor.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Women were encouraged to get married and have children.' 'Women were encouraged to stick to the 'Three Ks'.' 'Encouraged return to traditional family values.' 'Encouraged stability.' 'The Nazis wanted to develop the master race.' 'Women were forced out of the professions.' 'The numbers of marriages and births did increase.' 'Women lost the vote.' 'From 1937, women were encouraged back into work.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'There were changes in policy.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
13(a)	**What happened on Bloody Sunday, January 1905?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'A priest, called Father Gapon, led a peaceful demonstration.' 'There were 200 000 men, women and children.' 'They went to the Winter Palace in St. Petersburg.' 'They were calling for reform and an end to the Russo-Japanese War.' 'They had a petition to hand to Tsar Nicholas II, but he was not there.' 'Many carried pictures of the Tsar to show their respect for him.' 'Some carried holy icons and religious banners.' 'The road was barred by police and infantry with Cossack cavalry drawn up in front.' 'The crowd refused to disperse.' 'The police and troops opened fire to disperse the protestors.' 'Officially 96 people were killed.' 'The opposition claimed the figure to be as high as 4000.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
13(b)	**Why, between 1906 and 1914, was the Tsar able to stabilise his rule over Russia?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The minority of those dissatisfied with the manifesto were dealt with in a brutal manner. Twenty thousand were exiled from Russia and over one thousand were hanged. This became known as 'Stolypin's necktie'. The role of the Okhrana was also increased. This was the Russian secret police who imprisoned suspects and monitored opponents of the regime.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Nicholas issued the October Manifesto.' 'This divided the opposition.' 'The appointment of Peter Stolypin was key to stability.' 'The Fundamental Laws limited the power of the Dumas.' 'The third and fourth Dumas improved education and health.' 'Stolypin's land law encouraged peasants to buy more land through a land bank.' 'The opponents of the Tsar were crushed.' 'The army supported the Tsar.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Tsar granted sufficient reforms to keep control.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
13(c)	**'The loss of the support of the army was the main reason for the abdication of the Tsar in 1917.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The Tsar assumed supreme command of the Russian Army fighting on the Eastern Front. This linked the Tsar to the country's military failures and the country's huge loss of life, which, by the end of 1916, was estimated at nearly five million dead, missing or as prisoners. There was discontent and mutiny.' **OR** e.g. 'When the Tsar went to lead the troops at the front, the Tsarina took responsibility for domestic policy. Rasputin served as her adviser and, as a result, she dismissed ministers in rapid succession. Rumours circulated that she and Rasputin were leaders of a pro-German court group.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The Tsar took personal command of the army.' 'There were enormous casualties.' 'There was anger over food shortages and forced grain requisition.' 'The Tsarina and Rasputin were not popular.' 'The Tsar had not allowed political reform.' 'There were numerous strikes for higher wages.' 'Soldiers suffered food shortages and hunger.' 'The army refused to fire on protesters.' 'The effect of the bad winter.' 'The Duma refused to close down when ordered by the Tsar.'	**10**

Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge [1] e.g. 'The impact of the war exaggerated all the Tsar's problems.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
14(a)	**Describe the types of propaganda used by Stalin.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Stalin's image was everywhere. Pictures, statues and posters celebrated Stalin's image.' 'Posters showed him alongside Lenin.' 'Some posters showed Stalin with children implying he was the father of the nation.' 'Places were named after him.' 'There were 16 cities named after him in Eastern European countries.' 'Mothers taught their children that Stalin was 'the wisest man of the age'.' 'Famous photographs were changed to make him the hero of the revolution.' 'Purged people were eliminated in text and pictures, such as Trotsky.' 'Stalin was made to appear god-like with the cult of Stalin.' 'Stalin's birthday was celebrated each year by the people.' 'Stalin was perceived to be the embodiment of everything good in the country.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
