Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

Paper 1 **March 2018**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall criteria 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 levels 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 leading to the Plombières meeting of 1858.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Emperor Napoleon was keen to settle the 'Italian Question'. 'When young, Napoleon had been a member of the Carbonari.' 'Napoleon had been prompted by the Orsini Bomb Plot.' 'Napoleon was convinced a war with Austria would help ease the Italian problem.' 'Napoleon also saw the war would deliver glory to France and humiliate Austria.' 'Supporting Italian nationalist aspirations would show France as progressively liberal.' 'Cavour was looking to remove Austrian influence from as many Italians as possible.' 'Cavour wanted to remind Paris of the help Piedmont had given in the Crimean War.' 'Jacques Bixio acted as a 'go between' between Turin and Paris.' 'There was a proposed marriage between the daughter of the Piedmontese King and the Emperor's cousin.' 'Napoleon suggested a meeting between himself and Cavour at Plombières.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why was the Plombières agreement important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The Plombières agreement was important because Piedmont was able to get a major power to support their efforts to remove the influence of Austria from the northern Italian states. If this agreement was successful, Piedmont would be able to unite with Lombardy and Venetia and form a northern Italian confederation.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The agreement involved Napoleon in Italian affairs.' 'A major power was needed to help remove Austria from Italian states.' 'It put Piedmont at the head of the Italian unification movement.' 'It made Cavour the leading Italian politician.' 'It would give France Savoy and Nice.' 'It showed France to be aggressive in its foreign policy.' 'To the French it would mean a weak state on its southern border.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It changed Italian history.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**'Garibaldi deserves to be seen as the creator of the Kingdom of Italy.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Garibaldi had worked with Mazzini in forming the Roman Republic and he campaigned for the liberation of Rome. Later Garibaldi had led a daring expedition to Sicily, which he captured. He seized Naples and then liberated the whole of southern Italy. Despite his republican views, Garibaldi graciously recognised Victor Emmanuel II as King of Italy when he surrendered all his conquests.' **OR** e.g. 'Cavour's diplomatic skills ensured Piedmont-Sardinia dominated Italian politics in the 1850s. His troops acquitted themselves well in the Crimea and at the peace conference he gained the support of Napoleon, who was sympathetic to Italian liberation in northern Italy. As part of the Plombières Agreement, it was Cavour who provoked Austria to declare war and enabled the French to help Piedmont remove Austrian forces from Lombardy.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘’Mazzini was the prophet for a united Italy.’ ‘Mazzini set up the ‘Young Italy’ movement.’ ‘Mazzini shaped the thoughts of a united Italy.’ ‘Cavour made Piedmont strong to lead the liberation of Italy.’ ‘Cavour worked with the French in secret.’ ‘Cavour’s troops fought in the Crimea and to remove the Austrians from Lombardy.’ ‘Garibaldi was an inspiring and romantic figure.’ ‘Garibaldi liberated Sicily and Naples.’ ‘Garibaldi supported the King of Italy.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Mazzini, Cavour and Garibaldi all played their part.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**What actions were taken between 1859 and 1862 to increase the strength of the Prussian army?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Von Roon was appointed Minister of War.' 'The budget was increased for the army.' 'The Landwehr was subordinated to the regular army.' 'Moltke, the Chief of the General Staff, increased the General Staff.' 'Moltke issued a handbook for warfare.' 'He produced war-game training for officers.' 'Moltke introduced the breech-loading needle gun to troops.' 'Moltke supported many independent smaller armies.' 'This allowed quick movement and encirclement of the enemy.' 'Senior officers were allowed to use their initiative.' 'The railways were developed to enable quick movement of troops.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why did Frederick William IV accept the Treaty of Olmütz?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The League of Princes was set up as a Prussian dominated union, but, when the ruler of Hesse-Cassel was overthrown, he turned to Austria not Prussia for help in suppressing the revolution. Austria sent an army of 200 000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Frankfurt Parliament had failed in its primary aim.' 'Frederick William had rejected the crown.' 'Frederick William had given up his opportunity to lead Germany.' 'States still looked to Austria for guidance.' 'Austria was militarily strong.' 'Frederick William felt he had little choice but to accept the terms.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Austria re-imposed its authority.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The most important outcome of the Treaty of Prague (1866) was that Schleswig-Holstein became Prussian.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The treaty was lenient toward the Austrian Empire because Bismarck persuaded Wilhelm I that maintaining Austria's place in Europe would be better in the future for Prussia than harsh terms as Bismarck realised he might need Austria's neutrality in any future conflict with France. If harsh terms were applied, then Austria might form an alliance in the future with France against Prussia.' **OR** e.g. 'Schleswig-Holstein became Prussian and provided Prussia with some good farming land, especially for wheat production and animal production. It also gave Prussia a thriving fishing industry. Its numerous ports facing the Baltic Sea and North Sea were ideal harbours for the Prussian navy. Taking the provinces meant a canal could be cut across Holstein thus avoiding sailing around Denmark, when entering or exiting the Baltic from the North Sea.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Bismarck did not impose harsh terms on Austria.' 'Bismarck did not want to make a permanent enemy of Austria.' 'The Habsburgs were permanently excluded from German affairs.' 'Prussia was the only major power among the German states.' 'The German Confederation was abolished.' 'The North German Confederation formed as a military alliance.' 'The Southern German states outside the Confederation paid large indemnities to Prussia.' 'The treaty meant Italy would receive Venetia.' 'Schleswig-Holstein gave Prussia access to the Baltic Sea.' 'Schleswig-Holstein gave Prussia excellent harbours to the North and Baltic seas.' 'Schleswig-Holstein provided some good farmland and fishing ports.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The outcome gave Bismarck control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**What issues arose when Missouri applied to be admitted to the Union?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Missouri applied to join the Union as a slave state.' 'This caused tensions between pro-slavery and anti-slavery factions.' 'Up to the request, the Union was balanced with slave and non-slave states.' 'Admitting Missouri as a slave state would upset the balance.' 'It would set a precedent for the acquiescence of Congress in the expansion of slavery.' 'Proposals in Congress to end slavery in Missouri were passed in the House of Representatives but defeated in the Senate.' 'A Compromise was reached accepting Missouri as a slave state and Maine as a free state.' 'Southerners criticised the established principle that Congress could make laws regarding slavery.' 'Many northerners criticised it for accepting a slave state at all into the Union.' 'The Missouri Compromise kept the Union together for more than thirty years.' 'The issue of Missouri had highlighted the slavery problem for the future.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why was the publication of the novel 'Uncle Tom's Cabin' significant?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The novel captured the imagination of many Americans. In the first year of publication, it sold over 300 000 copies. Many have credited this novel with focusing Northern anger at the injustices of slavery and the Fugitive Slave Law and helping to fuel the abolitionist movement. It has been suggested that the novel helped lay the groundwork for the Civil War. It is reported that Lincoln met Stowe at the start of the Civil War and declared that she was the 'little lady' that started 'this great war'.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was an anti-slavery novel.' 'The novel depicts the reality of slavery.' 'The main theme of the book is the evil and immorality of slavery.' 'It sold hundreds of thousands of copies.' 'Upon publication, the novel ignited protest from the defenders of slavery.' 'It was translated into many languages.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was the best-selling novel of the nineteenth century.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**How successful was John Brown in aiding the abolitionist cause? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how successful' **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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'John Brown's actions during the 'Bleeding Kansas' crisis and at Harper's Ferry captured the nation's attention. He was hailed as the man who killed slavery, sparked the Civil War and set the seed for civil rights. The Civil War broke out less than a year after Harper's Ferry and to many in the North John Brown was considered a martyr and was remembered in the Union's marching song.' **OR** e.g. 