Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

Paper 1 Paper 1 **March 2019**

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. If you cannot resolve the issue please contact your team leader.
- 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 the actions of Pope Pius IX in 1848–50.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was elected Pope in 1848.' 'He passed reforms like abolishing the requirement for Jews to attend Christian services.' 'He issued a new constitution.' 'He released political prisoners.' 'He protested when the Austrians wanted to establish a garrison in the Papal States.' 'In his Allocution in April 1848 he denounced the war against Austria.' 'In his Allocution he said he did not want to be the leader of any Italian confederation.' 'In 1849 he appointed Pellegrino Rossi as prime minister to act against the liberals.' 'In 1849 he fled Rome when riots broke out and the Roman Republic was declared.' 'He went into temporary exile in the Kingdom of Naples.' 'Pius asked for help from Catholic countries.' 'He returned to Rome in 1850 after the French had defeated the Republic.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why did Louis Philippe abdicate in February 1848?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Louis Philippe abdicated because of the economic depression between 1846 and 1847. This was caused by poor harvests, food shortages and a financial crisis This led to high unemployment, especially in Paris, and middle class bankruptcies, making the king unpopular with both classes. Louis Philippe made the mistake of doing little to help them. He did not think he needed to act because he won the elections of 1846. His failure to act to deal with the economic crisis made him very unpopular and led to his abdication.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Demands for the franchise to be extended and for constitutional reforms which Louis Philippe did little about.' 'Disappointment that he did not pass more social reforms.' 'There was an economic crisis with high unemployment and price rises.' 'Writers like Louis Blanc made the king unpopular.' 'The French wanted a republic.' 'Louise Philippe's refusal to pass reforms made him unpopular.' 'The banquets gave the opposition a chance to debate and organise opposition to the king.' 'Louis banned the banquets which increased the opposition to him.' 'In February there were demonstrations and fighting in Paris.' 'The chief minister, Guizot, and his polices made the king unpopular.' 'When Guizot resigned the crowds increased, barricades were put up and the crowds marched on the royal palace.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Louis had become very unpopular and had little support.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**How different were the European revolutions of 1848–9? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The growth of liberalism was significant in many of the revolutions. Many people wanted the freedom to vote, worship and own land. They wanted freedom of speech to express their views and freedom of the press. People wanted a say in how their country was governed. This can be seen in Prussia where a new constitution was demanded and in Rome where press censorship was abolished and land was taken away from the Church.' **OR** e.g. 'The revolutions were about different things. Nationalism played a significant part in some of the revolutions, especially those that did not have a nation state of their own. In Hungary and parts of Italy, the national groups were seeking independence from the Austrian empire, while in Germany and Italy nationalists wished to unite with other states to form a larger nation. However, in France demands for liberal reforms to the constitution, such as extension of the franchise, that would help the middle classes were far more important.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Nationalism was an important factor in Germany and Italy.' 'Liberal reforms were demanded by revolutionaries in France and Germany.' 'There was a demand for a greater say in how the country was governed.' 'There was unrest with the existing methods of government.' 'Royal absolutism seemed to be out of date.' 'There was demand for independence from an occupying power.' 'There were a series of economic downturns just before the revolutions.' 'There were crop failures with the resulting high prices.' 'There was much unemployment.' 'The peasants and the working urban poor were semi-starved and often jobless.' 'A desire for national unity important in Germany and Italy but not France.' 'In places like Hungary they wanted independence from Austrian rule but in France they wanted constitutional reforms.' 'In some places like France the king was toppled but in others such as Prussia the king survived.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many people wanted more freedom.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe the weaknesses of the Frankfurt Parliament.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It took far too long to discuss ideas and reach decisions.' 'It consisted of educated middle classes who had little understanding of the needs of the workers.' 'It was divided between those wanting a lesser Germany and those wanting a greater Germany.' 'By the time they had made decisions the revolutions were fading away.' 'Frederick Williams's refusal of the imperial crown weakened it.' 'It had no power base – no army to enforce its decisions.' 'The Prussian army refused to support it.' 'It could be disbanded easily as it was by the Frankfurt authorities.' 'It failed to win the support of the people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was the Zollverein important in the relationship between Austria and Prussia?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Zollverein was very important in the relationship between Austria and Prussia because it was set up and led by Prussia and by the 1830s most of the German states had joined the customs union. This drew the states together. However, Austria did not join and so was left isolated whereas Prussia was joined with the other states. This helped to put Prussia in a stronger position later when it and Austria were competing to lead Germany.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Prussia was more closely attached to other German states than Austria.' 'It gave Prussia leadership of Germany instead of Austria.' 'It gave Prussia a more prominent role in Germany than Austria.' 'It helped Prussia grow more economically strong than Austria.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was very important because there was a lot of rivalry between Austria and Prussia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**Which was more important in the achievement of German unification, force or diplomacy? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Force was much more important. Bismarck would not be able to achieve unification without defeating Austria in war. Austria's defeat in 1866 meant that it lost control of Germany and that Prussia was now leader of Germany. This was shown by the fact that the Bund was replaced by the North German Confederation which was dominated by Prussia. The defeat of France was also crucial because the south German states might ally with France. The war united the German states and unification followed quickly.' **OR** 'Bismarck's diplomacy was much more important. This is because the wars that helped Prussia grow stronger and that gradually united Germany were all brought about by his diplomacy. The war with Austria which resulted in unifying northern Germany was engineered by diplomacy. He negotiated French neutrality, an alliance with Italy and then made it look as if the Austrians were the aggressors. All of this was only possible through diplomacy.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The defeat of Austria made Prussia the leading country in Germany.' 'The defeat of France helped unify Germany.' 'Bismarck agreed not to help the Poles which ensured Russia did not intervene in the wars of the 1860s.' 'Prussia appeared to be a champion of nationalism by defeating the Denmark in 1864.' 'Diplomacy brought about the war with Denmark.' 'Bismarck used diplomacy to cause the war with Austria.' 'Prussia used the issue of the Spanish succession to bring about the war with France by editing the Ems telegram.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Force was more important than diplomacy because it got things done.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**Describe the activities of abolitionists in the 1850s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'John Brown's raid on Harper's Ferry.' 'Helping slaves through the Underground Railroad.' 'Freeing John Price in the Oberlin-Wellington rescue.' 'Publications such as The Emancipator'. 'Henry Ward Beecher held mock slave auctions to free slaves.' 'The work of Frederick Douglass and his newspaper The North Star.' 'Setting up anti-slavery societies.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why did the secession of Southern states lead to civil war?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The secession led to civil war because of the refusal to compromise by both sides. The Republicans were not willing to compromise at all, but neither were the Confederate states. Attempts were made in Congress to find a compromise to prevent secession such as the Crittenden proposals but these were rejected by the Republicans and defeated in Congress. However, even if they had been passed, leaders of the Confederate states would have rejected them. They also ordered the attack on Fort Sumter. So I think the secession crisis led to civil war because neither side would compromise.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Buchanan did nothing and so the situation got worse.' 'Buchanan allowed federal forts and arsenals in the South to be taken over by the Confederate states.' 'Efforts in the Congress to find a compromise failed.' 'The Confederate leaders refused to compromise.' 'Lincoln was determined to maintain the Union.' 'Lincoln and many Northerners thought secession was illegal.' 'The clamour in the North to help Fort Sumter.' 'The South's victory over Fort Sumter.' 'Lincoln orders a blockade of the Confederacy.' 'The decision of Virginia to join the Confederacy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The secession led to civil war because the two sides could not agree about anything.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'Military leadership was the most important factor in deciding the outcome of the Civil War' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think it was military leadership. It was a question of resources. The North was much stronger than the South and was bound to win in the end. There were over double the number of people in the North and many in the South were slaves who were not going to help the South's struggle. The economy of the North was much stronger. It could produce more arms and stopped the South from importing arms by the naval blockade. As the war got longer and longer and turned into a war of attrition, the South got weaker and weaker.' **OR** 'Military leadership was crucial. The tactics of the North to use deep raids was very effective because it damaged the morale of the South by tearing up the interior. Sherman's march on Savannah was devastating. Making Grant the overall commander was also important because he then led a series of devastating campaigns such as the Overland Campaign in Virginia and finally defeated Lee. At the same time the South was making the mistake of fighting a conventional war when it did not have the number of troops to bear the large number of casualties.