Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 **March 2021**

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. Ensure that the candidate has received marks for the questions they have answered and that these marks are recorded against the correct question.

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**What were the March Laws passed in Hungary in 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They were passed by the Hungarian Diet.' 'They set up the national guard.' 'They announced the election of a Hungarian national assembly.' 'They tried to set up a Hungarian nation state.' 'They modernised Hungary.' 'They got rid of serfdom.' 'They announced the freedom of the press.' 'They were designed to turn Hungary into a parliamentary democracy.' 'They gave Hungary control of its national guard and foreign policy.' 'They were designed to turn feudal Hungary into a constitutional monarchy.' 'They led to the Hungarian war of independence.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(b)	**Why were the reform banquets in 1847–48 important in France?**	**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. 'They were important because they were the only way that Louis Philippe's regime could be criticised because political meetings and opposition was banned. The holding of these banquets was a way of getting around these bans and allowing popular criticism of the regime. The middle classes paid to attend a banquet and then speeches to demand reforms were made. Without these banquets it would have been hard to demand reforms and criticise the regime.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They were the only way to express criticism of the regime.' 'They were important because their banning in February 1848 led to a popular revolution.' 'They allowed the middle classes to demand reforms.' 'They were important because they were popular and lots of people attended them.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many reform banquets were held at this time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**How far was the revolution of 1848 in France a failure? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The revolution was a complete failure. The demonstrators in February had wanted real reforms but the government that came into power was too conservative for them and unemployment was growing fast. This led to the uprising in Paris in June which was put down by the French army. This meant the revolution was over. In the elections of December Louis Napoleon won with the support of monarchists. Later he dissolved the National Assembly, made himself Emperor Napoleon III and ended the Second Republic. This showed that the revolution was a complete failure.' **OR** e.g. 'The revolution was not a failure. In the short term, it actually achieved quite a lot. First it got rid of Louis Philippe and his chief minister Guizot, both of whom were very unpopular. The Second Republic was set up and all men were given the vote and elections were held. National workshops were set up to tackle the problem of unemployment. Although much of this was swept away by conservatives and later by Napoleon, votes for all men survived and so in the long term there was some success.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Cavaignac and the French army supressed the June Days and this meant the revolution had failed.' 'The revolution failed when the National Workshops were closed in June 1848.' 'The revolution failed when Louis Napoleon was elected and began to return France back to the old order.' 'The revolution did get rid of Louis Philippe.' 'The revolution did lead to an extension of the franchise.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a failure because it did not actually achieve very much.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(a)	**Describe how the unification of Italy was completed in 1870–71.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'When the Franco-Prussian War started in 1870, the French withdrew from Rome.' 'There were public demonstrations in support of the Italian government taking Rome.' 'The Pope refused to allow the Italian army to enter Rome.' 'The Italian army laid siege to Rome.' 'The Italian army easily broke into Rome in September.' 'There was a plebiscite and Rome became part of Italy.' 'The Pope declared he was a prisoner in the Vatican.' 'In July 1871, the capital of Italy was moved from Florence to Rome.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(b)	**Why was Austria able to maintain its position in Italy in 1848–49?**	**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. 'I think the Austrians were able to keep their position in Italy because the Italians were divided. After the Austrians were driven out of Milan, the Italians did not stay united. In April 1848, the Pope withdrew his troops from the front. Later Naples and Tuscany also recalled their troops leaving Piedmont and Lombardy to fight the Austrians alone. This weakened them and explains why the Austrians were able to recover.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Even after he had been forced to leave Milan, Radetsky managed to reorganise his troops.' 'The Italians were divided with the Pope withdrawing his troops.' 'This was because King Ferdinand withdrew his troops.' 'Charles Albert was defeated at the battle of Novara.' 'King Ferdinand withdrew his troops from the Italian struggle against the Austrians.' 'The Austrians had far greater resources.' 'The leadership of Radetsky in reorganising the Austrian troops was an important factor.' 'The Austrians were able to retreat into the Quadrilateral fortresses.' 'The Austrians sent 20 000 troops to reinforce Radetsky's forces.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because it was strong and could defend itself.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(c)	**'Garibaldi was the crucial factor in the creation of the Kingdom of Italy in 1861.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Garibaldi was crucial in the creation of the Kingdom of Italy. His military leadership was what mattered and his most important contribution was when he sailed to Sicily and led an uprising that overthrew the control of Naples. He then crossed back to the mainland and conquered Naples. He then handed over all his conquests to Victor Emmanuel, King of Italy. This virtually handed over to Victor Emmanuel southern Italy and led to the creation of the Kingdom of Italy in March 1861. This shows his importance to the creation of the kingdom.' **OR** 'I am not sure about this. I think there were other factors, especially the role of Cavour. His contribution was just as important as Garibaldi's. As Prime Minister of Piedmont he took the country into the Crimean War, hoping that this would win him international support for extending Piedmont's power in Italy. He got this from France and this led to the Second Italian War of Independence when Piedmont took over Lombardy. He later annexed Tuscany and was clever in invading Papal regions and thus stopping Garibaldi from doing it. He was then able to join up Piedmont's gains with those of Garibaldi and the Kingdom of Italy was created. The fact that he was appointed the first Prime Minister of Italy shows his importance.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Garibaldi overthrew the Bourbon Kingdom of the Two Sicilies. This was an important step towards the Kingdom of Italy.' 'It was the ideas of Mazzini that were the crucial factor.' 