14(b)	**Why was Kirov's death in 1934 important?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'In 1934, Stalin believed that his opponents were planning to replace him with Kirov, the young and popular boss of the Leningrad section of the party. He secretly ordered the NKVD to have Kirov murdered. When this was done, Stalin used it as an excuse to turn on his enemies, such as Zinoviev and Kamenev, who he blamed for Kirov's murder.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'It was Stalin's excuse to tackle his enemies.' 'This was the excuse to launch his purges.' 'Zinoviev and Kamenev were convicted of Kirov's murder.' 'It led to the Great Terror as these two and Trotsky were accused of being foreign agents.' 'Show Trials followed of Old Bolsheviks confessing to crimes against the state and leading to their deaths.' 'It then led to purging the military and industrial leaders.' 'This had an effect on the leadership of the military and industry.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It started a culling of Stalin's opponents and potential opponents.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
14(c)	**'Stalin had complete control over the Soviet Union.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'In the 1930s, Stalin had destroyed all opponents or potential opponents. He was the only one of Lenin's Politburo left alive by 1941. All the others had died, been killed or committed suicide. The Communist Party had been repeatedly purged at all levels.' **OR** e.g. 'It was difficult for the government to control all aspects of people's lives. Petty crime and hooliganism were common in the cities; divorce and abortions were rising fast. In their private lives, people behaved as they wanted rather than as the government wished.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Stalin's purges removed potential rivals from politics and the military.' 'Millions were kept in prison camps.' 'Stalin kept control by the use of the NKVD.' 'Stalin used propaganda to produce a cult following.' 'People's private lives were often not controlled by government.' 'Local officials often did not carry out government instructions.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Stalin ran a totalitarian state.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
15(a)	**What was the Sacco and Vanzetti case?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'In 1920, Sacco and Vanzetti, two Italian Americans, were arrested.' 'They were arrested on suspicion of armed robbery and murder.' 'It soon became clear that they were self-confessed anarchists.' 'They despised the economic and political system in America.' 'The trial became less of a trial for murder, more a trial of their radical ideas.' 'The case against them was very suspect.' 'The prosecution relied on racist slurs about their Italian origins and stirred up fears about their radical beliefs.' 'The two were found guilty and sentenced to death.' 'After the trial, the judge referred to them as 'those anarchist bastards'.' 'There were six years of legal appeals.' 'They were executed in 1927.' 'There was a storm of protest from around the world.' 'There was a belief that the pair failed to receive a fair trial.' 'Many thought they were the victims of the trial judge's prejudices against foreigners and radical politics.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
15(b)	**Why did the popularity of radio increase in 1920s America?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The Vaudeville and Variety theatres were closing as their attractions declined. Radio was a popular replacement as it became a national network. Many of the Variety Club stars were able to extend their careers by performing on the radio.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. '40% of American households had a radio by the end of the 1920s.' 'The first national network, the NBC, was set up in 1926.' 'There had been over 500 commercial radio stations.' 'Radio was used to broadcast light musical entertainment to a mass audience.' 'It was the age of great dance bands, such as Joe Candullo, Meyer Davis and Jean Goldkette.' 'They played tunes such as 'Swanee River Blues', 'Black Bottom' and 'Gimme A Little Kiss, Will Ya, Huh?'.' 'Radio provided a fresh start for some artists such as comedians, instrumentalists, impersonators, and vocalists.' 'Vaudeville and variety theatres were declining and radio provided an opportunity for these artists.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Radios were cheap.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
15(c)	**'Prohibition was introduced because the drinking of alcohol brought social problems.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'It was claimed that alcohol caused social problems such as poverty, crime, violence and ill health. The Anti-Saloon League and the Women's Temperance Union were strong campaigners for abolition, suggesting the USA would be a better place.' **OR** e.g. 'Some industrialists, including Nelson Rockefeller, argued that Prohibition would be good for the economy as it would reduce absenteeism and promote hard work.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Some individual states already had Prohibition laws.' 'It might lead to a decrease in crime and poverty.' 'The Protestant Church thought it would improve moral standards and family life in the big cities.' 'Many American brewers were of German descent and there was anti-German feeling just after the First World War.' 'Some politicians saw it as a chance to pick up votes.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The campaigns to make it nationwide proved successful.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