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The South had greater resources in terms of men and arms.' 'The South missed many military opportunities early on.' The military strategy of the South was too aggressive.' 'A more defensive campaign by the South would have exhausted the will of those in the North.' 'Lee's offensive strategy led to too many casualties for the South.' 'The South should have fought a guerrilla war rather than a conventional one.' 'Lee focused too much on Virginia and so lost the West.' 'The South had poor command 'Sherman's marches through Georgia weakened the South.' 'The will of the South was not strong enough and morale soon plummeted.' 'The introduction of black soldiers for the North was critical.' 'The South printed too much money which destroyed its economy and led to low morale.' 'Four states in the south remained loyal to the Union which caused problems for the South.' 'Grant's military leadership and victories over Lee such as at Richmond.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Military leadership was important because this meant they won the battles.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**Describe the events of the Boxer Rising of 1899–1901.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was nationalist and anti-Western.' 'It was caused by the bad treatment of China by foreign powers.' 'They attacked and killed Christian missionaries.' 'Anything representing the West was attacked e.g. the railways.' 'They marched on Beijing.' 'An expedition led by Seymour was turned back.' 'The Empress Dowager Cixi tried to suppress them but then supported them.' 'Foreign diplomats, civilians and soldiers were besieged in the Legation Quarter.' 'Western armies arrived and defeated the Imperial Army.' 'Many Boxers were executed.' 'The Western soldiers were on a looting and murdering spree.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why was the Indian Mutiny important for British rule in India?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Mutiny was important for British rule in India because it made Britain think again about how India should be governed. It had been governed by the East India Company but the Government of India Act was passed which put India directly under the British government and later Queen Victoria was made Empress. A new government department, the India Office, was set up and it started to govern India in a different way. Reforms were passed. Westernisation was stopped and higher caste Indians were brought into the running of India.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It made Britain realise that India would have to be governed in a different way.' 'The British Government removed the power of the East India Company because of its corruption and lack of sensitivity over Indian practices.' 'India was now governed by the British government.' 'The India Office and a Secretary of State for India were created.' 'Reforms meant the end of 'Westernisation', which had caused so much ill-feeling.' 'Indians were brought into the Indian civil service.' 'A new middle class in India was created by Britain.' 'The British Army in India was reorganised with more British soldiers in it.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it made Britain change its policies towards India.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'The British approach of indirect rule was more effective than the French approach of assimilation and direct rule.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Indirect rule worked less well when it was difficult to find a local chief who was acceptable to everyone in the area. This happened in Nigeria where the new leaders called warrant chiefs were not always acceptable to the local people. Local leaders were often chosen who had similar attitudes to the British and these attitudes were often not useful for governing the local people. Many of the leaders were elders who tended to be very traditional and discouraged local people from innovating and getting educated. Emirs were often used who got their authority from religious obedience and so they discouraged change.' **OR** e.g. 'The French approach of direct rule assimilated the local people into French culture. This had the advantage of allowing them to run for office and to get involved in government. Some even ended up in the French National Assembly. The idea was to make them feel French. However, in many places like Senegal this was not effective, and direct rule just turned the local people into subjects not citizens. The French rule was centralised and did not involve the local people who were often treated harshly and little was done to improve their lives. This led to growing nationalist feelings among the local population.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Indirect rule left the day-to-day rule to local traditional rulers.' 'The rule of local traditional rulers was more acceptable to the people.' 'Lugard introduced it into Nigeria as a way in which a small number of British officials could rule huge areas and populations.' 'The British system was more effective. The problem that colonial powers had was how to rule vast areas with few man and this solved the problem.' 'Indirect rule was effective because it was cheaper than other methods' 'Indirect rule did not work well when a local chief acceptable to everyone could not be found.' 'The problem with indirect rule was that the people chosen to rule often had no experience of taxes and other aspects of government.' 'Indirect rule meant that local chiefs who were resisting British rule could be replaced.' 'Indirect rule often discouraged reforms, especially in education.' 'Indirect rule was flexible and could be adapted for each local region.' 'Direct rule assimilated the local people into French culture.' 'Direct rule involved local people in the government.' 'Direct rule failed to assimilate the local people and led to unrest.' 'Direct rule failed to improve the lives of the local people.' 'Direct rule ended up with little local representative government and centralised rule from Paris.' 'The 'civilising mission' of direct rule often failed.' 'Direct rule led to destruction of local customs and brainwashing.' 'Direct rule led to France investing more resources because the colony was regarded as part of France.' 'Direct rule allowed the local people to become French citizens.' 'Direct rule led to the local people being treated like slaves.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was more effective because it worked well and had lots of successes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**What were the terms of the Treaty of Saint Germain?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **4** e.g. 'The Austro-Hungarian Empire was broken up.' 'The Republic of Austria was set up.' 'The war guilt clause.' 'Austria had to pay reparations.' 'Hungary, Czechoslovakia, Yugoslavia and Poland were made independent.' 'Territory from the Austro-Hungarian Empire was transferred to Czechoslovakia, Poland, Yugoslavia, Italy and Romania.' 'Union with Germany was forbidden.' 'Conscription in Austria was abolished.' 'The Austrian army was reduced.' 'The army was limited to 30 000.' 'The navy was dissolved.' 'Arms factories were banned.' 'Austria's overseas possession of Tianjin was handed to China.' 'The Covenant of the League of Nations was included in the Treaty.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why were the people of Germany outraged by the terms of the Treaty of Versailles?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Germans were outraged because the War Guilt Clause was included in the Treaty which they thought was totally unfair. The Allies wanted to establish a legal basis for reparations: if you cause damage and it is entirely your fault, then you must pay compensation. The Germans felt this rubbed salt into their wounds and was vindictive. They were adamant that they were not totally responsible for starting the war. They argued that other countries such as Russia and Britain were also to blame. They thought they were being blamed because they were the losers.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Germans felt the Treaty was a 'Diktat', not a negotiation.' 'Many Germans were not aware that Germany had surrendered; they thought they had stopped fighting to make peace.' 'They felt they were treated as a defeated nation.' The Germans hated having to accept full blame for starting the war.' 'The Germans had to pay reparations.' 'They were deprived of important industrial areas.' 'The Germans claimed the Allies were trying to bankrupt Germany with high reparations.' 'They thought the loss of 7 million subjects and 13% of their territory was too harsh.' 'They resented the losses to Poland as it split Germany in two.' 'The Germans felt the disarmament clauses left Germany defenceless against France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Germans felt the Treaty was far too harsh / unfair.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**'Clemenceau, Lloyd George and Wilson went into the peace negotiations in Paris with similar aims.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think they had different aims. Wilson wanted to try and make sure that there would never be another major war like the one that had just finished. This was why his main aim was to get the League of Nations set up. This was completely different from Clemenceau. He was more interested in protecting France and punishing Germany and was not interested in a League of Nations. He thought the best way to keep peace and protect France was to weaken Germany and so ensure that France could never be attacked and invaded again. This was a better way to ensure peace than a League of Nations' **OR** e.g. 'Lloyd George agreed with Clemenceau to start with. They both wanted France's eastern border to be protected by, for example, taking the Rhineland away from Germany. Lloyd George realised that if France were invaded again then Britain would be under threat. However, they also disagreed because Lloyd George began to realise that a weak Germany would stop economic revival in Europe and Britain depended on trading with Europe, and especially with Germany.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Lloyd George wanted to gain colonies, thus expanding the British Empire.' 'Lloyd George felt that Germany would still be strong enough to stop the spread of communism.' 'Lloyd George wanted to revive the European economy and European trade.' 'Wilson wanted to set up a League of Nations to preserve peace in the future.' 'Wilson wanted his Fourteen Points to be the basis of the peace settlement.' 'Wilson wanted to achieve free navigation of the seas.' 'Wilson wanted to achieve self-determination for some peoples.' 'Wilson wanted states to disarm.' 'Clemenceau wanted to make Germany weak.' 'Clemenceau wanted the Rhineland to be taken away from Germany'. 'Clemenceau wanted to make sure France could not be invaded by Germany again.' 'Clemenceau wanted Germany to pay high reparations.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The three leaders had different aims and this led to a lot of disagreement.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe what happened in the Rhineland in 1936.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Rhineland was remilitarised by Germany.' 'German troops marched into the Rhineland.' 'Germany broke the terms of the Treaty of Versailles.' 