'Through Young Italy, Mazzini got young men to support the cause of unification.' 'The support of Napoleon of France was important.' 'Cavour was crucial. He used the power of Piedmont to unify the north of Italy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Garibaldi was very important and the Kingdom of Italy would not have been achieved without his fighting.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**Describe the work of the Freedmen's Bureau.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was to help Reconstruction.' 'It helped black Americans find family members.' 'It helped with the education of freed slaves.' It helped freed black people in courts over family issues.' 'It tried to ensure black workers had fair contracts of employment.' 'Its work was stopped in 1872.' 'It set up schools and colleges for black Americans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why was there support for slavery in the South?**	**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. 'There was support for slavery in the South because it was needed for the South's economy. Cotton was crucial to the South (it was often said that 'cotton was king' in the South) and the cotton plantations used slave labour. It allowed the cotton industry in the South to rapidly expand. So, the South's economy fundamentally depended on slavery.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Slaves were used on the cotton plantations.' 'Many people in the South believed black people were inferior to white people and so should be slaves.' 'Many in the South claimed slaves were well looked after and were benefiting from being slaves.' '25% of Southerners owned slaves and they regarded them as an important part of their wealth.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was support for slavery because they thought it was a good thing.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**How important was leadership in the North's victory in the Civil War? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how important' **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 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** **'**The leadership of Lincoln was crucial. He defined a clear and consistent policy for the North – to preserve the United States. He also made an effort to mobilise many different groups of society in support of the North, including black Americans. This led to the Union army growing to over 600 000 men. He also realised how important it was to keep the border states on his side. This is why he stopped General Fremont's order in Missouri to free slaves. But later Lincoln realised that he needed to get the support of black Americans. He did this by the Emancipation Proclamation.' **OR** 'Leadership was crucial. The tactics of the North to use deep raids was 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. 'Lincoln won the support of black Americans for the war effort.' 'Lincoln's leadership was important.' 'Lincoln gave the North clear aims for the war.' 'The South had greater resources in terms of men and arms.' The military strategy of the South was too aggressive.' 'A 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 were important.'	
	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 direct rule by France in Senegal.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The top officials were French, not locals.' 'The Africans were taught French language and culture.' 'Africans were given the rights of French citizens.' 'Its aim was to turn the Africans into Frenchmen.' 'The policy involved producing raw materials to feed French industries.' 'Senegal was represented in the French Parliament.' 'It involved breaking the power and influence of local chiefs.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why did the Chinese not welcome European intervention in their country?**	**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. 'This was because the British and Americans were selling opium to Chinese smugglers who then sold it in China. By the 1830s the amount being sold in China was enormous. It was addictive and was doing a lot of harm to the Chinese population. The Chinese government was also worried about the huge amounts of silver leaving the country to pay for the opium. When the Chinese government tried to stop the trade the British sent soldiers to force the Chinese to continue with the trade.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because Britain was selling vast amounts of opium in China.' 'The British forced China to give them Hong Kong Island.' 'The British and the French forced China to give them favourable trading terms.' 'Western countries forced China to trade with them.' 'The British forced their way into China by force.' 'They did not like the activities of Christian missionaries in China.' 'Several western powers like Germany, France and Britain were all using force to take land and materials from China.' 'They did not like the way that Chinese culture was being damaged by European religions and ways of life.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did not welcome this because the Europeans interfered and told them what to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(c)	**How important were greased cartridges in causing the Indian Mutiny? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how important' **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 greased cartridges were the main cause of the Indian Mutiny. This was because the grease was rumoured to contain beef and pork which were offensive to Hindus and Muslims respectively. The Indian soldiers had to bite the cartridges so that they could be used. This was offensive to the soldiers. They refused to use the cartridges because they would be going against their religions. The mutiny started in Meerut when some Indian soldiers refused to use the cartridges and were court martialled. The trouble spread from there.' **OR** e.g. 'The greased cartridges were not important. It was a war of independence, a national rising against British rule. The East India Company (EIC) was in all kinds of ways attacking the culture and way of life of Indians, and missionaries were attacking the religions of Indians. One example was the Doctrine of Lapse which allowed the EIC take over the land of Indian rulers who died without an heir. Many of the people in the rebellion wanted to restore the Mughals to power. This shows that it was a nationalist rebellion.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The grease on the cartridges contained beef which was offensive to Hindus.' 'The grease on the cartridges contained pork which was offensive to Muslims.' 'The Indian soldiers had to bite the cartridge for the new Enfield rifles. This upset many soldiers because of the grease made from animal fat on the cartridge.' 'The Indian soldiers believed they would lose caste if they bit the greased cartridges.' 'The Indian soldiers thought the greased cartridges were part of the British attack of their religions.' 'They were not that important. More important was the work of missionaries trying to convert Indians to Christianity.' 'They were not as important as the fact that that soldiers were now expected to serve in places further away and lost their extra pay for serving abroad.' 'More important factors were poor pay and lack of promotion for Indian soldiers.' 'More important were the attempts in the Bengal Army to start recruiting from lower caste people. This was a threat to traditional social status.' 