'To many in the South, John Brown was no more than a madman and a terrorist, who deserved to be executed for the lives he was responsible for taking during slave raids. He had slaughtered innocent people and in earlier campaigns had been involved in sadistic butchery. It served no purpose other than to vent an old man's rage.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'John Brown drew attention to the evils of slavery.' 'He highlighted slavery by various violent campaigns.' 'His attack on Harper's Ferry attracted the nation's attention.' 'He had an influence on starting the Civil War.' 'In the South he was considered a murderer and a terrorist.' 'Some considered him mad and demented.' 'Those who hoped to end slavery by peaceful means objected to Brown's methods.' 'Brown had an influence on slave uprisings in the Caribbean.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'John Brown strongly divided opinion over slavery.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(a)	**What was the impact of the introduction of the German 'Weltpolitik' policy in 1890?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany had an aggressive foreign policy.' 'Germany attempted to acquire colonies in Africa.' 'It led to the Kaiser attempting to gain control of Morocco.' 'Germany began building a strong navy to protect its colonies.' 'It impacted on Germany's finances.' 'The Kaiser's actions alarmed Britain and France.' 'Britain responded by building up its navy with Dreadnoughts.' 'Britain continued to come out of 'splendid isolationism'.' 'Britain and France came closer through the Entente Cordiale.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why was Italy a member of the Triple Alliance?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'Italy had joined with Germany and Austria-Hungary because of being fearful of France. This occurred when France and Britain concluded an alliance that made Britain responsible for the mutual defence of the English Channel and freed the French fleet to concentrate in the Mediterranean, which could possibly threaten Italy.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Italy was fearful of France.' 'Italy wanted to join an alliance of great powers.' 'It would enhance their prestige.' 'Italy wanted to protect its newly gained independence and territory.' 'Italy had been upset with the French for not helping them take Venetia as agreed at Plombières.' 'Italy wanted to take Tunisia but this was seized by the French in 1881.' 'Italy wanted influence in Algeria but this was denied them by France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Italy felt it needed protection.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'Instability in the Balkans was to blame for the First World War.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'With the Turkish Empire in serious decline, Serbia hoped to annex Bosnia-Herzegovina, but in 1908 Austria took the provinces. Germany supported Austria and its intervention added to the tension and instability. Serbia asked for support from Russia, but it backed down because it was not ready for war especially against the military might of Germany. Russia vowed it would not back down again.' **OR** e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest and most powerful battleships. Germany's army was already powerful and Britain feared German world domination if it too had the strongest navy.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Alliance System created two armed camps.' 'Colonial rivalry was a cause of war.' 'The arms race was responsible.' 'The Balkan crises were the main cause of the war.' 'Germany's aggressive attitude was partly responsible for war.' 'The Moroccan crises contributed to the causes of war.' 'The growth of Serbia contributed to the causes.' 'The assassination of Archduke Franz Ferdinand led to war.' 'The Austrian ultimatum to Serbia led to the war.' 'The invasion of Belgium by Germany was a significant cause of war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'War was caused by countries being aggressive towards each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The German Army was limited to 100 000.' 'There was to be no conscription.' 'No tanks or armoured vehicles were permitted.' 'No heavy artillery was permitted.' 'No air force was permitted.' 'The German Navy was not allowed submarines.' 'The German Navy was allowed a maximum of 36 warships.' 'Included within the 36 warships was a maximum of 6 battleships.' 'Sailor numbers were limited to 15 000.' 'The Rhineland became a demilitarised zone.' 'The League of Nations would act as a deterrent.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why was Lloyd George unhappy with Wilson's Fourteen Points?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'President Wilson wanted to establish the principle of self-determination. This inevitably clashed with the self-interested ambitions of Britain with regard to acquiring Germany's colonies. If the principle was applied to those territories, the inhabitants should have been able to determine whether they wished to stay under the rule of Germany or become independent.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Lloyd George did not want the application of self-determination.' 'Britain wanted to gain German colonies.' 'Britain had a huge empire and feared self-determination.' 'He was not convinced that self-determination for eastern Europe would work in practice.' 'Lloyd George did not want free navigation of the seas.' 'Lloyd George wanted Britain to continue its dominance at sea.' 'Lloyd George was uneasy about the role of the League of Nations.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Lloyd George thought some of the 14 Points were not realistic.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**'The German reaction to the Treaty of Versailles was not justified.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The German reaction was not justified because they had treated Russia more harshly in the Treaty of Brest-Litovsk. Under the terms of this treaty, Russia lost 32% of their agricultural land and 54% of their industry, and was fined 300 million roubles. The Germans had little cause for complaint given their treatment of Russia.' **OR** e.g. 'The German reaction was justified because Germany was forced to disarm to an extent not expected of any other nation. Their army was reduced to just 100 000 men, a very small number for a country of Germany's size. The Germans felt this would leave them vulnerable to attack.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The reaction was justified because their armed forces were severely reduced.' 'The reaction was justified because the reparations were very high.' 'The reaction was justified because the war was not solely Germany's fault.' 'The reaction was justified because Germany was not allowed to negotiate.' 'The reaction was not justified because Germany treated Russia worse.' 'The reaction was not justified because Germany had agreed to the terms of the Armistice.' 'The reaction was not justified because Germany would have imposed a harsh treaty if it had won.'	

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Question	Answer	Marks
5(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Their reaction was justified because the Treaty was too harsh.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**What was the role of the Permanent Court of Justice?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Court could advise League members on legal issues.' 'The Court could advise institutions of the League, such as the Council.' 'The Court made judgments on issues between League members.' 'The Court interpreted international treaties.' 'The Court intervened in matters of international law.' 'The Court advised the ILO on its legality in applying measures across all member states.' 'The Court advised on the changes from the Treaty of Sèvres to the Treaty of Lausanne.' 'The Court made a judgment on the Aaland Islands.' 'The Court gave advice on German and Polish interests in Upper Silesia.' 'The Court could not enforce its decisions.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why did the League not include all countries in its membership?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'President Wilson's Democratic Party had run the USA for eight troubled years. The Republicans saw the League as an ideal opportunity to defeat him. When Congress voted in 1919, Wilson was defeated. Wilson did not run in the 1920 election because of ill health, but his Democrat successor fought on supporting the League. He lost by a landslide to Warren Harding who favoured isolationism and returning to 'normalcy'.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Senate voted to stop the USA being a member of the League.' 'The 1920 presidential election voted for isolationism.' Some countries did not join because of the USA's absence.' 'Germany as a defeated nation was not allowed to join.' 'All defeated countries were not allowed to join.' 'Soviet Russia was not invited to join because it was communist.' 'Japan and Italy were both original members but left after disputes with the League.' 'Germany joined in 1926 but Hitler took Germany out of the League in 1933.' 'The USSR was allowed to join in 1934 but was expelled in 1939 for invading Finland.' 'Many considered the League a club for the victorious powers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Some chose not to join.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'The League of Nations failed in its peacekeeping role.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The League was successful in settling small disputes during the 1920s. The League was new and countries were willing to give it a chance to be successful. It settled the dispute between Finland and Sweden over the Aaland Islands. Most islanders wanted to be ruled by Sweden but Finland was given control of the islands although with safeguards for the islanders and Sweden accepted the decision.' **OR** e.g. 