16(a)	**What were Roosevelt's 'Hundred Days'?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'This was the first phase of the New Deal.' 'It was from March to June 1933.' 'During this time, Roosevelt worked with his advisers, called the 'Brains Trust'.' 'They produced a wide range of sweeping measures to tackle the impact of the Depression.' 'Roosevelt wanted to help farmers, the unemployed and the desperate poor.' 'The main feature was the creation of the alphabet agencies.' 'This included the CCC to provide voluntary employment for young men.' 'The PWA provided jobs in major construction projects.' 'The AAA paid farmers to take part of their land out of cultivation.' 'The FERA assisted those in desperate need.' 'It was a time when Roosevelt reformed the banking system.' 'Every Sunday, Roosevelt broadcast on the radio in his 'fireside chats' to explain the New Deal.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
16(b)	**Why was Roosevelt successful in dealing with the banks?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Roosevelt was successful because he took immediate action in tackling a banking system which was close to collapse as panicking customers withdrew their money. By closing the banks for four days, it gave his officials time to check which were sound banks and time to pass the legislation to set rules for banks which would restore confidence in them.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Roosevelt ordered a four day national bank holiday.' 'At the same time, he passed the Emergency Banking Act through Congress.' 'Unsound banks were not allowed to re-open.' 'The remainder were given government grants and advice.' 'A set of rules and regulations to stop reckless lending were imposed on the banks.' 'He explained to the public what he was doing in his 'fireside chats'.' 'Roosevelt managed to restore public confidence in banks.' 'He persuaded people to return their money to the re-opened banks.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'He took immediate action to improve the banking system.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
16(c)	**'The main opposition to the New Deal came from the challenge to its legality.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The Supreme Court declared that the AAA and the NRA were unconstitutional. It was the Court's task to decide if measures passed by the President and the Congress were consistent with the American Constitution. Most of the judges were Republican and they had a natural political dislike for the New Deal.' **OR** e.g. 'Senator Huey Long did not think the New Deal went far enough. His 'Share our Wealth' scheme included confiscation of large fortunes, lump sums for American families, pensions, minimum wages and free education.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The Supreme Court had to uphold the Constitution.' 'Republicans believed in minimal government intervention and low taxation.' 'Some Republicans thought Roosevelt was acting like a dictator.' 'Some state governors argued that the New Deal laws conflicted with the rights of state governments.' 'Business leaders in the Liberty League opposed the New Deal.' 'Individuals like Huey Long, Francis Townsend and Father Coughlin thought Roosevelt should do more than the New Deal.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Opposition came from the law, political parties and individuals.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
17(a)	**In what ways was Yenan important to the Communists in the 1930s?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'It became their headquarters after the Long March.' 'The Communists stayed there for 13 years.' 'It gave them protection from the KMT.' 'It gave the CCP time to recover.' 'Mao set about indoctrinating his followers with Marxist-Leninist ideas.' 'He encouraged his followers to support the peasantry.' 'Yenan acted like a magnet for future followers and visitors.' 'Membership grew to 100 000 by 1937.' 'Visiting foreign journalists brought Mao's work to an international audience.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
17(b)	**Why was the Long March beneficial for Mao?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'By travelling to rural China, the CCP was able to live and work alongside the Chinese peasantry. Often overlooked by the KMT, these peasants grew to support the Communists due to their hard work and co-operation with them. The Communists re-distributed land to the peasants and armed them with captured Kuomintang weapons.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'It secured Mao's position.' 'It saved the party from extinction.' 'It was great propaganda.' 'It gave the party time to rebuild.' 'It gained them popular support.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Communists escaped from the KMT.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
17(c)	**'The Communists won the civil war because they used tactics which had been successful in the fight against the Japanese.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The Communists used guerrilla tactics. Aware that their main force was smaller and less well supplied than the KMT, they adopted a policy of not attacking the main Nationalist forces in set-piece battles. They focused on calculated attacks against smaller targets causing supply problems to the KMT.' **OR** e.g. 'The corruption which had hindered their war effort also meant the KMT struggled to win support during the civil war. Ordinary people lost faith in the KMT to solve China's economic problems and turned to the Communists.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The Communists won the support of the peasants in rural areas.' 'The KMT were corrupt.' 'Many KMT troops deserted and took weapons to the Communists.' 'The USA withdrew aid from the KMT and remained neutral.' 'The Communists used guerrilla tactics.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Communists won the hearts and minds of the people.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