'Many Indian soldiers wanted to restore the Mughal dynasty under Bahadur Shah.' 'Some local rulers were angry by the talking over of states by the EIC.' 'Local rulers did not like the fact if they died without a male heir, their land went to the EIC.' 'Many peasants did not like the high taxes imposed by the EIC.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was very important because the greased cartridges caused problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe the benefits Lloyd George wanted Britain to gain from the Paris Peace Conference.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **4** e.g. 'He wanted Britain to be able to trade with Germany.' 'He did not want Germany crippled.' 'He wanted Germany as a buffer against communism.' 'He wanted to expand Britain's empire/colonies.' 'He wanted to keep Britain's naval supremacy/Germany to lose its naval power.' 'He wanted Britain to be paid reparations.' 'He wanted to achieve peace.' 'He wanted to reduce Germany's armed forces.' 'He did not want France to become too powerful.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why did Clemenceau not get everything he wanted at the Paris Peace Conference?**	**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. 'Clemenceau did not get everything he wanted because Lloyd George and Wilson acted together against some of his demands. This was the case over the Rhineland which Clemenceau wanted as part of France or to be independent to help defend France against future threats from Germany. Lloyd George and Wilson did not want to weaken Germany too much and only agreed to the Allies occupying it for fifteen years and Germany never rearming the area. Both Lloyd George and Wilson were worried that if Germany was punished too much this would cause resentments in the future. This set them against Clemenceau's aim of making France safe from Germany in the future.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Big Three all had different objectives.' 'Clemenceau wanted huge reparations but Lloyd George did not want to cripple Germany.' 'The USA had not been invaded during the war and so Wilson and the Americans did not really understand Clemenceau's fear of Germany.' 'Clemenceau's demands were too extreme.' 'Britain did not want France to become too powerful.' 'Clemenceau had to compromise with Lloyd George and Wilson.' 'Britain and the USA rejected the Anglo-American Treaty of Guarantee.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He could not have everything he wanted because not everyone would agree.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(c)	**'The main reason why Germany hated the Treaty of Versailles was the reduction made to its armed forces.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The main reason why Germany hated the Treaty of Versailles was the 'war guilt' clause. This stated that Germany had caused the First World War and all the losses and damages in the war. Germany argued that many countries were to blame for the war, especially Russia which mobilised its forces first. The war guilt clause gave the Allies the right to punish Germany harshly.' **OR** e.g. 'I agree with this. The German armed forces were reduced to an army of 100 000 and to 6 battleships and no submarines or aeroplanes. The Germans were particularly proud of their armed forces, especially the army which was important to German society. This made these reductions a real blow. They argued that they were now incapable of defending themselves even against weak nations.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'An army of 100 000 men left them defenceless.' 'They hated conscription being banned.' 'They hated being forced to have no subs, military aircraft or armoured vehicles.' 'They disliked the navy being limited to 6 battleships.' 'They thought it was unfair that Britain and France did not disarm.' 'They hated it because it was a 'diktat'.' 'They were treated like a defeated country, but they did not think they had been defeated.' 'They hated it because it did not follow Wilson's 14 points.' 'They disliked the war-guilt clause.' 'They hated the reparations the most and argued these would ruin the country.' 'They hated that fact that they had lost the economically most important parts of the country, such as the Saar.' 'They did not like the fact that many Germans were now living in other countries.' 'They hated the fact that East Prussia was now divided from Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did not want their armed forces reduced because this would make them weak.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**What part did Germany's armed forces play in the Spanish Civil War?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They helped General Franco.' 'They helped the Nationalists against the Republicans.' 'The German air force moved Franco's troops from Africa to Spain.' 'German forces helped to train Franco's forces.' 'The Condor Legion destroyed many Republican planes and warships.' 'The German air force supported the Nationalist advance on Madrid.' 'Germany used the war to test out its new military technology/ tactics/ forces/ training.' 'German planes used carpet bombing and blitzkrieg tactics.' 'German planes bombed Guernica in April 1937.' 'At Guernica they bombed the civilian population.' 'They worked alongside Mussolini's forces.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(b)	**Why did Britain and France do little when Germany remilitarised the Rhineland?**	**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. 'Britain and France did little because many people thought that the Rhineland properly belonged to Germany and it had the right to do what it wanted in its own country. Many people in Britain thought that German had been too harshly treated in the Treaty of Versailles and that the Rhineland should never have been demilitarised.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Neither Britain nor France were ready to fight a major war.' 'Britain thought the Treaty of Versailles was too harsh on Germany.' 'Britain and France were more concerned with the Abyssinian Crisis.' 'France was distracted by elections.' 'The British public would not have supported a war at this time.' 'Britain and France wanted Germany as a buffer against communism.' 'Neither Britain nor France would act alone.' 'Both Britain and France thought that Germany was well armed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They had no idea what they could do about this and so did nothing.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**Are you surprised that Chamberlain signed the Munich Agreement of September 1938? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'are you surprised' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'No, I am not surprised he signed it because he thought he had achieved 'peace for our time'. There was a great danger of a war and Chamberlain thought that by signing he had made Hitler happy and there would be no more demands from the German leader. Hitler had got the Sudetenland and he and Chamberlain had agreed to do all they could to support the peace of Europe.' **OR** e.g. 'Yes, I am very surprised. He was signing over a part of another country, Czechoslovakia, to Hitler. Czechoslovakia was not even at the meeting where the agreement was made. He should have realised that if you give in to dictators like this, then they will only want more.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Chamberlain thought he had achieved peace for Europe.' 