'The League was unsuccessful in its peace-keeping role in the 1930s. When the Japanese invaded Manchuria, the League sent a commission of enquiry under Lord Lytton to Manchuria. By the time Lytton arrived, the invasion was complete and by the time the League had voted on Lytton's Report, which blamed Japan, eighteen months had passed since the original Japanese action.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The League was generally successful in keeping the peace in the 1920s.' 'The League was unsuccessful in keeping the peace during the 1930s.' 'The League organised a plebiscite and partition of Upper Silesia.' 'Greece and Bulgaria fought over their borders and the League settled it successfully.' 'A dispute between Peru and Columbia was settled.' 'A dispute between Bolivia and Paraguay was peacefully settled.' 'There were failures in the 1920s such as the failure to remove the Poles from Vilna.' 'Mosul was given to Iraq and Turkey accepted the decision.' 'The League failed to remove Japan from Manchuria.' 'The League failed to stop Mussolini conquering Abyssinia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Peace-keeping became increasingly difficult for the League.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(a)	**What happened at the United Nations Security Council meetings in June and July 1950?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Security Council met the day the North Koreans invaded South Korea.' 'The Security Council passed a resolution demanding that hostilities cease.' 'The resolution demanded that the North Koreans withdraw to the 38th parallel.' 'The resolution was passed because of the absence of the Soviet representative.' 'If present, it was thought the Soviet delegate would have used his veto.' 'When the North Koreans refused to obey the resolution, a second resolution was passed.' 'It called on members of the UN to provide troops to repel the North Koreans.' 'A third resolution put the forces under a unified command of the USA.' 'The UN forces were put under the command of General MacArthur.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why was the USA concerned about North Korea's invasion of South Korea?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The US feared that success in South Korea would encourage communist China to attack Formosa. If South Korea and Formosa fell to the communists, Japan would come under threat. From America's point of view, the fall of South Korea, Formosa and Japan to the communists would represent a major shift in world power balance. The most effective way to prevent this was to oppose the North Korean invasion of South Korea.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The USA had been involved in the establishment of the Republic of Korea.' 'It was an act of aggression by North Korea.' 'If South Korea fell, Formosa and Japan could be next.' 'The USA decided a firm response to the first communist threat would be effective.' 'The US had a policy of containment.' 'The US did not want to see further expansion of communism.' 'The actions of North Korea were seen as part of Moscow's attempt to gain world domination.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The US responded to an unprovoked invasion.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It appears that the USA used the UN to reinforce its foreign policy over the Korean issue and containing communism. The USA was determined to end the aggression of North Korea in 1950. Although it did not unite Korea under Syngman Rhee, it pushed back the communists to the 38th Parallel.' **OR** e.g. 'The war in Vietnam was a disaster for US foreign policy. The US wanted to stop the domino effect whereby if one country fell to communism then the surrounding ones would follow. The USA failed to defeat the Vietcong in South Vietnam and, after the evacuation of US troops, the South was overrun. As a result of Vietnam becoming communist, so did Laos and Cambodia become communist.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. Korea – 'The USA persuaded the UN to support their actions.' 'Containment was successful.' 'US forces, under the UN, pushed the North back to its border.' Cuba – 'Cuba remained communist after the Cuban missile crisis.' 'Castro remained in power and was allied with the USSR.' 'Some of Kennedy's critics did not want to see communism on the US' doorstep.' 'Kennedy was happy to isolate Cuba with no trade and no diplomatic contact.' 'The US managed to contain communism in Cuba for the immediate future.' Vietnam – 'The US failed to stop the spread of communism from the north.' 'The USA failed because the whole of Vietnam became communist.' 'As a result, neighbouring Laos and Cambodia became communist.' 'President Nixon ended the containment policy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were some successes and some failures.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe events leading to Saddam Hussein becoming President of Iraq.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The role of his uncle in Saddam's life.' 'Saddam became a member of the Baath Party.' 'When Bakr became president in 1968, Saddam was made Deputy Chairman of the Revolutionary Command Council.' (2 marks) 'Saddam was the second most powerful man in Iraq.' 'Saddam outwitted and eliminated those who might be a threat to him.' 'He had control of the party's security apparatus.' 'He could uncover or invent plots and conspiracies.' 'Both military and civilian rivals were targeted by Saddam.' 'Saddam appointed those friendly to himself to the Revolutionary Command Council.' 'Saddam showed potential presidential skill by negotiating a treaty with the USSR.' 'He gained popularity with the people for using money from nationalising the oil industry.' 'Saddam spent money on hospitals, schools and improving transport facilities.' 'Bakr became increasingly ill and was 'persuaded' to hand over the presidency to Saddam.' 'Saddam became President of Iraq in 1979.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why did Saddam Hussein repress the Iraqi people?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'One of Saddam's aims was to unify Iraq. This was a major challenge since 20% of the population from the oil-rich north were Kurds who wanted independence, while 60% of the population situated in the central and southern parts were Shiites, who were hostile to the Sunni-dominated regime. Saddam could use diplomacy but too often he resorted to exceptional brutality and ruthlessness against these two groups.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Saddam would not give the Kurds independence.' 'He did not want to lose the oil-rich northern states.' 'The Shiites were hostile towards the ruling Sunnis.' 'There were attempts on Saddam's life.' 'Saddam wanted to build a new waterway where the Marsh Arabs lived.' 'He needed to remove the Marsh Arabs.' 'He removed any political or military opponent who he feared might challenge him.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Saddam repressed those he saw as challenging Iraq's unity.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'The main reason for the First Gulf War was Saddam's need to restore his reputation with his own people following the Iran-Iraq War.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Saddam needed to divert attention away from the problems he was considered to have caused. After the war with Iran, the Iraq economy was in tatters. There was no post-war economic recovery. Kuwait had valuable oil wells that could be taken over and increase the wealth of Iraq.' **OR** e.g. 'Saddam claimed that Kuwait was historically part of Iraq, although Britain recognised the full independence of Kuwait in the 1960s. Saddam was angry that Kuwait was demanding the repayment of a $14 billion loan of money lent during the war with Iran. Many Iraqis thought the Kuwaitis ungrateful after being protected from the threat of Iranian expansion.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Saddam wanted Kuwait's oil wells.' 'Saddam needed to improve the Iraqi economy.' 'Saddam blamed Kuwait for over-production of oil to undermine the Iraqi economy with falling oil prices.' 'Saddam claimed Kuwait was part of Iraq.' 'Saddam was angry with Kuwait for demanding the repayment of a loan to Iraq.' 'The Gulf War was an opportunity for Saddam to show he was the most powerful Arab leader in the Middle East.' 'Saddam did not expect intervention from Britain or the USA.' 'No international action had been taken for crushing the Kurds and suppressing the Shiites.' 'Saddam needed to distract the people at home from an economy in tatters.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Kuwait was a tempting and seemingly defenceless country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**What happened to the British Expeditionary Force during the first month of the war (August 1914)?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The BEF landed in Calais and Boulogne.' 'The BEF had landed in France within 3 days of the declaration of war.' 'Two divisions remained in Britain in case there was a German invasion.' The BEF engaged the German Army at Mons.' 'It was the 23rd of August.' 'The rifle fire of the BEF inflicted heavy casualties on the German front lines.' 'The BEF retreated to a second defensive line because of the weight of German numbers.' 'The BEF fought a costly battle at Elouges on 24th of August.' 'The BEF continued to slow down the Schlieffen Plan when engaging the Germans at Le Cateau.' 'At Etreux on the 27th of August, the BEF held the Sambre Canal against German forces.' 'The BEF then retreated 400 km to the River Marne.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why were the Allied forces able to remove the immediate threat to Paris by 19 September 1914?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The BEF stood with two French armies by the River Marne facing the Schlieffen Plan as it moved towards Paris. A split occurred in the German front lines. BEF reconnaissance balloons spotted the gap and the BEF cautiously moved into the gap to drive a wedge into the German front lines. The Battle of the Marne lasted over a week across 200 kms. The Germans fell back to the River Aisne to avoid a permanent split between the two German armies.