18(a)	**What action did Mao take against 'counter-revolutionaries'?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Mao took action against KMT sympathisers, Christians and those who did not conform to party ideals.' 'Those classed as threats to the state were persecuted.' 'They were excluded from society.' 'Access to good jobs was restricted.' 'Huge posters were displayed naming offenders and their 'crimes'.' 'There were physical beatings and imprisonment.' 'Some were tortured such as branding with hot metal.' 'Some were forced to work naked in the middle of winter.' 'It is estimated that between 2 million and 6 million Chinese were in prison at any one time.' 'There were executions.' 'It is estimated that 50 million died under Mao's rule.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
18(b)	**Why was Deng able to establish leadership over China after Mao's death?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Many members of the Party favoured Deng as they wanted to move in a new direction away from the previous regime. They liked Deng's ideas of increasing production and modernising industry to support its huge population. He wanted to offer incentives such as piecework, bonus payments and profit-sharing.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Deng moved supporters into important positions in the Party.' 'He installed supporters as Premier and General Secretary.' 'Deng undermined Mao's successor, Hua Guofeng.' 'Deng had not been associated with the Cultural Revolution.' 'Deng had attempted new policies immediately after the failure of the Great Leap Forward, which many agreed with apart from Mao!' 'The Gang of Four had been arrested.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It was time for a change.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
18(c)	**How far did the economic developments of the 1980s produce social and political change in China? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Deng's economic changes brought better prices for farmers and increased the range of consumer goods. The move towards a Western-style economy coincided with Deng appeasing Chinese society after the excesses of Mao's rule. Political prisoners were released and criticism of the communist regime was no longer illegal.' **OR** e.g. 'Despite considerable economic progress and a higher standard of living for many Chinese, many wanted political change with a move towards democracy. Deng crushed this opposition in the late 1980s as shown in Tiananmen Square in 1989.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Deng produced a Ten Year economic plan.' 'He released political prisoners.' 'Many students expected a democracy.' 'Deng crushed all opposition to the regime in the late 1980s.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Economic progress outstripped social and political change.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
19(a)	**What were the main features of the apartheid system set up by the National Party following their election success of 1948?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The essence of apartheid was the separation of whites from non-whites.' 'It implied white control over the state.' 'It implied that there was a greater importance of white interests over black interests.' 'The state felt no obligation to provide equal facilities for whites and non-whites.' 'Every South African was classified as white, black or coloured.' 'Marriages between whites and members of other racial groups were illegal.' 'There was a ban on sexual relations between whites and any non-whites.' 'South Africa was divided into racial areas.' 'The pass system included a 96 page reference book.' 'Black children were taught a different curriculum to whites.' 'All races were to have separate amenities such as parks, toilets, beaches and cemeteries.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
19(b)	**Why was the Bantu Self-Government Act of 1959 important?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The Act created Bantustans which provided a way for the government to eject all black people from white areas who were not employed or needed for the functioning of the economy such as women, children, the old and the unemployed.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'It was the centrepiece of Prime Minister Verwoerd's vision.' 'His vision was for an all-white dominated South Africa.' 'It created eight Bantustans, based on the original African reserves.' 'These Bantustans were intended to be the homelands for all black people.' 'The newly established regions were eventually intended to become self-governing.' 'The Bantustans consisted of only 13% of the land area.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It was a means of separating white and black people.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