'Hitler promised he had no more demands.' 'Chamberlain wanted to avoid another war like the First World war.' 'Chamberlain wanted Germany to be a strong ally against communism.' Chamberlain thought Hitler's demands were reasonable.' 'Chamberlain thought Hitler was trustworthy.' 'Hitler would have taken the Sudetenland without an agreement.' 'It fitted in with his general policy of appeasement.' 'He thought that the Sudeten Germans belonged in Germany.' 'This was not going to stop Hitler as he would simply demand more.' 'Chamberlain was signing away part of another country to a dictator.' 'Hitler had already been breaking the terms of the Treaty of Versailles.' 'Hitler had already been re-arming.' 'Chamberlain could have looked at Hitler's foreign policy aims.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'No, I am not surprised. It seems that it was the only thing he could do at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe how the fighting in Korea came to an end in 1953.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Negotiations started in 1951 and continued into 1953.' 'By 1953 stalemate had been reached in the fighting.' 'An armistice/ceasefire/agreement was signed in July 1953.' 'South Korea did not sign it.' 'Fighting stopped within 12 hours of the signing of the armistice.' 'Voluntary repatriation was agreed.' 'A demilitarised zone was set up roughly along the 38th Parallel.' 'The four countries - China, the USA and North and South Korea agreed on further peace talks.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why was the Cuban Missile Crisis resolved peacefully?**	**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. 'The Crisis was resolved peacefully because Kennedy did not take the advice from his military chiefs. They advised that he attack Cuba to get rid of the missiles and possibly Castro. Kennedy realised this would lead to war, possible nuclear war which would be disastrous. Instead, Kennedy and Khrushchev avoided war by agreeing that that the US would not invade Cuba if the Soviets dismantled the missiles and took them back to Russia.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Neither Kennedy nor Khrushchev wanted a nuclear war.' 'Kennedy introduced a naval blockade which prevented a military clash.' 'Kennedy did not take the advice of his generals to invade Cuba.' 'Kennedy ignored the shooting down of a US U2 spy plane.' 'Khrushchev helped here. He turned his ships back when the blockade was introduced.' 'Khrushchev suggested that he would dismantle the bases if the US promised not to invade Cuba.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was achieved by everybody acting sensibly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**Was it events in Vietnam or events in the USA that forced America to withdraw from Vietnam? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'was it events in Vietnam or events in the USA' **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 it was because of events in the USA. The number of deaths and the coverage of the horrors of the war on American TV gradually turned many of the American people against the war. Many Americans lost a family member or knew somebody who had. This led to anti-war demonstrations all over the country. In 1969, 250 000 people demonstrated in Washington against the war and in 1970 the National Guard shot dead four student protestors. All this put tremendous pressure on the US government to withdraw from Vietnam.' **OR** e.g. 'It was events in Vietnam. There may have been anti-war demonstrations in the US, but these were caused by what was happening in Vietnam. The Tet Offensive showed that the war was unwinnable and that the North Vietnamese would be able to go on forever. It looked as if it would be impossible to defeat the Vietcong who used guerrilla tactics and had the support of Vietnamese villagers. The Americans could not pin them down in one place and defeat them.'	

Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The guerrilla tactics of the Vietcong meant they could never be defeated.' 'The Tet Offensive showed that North Vietnam was not being defeated.' 'North Vietnam was supplied with money and equipment by China and the Soviet Union and so was difficult to defeat.' 'The Vietcong were well supported by the local population.' 'The massacre at My Lai turned many Americans against the war.' 'Nixon's policy of bombing bases in Cambodia made the war more unpopular.' 'Nixon's policy of 'Vietnamisation' meant the USA could leave Vietnam.' 'TV coverage of the horrors of the war increased opposition to it in the USA.' 'The impact of Walter Cronkite's reports for CBS.' 'There were mass demonstrations in the USA against the war.' 'US casualties were enormous and America could not let this carry on.' 'Nixon decided that the US had to withdraw and so started peace negotiations.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it was events in Vietnam because this is where the fighting was.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe the activities of 'Solidarity' in Poland during the 1980s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It organised strikes at the Gdansk shipyard.' 'It won the right for the workers to form a Trade Union.' 'It made 21 Demands.' 'It won the support of most of the country for its demands.' 'Demands included the right to strike, an increase in pay and a better supply of food in the shops.' 'It waged a successful campaign across the country and published its own newspaper.' 'At times it had as many as 10 million members.' 'It used non-violent methods.' 'In 1989, it had a great success in the elections.' 'It formed the government of Poland in 1989.' 'It was led by Lech Walesa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why did Gorbachev do little to defend Soviet control over Eastern Europe?**	**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. 'He did little because he was mainly interested in saving the Soviet Union. It was in dreadful economic trouble and Gorbachev knew that reforms were needed to make its industry more efficient. Its productivity was low and the goods it made were of poor quality. He also realised that more openness and freedom were needed if the Soviet Union was to become stronger. All this meant that he focused on the Soviet Union and was not interested in what was happening in Eastern Europe.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Soviet Union could not afford to send troops to Eastern Europe and defend the communist regimes.' 'Gorbachev genuinely believed people should have more freedom and so he refused to support the old Communist regimes in Eastern Europe.' 'He was interested in reforming the Soviet Union and so could not focus on defending Soviet power in Eastern Europe.' 'He realised that massive changes were sweeping across Eastern Europe and there was nothing he could do.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did this because he realised that he had no choice.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'Which was the more serious problem for the USSR, the events in Hungary in 1956 or the events in Czechoslovakia in 1968? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was the more serious' **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 that Hungary was much more of a problem for the USSR. This was because the people in Hungary were much more of a threat to Soviet control. They wanted their country to leave the Warsaw Pact and Nagy appealed to the UN to intervene. This was a direct threat to Soviet control of Hungary.' **OR** e.g. 