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The French abandoned Plan 17.' 'The French regrouped their forces to defend Paris.' 'The French in taxis and on bikes poured out of Paris to protect their capital.' 'The BEF retreated from Mons and Le Cateau to the River Marne.' 'The Schlieffen Plan had been weakened with 100 000 troops going to the Eastern Front.' 'The German commander deviated from the original Schlieffen Plan.' 'Poor supply chains meant German troops were short of food and were exhausted.' 'The British and French counter-attacked.' 'They successfully forced the Schlieffen Plan back to the River Aisne.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was well defended.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(c)	**Which was more responsible for extending the war beyond the end of 1914: the First Battle of Ypres or Belgian resistance to the Schlieffen Plan? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was more responsible' **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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The key to the Schlieffen Plan was its speed. It had to take Paris within 6 weeks, but the Belgians were not easily swept aside. Deep concrete forts protecting cities like Antwerp, Liege and Namur seriously delayed the Germans. Antwerp was not taken until October. The slowing of the Plan by the Belgians allowed the British to send the BEF, the French to reorganise their defences and the Russians to create a two front war.' **OR** e.g. 'The Germans tried to capture the Channel ports of Dunkirk, Calais and Boulogne to cut off supplies for the BEF and reinforcements. The BEF met the Germans in the town of Ypres and held the town and saved the ports. The fighting continued until the end of November when both sides dug in for the winter.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. 'The Belgians delayed the Schlieffen Plan.' 'The Schlieffen Plan needed to take Paris within 6 weeks.' 'If France was not defeated in 6 weeks, the war would continue for a long time.' 'German troops had to remain behind to lay siege to Antwerp.' 'Heavy artillery had to be called up to take Liege, Namur and Antwerp.' 'Belgian resistance allowed the BEF to tackle the Germans at Mons.' 'Antwerp resisted for two months.' 'Delaying the Plan meant a two front war was inevitable.' 'The Germans attempted to take the English Channel ports.' 'The BEF cut them off at Ypres where an intense battle took place.' 'The BEF held the town and kept the ports open for reinforcements.' 'The fighting continued until late November when trenches were dug.' 'It meant fighting would continue in the new year.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stubborn resistance by the Belgians and the BEF meant war continuing into 1915.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**What was the 'Western Front'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was a major theatre of war during World War 1.' 'It was opened by the German Army invading Belgium in August 1914.' 'Belgian, French and British forces fought to defend Belgian and French territory.' 'By Christmas 1914, a line of trenches ran from the English Channel to Switzerland.' 'For the next four years, fighting moved very little from the trench line.' 'The Western Front saw massive casualties.' 'Historic battles, such as the Somme and Verdun, took place on this front.' 'It was the theatre of war where tanks, aircraft and poison gas were all introduced.' 'It was the theatre of war where troops of the British Empire fought.' 'It was the theatre of war where the US troops fought.' 'This theatre of war proved decisive because of the advance of the Allied troops in the second half of 1918.' 'German commanders saw that defeat was inevitable on this Front.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why was trench warfare made more difficult by the weather?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The prelude to the third Battle of Ypres was unseasonable heavy rains. This meant the ground around Passchendaele became extremely muddy and made movement of men, horses and equipment very difficult. Tanks were impossible to use as they sank into the mud. Moving heavy artillery into position proved difficult for the horses on such difficult ground. Men attacking had to be careful they did not fall into shell holes because they could drown in mud and water.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Trenches were often flooded after heavy rain.' 'Standing in water for long periods caused trench foot which could lead to amputation.' 'Summer heat caused hygiene problems with decomposing bodies attracting rats and lice.' 'Heat caused problems keeping food and water fresh.' 'In summer trenches were often hot, dusty and smelly.' 'In winter it was known that many troops suffered from frostbite.' 'Severe wet weather turned no-man's land into a quagmire.' 'Tanks struggled to go across no-man's land in wet muddy conditions.' 'Men and horses were known to be lost without trace at Passchendaele after heavy rains.' 'It affected the morale of the soldiers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The weather determined whether heavy equipment could be used in an attack.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(c)	**'The most important achievement of the Battle of the Somme for the Allies was that it saved the French army from destruction.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'In 1916, the French army came under intense pressure at Verdun. The Germans hoped it would break French morale if this heavily fortified town and symbol of French military pride was captured. The attack by the British on the Somme drew away some of the German troops and relieved some of the pressure on the French defences.' **OR** e.g. 'When the Somme campaign was called off, the British had taken a strip of land 25 km long and 6 km wide. These small gains had been achieved with massive casualties. The Germans lost 500 000 men but these were some of Germany's best troops. The war of attrition had taken its toll particularly on the German army and would haunt it in 1918.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Battle of the Somme eased the pressure on the French at Verdun.' 'It drew German troops away from Verdun.' 'It allowed the French Army to regroup under Marshal Petain.' 'The French Army survived.' 'Paris was now not in danger until 1918.' 'The Battle of the Somme made a modest gain of land.' 'It sapped the strength of the German Army.' 'Many of the best German troops were killed.' 'This would have an impact later in the war.' 'The British attempted a new tactic by using tanks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The achievements were limited.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**What were the roles of (i) the Chancellor and (ii) the President under the Weimar Constitution?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. (i) Chancellor 'Appointed a team of ministers to form a government.' 'Responsible for establishing government policy.' 'Responsible for running day-to-day political events.' 'To command the respect of the Reichstag.' (ii) President 'Head of State.' 'Protected the constitution.' 'Appointed the Chancellor.' 'Could dismiss the Chancellor.' 'Was Supreme Commander of the Armed Forces.' 'Appointed and dismissed senior officers in the Armed Forces.' 'Appointed the judges.' 'In times of emergency, could suspend the constitution and rule by decree.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why was Ebert able to defeat left and right-wing threats to the Weimar Republic in 1919–20?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'When the Spartacists launched their bid for power, Ebert and the government were in a weak position and had to make an agreement with some members of the army and the Freikorps to put down the rebellion. The Freikorps were anti-communist ex-soldiers who had formed themselves into vigilante groups. Ebert had no direct control over the Freikorps. Even so, the Freikorps crushed all rebellions in Berlin, Bavaria and the Ruhr.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Some army commanders remained loyal in defeating the Left.' 'Ebert relied heavily on the Freikorps to defeat all communist uprisings.' 'Ebert used a combination of army, police and Freikorps to defeat the communists in the Ruhr.' 'Ebert was saved by the industrial workers of Berlin.' 'They declared a general strike which meant no transport, no power or water.' 'Kapp realised he had been outmanoeuvred by the people.' 'Ebert was thankful and showed the government had some support.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Ebert was successful because of factors outside his control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**'After 1923, the Weimar Republic was a disaster for Germany.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'After 1923, there were six years of economic recovery. Stresemann introduced a temporary currency, the Rentenmark, and the Ruhr industries restarted production. In 1924 the Rentenmark was replaced by the permanent Reichsmark. The Dawes Plan and loans from the USA kick-started the economy which helped inflation and unemployment to fall, and industry expanded and exports increased.' **OR** e.g. 'When the American economy went into recession in 1929, many of the loans offered to Germany since 1924 were recalled. The German economy had to cope with a world depression and a reduction in export orders, but also had to repay substantial amounts of money to the USA. Unemployment figures rose to 6 million by 1932 and support for the moderate parties that made up the coalitions of the Weimar governments began to decline.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Stresemann stabilised the economy.' 'He introduced a new permanent currency, the Reichmark.' 'He negotiated the Dawes Plan and loans from the USA.' 'Unemployment and inflation fell.' 'Unemployment was still too high.' 'The German economic recovery was based on foreign loans.' 'Germany was admitted to the League of Nations.' 'The 1920s was a decade of cultural revival.' 