'They broke the Treaty by sending troops into the Rhineland.' 'Hitler took a gamble.' 'The German generals begged Hitler to withdraw the German forces.' 'Hitler refused to withdraw his forces.' 'Large crowds stood in the streets and welcomed the German soldiers.' 'France and Britain failed to do anything apart from protesting.' 'A referendum in Germany overwhelmingly supported German actions in the Rhineland.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(b)	**Why was the Nazi-Soviet Pact important to Hitler?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Pact was important to Hitler because it meant that he could now go ahead and attack Poland. Hitler's greatest worry in invading Poland was that Russia would attack. The Pact was a non-aggression Pact between the Soviet Union and Germany in which the two countries agreed not to attack each other. It also divided up Poland and other parts of eastern Europe between the two countries. This all meant that Germany could invade Poland knowing that Russia would not attack. This is why it was important to Hitler. His plan to move eastwards was not possible.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hitler could now attack Poland.' 'Hitler knew that Britain and France could do little to help Poland now.' 'Defeating the Slavs was an important part of Hitler's plan to rule the world.' 'Russia would not act when Germany invaded Poland.' 'It meant that Hitler could avoid war on two fronts.' 'It was important for Hitler to achieve the 'living space' he wanted in eastern Europe.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Pact was important to Hitler because it gave him a free hand to carry out his plans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'How far were Britain and France responsible for the outbreak of war in 1939? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Britain and France were to blame. They declared war in September because Germany invaded Poland. However, Hitler only did this because he thought he would get away with it. Britain and France had been following a policy of appeasement. This meant that every time Germany took aggressive actions such as the Anschluss with Austria, taking over the Sudetenland and invading Czechoslovakia, they did nothing. This meant that Hitler thought they would do nothing if he invaded Poland. Although Britain and France promised to help Poland if it was attacked, Hitler thought, based on their policy of appeasement, that they would do nothing. So they could be blamed for Germany invading Poland and the start of the Second World War.' **OR** e.g. 'I do not think they were responsible. Hitler was determined to achieve domination of Europe and this meant that sooner or later there would be a war. He had broken the terms of the Treaty of Versailles in many ways, had built up German armed forces and had taken over Czechoslovakia by force. He aimed at winning 'living space' in eastern Europe so Germans could replace the inferior races such as the Slavs and settle there and increase the German population. The invasion of Poland in 1939 was part of this plan and led to war breaking out in that year. So it was Hitler who was to blame.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Britain and France were to blame because of appeasement.' 'They were to blame because of the Munich Agreement.' 'They were to blame because they gave Hitler the impression he could get away with anything.' 'They were to blame because they declared war on Germany on 1 September 1939.' 'Russia was to blame because by signing the Nazi-Soviet Pact they allowed Hitler to invade Poland.' 'Germany was to blame for invading Poland.' 'Germany was to blame because Hitler wanted to win 'living space' in Eastern Europe.' 'Germany was to blame because Hitler wanted world domination and had to be stopped.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were not to blame, it was Germany and all its aggression.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**What was the Warsaw Pact?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was set up in 1955.' 'It was an agreement between the communist states of Eastern Europe.' 'It was a defence treaty.' 'Members agreed to help each other if one was attacked.' 'It was an agreement between Russia and its satellite countries in Eastern Europe.' 'It was created in reaction to the formation of NATO.' 'It was a way the Soviet Union could keep control of the military forces of the communist countries.' 'It ended in 1991.' 'It was a balance to NATO.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why was Germany a source of dispute after the Second World War?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Germany was a source of dispute between Russia and the West because Stalin wanted to keep Germany weak while the West wanted it to recover. Stalin wanted to make sure that Germany would never invade Russia again and so wanted to keep Germany weak by making it pay reparations and stopping it from recovering economically. He also wanted the part of Germany he controlled to stay under communist control. However, the West wanted Germany to be a barrier to communism spreading westwards and so wanted Germany to recover and to develop a democratic system of politics.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was disagreement because at the end of the war it was occupied by both the USA and the USSR.' 'Stalin wanted to cripple Germany but the West did not.' 'Stalin was worried about another attack by Germany in the future.' 'The setting up of Bizonia by the Americans and the British caused trouble with the Russians.' 'The West wanted Germany to recover economically because this was necessary for the rest of Europe's economy to recover.' 'The currency reform introduced by the West was unpopular with the Soviet Union.' 'Germany was in ruins and something had to be done. However the different ideologies of the East and West made disagreement inevitable.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The West had different ideas about it from those of the USSR.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**'The Marshall Plan was designed to ensure the domination of the USA over Europe.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Truman knew that communism could spread through Europe because of the poor economic conditions there after the war. He did not want this. Instead he wanted Europe to be under US control. Instead of achieving this by sending troops he did it by controlling Europe's economy. Through the Marshall Plan the United States gave billions of dollars to Europe. This money was mainly spent buying US goods and so Europe became a market for US exports. This meant that Europe would become economically dependent on the USA. This was why Stalin did not let any of the Eastern European countries accept Marshall Aid – it was economic imperialism.' **OR** e.g. 'The Marshall Plan was simply the USA helping out its allies in Europe after the war. Much of Europe was devastated, industry and trade were destroyed and millions were in refugee camps. Europe badly needed help to recover. $13 billion dollars were spent by the USA to help Europe recover. As a result, Europe had its fastest period of economic growth as its industry and agriculture gradually recovered. The Americans knew that communism spread when people were starving and unemployed and so they partly gave the aid to stop this but this was not the same as the USA dominating Europe.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It helped a devastated Europe recover.' 'Marshall Aid was necessary because many people in Europe were starving, homeless and unemployed.' 'It was designed to stop communism spreading not to create US domination.' 'It made Europe economically dependent on the USA.' 'Europe had to spend the money on buying American goods.' 'Europe would have recovered anyway. It did not need Marshall Aid which was there simply to establish US control.' 'It allowed US private enterprise to establish itself in Europe.' 'Buying US goods started the 'Americanisation' of Europe.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a way of helping countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe how President Kennedy reacted to the discovery in October 1962 of Soviet missiles in Cuba.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He met for 13 days with advisors, deciding how to react.' 'He placed a blockade around Cuba.' 'He made a speech to the US public explaining his plan.' 'He got troops ready for an invasion of Cuba.' 'All US forces around the world were placed on DEFCON 3.' 'Soviet ships were turned back by the US blockade.' 'Kennedy agreed to lift the blockade and not invade Cuba if the missiles were removed.' 'He secretly agreed to remove US missiles from Turkey.' 'He agreed to set up a direct hot-line phone link.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why were developments in Vietnam in the 1950s important to the USA?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Developments in Vietnam mattered to the USA because of the domino theory. This was that if one country fell to communism then the neighbouring country would be next. This applied to Vietnam because after Vietnam was split North Vietnam became communist and the Americans were worried that South Vietnam and Cambodia would be next. In fact the whole of South East Asia might become communist.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The French were defeated and left.' 'Ho Chi Minh defeated the French at Dien Bien Phu.' 'Vietnam was divided into two countries with the North becoming communist.' 'The communist Vietcong worked to overthrow Diem in the South.' 'The domino theory meant the USA could not let Diem's regime fall.' 'The Vietcong and North Vietnam were being helped by China and the Soviet Union.' 'In 1959 North Vietnam increased its military assistance to the Vietcong.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'These developments in Vietnam were important because the Americans did not want regimes to develop that were against them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'Who won the Korean War? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Korean War was a victory for the USA. It was the aim of North Korea to take over the South. In 1950 they invaded the South and pushed its forces back to Pusan. However, US troops managed to push them back. Even when the Chinese helped North Korea, the Americans were able to defend the South. The war ended with the border being on the 38th parallel – where it had started. The Americans had won because they had stopped South Korea being overrun and becoming communist.' **OR** e.g. 'The Korean War was really a victory for the United Nations because it showed strong and determined action. When the North invaded the South the UN passed a resolution telling the North Koreans to withdraw. When they failed to do this the UN then passed a resolution that set up an army from 16 countries. The UN army managed to expel the North Koreans and South Korea was saved. This was important for the UN because it shows that it was stronger than the League of Nations and could act with force even when major countries such as China were involved. This improved the reputation of the UN.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'South Korea was defended.' 'North Korea failed to conquer South Korea and make it communist.' 'The USA led the forces that saved South Korea.' 'The border between North and South ended up where it had been at the start.' 'The UN failed to achieve a unified and democratic Korea.' 'The UN was seen as a creature of the USA.' 