'Czechoslovakia was more of a problem for the Soviet Union because there was a greater danger that the ideas and reforms in Czechoslovakia would spread to the rest of Eastern Europe. Ideas like free speech, freedom of the press and allowing criticism of the government were greatly feared by Communist leaders in the other countries and they were keen to put them down as quickly as possible. The Soviet Union could not afford to look weak in this situation.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Hungary was more serious because the reformers wanted to leave the Warsaw Pact.' 'Hungary was more serious because there was strong resistance and much violent fighting.' 'Hungary was more of a problem because the uprising started with the people. It was more of a mass movement.' 'Czechoslovakia was more of a problem because its ideas and reforms might spread to other countries in Eastern Europe.' 'Czechoslovakia was more of a problem because the reforming ideas were coming from the actual Communist leaders.' 'The leaders' demands in Czechoslovakia were reasonable.' 'There was more media attention in Czechoslovakia.' 'People in Czechoslovakia did not fight back.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that Hungary was much more of a problem because the events there were much more extreme.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**Describe how the convoy system worked.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was to protect merchant ships from U-boat attacks.' 'Merchants ships sailed in large groups protected by warships and aircraft.' 'It made it difficult for U-boats to pick off individual ships.' 'It made it more dangerous for U-boats to attack in daylight.' 'Aircraft protecting a convoy would drop depth charges to destroy the U-boats.' 'The convoy system protected food supplies.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why was the German U-boat campaign important?**	**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. 'The German U-boat campaign was important because over half of Britain's food had to be imported by sea. In 1915, German U-boats sank thousands of the merchant ships and Britain began to be short of food. When Germany restarted the U-boat campaign in 1917, food was so short in Britain that rationing had to be introduced in 1918. If the U-boat campaign had been successful it could have starved Britain into defeat.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Britain needed to import food by ship.' 'It attempted to stop food being imported into Britain.' 'The U-boats were sinking merchant ships coming to Britain.' 'It was an attempt to starve Britain into submission.' 'It forced Britain to introduce rationing.' 'Britain could not produce all its own food.' 'It brought the USA into the War.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it nearly won the war for Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The Battle of Jutland achieved little for either side.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I disagree with this. I think the Battle of Jutland achieved a lot for Britain. Although Britain lost more ships, the German fleet sailed back to port and never came out again for the rest of the war. This handed control of the North Sea over to the British and meant that Britain could blockade Germany without much trouble. In the long run, Jutland achieved a lot for Britain.' **OR** e.g. 'I agree with this. The British fleet outnumbered the German fleet and planned to lure the German ships into a trap. This did not work and the battle only lasted a few minutes because the German fleet sailed back to port. Neither side won nor was defeated. A few ships were sunk but both fleets were still in a state to operate properly after the battle. This shows that neither side had achieved much.'	

Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The battle was indecisive with neither side seriously weakening the enemy fleet.' 'The German fleet sank 14 British ships, including 3 battle cruisers.' 'The German plan to seriously reduce the size of the British fleet failed.' 'The German fleet went back to port after the battle and stayed there.' 'After the battle, Britain had control of the sea.' 'Britain was able to continue to blockade the German coast.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The battle was a draw and nobody really benefited much from it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe the terms of the Armistice of 1918.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The fighting was to stop.' 'German forces had to withdraw behind the Rhine.' 'The naval blockade of Germany was to continue.' 'Allied prisoners of war were to be released but German prisoners were not released.' 'German military machinery and equipment was to be surrendered.' 'German ships to be interned or disarmed.' 'Vacated territory to be occupied by Allied troops.' 'Repatriation of all inhabitants of areas evacuated by Germans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why did Russia sign the Treaty of Brest-Litovsk in March 1918?**	**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. 'Russia signed the treaty because it was doing so badly in the war and it wanted to stop further invasion by Germany. The Provisional Government had continued the war and launched the Kerensky Offensive which was a disaster. It led to a complete collapse of morale in the army with many soldiers deserting. It also led to the fall of the Provisional government. It was clear to the new Bolshevik government that the Russian army was not in a state to fight any more and ending the war became one of its priorities.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because Russia had a new Bolshevik government.' 'The new government wanted to end Russia's part in the War.' 'The war was causing enormous problems for Russia and a lot of unrest.' 'The Bolsheviks wanted to focus on events inside Russia.' 'The Russian army was falling apart with soldiers deserting.' 'Lenin had called for Russia to withdraw from the war in his April Theses.' 'This happened because the Provisional Government had fallen.' 'This was because of the failure of the Kerensky Offensive.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They signed this because they really had little choice.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(c)	**'Germany lost the war because of problems on its Home Front.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not agree with this. It lost the war because of the entry of the USA into the war. Until then there was a stalemate. Both sides had lost enormous numbers of men but the losses of the Allies were replaced by hundreds of thousands of American troops, while the Germans were desperately short of soldiers. This is why the Germans resorted to the desperate last throw of the Ludendorff Offensive in 1918. Even this failed because the Germans did not have enough troops. At the same time, the arrival of American troops allowed the Allies to send their most experienced troops to areas where the fighting was most crucial.' **OR** e.g. 'I agree with this statement. By 1917 Germany was in a terrible state. This was partly because of the blockade of its coast by the British navy. This stopped essential supplies getting to the German people. By 1916 there were food shortages in Germany and by 1917 there was starvation and disease. Hundreds of thousands died from disease and lack of food. There was also looting and food riots. This was made worse by the failure of the potato crop in the winter of 1916–17 which meant people had to survive on turnips. All of this seriously weakened Germany and created war weariness. By 1918 there were riots all over Germany and the Kaiser had abdicated. All this led to Germany signing the armistice.