'Civil liberties improved ending censorship, and encouraging a wide range of artists.' 'Night clubs, dance halls, cafes and restaurants increased.' 'Many considered artistic development as a sign of decadence, corruption and moral decay.' 'With the Depression, American loans had to be repaid.' 'Unemployment reached 6 million.' 'Support for the two extreme parties, the Communist and the Nazis, rapidly increased.' 'Hitler's appointment as Chancellor effectively brought an end to the Weimar Republic.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Six years of recovery followed by years of misery.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**In what ways was agriculture affected by Nazi rule?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hitler introduced the Reich Food Estate.' 'This set up central boards to buy agricultural produce from the farmers.' 'The boards then distributed it to markets across Germany.' 'German citizens were encouraged to buy German agricultural produce.' 'Peasant farmers got a guaranteed market and a guaranteed price.' 'Hitler passed the Reich Entailed Farm Law which gave peasants state protection for their farms.' 'Banks could not seize their land if they could not repay loans or mortgages.' 'Hitler believed in 'Blood and Soil', that the peasant farmers were the basis of the German master race.' 'Peasant farmers' way of life was protected and the farmers appreciated it.' 'Farms were inherited by one son, so they were not split up.' 'Banks were unwilling to lend money to farmers.' 'Farmers were made to feel important.' 'Agriculture was subsidised.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why were the Nazis a male-dominated organisation?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The Nazis were a very male-dominated organisation because Hitler held a traditional view of the roles of men and women. All the Nazi leaders were men. It is worth remembering that many women agreed with Hitler that men should take the lead and women should give support. This view was particularly expressed in the rural parts of Germany. The Nazis talked of the 'traditional balance' between men and women.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It followed Hitler's personal beliefs.' 'Hitler had 'grown up' with many of the leaders in the 1920s.' 'The Nazis followed the traditional view of women's place in society.' 'This view was reinforced at school and in the youth movements.' 'Many women accepted that senior party politics was not for them in the 1920s and 1930s.' 'It was not unusual in the 1930s to have this view.' 'Most European countries' political parties were male dominated.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was part of the Nazis restoring old-fashioned values.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'are you surprised' **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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It is surprising because schools indoctrinated the young people with Nazi ideas and racial beliefs and instilled a sense of loyalty towards Hitler. The Hitler Youth similarly indoctrinated the young but also gave them exciting activities such as camps, hiking, tracking, military training and domestic training.' **OR** e.g. 'It is not surprising because some young people believed in freedom of expression and values that often conflicted with those of the Nazis. For example, members of the 'Swing' movement were interested in British and American popular music and dance, including banned jazz music. They also accepted Jews into their groups, which was not allowed in the Hitler Youth.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Children were indoctrinated at school in Nazi beliefs.' 'They were taught to be loyal to Hitler.' 'Many willingly joined the Hitler Youth.' 'The Hitler Youth indoctrinated the young in Nazi beliefs.' 'The Hitler Youth had many exciting activities.' 'Many youngsters did not believe in Nazi beliefs.' 'Members of the 'Swing' movement preferred British and American cultural activities.' 'The Edelweiss Pirates mocked the Nazis and attacked members of the Hitler Youth.' 'They produced anti-Nazi propaganda during the war.' 'They did not like strict regimentation and gender segregation of the Hitler Youth.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Some groups resented Nazi control of their lives.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe Kerensky's reaction to the Kornilov Putsch.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Kerensky dismissed Kornilov as Commander-in-Chief.' 'Kerensky demanded the arrest of Kornilov.' 'He panicked.' 'He was unsure of the support of his army generals.' 'Kerensky called upon the soviets and people of Petrograd to repulse Kornilov's troops.' 'Kerensky armed the Bolsheviks to fight Kornilov.' 'He encouraged the Bolsheviks to dig trenches and fortify Petrograd.' 'Kerensky worked with the soviets at railway stations to stop the movement of Kornilov's troops by rail.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why was the Petrograd Soviet a threat to the Provisional Government?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'To defeat Kornilov, Kerensky had asked for the help of the Petrograd Soviet to enlist a large enough force to stop him. Kerensky had provided arms for the Soviet which distributed them among the 25 000 volunteers. When Kornilov was defeated, the Soviet did not return the weapons and, therefore, the Petrograd Soviet was a serious threat to the Government because its members were already armed.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Soviet helped rule Russia in a system of 'dual power'.' 'There were often contradicting voices for people to listen to.' 'It had control of the railways, power supplies and factories.' 'The Soviet could cause paralysis of industry.' 'A network of soviets spread across the country based on the Petrograd model.' 'The Petrograd Soviet welcomed Lenin back to Finland Station.' 'It issued Order No 1 which only allowed orders in the Army to be carried out if they did not conflict with the orders of the Soviet.' 'This Order meant soldiers could disobey their officers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The influence of the Petrograd Soviet spread across the country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(c)	**'The Provisional Government was overthrown because it failed to pass reforms.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Provisional Government did not approve of peasants and returning soldiers seizing land from the nobility and wealthy landlords. The Government wanted to do it within the framework of the law, but it failed to control the peasants or please them over the issue of land. This made the politicians appear to be failing to understand the poor or to be willing to meet their needs.' **OR** e.g. 'The fall of the Tsar can be attributed to problems that stemmed from the war. By not removing Russia from the war the Government in effect allowed these problems to continue. The Kerensky Offensive failed and two million soldiers had run away and many had killed their officers. There was a demand to leave the war from the soldiers and the people at home, who were suffering from food and fuel shortages.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Provisional Government decided to continue with the war.' 'Offensives at the front failed and there was mass desertion.' 'The Petrograd Soviet undermined the Provisional Government.' 'The Soviet had control over the railways, power supplies, factories and the troops.' 'The Government failed to stop the seizure of land.' 'It did not re-distribute the land to the peasants successfully.' 'Food shortages and high prices continued.' 'The Government continued with grain seizures to feed the troops at the front.' 'People at home demanded an end to the war because of the numerous shortages.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Provisional Government could not deliver the basics to live in peace.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What part did GOSPLAN play in Soviet modernisation?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'GOSPLAN was the state economic planning organisation.' 'Initially, it had an advisory role.' 'It set overall targets for an industry.' 'It concentrated its efforts on heavy industries such as coal and iron.' 'It planned and invested in vital industries.' 'Each region of the USSR was told its targets.' 'The region set targets for each mine or factory.' 'Individuals were set targets.' 'GOSPLAN was responsible for the administration of the Five Year Plans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why was Stalin determined to modernise the economy of the Soviet Union quickly?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'Stalin wanted to rival the economies of the USA and other capitalist countries. When Stalin took power, much of Russia's industrial equipment had to be imported. Stalin wanted to make the USSR self-sufficient so that it could make everything it needed for itself. Stalin also wanted to improve standards of living in Russia so that people would value Communist rule.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To increase the USSR's military strength.' 'It needed industries to produce weapons and other equipment for war.' 'Stalin wanted to make the USSR self-sufficient.' 'He wanted to improve his peoples' standard of living.' 'Stalin wanted to increase food supplies.' 'Stalin needed to reorganise farming methods.' 'Stalin wanted to sell grain abroad to buy industrial equipment.' 'Stalin wanted to create a true Communist society.' 'Stalin wanted to prove to be a great leader by bringing about great changes.' 'Stalin believed the USSR was 50 to 100 years behind the advanced countries.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stalin believed that Russia would be crushed if the economy did not improve.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'In modernising the Soviet economy, Stalin's plans for industry were more successful than his plans for agriculture.