'Chinese forces were forced back into North Korea.' 'The Chinese forced UN forces back into South Korea.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that neither side won because the casualties were enormous.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**Describe the British naval blockade of Germany.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany's ports were blockaded.' 'The blockade was set up as soon as the war started.' 'All trade with Germany was banned.' 'Britain could impose it because of its overwhelming sea power and control of the North Sea.' 'The blockade continued until 1919.' 'The North Sea was declared to be a British military area and neutral merchant ships were searched.' 'German imports fell.' 'Germany lacked food and its armament's industry was badly affected.' 'Hunger in Germany and food riots.' 'The turnip winter'. 'Thousands died from starvation and disease.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why was the threat from German U-boats important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'This threat was very important because in 1917 it nearly brought Britain to its knees. Britain depended in imported goods to feed its population but by 1917 U-boats were sinking 13 ships a day. By 1917 Britain was down to 6 weeks of reserves of food and in 1918 the government even had to introduce compulsory rationing. If these problems had continued, Britain might have been defeated in the war.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The submarine warfare was unrestricted.' 'It targeted military and merchant ships going to, or leaving from, Britain.' 'Many ships were sunk and this led to food rationing in Britain.' 'Britain depended on imports to feed its people.' 'Britain needed to import raw materials to supply its war industry.' 'Unrestricted submarine warfare was resumed in 1917 with the aim of sinking 600 000 tons of shipping a month.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because Britain had great difficulty in dealing with it and it was causing serious damage.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The decision to launch the Gallipoli campaign made little sense.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The attack at Gallipoli had no chance of success and was never a good idea. The Turks had increased the number of troops to defend Gallipoli and the British had no idea where the Turkish troops were positioned. When the troops landed the Turkish gunners had a clear line of fire on the troops and many were killed. Elsewhere, ANZAC troops were dropped off at the wrong place and had to try and climb enormous cliffs. The troops were stuck on the beach and died from disease in the hot summer and cold from the harsh winter. The campaign made little sense because it had no chance of success.' **OR** e.g. 'The attack on Gallipoli was a good idea and worth trying. It was just carried out badly. The idea was to defeat the Turks by taking Gallipoli and then moving on to take the Turkish capital Constantinople. This would have helped the Russians by taking some pressure off them. The Dardanelles provided a sea route to Russia and a victory would have given the Allies control of this sea route. Just because it failed does not mean the campaign made little sense. It was a good idea and could have shortened the war.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Its aim was to knock Turkey out of the war.' 'To capture Constantinople.' 'To open up another front in the south-east.' 'To isolate Germany by defeating its allies.' 'To provide assistance to an ally, Russia.' 'To open up a sea route to the Russian Front so that the Allies could get supplies to the Russians.' 'It could encourage the neutral countries, such as Greece, Romania and Bulgaria, to join the Allied side.' 'To attack the 'soft under-belly' of Europe.' 'To shorten the war.' 'By defeating Turkey, the allies could attack Austria-Hungary through the Balkans.' 'It could reduce pressure on the Western Front.' 'Turkish troops had been reinforced.' 'There was no element of surprise because of earlier naval raids on Gallipoli.' 'The harsh weather made such an attack very difficult.' 'The beaches were well defended.' 'The British had no up to date information on Turkish troops' positions and relied on a tourist guide book.' 'The beaches were completely open to Turkish gunners.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The campaign was a disaster and failed and this means that it made little sense.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe the part played by the USA after its entry into the war.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The USA sent millions of soldiers to Europe.' 'The USA sent destroyers to help mine the North Sea against German submarines.' 'The arrival of US soldiers allowed the Allies to move their experienced soldiers to face the German offensives in 1918.' 'The arrival of the US soldiers was a psychological boost for the Allies when at the same time the Germans were losing men.' 'The Americans won a victory at Cantigny.' 'The American troops helped the Allies turn back the German Spring Offensive in 1918.' 'US soldiers helped in the final Hundred Days Offensive of 1918.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why did Ludendorff think it was a good idea to launch an offensive in March 1918?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Germans realised they could no longer win a war of attrition. The longer the war went on the more desperate the situation within Germany became. The Germans needed a quick victory. The Offensive was meant to outflank the British army on the Somme and then defeat it while other attack would divert Allied forces from the main offensive. It was thought that once the British were defeated the French would ask for an armistice.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To draw Allied forces away from Flanders and then launch a decisive attack there.' 'It was Germany's last chance of victory.' 'To win before large numbers of US troops arrived.' 'Germany was in a terrible state back home and a quick victory was needed.' 'Extra troops had arrived for Germany from the Eastern Front.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He thought this was a good idea because it could win the war for Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**Which was more important in persuading Germany to sign an armistice, the failure of the Ludendorff Offensive or the situation within Germany? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It was the situation within Germany that made Germany sign the armistice. This situation was desperate. Germany was falling apart. In October sailors revolted at naval bases and there were riots across the country. The German people were starving and many were dying of flu. This led to a republic being announced and the Kaiser abdicating. The new German government signed the armistice. So it can be seen that it was the dreadful situation in Germany that led to the armistice.' **OR** e.g. 'It was the failure of the Ludendorff Offensive that made Germany sign the armistice. The Offensive was Germany's last chance of victory. After its failure the Allies launched their Spring Offensive and the German army was in retreat and on its last legs. It was short of men and weapons, morale was low and it was faced with the arrival of fresh American troops. By September 1918 German generals were warning that they could not hold the front for more than two more hours and that an armistice was needed. This saved the face of the German army, although many were deserting. This shows that it was the failure of the Offensive that led Germany to sign the armistice. The desperate situation on the battlefield meant Germany had no choice.'	

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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 failure of the Offensive led to the German army on the retreat and fighting a rear guard action.' 'The French were successful at the Marne in July 1918.' 'The Germans could not defend all the land they had captured during the Offensive.' 'The defeat of the Germans at Amiens was decisive.' 'After the failure of the Offensive the German army was short of men, morale had collapsed and many were deserting.' 'The failure of the Offensive was followed by the Allies Spring Offensive which meant the Germans were in retreat'. 'The Allied blockade of Germany meant that people in Germany were starving and discontent was growing.' 'A flu epidemic swept through Germany killing thousands of people.' 'There was a revolution from above in Germany and a new government was appointed to prevent a real revolution and mutiny.' 'There was a mutiny of sailors at the naval bases of Kiel and Wilhelmshaven.' 'In November there were riots across Germany'. 'The Kaiser abdicated in November 1918, the armistice was then signed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was the failure of the Ludendorff Offensive because this was a defeat on the battle field.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**Describe how Germany reacted to the French occupation of the Ruhr.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Germans were upset / mad.' 'The German government ordered workers to start passive resistance.' 'German workers went on strike.' 'They refused to work in the mines and factories.' 'The German government printed lots of money.' 'This caused hyperinflation.' 'The German currency collapsed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why did the Freikorps attempt to take control of Germany in 1920?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The German Revolution got rid of the monarchy and set up a democratic system of government. The Freikorps were against this. They were made up of ex-soldiers and did not think that the German army had been defeated in the First World War. They believed it had been let down by the new republic and government. They tried to take control of Germany to set up a right-wing government, get rid of the Weimar Republic and make Germany great again.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They wanted to prevent communism in Germany.' 'Ebert tried to disband them.' 'They were against the armistice and the peace settlement.' 'They were against the democratic system set up by the German Revolution.' 'They wanted the return of the Kaiser.' 'They opposed the reduction in Germany's armed forces as ordered by the Versailles settlement.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought that Germany was going in the wrong direction and wanted to put things right.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**How important was Stresemann to the survival of the Weimar Republic? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think he was all that important. His solution to Germany's problems was based on enormous loans from the USA. He did not really reform Germany's economy. It was entirely dependent on US loans. When the Depression hit the USA, American banks called in the loans. This destroyed German industry. Factories closed and millions were made unemployed. This shows that Stresemann was not important because the Weimar Republic fell soon afterwards.' **OR** e.g. 'Stresemann was very important to the survival of the Weimar Republic. In 1923 Germany suffered from hyperinflation and was close to collapsing. Stresemann, who was Chancellor, rescued it. He introduced a new currency, the Rentenmark, and reduced government spending. This helped reduce inflation and confidence returned. Germany went on to enjoy some years of prosperity and it was all due to Stresemann.'	