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'By 1917 the Germany people were short of food and many were starving.' 'Lack of food meant that the German people were getting weary of the war.' 'In 1918 the conditions in Germany led to riots across the country.' 'The British blockade of Germany led to a shortage of food and other supplies.' 'The entry of the USA meant the Allies had fresh troops on the Western Front.' 'The German army was short of soldiers.' 'The German offensive of 1918 failed.' 'The failure of the U-boat campaign in 1917 was an important blow.' 'Morale in the German army was low with many desertions.' 'The German defeat at Amiens was the important turning point.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Germany lost the war because it was not strong enough and had lots of problems in Germany to worry about.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**What were the aims of Kapp and the Freikorps in the putsch of 1920?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'To overthrow the Weimar government.' 'To put a right-wing Nationalist government into power.' 'To destroy democracy.' 'To defeat communism in Germany.' 'To undo the German Revolution of 1918–19.' 'To oppose the disbandment of the Freikorps.' 'To bring back the Kaiser.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(b)	**Why did Germany experience hyperinflation in the early 1920s?**	**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. 'In 1922 Germany did not pay the second instalment of reparations. The French and Belgians thought they were pretending they could not pay and sent troops into the Ruhr where German coal was mined. In protest the Germans refused to work and so nothing was being earned for the German government. It started to print money and this caused the currency to collapse and there was hyperinflation which meant people's earnings and savings were worthless.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was caused by the German government printing money.' 'This was partly caused by the enormous war debts Germany had.' 'The size of the reparations made the mark worth less and so there was inflation.' 'In 1921 Germany began to buy foreign currency at any price by printing marks and this made the mark worth less.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because they had nothing under control at the time and so hyperinflation happened.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**'Stresemann was unsuccessful in bringing about the recovery of the Weimar Republic.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I disagree with this. Stresemann brought economic stability and confidence to the Republic by ending hyperinflation, introducing a permanent currency, the Reichmark, and by reducing government spending. Stresemann had worked closely with the Americans in securing loans under the Dawes Plan, which was invested in German industry. This helped to kick start the German economy and by 1928 German industry was producing more than before the war.' **OR** e.g. 'I agree with this. Stresemann did not really achieve anything that was long lasting. Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, and, if the loans were recalled, Germany would be in serious trouble again. As it was, agriculture never fully recovered, unemployment remained high and small businesses continued to struggle. When the USA's economy went into recession, the Americans asked for their loans back. This quickly showed that the German economy had no sound base – industrial production fell and unemployment shot up. This proves that Stresemann did not really help Weimar to recover in any real sense.'	

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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 ended hyperinflation.' 'Industrial production reached pre-war levels by 1928.' 'International relations improved.' 'Weimar Germany was accepted into the League of Nations.' 'The democratic republic was committed to civil liberties.' 'People enjoyed new freedoms and cultural activities flourished.' 'The economy was built upon foreign loans.' 'Political instability remained.' 'The Republic struggled badly as soon as the Great Depression started.' 'Traditionalists resented moral degradation.' 'Signing the Locarno Treaty meant recognising the Treaty of Versailles.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Weimar Republic was helped by Stresemann and was in much better shape than before him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe Nazi persecution of any two minority groups in Germany.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'All gypsies had to register with the authorities and many were sent to concentration camps.' 'The Nazis started a euthanasia programme against the mentally ill. Some were starved to death while others were killed in gas chambers.' 'At first Jewish shops were boycotted, then they had German citizenship taken away from them.' 'In 1938 on Kristallnacht Jewish shops, businesses and homes were attacked by the SA.' 'Once the war had started mass killing of the Jews in gas chamber started. Six million Jews were murdered.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why did some young people oppose the Nazi regime?**	**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. 'The Edelweiss Pirates, made up of groups such as 'The Roving Dudes' and the 'Navajos', all shared the strong distaste for the strict regimentation and sexual segregation of the Hitler Youth. The Pirates believed in freedom of expression and they collected in gangs at street corners to sing anti-Nazi songs, to taunt members of the Hitler Youth and painted graffiti on walls and public buildings.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Some young people were anti-authority and anti-Nazi.' 'Many believed freedom of expression and values that conflicted with those of the Nazis.' 'Members of the 'Swing' movement felt the Nazis did not appreciate their style.' 'They liked long hair, jazz music and dancing the jitterbug.' 'Groups like White Rose actually opposed Nazi ideology, especially the murder of Jews.' 'The boys wore homburg hats and long sports jackets while the girls wore short skirts and make up.' 'Their 'loose morals', a preference for English and American culture and tolerance towards Jews made them objectionable to the Nazi regime.' 'The Edelweiss Pirates did not like the regimentation of the Hitler Youth.' 'Many young people wanted to 'do their own thing in their own way'.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Some young people rejected the Nazi ways.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**'The Nazis had consistent policies towards women.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think Nazi policies were consistent. They always regarded women as important and essential for the Nazis being successful. They were determined to boost the birth rate throughout the Nazi period because, if Germany went to war, then more German men would be required to replace losses at the battlefront and work in the war-supporting industries. This idea stayed consistent throughout.' **OR** e.g. 