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'By 1940 Russia produced 20% of the world's manufacturing output. Since 1928, coal and steel output had increased five times while oil production doubled. This was achieved through the planning of GOSPLAN through Five Year Plans, which concentrated on heavy industry, the chemical industry, communications and defence. Russia began to resemble the industrialised nations of Europe and the USA.' **OR** e.g. 'Stalin's agricultural policy was based around collectivisation which meant creating state farms. Each household had one acre of land, which proved to be productive, and the state farms produced 1.7 million tons of grain for export in 1933. In 1933, 5 million died in a famine and 10 million were deported or imprisoned for opposing the plans.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'GOSPLAN set targets in key parts of industry.' 'The First Five Year Plan concentrated on heavy industry.' 'Electricity production trebled and coal and iron production doubled.' 'The Second Five Year Plan saw the chemical industry grow.' 'The Third Five Year Plan concentrated on defence and rearmaments.' 'By 1940, the USSR was only second to the USA in industrial output.' 'There were very few consumer goods produced.' 'Collectivisation brought state farms.' 'This was opposed by the kulaks, who were deported, killed or imprisoned.' 'Most kulaks had burned their crops and killed their animals.' 'Grain was produced for export.' 'There were famines in which millions died.' 'Only the individual household plots were really productive.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The human cost in both areas was not a success.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**In what ways did the economic boom impact on the American people?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Many Americans had the benefit of electricity.' 'Many could afford domestic electrical goods.' 'Vacuum cleaners, fridges and washing machines were becoming common.' 'This enabled women to go out to work.' 'Millions of Americans owned motor cars.' 'Millions owned radios and went to the cinema.' 'Customers could buy goods through hire purchase agreements.' 'Farmers and agricultural labourers did not share the prosperity.' 'There was still much unemployment and low wages.' 'Black and Native Americans did not benefit from the economic boom.' 'New immigrants only had low paid jobs.' 'Improved living standards.' 'Jobs were created.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why was the First World War beneficial to the developing American economy of the 1920s?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'As a result of the war, when the USA lent money to the Allies and sold arms and foodstuffs to Britain and France, the American industry and agriculture was given a real boost which continued into the 1920s.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The US lent money to Britain and France.' 'The US sold weapons to the Allies.' 'Money made from selling weapons to the Allies was invested in industry.' 'The US took Europe's markets around the world.' 'The US outstripped Germany in the supply of chemical products.' 'Explosives manufacture led to by-products such as plastics.' 'The USA only joined the war for a short time and this did not drain the US economy.' 'Expanding trade markets boosted the economy of the 1920s.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The War acted as a stimulus to many industries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'The boom made the US economy stronger and more secure.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The boom was based mainly on new industries. As these industries boomed the number of jobs increased. Wages for many Americans rose as did a feeling of confidence. Increased wealth meant people could afford the consumer goods. The steel industry prospered because of the boom in the construction and car industries. The US economy seemed strong.' **OR** e.g. 'The boom was built up on consumer spending on new products such as cars, fridges, washing machines and radios. Once those who could afford them had bought them, demand fell especially as exports were poor because of tariff retaliation. This led to a fall in shares and a collapse of the economy with the Wall Street Crash leading to Depression.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The US economy became strong because of consumer demand.' 'New products were invented or developed which were attractive to consumers.' 'The assembly-line production in the car industry led to a huge demand.' 'The automobile industry boosted numerous associated industries.' 'The US was confident about its economy, it did not worry about exports.' 'When demand was saturated, production began to fall in the consumer industries.' 'Export markets were poor because of foreign tariffs on US goods.' 'Europe could not afford US goods because of the aftermath of the war.' 'As demand fell, shares were sold on the stock market.' 'This led to the Wall Street Crash as shares lost their value.' 'The economy was no longer strong and secure as Depression set in.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'For most of the 1920s the US economy gained in wealth.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**In what ways was Hoover's credibility damaged by the Bonus Marchers?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Bonus Marchers were ex-First World War servicemen who had been promised a bonus payment of $500.' 'This was not payable until 1945.' '25 000 destitute veterans marched on Washington in 1932 to claim their bonus.' 'They gathered in camps around the city.' 'Hoover refused to meet them and considered them as a revolutionary threat.' 'Congress voted against paying the bonus early but the veterans remained.' 'Hoover decided the veterans had to be evicted.' 'He asked General MacArthur and the Army to clear the camps.' 'Tanks, machine guns and tear gas were used and the tents and shelters were burnt.' 'Two veterans were killed and nearly a thousand were injured.' 'Hoover failed to keep control of MacArthur's actions.' 'Hoover publically thanked God that the USA still knew how to deal with a mob.' 'The Bonus Army was defeated but Hoover became even more unpopular.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why did the Wall Street stock market crash have serious consequences for the American economy?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'After the first series of business and banking failures, the whole economy had to adjust to a reduction in trade and demand for American goods. Businesses had to reduce their operations by sacking workers and reducing the wages of those who remained. It became a vicious cycle as these actions took even more money out of the economy and further reduced the demand for goods.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The crash in share prices caused a lack in confidence.' 'Many Americans were forced into bankruptcy.' 'There were many bank closures.' 'There was a fall in demand for goods at home.' 'Other countries cut back on buying American goods.' 'Businesses cut back production.' 'This created unemployment.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was a general reduction in trade.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'Hoover did not deserve to be regarded as the ''do nothing'' President.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Hoover did bring in measures to combat the Depression. He made tax cuts to inject more purchasing power into the economy and provided money to finance a building programme to create more jobs. He encouraged employers to make voluntary agreements with their employees to maintain wages and production. He set up the Federal Farm Board to buy surplus produce in an attempt to stabilise prices.' **OR** e.g. 'Hoover created an image of being heartless and uncaring by believing that government should stay out of business matters. He believed in 'rugged individualism', the idea that people should work hard for themselves and not expect government help.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Hoover offered little until it was too late.' 'His tax cuts of $130 million were too little and too late.' 'He did not believe in state handouts.' 'He thought it was up to the individual to get work.' 'Hoover supported limited welfare provision.' 'His job creation included the Hoover Dam in Colorado.' 'He set up the Reconstruction Finance Corporation to provide loans to businesses.' 'The loans amounted to over $1500 million.' 'He increased tariffs by the Hawley-Smoot Act to protect American produced goods.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hoover did more than 'nothing'.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**What benefits did changes in agriculture bring to the peasants before 1957?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Under the Agrarian Reform Law, land was taken from the landlords.' 'The land was redistributed amongst the peasants.' 'Grain production rose to a record high by 1952.' 'In 1953, cooperative farms were introduced to produce improved efficiency.' 'A village combined to buy machinery and bulk supplies of seed and fertiliser.' 'Families legally still retained their land.' 'Peasants grew more food and ate better.' 'In 1955, collectives were formed to improve efficiency further.' 'Apart from a small plot of land, peasants had their land taken over by the state collective.' 'Peasants received a wage for their work on the collective.' 'Their own small plots were very productive.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why did Mao want to change Chinese industry?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'Chinese industrial output had been stagnant for generations. Mao wanted to boost industrial production by reorganising industry under state control and planning so that China could rival the Western industrial countries in output and be able to turn China into a great military power.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mao realised China was backward compared to the Western industrial countries.' 