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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 introduced a new currency.' 'He reduced government spending.' It was Stresemann who ended hyperinflation.' 'He put down uprisings like Hitler's attempted putsch and left-wing risings like the one in Saxony.' 'He called off passive resistance in the Ruhr and sorted the problem out.' 'He negotiated the Dawes Plan.' 'He got the reparation payments reduced.' 'He rescued Germany's economy.' 'He improved Germany's relations with other countries.' 'Under him Germany was accepted back into the international community and joined the League of Nations.' 'He was chancellor for only four months and so could not do much.' 'His solution was based on American loans and this was not a real solution.' 'When the Depression came it showed that his policies had not really solved Germany's problems.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was very important because he turned the Weimar Republic around.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe the work of the Gestapo.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was the Secret State police.' 'It investigated cases of treason and sabotage.' 'It tracked down and investigated opponents of the Nazi regime.' 'It monitored church organisations.' 'It dealt with groups like the White Rose.' 'It sent suspects to concentration camps without trial.' 'It used torture and executions.' 'It used a system of informers and got people to spy on their neighbours.' 'It used the People's Court to try people.' 'They tapped telephones.' 'They spied on people by intercepting their mail.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why did the Nazis carry out Kristallnacht (the Night of Broken Glass)?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Some people think that they did this because they wanted to take the persecution of the Jews to a new level and claim that this was the beginning of the Holocaust. Up until now the actions against the Jews had mainly been economic and political but Kristallnacht introduced physical persecution with beatings and murder. Jewish shops and homes were attacked, hundreds were murdered and thousands were sent to concentration camps. Soon afterwards new laws against Jews were introduced. Kristallnacht showed that the Nazis were now determined to deal with what they called 'the Jewish problem'.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'A Jewish student shot a German diplomat in France dead.' 'They wanted to step up the persecution of the Jews. This took it to a new level.' 'Goebbels planned it to increase his standing in the eyes of Hitler.' 'It took place as part of the power struggle between Goebbels and Himmler.' 'The Nazis tried to make it look like a spontaneous rising by the German people against Jews to try and show that the German people were behind them in their anti-Semitic policies.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this to increase the power of the government over the people of Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**How effective was Nazi propaganda in winning the support of the German people? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Nazi propaganda was very effective. This is shown by the fact that many Germans supported the Nazi regime and there was little opposition. Germans were bombarded with propaganda in every part of their lives. There were Nazi posters and flags all over Germany as well as photographs of Hitler. In factories people had to listen to Nazi propaganda through radios and loudspeakers. Children were indoctrinated in school through the curriculum which supported Nazi ideas and many young people joined the Hitler Youth which again bombarded them with propaganda. Even music was used to encourage the right attitudes. It is not surprising that, under all this pressure, many Germans supported the Nazis.' **OR** 'Nazi propaganda did not win the support of the German people by itself. Other methods had to be used as well and these were based on terror and force. The SS ran concentration camps where any potential opponents were locked up and used as slave labour. The Gestapo spied on people using a network of informers and sent those arrested to camps without trial. Everybody was encouraged to inform on their neighbours. All this created an atmosphere of fear and mistrust. None of this would have been necessary if the propaganda had been effective.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'In 1933 the Ministry for People's Enlightenment and Propaganda was set up under Goebbels.' 'The Nazis controlled the radio, the press, the cinema and art.' 'Journalists were told what to write in their newspapers.' 'The Nazis made sure everybody could afford a radio so they could listen to the Nazi propaganda.' 'Undesirable influences such as Black American music were kept away from the German people.' 'The Nazis held public book burnings.' 'Massive rallies like the Nuremberg rallies were held.' 'The Olympic Games were held in Berlin to show everybody the superiority of the Aryan race.' 'Opponents such as Trade Unionists were locked up.' 'Communists and Social Democrats kept underground networks going.' 'There were youth opposition groups such as the Edelweiss Pirates and Swing.' There was a plot by army officers to blow Hitler up in 1944.' 'The SS and the Gestapo used fear and terror to win obedience.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Nazi propaganda was very successful because it made people support the Nazis.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Who were the 'Whites'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They fought the Bolsheviks in the Russian Civil War.' 'They were nationalistic and supported the monarchy.' 'The Cossacks joined the White Army.' 'White Russians were extreme anti-Semites.' 'The White Army was led by General Kornilov.' 'The Whites were made up of many different groups and were not united.' 'The Whites included middle-class liberals, army officers and monarchists.' 'The Whites were supported by foreign countries who were worried by Russia becoming communist.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why did Lenin bring War Communism to an end?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'He did this because opposition to War Communism was growing. It was introduced to help fight the Civil War but it caused a lot of opposition. In 1921, sailors at the Kronstadt naval base rose up. Trotsky had to send troops in to crush them. Another group, the Workers' Opposition demanded higher wages and better conditions. It was because of all this opposition that Lenin ended War Communism. He realised the country would not take it any longer.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Not enough food was being produced.' 'Russia faced an economic crisis.' 'Industrial production had fallen under War Communism.' 'Agriculture had collapsed.' 'There was a terrible famine.' 'Opposition to War Communism was growing.' 'The Kronstadt rebellion.' 'Lenin realised that communism would not survive without a change.' 'The farmers needed to be given incentives so more food was produced.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Lenin realised that Russia needed new policies otherwise there would be a disaster.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'How far was the New Economic Policy a failure?' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The NEP had many successes. One was the increase in production that took place. This was especially the case in the countryside. Increased production of food was badly needed because its production had gone down under War Communism. Now that peasants had an incentive to produce more food because they were allowed to make a profit, more food was produced and was for sale. Because they were happy with this the peasants also caused fewer disturbances.' **OR** e.g. 'For many the NEP was a failure. This is because they saw it as bringing back capitalism and going against their communist ideals that they had fought for. Most of all they hated the Nepmen who were profiteers. They bought food and goods cheaply and then sold it for huge profits. As far as many communists were concerned, they were making money out of the hard work of others.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Russia became more prosperous.' 'Russia was electrified.' 'Increased trade with the West boosted the economy.' 'Factories were allowed to make profits.' 'More food was produced.' 'Nepmen made enormous profits by trading and selling goods.' 'More goods appeared in shops for sale.' 'Prices for manufactured goods were high.' 'Peasants were unwilling to sell their grain for money because it would not buy much.' 'Many peasants remained poor.' 'Unemployment in cities remained high.' 'There was a high crime rate.' The Nepmen were very unpopular.' 'Food supplies remained a problem.' 'Soviet industry still needed massive investment.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The New Economic Policy had many successes but there were also weaknesses.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**Describe how Stalin used propaganda to control people's ideas in the Soviet Union.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He mounted a huge propaganda campaign in the cinema and on the radio.' 'Writers were censured and no critical books were allowed.' 'Artists had to produce work that glorified the Revolution.' 'Critics were sent to labour camps.' 'Socialist Realism.' 'The government controlled what was taught in schools.' 'Organisations like the Pioneers were set up to indoctrinate young people.' 'Purges were carried out against the Orthodox Church.' 'The cult of personality.' 'Posters and paintings of Stalin appeared everywhere.' 'History was rewritten and photographs were doctored to eliminate people from the past.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(b)	**Why did Stalin end the Great Purge in 1938?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Stalin ended the Purge because he realised that it had developed a life of its own. This was beginning to pull Soviet society apart. By 1939 over 20 million Russians had been transported to labour camps and even the NKVD was now being purged. Stalin realised this could not be allowed to go on. It was out of control and if allowed to continue would destroy Russia.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Because things were getting out of control.' 'The Purge had given him total control and so he did not need it any more.' 'The effect on the armed forces was disastrous – most of the top generals in the army had been lost.' 