19(c)	**How successfully had the South African government dealt with opposition to apartheid by 1966? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The National Government had passed the Suppression of Communism Act in 1950. It was able to label many opposition leaders as communists and charge them with high treason. Between 1955 and 1956, 156 leaders were arrested under this legislation including leaders of the ANC.' **OR** e.g. 'Despite tough legislation and the harsh implication of the legislation, membership of protest groups increased rapidly. The ANC's membership increased from 7000 to 100 000 from 1950 to 1952.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'The ANC membership increased.' 'The government charged leaders with high treason.' 'There were bus boycotts.' 'School protests were quashed.' 'Tougher legislation followed after 1965 implying ineffectiveness.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Opposition increased despite harsh laws.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
20(a)	**In what ways, between 1966 and 1973, did the United Nations show opposition to apartheid?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The UN became increasingly the mouthpiece for international criticism of apartheid.' 'The General Assembly passed annual resolutions condemning apartheid.' 'The General Assembly set up a Special Committee on Apartheid.' 'A Unit on Apartheid produced publications on racism in South Africa.' 'In 1973, the General Assembly declared apartheid to be 'a crime against humanity'.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
20(b)	**Why were many western countries reluctant to impose economic sanctions on South Africa during the 1960s and 1970s?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The world economy depended upon South Africa for a broad range of essential minerals. Over 60% of the world's gold and half of the platinum group of metals used in car exhausts and oil refineries came from South Africa. It also produced diamonds, chromium, vanadium, asbestos, coal, copper, iron, nickel and zinc.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The world economy needed South Africa's minerals.' 'Steel production, car production and oil production all needed South Africa's minerals.' 'South Africa was a major focus for American, Japanese and European investment.' 'By 1978, nearly $30 billion was invested in South Africa.' 'By imposing sanctions on South Africa, the industrialised economies would be damaged.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Trade and business had the priority.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
20(c)	**How far did opposition to apartheid change between 1966 and 1980? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'Steve Biko's Black Consciousness Movement encouraged a greater sense of cohesiveness, solidarity and assertiveness among black people. He encouraged them to struggle against oppression with renewed hope and vigour. Even so, he advocated peaceful and moderate methods.' **OR** e.g. 'The UN set up a Special Committee on Apartheid together with a Unit on Apartheid which drew attention to the nature and effects of racism in South Africa. In 1973, the General Assembly declared apartheid to be a 'crime against humanity'.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Biko's Black Consciousness Movement brought new hope to black people.' 'The Movement expressed pride and confidence in being black.' 'The Soweto Riots showed black youths were not accepting apartheid.' 'Thousands went to neighbouring countries to train as guerrilla fighters.' 'The UN set up a special committee on apartheid.' 'The OAU set up a Liberation Committee to provide military training for refugees.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Opposition became increasingly more violent.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
21(a)	**What were the results of the Suez War of 1956 for Israel?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Israel showed that it could inflict heavy military defeats on its Arab rivals.' 'The bases of the Fedayeen had been destroyed.' 'All Sinai had been occupied.' 'Gaza was occupied.' 'When the Israelis withdrew from Sinai, UN troops guarded the border between Egypt and Israel.' 'The blockade of the Tiran Straits had been removed.' 'The UN stationed troops in Sharm-el-Sheikh to guard the passage of Israeli shipping through the Straits of Tiran.' 'It was able to secure its relationship with America.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
21(b)	**Why did war break out in June 1967?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'On 22nd of May, Nasser closed the Straits of Tiran, which led into the Gulf of Aqaba, to Israeli shipping. The Israelis regarded this as 'an act of aggression' against Israel and claimed that the USA, France and Britain had guaranteed free passage for all shipping through the Gulf of Aqaba in 1957. The Americans suggested to an Israeli delegation in Washington that Israel should take action on its own to open the Straits.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Israel continued to modernise its forces with aid from the USA, Britain, France and West Germany.' 'The Arabs continued to receive military support from the USSR.' 'Border skirmishes continued between Israeli and Palestinian guerrilla groups.' 'A new Syrian government became even more violently anti-Israel.' 'The formation of the PLO was a threat to Israeli existence.' 'The USSR misinformed Syria and Egypt of Israeli forces massing on the Syrian border.' 'Nasser put 100 000 troops on alert by the Israeli border.' 'Nasser ordered the UN force to leave Egyptian territory.' 'The Israeli air force made a pre-emptive strike against Egyptian, Syrian and Jordanian airfields.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'There was continued tension in the Middle East.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