'He wanted to make China a world leader in industrial production.' 'Mao did not want to import machinery and industrial goods.' 'The country needed an infrastructure.' 'Industry had been family run for generations.' 'Mao wanted an industrial country to develop its military capability.' 'Mao wanted communist ideology as part of the industrial ethos.' 'Mao realised China's population was increasing and needed consumer goods.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mao wanted China to be a modern industrial country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'Mao was successful in developing China's industry between 1953 and 1961.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'When Mao took over China, industrial production was down 50% on the best pre-war figure and there was rapid inflation. In 1953, the First Five Year Plan was introduced concentrating on heavy industry such as coal, iron, steel and oil. Inflation was brought under strict control and output increased dramatically, such as steel 400%, coal 200% and iron 300%.' **OR** e.g. 'In 1958, Mao announced the 'Great Leap Forward', a bold economic plan to quickly develop China's economy. The centrepiece of the plan was the development of communes. Some 600 000 'backyard furnaces' were set up to produce iron and steel in the commune. It was a total failure as the iron and steel was brittle and worthless.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Output increased under the First Five Year Plan.' 'Inflation was brought under control.' 'Soviet advisers helped to organise the Chinese economy.' 'There was rapid development of infrastructure such as railways.' 'The 'Great Leap Forward' concentrated on the development of the commune.' 'The 'backyard furnaces' failed to produce good quality iron and steel.' 'Coal was diverted from the railways for the furnaces.' 'Farmers were taken off the land to produce industrial goods.' 'As a result, there was less agricultural production which led to famines.' 'The 'Great Leap Forward' was a failure and Mao resigned as head of state in 1959.' 'The communes were quickly dismantled and private ownership re-introduced.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Early success was followed by disaster.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What were the outcomes of Mao's visit to the USSR in 1950?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'China and the USSR signed the Sino-Soviet Treaty of Friendship and Alliance.' 'The USSR loaned China a $300 million low-interest loan.' 'The loan was spread over five years.' 'There was a 30 year military alliance between the two countries.' 'The trip to Moscow for Mao was a disaster.' 'Mao felt he was treated as a minor dignitary.' 'Mao felt he was not treated as an equal by Stalin.' 'It took many days before he met Stalin.' 'The lack of generosity of the Russians staggered the Chinese delegation.' 'Mao achieved relatively little for a two month stay in Moscow.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why did Stalin's death lead to a worsening in relations between China and the USSR?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'Khrushchev favoured good relations between communist and capitalist nations, which directly challenged Mao's own policy of only working with communist states. The final blow for Mao came as the USSR pursued better relations with the USA and ignored China's pleas for help in a dispute with India.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mao was irritated by Khrushchev's post-Stalin policies.' 'Khrushchev condemned Stalin for ruling as a dictator, much like Mao was.' 'Khrushchev thought China was a peasant-led economy unlike USSR's worker-based economy.' 'Khrushchev wanted good relations between capitalist and communist countries.' 'Khrushchev wanted to improve relations with the USA.' 'Mao got no help from the USSR over border problems with India.' 'Russia refused to help China develop an atomic bomb.' 'Khrushchev withdrew all Russian experts from China with many projects unfinished.' 'There were border disputes between China and the USSR.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mao's and Khrushchev's views of communism were different.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**Was Mao successful in establishing Communist China as a superpower? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'was Mao successful' **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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'China was a powerful nation compared to its weakness of 1945. Its population of 100 million was more than four times that of either the USA or the USSR. China was the dominant Asian nation, a nuclear power, and had been admitted to the UN and was an important nation in discussions with the USA and the USSR.' **OR** e.g. 'China was an important power in the world but not yet a superpower. Industrially and militarily it lagged behind the USA and the USSR and did not yet have influence over many other states. It was after Mao that China's economy developed rapidly and there were many technological advances.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'China had a huge population.' 'China had been admitted to the United Nations.' 'China had tested its first hydrogen bomb.' 'China was capable of producing nuclear weapons.' 'China had defeated India and controlled Tibet.' 'China was an ally to Korea and had aided Vietnam.' 'China was behind the USA and the USSR militarily.' 'China was still behind the USA and the USSR in economic activity.' 'China had problems feeding its population.' 'It lacked control over its near neighbours, especially Taiwan.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'China was on the road to being a superpower under Mao.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(a)	**What was the impact of the migrant labour system?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Many black men left their Homelands to work in the mines and factories.' 'Their contract meant they had to stay in a segregated compound.' 'It was a criminal offence to break the contract.' 'When the contract ended, they had to return to their Homeland.' 'Wages were low and conditions in the compound were basic.' 'They were subject to harsh work, harsh discipline and long hours.' 'Men might not see their wives and children for many months.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(b)	**Why had the Native Urban Areas Act (1923) increased segregation by 1940?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The Native Urban Areas Act led to most South African towns having starkly contrasting residential sectors. Typically, whites would live in spacious, leafy paved suburbs with detached houses equipped with every available amenity. In contrast, black Africans lived in mud or corrugated-iron houses on tiny plots of land.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'White neighbourhoods had the best housing and amenities.' 'They were often guarded communities to keep the blacks out.' 'Black communities were well away from white communities.' 'Black houses were built of poor quality materials.' 'Black houses had outside earth closets and occasional standpipes for water. 'Roads and paths were usually dust tracks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Black and white residential communities were well apart.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**'The main reason the National Party won the 1948 election was that voters thought it would deal more effectively with the race issue.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Nationalist Party policy towards the position of the non-whites was outlined in the Sauer Report. It advocated total segregation or apartheid. The Afrikaner community had originally set up the Nationalist Party and now it expected it to apply the policy of apartheid. This had considerable support from the white population.' **OR** e.g. 'By 1948, the leader of the United Party, Jan Smuts was 78 and widely regarded as out of touch. He was also regarded with suspicion for supporting the ideas of equal human rights and liberty in the Charter of the United Nations drawn up after the war.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The United Party suggested that complete segregation between black people and white people was impossible.' 'The United Party wanted to support the United Nations Charter on human rights.' 'Jan Smuts was considered too old to lead the country.' 'Many white people were shocked by black boycotts, strikes and passive resistance.' 'There were increasing numbers of black squatter camps around the major cities.' 'The Nationalist Party thought total segregation was possible.' 'The Dutch Reformed Church supported Afrikaners to rule over non-whites.' 'Dr.Malan suggested it was possible to reverse the more liberal policies towards race of the previous government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The War meant black people outnumbered white people in and around the towns and cities.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**In what ways was apartheid weakening by the early 1980s?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'P.W.Botha's reforms, such as the repeal of the pass laws, weakened apartheid.' 'The non-enforcement of the Group Areas Act weakened apartheid.' 'ANC attacks on government buildings and power installations were effective.' 'The ending of white rule in Zimbabwe gave the ANC bases from which to attack.' 'Increasingly, city centre streets, restaurants, shops and sporting venues became targets.' 'The government was unable to re-establish control over black townships.' 'Firms, such as Barclays, Esso, IBM and Pepsi Cola, decided to leave South Africa.' 'The ending of the Cold War meant that South Africa was no longer a useful anti-communist ally to the West.' 'Increasing violence, a struggling economy and a lack of international friends meant South Africa's apartheid was not sustainable.