'In peacetime, women were forced out of the professions and discouraged from being in the workplace. They were encouraged to focus on having children and looking after their families. They were given loans to get married and medals if they had a lot of children. After 1937, the Nazi regime performed a u-turn because of the increasing demands of German industry, especially those firms involved in rearmament. Labour could not be met by the pool of unemployed men, which was becoming exhausted. Women were persuaded back into work to support the war effort.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Nazis were consistent in wanting to increase the birth rate.' 'Nazi policies towards women always showed that women were essential to what the Nazis wanted to achieve.' 'At first the Nazis believed the central role of women was to be a wife and mother but they later wanted them to go out to work.' 'During the War, the Nazis pursued two seemingly contradictory objectives for women: increasing the birth rate and working on the shop floor.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nazis kept the same policies towards women. They always thought very carefully about what women should be doing.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe how the Bolsheviks took power on 6–8 November 1917.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Bolsheviks seized control of Petrograd.' 'Red Guards stormed the Winter Palace.' 'Members of the government were arrested.' 'Kerensky fled Petrograd.' 'The Provisional Government was overthrown.' ''The Russian Soviet Federative Socialist Republic was established.' 'Lenin became leader of the Bolshevik government.' 'Private property was abolished and land redistributed amongst the peasants.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why was the New Economic Policy important to Lenin?**	**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. 'It was very important to Lenin because of the Kronstadt rising by sailors at the naval base. They were unhappy about Bolshevik policies, especially War Communism. This was very harsh and led to food rationing and to peasants being made to hand over food. The Bolsheviks were running a dictatorship with no freedoms for people. Lenin realised that he had to change his policies and introduced the NEP which allowed some private ownership which led to better distribution of food. The peasants and the workers started to support Lenin again. This is why the NEP was important to him, he could have lost the Civil War without it.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Lenin was losing support because of War Communism.' 'The Kronstadt Rising showed that the Bolsheviks policies were not popular.' 'The NEP stopped Lenin losing the support of the peasants and workers.' 'The NEP led to production increasing.' 'The NEP led to better distribution of food to the people who needed it.' 'It was important because it led to other countries trading with Russia which boosted the economy.' 'It was important because it helped the economy to recover.' 'It was important because of the risings of peasants against the Bolsheviks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was very important because without it Lenin might not have succeeded.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**Are you surprised that the Whites lost the Civil War? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'are you surprised' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I am not surprised. The Whites had lots of weaknesses. They were badly divided and even fought each other at times. For example, they contained supporters of the Tsar who wanted his return to power as well as liberals who wanted reforms. These two groups were never going to unite and fight well together. These divisions meant that the Whites had no overall leader and they did not work together. The Bolsheviks, on the other hand, had the brilliant leadership of Trotsky.' **OR** e.g. 'I am very surprised because the Whites started with many advantages. The Whites outnumbered the Bolsheviks and controlled huge areas of Russia. At first there was massive opposition in Russia to the Bolsheviks. The Whites also had the experience of men who had been officers in the Tsar's army. They were further strengthened by the support of Allied countries who wanted Russia back in the First World War. So, it looked at first as if they would win.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Not surprised – the Whites were divided between liberals and supporters of the Tsar.' 'Not surprised – the brilliant leadership of Trotsky.' 'Not surprised – War Communism gave the Bolsheviks control of the economy.' 'Not surprised – the Red Army.' 'Not surprised – Bolshevik propaganda.' 'Not surprised – most peasants did not want a return to Tsarism.' 'Surprised – the Whites at first controlled much of Russia.' 'Surprised – they had many experienced army officers.' 'Surprised – War Communism became unpopular.' 'Surprised – the Whites had the support of several Allied countries.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I am very surprised. They had lots of advantages and should have won.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**Describe how Stalin used his control over art and culture.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Propaganda trains spread Communist films all over Russia.' 'Communist art in films and music was optimistic and made Communism look good.' 'He had photographs changed to make him look like the hero of the revolution.' 'Statues were made, making Stalin appear god-like.' 'Social realism was used in art to give a positive spin on the Soviet Union.' 'He encouraged art that promoted communist values and showed the workers being set free by communism.' 'Writers and artists who did not follow the official line were censored or banned.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(b)	**Why was the 'Great Terror' of 1936–38 important to Stalin?**	**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. 'The Great Terror was important to Stalin because it helped him keep control of Russia. In the Great Terror, Stalin dealt with all possible sources of opposition to him. He was always worried about rivals in the Communist Party and the government and so he imprisoned or executed leading members of the Communist Party like supporters of Trotsky such as Zinoviev. He also dealt with government officials, the leaders of the Red Army and the secret police. Stalin was paranoid and saw rivals everywhere but in his own mind he had dealt with anyone who might take over from him.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It dealt with anyone who might oppose him.' 'It got rid of possible rivals.' 'It kept the Russian people in a state of fear and this helped him stay in power.' 'It was important in building a socialist state.' 'It was important to Stalin to stop counter-revolution.' 'He saw the Red Army as a security threat.' 'He had to get rid of the 'Old Bolsheviks.' 'It helped him deflect criticism of his economic policies.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because he had to do something and this was a policy that helped him stay in power.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**Are you surprised that Stalin, not Trotsky, emerged as leader by 1928? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'are you surprised' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I am very surprised because Lenin was very critical of Stalin in his Testament. In fact, he said that Stalin should be removed from his position as Secretary-General because he had too much power. It was clear that Lenin did not want Stalin to succeed him. Given the great admiration everyone had for Lenin, it is surprising that Stalin was able to take over.' **OR** e.g. 