21(c)	**'Between 1948 and 1979, the USSR was more successful in influencing events in the Middle East than was the USA.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'The USA played a key role in the ending of the war of 1973 driven by the oil issue and a need to maintain good relations with the USSR. Nixon and Kissinger organised settlements between Egypt and Israel, and Syria and Israel in the early months of 1974.' **OR** e.g. 'The USSR supported Egypt before the Yom Kippur War, providing surface-to-air missiles and anti-tank weapons. This enabled the Egyptians to prevent Israel using its air superiority to the full.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'US support for Israel started with its creation.' 'US military loans to Israel reached record levels by the end of the 1960s.' 'The US replaced a large number of tanks in Yom Kippur for Israel.' 'The USSR gave financial aid for the Aswan Dam to Egypt.' 'The USSR passed on intelligence to Egypt in 1967 about the Israeli build up on the Syrian border.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Both powers supported the creation of a Jewish state.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**

Question	Answer	Marks
22(a)	**Describe the impact of the Palestinian refugee crisis before 1960.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'During the fighting between Israel and Arabs in 1948–9, over 700 000 Arabs fled their homes in Palestine.' 'Most went to the West Bank or the Gaza Strip.' 'Large numbers went to Syria, Jordan and Lebanon.' 'At the end of the war, the UN Relief and Works Agency established camps for refugees across Arab states.' 'The camps provided food, clothing, shelter and education.' 'Soon the camps became shanty towns.' 'The UN wished to repatriate the refugees but the Israelis refused to let them return to their lands in Israel.' 'Jordan allowed some refugees to become citizens of Jordan.' 'Some Arab states had strong motives for keeping the refugee problem alive.' 'The continued existence of the camps served as a reminder of Israeli aggression.' 'Refugee camps formed a ring of human misery round the borders of Israel.' 'It was from these camps that Fatah, formed in 1959, started to launch guerrilla raids into Israel.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
22(b)	**Why was the PLO expelled from Jordan in 1970?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'King Hussein wanted to regain control of his country. Members of the PLO were acting as if they ruled much of Jordan, not just the refugee camps. They were roaming round fully armed and setting up road blocks, even in Amman, the Jordanian capital.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Hussein feared Israeli reprisals for PLO attacks from Jordan.' 'Hussein felt he was losing control of parts of Jordan to the PLO.' 'In September 1970, three hijacked planes were taken to Jordan.' 'The British plane was blown up.' 'This was the last straw for Hussein as it challenged his authority.' 'He feared foreign intervention because of the hijacking.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The PLO took advantage of Jordan.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
22(c)	**'By the early 1990s, the Palestinians had been successful in gaining international support.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far' [10]** As Level 4 plus evaluation. **Level 4 Explanation of both sides [7–9]** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation [4–6]** **OR** **One explanation of both sides 5–6 marks** More detailed explanation of one issue to be given two marks. e.g. 'In December 1988, Arafat publicly accepted the existence of Israel and rejected the use of terrorism. The Americans welcomed this change and invited the PLO for talks.' **OR** e.g. 'Hamas emerged as the most prominent rival to the PLO, pledging violence to achieve its aim of destroying Israel. They used suicide bombers and bus bombings against Israelis and, as a result, Hamas has been declared a terrorist group by the USA, Israel and many European countries.' **Level 2 Identifies AND/OR describes [2–3]** (One mark for each point) e.g. 'Lack of international support in the '70s and early '80s because of the PLO's use of terrorism.' 'In 1987, the Intifada brought sympathy for the Palestinian cause from the western world.' 'The PLO renouncing terrorism and recognising Israel brought support.' 'Face to face talks in Madrid brought international support.' 'The rise of Hamas brought international condemnation.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'International support does not favour extremists.' **Level 0 No evidence submitted or response does not address the question [0]**	**10**