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why were the pass laws reformed in the mid-1980s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'By the mid 1980s, the government finally realised that it could not hope to prevent the movement of black people from the Homelands to the urban areas. This was because the Homelands were incapable of sustaining their populations and Africans were forced to leave if they wanted to survive. As a result, in 1986 the government repealed the pass laws.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Homelands were too small for the black population.' 'Africans had to leave the Homelands for work.' 'Industry needed more skilled black workers.' 'Skilled workers would not be produced if they had to keep returning to their Homelands.' 'The authorities were finding it difficult to stop and check passes of so many workers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The system was at breaking point.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(c)	**'Actions by government security forces were the greatest problem faced by those working towards ending apartheid.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'De Klerk had a problem maintaining control over his own security forces. On a number of occasions, they took the law into their own hands and carried out arrests without warrants, killings, the use of torture, beatings, using electric shock treatment, kidnappings and other atrocities. As a result, this led to violence from many black communities because of this illegal treatment.' **OR** e.g. 'Mandela's main problem concerned Chief Buthelezi, Prime Minister of KwaZulu and head of Inkatha. Buthelezi was a Zulu nationalist and hoped to make KwaZulu an independent state. This was at odds with Mandela's ambitions for a unified South Africa. Friction between the ANC and Inkatha often led to violence testing the fragile relationship between Mandela and de Klerk.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The security services used illegal methods, such as torture and murder.' 'Mandela thought the security forces used a 'Third Force' to stir up trouble between Inkatha and the ANC.' 'De Klerk had to convince many white people that apartheid had to come to an end.' 'Many of the ANC did not want talks with de Klerk.' 'Many of the ANC wanted to gain 'freedom' by the armed struggle.' 'Buthelezi wanted an independent state for Zulus.' 'There was fighting between the ANC and Inkatha.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was fighting due to tribal rivalries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**Describe the actions of Haganah in relation to British plans for Palestine.'**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Before and during the Second World War, the British Army trained the Haganah.' 'Haganah gained fighting experience and weapons.' 'In 1945, the Zionist Conference ordered the Haganah to co-operate with the Irgun and Stern gangs.' 'Members of the Haganah were less active than the other two groups especially towards assassinations.' 'Many members of Haganah were reluctant to fight the British because of their previous co-operation.' 'British military bases, railways, trains and bridges in Palestine became targets.' 'The Haganah did all they could to obstruct the British and to assist illegal immigration.' 'Many members preferred the more passive methods of opposition to the British.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(b)	**Why did the USA support the United Nations' proposal for Palestine?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'The United Nations Special Committee on Palestine spent months considering evidence about the future of Arabs and Jews in Palestine. Its proposal of a two state solution was supported by President Truman because, although he realised the Arabs had been luke-warm about the Committee, he respected the thoroughness the Committee had shown in coming to their decision and the Arabs had a chance to put their point of view.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'President Truman respected the United Nations' decision.' 'Truman thought that was what the UN was set up to do.' 'Truman realised there were many American Jews supporting the UN proposal.' 'Truman wanted to see more Jewish immigrants into Palestine.' 'Truman thought the two state solution had a chance of success as the USSR also supported it.' 'Truman thought the two state solution would bring long term peace.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'President Truman thought this was the sensible solution to a difficult problem.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'Israel won the war of 1948–49 because of its greater military leadership and strength.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Israeli forces were very well organised and led. The Haganah, using its experiences of fighting for the British during the Second World War, was transformed into a more structured army consisting of six field brigades. Israeli forces were also well equipped having stockpiled weapons from their wartime raids and securing heavy artillery and tanks from Czechoslovakia.' **OR** e.g. 'Arab military forces were inexperienced and poorly led. The Arab forces were outnumbered having 23 000 men at the start of the war compared to Israel's 30 000. Some Arab states were very half-hearted in their support of the Arab cause. Syria and Lebanon did little fighting and provided only a small number of troops.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Israelis had experience of fighting in World War II.' 'The Israelis had developed guerrilla tactics against the British.' 'Israel had total air superiority.' 'Israel had better equipment to fight.' 'Israel had superior quality military leadership.' 'Arab forces were poorly led and inexperienced.' 'The Arabs did not have enough soldiers in the field of conflict.' 'Some Arab nations contributed very little to the fighting.' 'King Abdullah of Transjordan was not trusted by other Arab leaders.' 'The Israeli people were fighting for their existence.' 'Israel was supported by the USA.' 'Israel received financial support from Europe and the USA.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Jews were fighting for a homeland.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**Describe the activities of Hamas between 1996 and 2006.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hamas embarked on a campaign of suicide bombings.' 'The Israeli occupied part of Jerusalem became a particular target.' 'There were a series of suicide bombings on crowded buses in Israeli towns.' 'Hamas ran schools and hospitals to gain the support of Palestinians.' 'Hamas was involved in many charitable works.' 'It funded soup kitchens, libraries, women's organisations and sports clubs.' 'Hamas used short-range Qassam rockets against Israeli border towns.' 'They used long-range rockets to hit Tel Aviv and Haifa.' 'Hamas stood in the 2006 Palestinian parliament elections.' 'Hamas won the majority of seats in the elections.' 'The Hamas majority in the Palestinian parliament refused to recognise the state of Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(b)	**Why have differences between the Israeli Likud and Labor parties affected the peace process?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for an explanation, five marks for full explanation) e.g. 'There are members of the Labor Party who feel Palestine should be a state and that Israeli settlements on occupied land should be handed back to the Palestinians. They believe that Israelis should leave Hebron to help the peace process. Likud believe in expanding the Israeli settlements and do not recognise the right of Palestinians to an independent state.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Likud have pursued the goal of creating a 'Greater Israel'.' 'Likud deny the claims of the Palestinians to the West Bank.' 'Likud will not recognise Palestinian rights to an independent state.' 'Likud believes in expanding the settlements in the Occupied Territories.' 'Labor believes in the resolution of the Arab-Israeli conflict to preserve Israeli security.' 'Labor believes that there should be no more Israeli building in the Occupied Territories.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There are fundamental differences between the two parties for the future.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(c)	**'Hezbollah is responsible for the failure to secure peace in Palestine.' How far do you agree with this statement? Explain your answer.**	**10**
	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 OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Hezbollah continues to be a physical threat to Israel. Hezbollah has 150 000 rockets stationed on the Israeli-Lebanon border. Some of these rockets have the capability of reaching Eilat. Many of these rockets have been stored beneath schools, hospitals and civilian homes. Hezbollah has even used drones to penetrate Israeli defence systems.' **OR** e.g. 'The Likud Party does not believe that Palestinians should have an independent state. It does not recognise Hamas, the party which holds power in the Palestinian parliament and believes it is a terrorist group. Likud refuses to vacate the Israeli settlements in the Occupied Territories and, in fact, continues to build new settlements which annoy the Palestinians.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Hezbollah does not recognise the state of Israel.' 'Hezbollah launch missile attacks on Israeli towns.' 'Hezbollah have a strong military presence within Lebanon.' 'Hamas refuses to recognise the state of Israel.' 'Hamas represent the Palestinian people.' 'The Likud Party will not stop building settlements in the Occupied Territories.' 'Likud will not recognise the right of the Palestinians to an independent state.' 'The USA needs to exert more pressure on Israel to negotiate.' 'The USA could withdraw aid from Israel if they refuse to negotiate.' 'Israel needs to abide by UN resolutions.' 'The UN needs to force Israel to abide by its resolutions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The leaders do not have the will to bring about peace.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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