'It was having a severe effect on the economy, with many with managers and engineers missing.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did this because he no longer thought it was helping Russia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**How far did the Russian people benefit from Stalin's rule up to 1941? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Many peasants did not benefit. Stalin introduced collectivisation to try and increase the amount of food being produced. Collective farms were set up where peasants had to work together under government control. They disliked this and rebelled. The army and the secret police were sent to terrorise the peasants and force them to work in the collective farms. Some killed their animals and hid their stocks and soon there was famine. Many were forced to leave the land altogether. So the peasants did not benefit.' **OR** e.g. 'People did benefit from the Five Year Plans. Stalin's aim was to turn Russia into a modern industrial state. Heavy industries like coal, iron and steel were set up and production was increased enormously. Later railways were developed, as were industries such as chemicals, and great dams were built. All of this brought modernisation to the people and gave them jobs. Awards such as free holidays and better housing were given to workers who worked hard. Living standards rose and health services were improved and in the new industrial towns housing was built for the workers.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Many people were purged and sent to labour camps.' 'People suspected of being enemies or rivals were tortured and killed.' 'The secret police arrested and killed hundreds of thousands of people.' 'Many peasants disliked collectivisation.' 'The famine of 1932–3 when many died.' 'Many peasants were forced into collectivisation and lost their farms.' 'Living standards improved.' 'Leisure facilities for sport and film shows were provided and workers were given an annual holiday.' 'Women were given more freedom and were allowed to work in jobs where they had not been allowed before.' 'Child allowances were paid for married couples.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many Russians suffered badly under Stalin although there were some benefits.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**What were the 'Jim Crow' laws?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They enforced racial segregation in the southern states.' 'They enforced segregation in public places and facilities like buses.' 'They gave Black Americans inferior facilities.' 'There was segregation on public transport.' 'They introduced segregation in public schools.' 'There was segregation in restaurants.' 'They were aimed at maintaining white dominance over Black Americans.' 'They were racist.' 'They were first introduced in the nineteenth century.' 'They discriminated against Black Americans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(b)	**Why did gangsterism increase in America in the 1920s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'One reason is that it was against the law to make or sell alcohol in the USA in the 1920s. However, people still wanted to buy and drink it. This is where the gangs came in. They made it and supplied the speakeasies because there were huge profits to be made.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It increased because of prohibition.' 'Because of the huge profits to be made in selling alcohol.' 'Because people wanted to buy and drink alcohol.' 'This was caused by the rivalry between gangs.' 'They were able to operate because of corruption. They bribed police officers.' 'There was more gang activity because of cars and sub-machine guns that let gangs operate.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Gangsterism increased because there were lots more opportunities for gangs at this time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'The lives of American women changed little during the 1920s' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Many of the social restrictions on women were fading away. For example their dress – ankle-length dresses were replaced by knee-length, lighter dresses. Women had shorter hair and smoked in public and drove cars. All of this was frowned upon before the war. Being able to drive a car made them much more mobile and gave them freedom to go to the cinema, for example.' **OR** e.g. 'The lives of many women did not change much, especially in the countryside and on farms. Here women still did their jobs without mechanical aids. Washing was often done without washing machines. In fact, many farms did not have running water. Life was still very hard with many women still working in the fields, as well as looking after their children. These women did not see the changes that middle-class urban women enjoyed.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Women were given the vote in 1920.' 'More women went out to work because of the experience they gained in the First World War.' 'More job opportunities opened up for women in areas like radio and office work.' 'By 1930 there were 10 million women in work.' 'Labour saving devices such as vacuum cleaners and washing machines changed their lives.' 'Cars gave them freedom from the home.' 'Flappers wore make-up and short skirts.' 'The lives of working class women did not change.' 'Life on farms did not change where they did not have labour saving devices.' 'Most middle-class women still looked after their homes and children.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the lives of rich women changed a lot but the lives of other women stayed the same.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Describe what President Hoover did to deal with the Depression.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hoover did little at the start of the Depression.' '$423 million was provided for schemes like the Hoover Dam to provide jobs.' 'The Farm Board bought surplus produce to keep prices up.' 'The Hawley-Smoot Act increased customs duties on imported food.' 'The Reconstruction Finance Corporation gave loans to businesses.' 'Hoover encouraged employers not to sack workers and to keep wages up.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why did farmers suffer badly during the 1930s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'They suffered badly in the 1930s because of the Depression. People in towns were unemployed and could not afford to buy much. This meant that prices for the food produced by farmers dropped and they were not making any money. Many could not even afford to harvest their crops and animals were killed and crops left to rot in the fields. More and more farmers became bankrupt.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They could not sell their produce.' 'Prices for their produce fell.' 'They were evicted from their farms by banks.' 'There was overproduction.' 'The Dust Bowl.' 'Over farming led to the land losing its fertility.' 'Serious droughts hit the prairie states.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They suffered badly because nothing was going right for them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'Underlying long-term weaknesses in the American economy were the real cause of the Depression.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think this is right. Things may have looked good in the boom of the 1920s but there were serious weaknesses underneath. The boom had been kept going by debt. Banks had lent money too easily. Businesses had borrowed too much. This was all fine as long as the economy prospered but factories were producing goods they could not sell and there were not enough people who could afford to buy them. As soon as there were problems nobody could repay their debts. Many people had borrowed money to buy shares. When the value of shares fell then they had nothing left and banks did not get their money back so they were in trouble as well.' **OR** e.g. 'I do not think the American economy was really weak. There had been a boom in the 1920s with businesses making huge profits, wages going up and people able to buy consumer goods. The Depression was brought about by the greed of speculators buying shares. They were doing this simply to make a profit. Buying on the margin made things worse. All of this pushed share prices beyond what they should have been and when prices fell people and businesses were bankrupted. It was caused by people's greed.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The American economy was built on debt.' 'Everybody had borrowed too much.' 'The price of shares was far too high.' 'Agriculture remained depressed throughout the period.' 'Too many goods were being produced in the US.' 'Speculation on Wall Street was the problem.' 'Thousands were bankrupted because of the fall in the price of shares.' 'Farmers were producing too much food anyway.' 'American factories could not sell their goods.' 'There were already many poor people such as farmers and workers in old industries.' 'The US could not sell its good abroad.' 'People began to sell their shares because they thought the US economy had long-term weaknesses.' 'It was all caused by a lack of confidence and panic, not long-term problems.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the American economy was in a bad way and this is what caused the problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**Describe Chiang Kai-shek's reaction to the Japanese occupation of much of China.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was reluctant to fight the Japanese.' 'He saw the threat from the Communists as greater than that from the Japanese.' 'He concentrated on keeping urban areas from Japanese control.' 'Much of the aid sent by Britain and the USA to fight the Japanese was hoarded to fight the Communists.' 'He retreated into the mountains of Sichuan province.' 'He used a scorched earth policy that made life misery for the peasants.' 'He used his best troops against the Communists, not the Japanese.' 'He ignored US advice to attack the Japanese and acted defensively.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(b)	**Why did Chiang Kai-shek's fifth extermination campaign of 1933–4 have some success?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'This campaign had some success because Chiang Kai-shek used the strategy suggested to him by his German advisers. This involved encircling the Jianxi Soviet region where the Communists were with fortified blockhouses. This was very successful. The Communists attacked the forts many times but were pushed back. They lost many men and soon only a few towns in the area were under communist control.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Kuomintang overran the Communists and forced them on the run.' 'He had gathered together over one million troops for the campaign.' 'He had the support of several warlords.' 'He used the strategy of blockading the Jiangxi Soviet.' 'The Nationalists had more men and better equipment than the Communists.' 'The Communists suffered from disease and defections.' 'The Communists made the mistake of attacking the blockhouses.' 'The largest Communist base in China was lost.' 'The Communists made the mistake of using conventional war tactics, rather than guerrilla warfare.' 'The Nationalists were able to replace lost troops and materials but the Communists could not do this.' 'Communist bunkers were made from wood and mud unlike the strong Nationalist blockhouses and were more vulnerable to bombardment.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was successful because the Communist made many mistakes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'What happened while the Communists were based at Yenan was more important for them than the Long March.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Long March was far more important. It was important as propaganda for the Communists. It showed the Red Army as heroes. It also showed the Nationalists as failures because they had failed to defeat the Communists when they had a good chance to. Many heroic stories came out of the Long March and Mao used it as propaganda to help him win the support of the Chinese peasants.' **OR** e.g. 'I think that the stay at Yenan was more important. While they were there, Mao made his most important work that of winning the support of the peasants. He wanted the Communists to be the party of the people and he knew the support of the peasants would be crucial. He got his supporters to live and work with the peasants. They helped redistribute land for the peasants and gave them weapons. In this way Mao was able to build the Communists into a strong force.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Long March secures Mao's position as leader.' 'It meant the Communists were safe from extermination at Jiangxi.' 'It was great propaganda for the Communists.' 'It gave the Communists time to recover and rebuild.' 'Travelling to rural China meant the Communists lived and worked alongside the Chinese peasants. This gave them a chance to win their support.' 'The stay at Yenan gave Mao a chance to indoctrinate his followers in his Chinese version of Communist ideas.' 'At Yenan the Communists really became the party of the peasants. This would be crucial in the future.' 'At Yenan their numbers recovered as people joined them.' 'Journalists visited Yenan which allowed Mao to send out propaganda about the Communists and about Nationalist atrocities.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'I think the Long March was more important because without it the Communists would have been in trouble.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**Describe the ways in which Deng Xiaoping opened up China to the world.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Deng visited Singapore and sent thousands of Chinese there to learn.' 'He opened China up to foreign trade.' 'He improved relations with the USA and Japan.' 'Deng visited the USA.' 'He reached an agreement with Britain over Hong Kong.' 'Deng focused on export-led economic growth.' 'Deng encouraged foreign investment and foreign companies to set up in China.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(b)	**Why did the Gang of Four lose power in 1976?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Their loss of power was part of the struggle between moderates and radicals. After Mao died they managed to keep power and tried to carry on with Mao's policies. However, moderates like Deng Xiaoping and Hua Guofeng gradually won support in the Party and in the army. Many people wanted to move away from Mao's policies that were seen as disastrous for the country. In a bloodlless takeover the moderates had the Gang of Four arrested.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mao died in 1976 and had named Hua, not the Gang of Four, as his successor.' 'Hua Guofeng, a moderate, succeeded Zhou as Premier.' 'Hua won the army over to his side.' 'In October Hua had them arrested.' 'Propaganda was sent out describing their alleged crimes.' 'They were unpopular for being responsible for the worst excesses of the Cultural Revolution.' 'The Party wanted to move away from Mao's approach and policies.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They lost power because all their support disappeared.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'The Chinese people lived better lives under Deng Xiaoping than under Mao Zedong.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Many of Mao's policies were disastrous for the Chinese people. One was the Great Leap Forward which introduced communes where people were forced to live and work. Every part of their lives was controlled in the communes. People were no longer given more money for working hard and so they did less and less food was produced. Also projects like the backyard furnaces took workers away from the fields. All this eventually led to the dreadful famine when 40 million people starved to death.' **OR** **'**I think they were better off under Deng. Things were freed up under him. People were allowed to move around China more freely and most people became better off. Most important were his economic reforms which allowed the Chinese people to become consumers like in the West. He introduced open cities where young people could enjoy western fashions. Some Chinese people even had luxury cars and mobile phones. Most people lived a more comfortable lifestyle than under Mao with televisions and more to eat.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Under Mao land was taken from the landlords and shared between the peasants.' 'Many peasants did not want to join co-operatives.' 'Many jobs were created by the Five-Year Plan.' 'Under Mao health care was made free.' 'A massive campaign under Mao made most people literate.' 'Under Mao the education system was improved.' 'Women were given more freedom by Mao and more went out to work.' 'Under Mao the people were constantly indoctrinated.' 'Under Mao opposition was crushed and anyone not supporting Mao was publicly disgraced and sent to a labour camp.' 'Mao's policies caused a serious famine when millions died.' 'Many people suffered badly during the Cultural Revolution.' 'The 10-year plan under Deng to encourage fast economic growth.' 'Family farming replaced the communes. People preferred this.' 'Peasants were given more freedom in how to farm.' 'Thousands of political prisoners were released.' 'The secret police acted less harshly under Deng.' 'Deng's one child per family policy.' 'Deng oversaw tens of thousands of executions to combat crime.' 'Greater freedom of opinion allowed under Deng.' 'Improving standard of living and more domestic consumption under Deng.' 'Corruption under Deng led to unhappiness with the Party.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'People had better lives under Deng because under Mao they had no freedom.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**What was the Rivonia Trial of 1963–4?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Mandela and others charged with treason.' 'Members of the MK were put on trial because of their involvement in violence.' 'Mandela made a long speech about how white and black South Africans should live as equals.' 'The defendants were sentenced to life imprisonment.' 'Charges included supporting communism and training people to use explosives.' 'The trial was condemned by the United Nations.' 'The trial led to international sanctions against South Africa.' 'Others charged included Goldberg, Sisulu and Mbeki.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why was the Bantu Self-Government Act of 1959 important to the South African government?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'This was important to the government because it was an attempt to make apartheid work. The idea was to create homelands where black South Africans would have to live. Money would be spent on them to make sure they could eventually support all black South Africans, so leaving South Africa 'proper' just for white people. The aim was that they would become independent states. This was the government's way of getting rid of black South Africans from white South Africa.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was Verwoerd's way of trying to make apartheid work.' 'The Act created eight Bantustans.' 'These were based on the original African reserves or homelands.' 'These Bantustans were intended to be the homelands for all black people.' 'The newly established regions were eventually intended to become self-governing.' 'In 1963, Transkei became the first Bantustan to have its own parliament elected by black people.' 'The policy of Bantustans provided a way for the government to eject all black people from white areas.' 'The government would spend money on the homelands to improve farming and set up industries.' 'After a time all black South Africans would live there and they would be excluded from the rest of South Africa.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Bantustans were viewed as part of the policy of apartheid.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**How effective was the African National Congress (ANC) in the period 1948 to 1966? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The ANC was very effective because for the whole of this period it made apartheid a major issue and kept it in the headlines. Its Defiance Campaign against apartheid in 1952 led to its membership growing rapidly and it became the voice of black resistance. The Freedom Charter brought many organisations together and made clear what the people of South Africa wanted. It also kept the pressure on through bus boycotts. Although it did not defeat apartheid in this period, it made sure that it was opposed and made its eventual defeat inevitable.' **OR** e.g. 'I do not think that the ANC was very effective. It used many peaceful methods in the 1950s like the Freedom Charter and the bus boycotts but it was dealt with by the authorities by mass arrests and by banning many of the leaders. They were either on the run or in prison. The violence by the authorities at Sharpeville showed many in the ANC that their peaceful methods were not working and so they turned to violence such as blowing up electricity pylons. However, leaders like Mandela were caught and were imprisoned. The ANC was nearly smashed.'	

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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 Defiance Campaign of 1952.' 'The Freedom Charter of 1955.' 'The Ant-Pass Law demonstrations.' 'The bus boycotts.' 'Acting as the voice of opposition to apartheid.' 'Making the aims of black Africans clear and creating a coherent programme.' 'Campaign of violence after Sharpeville.' 'Leaders and many members imprisoned.' 'Alternatives such as Biko and Black Consciousness, Trade Union led strikes in 1973 and Soweto riots.' 'ANC bases outside South Africa training guerrilla fighters.' 'Symbol of Mandela and fellow prisoners and growth of international condemnation and sanctions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The ANC was not effective because things really stayed the way they were.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**Describe the impact the Black Consciousness Movement had on black South Africans in the 1970s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Being proud in being black.' 'Refusing to accept help from white people – a belief that black people could achieve by themselves.' 'To give black South Africans the confidence to change things for themselves.' 'The Black People's Convention set up a cottage industry for unemployed black South Africans to produce leather goods.' 'Black Consciousness Movement ran community and training centres.' 'Biko's ideas inspired the uprising of school pupils in Soweto.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why were many countries reluctant to impose economic sanctions on South Africa in the period 1966 to 1980?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'Companies from countries such as Britain and the USA had invested a lot of money in South Africa over the years and its economy was doing very well. These investors were making lots of money. They thought that if they pulled out of South Africa they would lose their profits and the South African economy would be damaged and so there would be smaller profits.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Investment in South Africa from Western countries.' 'Investors did not want to lose their profits.' 'South Africa contained many minerals such as platinum which were important for industry.' 'The South African government paid people in Western countries to support South Africa.' 'South Africa was an important opponent of communism.' 'Western countries were afraid that South Africa would fall to communism. In the time of the Cold War this would be a disaster.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did not want to impose sanctions because they thought they would not work.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**'Between 1966 and 1980 South Africans benefited from a booming economy.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'By the mid-1980s there was so much disorder in South Africa that the economy was badly affected. Businesses and banks were pulling out of South Africa. The South African Stock Exchange was closed. Things got worse – taxes went up, as did prices, but incomes of white South Africans fell. Sanctions were beginning to bite and the economy was suffering.' **OR** e.g. 'One of the reasons why South Africa could ignore criticism from the rest of the world was the strength of its economy. In the 1960s it grew more rapidly than nearly every other country. The rest of the world wanted to invest there, especially Britain and the USA. Lots of new jobs appeared on the Rand and around Port Elizabeth. New goldfields were discovered and South Africa had rare minerals the rest of the world needed. Mineral production increased rapidly.'	

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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 sanctions introduced in the 1980s had a crippling impact on the economy.' 'People in Soweto were not benefiting – only a quarter of the houses had running water.' 'Black South Africans who lived in migrant hostels so that they were near the mines where they worked did not benefit.' 'During this period more black South Africans were unemployed and those in work earned a quarter of the earning of whites.' 'Businesses began to pull out of South Africa.' 'By the 1980s incomes were falling and prices going up.' 'New gold fields were discovered.' 'The production of important minerals like platinum and diamonds increased massively.' 'Economic success benefited white South Africans and allowed the government to increase the size of the army and police force.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The South African economy was not booming for the whole of this period.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**Describe the results of the Six-Day War of 1967.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Israel captured enormous amounts of Russian military equipment.' 'Israel gained in confidence.' 'Israel incorporated East Jerusalem and parts of the West Bank.' 'The Egyptian air force was destroyed.' 'The victory encouraged thousands of Jews to move to Israel.' 'The Arabs were determined on revenge and so it caused further conflict.' 'The Soviet bloc broke off diplomatic relations with Israel.' 'Arab countries learned strategic lessons for future wars.' 'Many Palestinians were displaced from the West Bank, Gaza and the Golan Heights.' 'Israel captured the Golan Heights and Sinai.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(b)	**Why was the Camp David agreement of 1978 important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The Camp David Agreement led to better relations between Israel and Egypt. Israel agreed to withdraw from the Sinai peninsula and normal diplomatic relations between Egypt and Israel were established. This was helped by both Israel and Egypt receiving billions of dollars from the USA.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to the assassination of Prime Minister Begin.' 'The perception of Egypt in the Arab world changed and it was suspended from the Arab League.' 'The agreement led to the united Arab front disintegrating.' 'It demonstrated to other Arab states that negotiations with Israel were possible and made later negotiations possible.' 'It led to improved relations between Israel and Egypt.' 'Israel withdrew from Sinai.' 'Egypt lost its position as head of the Arab world.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it had a great impact on the Middle East.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'The Yom Kippur War of 1973 achieved little for the Arabs.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Despite taking Israel by surprise and the Egyptians getting deep into Sinai and the Syrians retaking the Golan Heights, they ended up being defeated again. The Israelis drove the Syrians out of the Golan Heights and crossed the Suez Canal and invaded Egypt. By the end of the war they had even lost more land.' **OR** e.g. 'Although they were defeated I think the war did achieve things for the Arabs. They gained a lot of self-confidence and had shown that they could fight. Their leadership and fighting skills were much better than in 1967. Sadat had established himself as a forceful leader of Egypt, while the Prime Minister of Israel resigned.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'They were defeated by Israel.' 'They lost more land.' 'For a time they had the better of Israel.' 'They gained a lot of confidence.' 'They had knocked the self-confidence out of the Israelis.' 'They fought better than in 1967.' 'The reputation of Sadat was improved.' 'They had forced the resignation of Golda Meir.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They gained a lot from this war because they did better than in other wars.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**Describe the actions of Black September.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was a Palestinian terrorist organisation.' 'It assassinated the Jordanian prime minister.' 'It kidnapped and murdered Israeli athletes during the Olympics in Munich in 1971.' 'They hijacked planes.' 'They sent letter bombs around the world.' 'They had cells around Europe.' 'Many thought it was the extreme wing of Fatah.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why did the Palestine Liberation Organisation (PLO) become weaker in the period 1970 to 1984??**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (One mark for each identification/description) e.g. 'The expulsion of the PLO from Jordan in 1971 by the Jordanian army was a big blow. When they had camps in Jordan they were able to launch attacks on Israel, causing a lot of damage. After they were expelled they had to base themselves in Lebanon but the loss of the support of Jordan weakened them.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The PLO lost the support of Jordan.' 'In 1971 the PLO was expelled from Jordan.' 'The PLO got caught up in the civil war in Lebanon.' 'The PLO was divided over whether to use diplomatic methods or not.' 'Arafat faced much opposition from radical Arab groups.' 'The Israeli government refused to negotiate with the PLO.' 'In 1982 Israel invaded Lebanon and expelled the PLO from its headquarters.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It became weaker in this period because it lost support and found it more difficult to operate.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**'The United Nations has done more than Arab countries to help the Palestinian refugees.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The UN has tried to help the refugees. The UNRWA has set up and funded many refugee camps in Jordan, Syria and other countries. It spends about $600 million a year and looks after over a million refugees. It provides education, health care loans and food. It has also supported the right of the refugees to return to their homes.' **OR** e.g. 'The Arab countries, some of them very rich, have not done a lot to help the refugees. The Arab League instructed its members to deny citizenship to the refugees because it thinks this will destroy their identity and weaken their right to return to their homeland. Many refugees live in camps in Arab countries surrounded by armed guards and with no rights. In 2001 Palestinians in Lebanon lost the right to own property.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The UN has spent much money on feeding the refugees.' 'The Arab countries want the refugees to remain for political reasons – as symbols of Israeli repression.' 'The Arab countries have done little because it is Israel's responsibility to let them return.' 'Jordan turned on, and expelled, the PLO in 1971.' 'In 1976 the Syrians forced the PLO to retreat in Lebanon.' 'The refugees are helped and supported in UN camps.' 'The UN provides health care and education in the camps.' 'Many of the refugees in Jordan have been given Jordanian citizenship.' 'The Arab League has instructed its members to deny citizenship to the refugees.' 'Millions of refugees live in squalid camps in Arab countries with no rights at all.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that little has been done to help the refugees by either the Arab countries or the UN.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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