'I am not very surprised. This is because Stalin's idea of 'Socialism in One Country' was more popular amongst Communists than Trotsky's idea of 'Permanent Revolution'. Trotsky wanted to spread revolution across the world but Stalin thought that the most important thing was to establish socialism in Russia first as this would help it become strong enough to stand up to the capitalist West. As his ideas were more popular, he had more support than Trotsky.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Not surprised: 'Lenin's criticisms of Stalin were kept secret.' 'Stalin's idea of 'Socialism in One Country' was more popular than Trotsky's ideas.' 'I am not surprised because Stalin was much better at plotting.' 'I am not surprised. Stalin tricked Trotsky to not attend Lenin's funeral.' 'I am not surprised because as Secretary-General Stalin had lots of power to manipulate things.' 'I am not surprised because Trotsky was arrogant and made lots of enemies.' Surprised: 'Lenin criticised Stalin in his Political Testament.' 'I am surprised because Trotsky had planned the October Revolution and helped the Bolsheviks win the Civil War.' 'I am surprised because he had a lot of support in the army and amongst young communists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I am very surprised because I do not think that Stalin was the best person for the job.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**Describe the changes in the way Americans spent their leisure time in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They started listening to jazz.' 'They spent their leisure time going for a drive in their cars.' 'They listened to the radio a lot.' 'They went to the cinema to watch silent films and later talkies.' 'They went to sporting events.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why was there support for the introduction of Prohibition?**	**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. 'Some people supported the idea of Prohibition because they believed that alcohol had damaging effects. Groups like the Anti-Saloon League campaigned for Prohibition. They argued that alcohol caused poverty and did damage to family life and morals. They told stories of men spending all their money on getting drunk and leaving their wives and children without clothes or food. This persuaded people to support Prohibition.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Pressure groups like the Women's Temperance Union turned people against alcohol.' 'Religious groups supported Prohibition.' 'People claimed that alcohol did damage to families.' 'People claimed that alcohol led to crime and low morals.' 'Some people believed that alcohol led to workers being less efficient.' 'Some people associated alcohol with Germany because many brewers were descended from Germans.' 'Politicians realised they could win votes by supporting Prohibition.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was a lot of support for it because people thought it would improve the lives of the American people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(c)	**'Black Americans were the main victims of intolerance in the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this because prejudice and discrimination against black Americans were still strong in the USA. In the South 'Jim Crow' laws segregated black and white people in things like cafes and buses with black Americans getting the worst facilities. The Ku Klux Klan terrorised and lynched black Americans in some southern states and, in some places, it was made impossible for black Americans to vote. Because of all this, I think black Americans suffered the most.' **OR** e.g. 'Although black Americans did suffer a lot from intolerance, I am not sure they suffered the most. Immigrants suffered very badly. They were blamed for many of the problems in the USA, especially immigrants from Eastern Europe. For example, they were blamed for bringing communist and anarchist ideas into the country. In the 1920s there were many strikes and there was great fear of communism. This led to the Red Scare and immigrants were one of the main targets of newspapers and politicians. The worst example was when two Italian anarchists were found guilty of murder. There was little formal evidence but public prejudice gave them little chance of a fair trial and they were executed.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Jim Crow laws discriminated against black Americans.' 'In the South there was segregation, for example on public transport.' 'The Ku Klux Klan lynched black Americans.' 'Immigrants were blamed for spreading communist ideas to America.' 'In the South, teachers teaching ideas like evolution were attacked as in the Monkey Trial.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that there was a lot of intolerance towards black Americans who suffered from a lot of prejudice. They suffered more than other groups.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Describe what it was like to live in a 'Hooverville'.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It meant living in shacks built from old crates and cardboard.' 'Some people in Hoovervilles had a small stove to keep warm and do a little cooking.' 'Many people living there had to beg or go to the nearest soup kitchen for food.' 'You never knew when the local authorities would come along and pull or burn your shack down.' 'Most Hooverville shacks consisted of just one room.' 'In some Hoovervilles the inhabitants elected their own officials to keep order and keep the area clean.' 'Many Hoovervilles were unsanitary and not healthy to live in.' 'It was a shanty town.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why was the Wall Street Crash important for the USA?**	**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. 'The Wall Street Crash was important because of the effect it had on the American economy. The fall in share prices led to a loss of confidence and this led to a fall in demand for goods. Businesses had to cut production and this led to people losing their jobs or having their wages cut. This led to even more of a fall in demand because people did not have money to spend.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to bank failures.' 'It led to people losing their jobs.' 'It led to a fall in demand for American goods.' 'It led to people being evicted because they could not pay their rents.' 'It was important because it caused businesses to fail.' 'It caused much poverty.' 'It led to people losing money they had invested.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it had an enormous effect on everybody's lives in the USA.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'Hoover's failings influenced the result of the 1932 Presidential election more than Roosevelt's strengths.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I disagree with this. I think it was Roosevelt's attitude and policies that won the election. He appeared to be energetic and hopeful compared to Hoover and came across as caring during the election campaign. He promised people a 'new deal' that would help working class people and the middle classes. He won the election because he gave people hope.' **OR** e.g. 'I think Hoover lost the election rather than Roosevelt winning it. Hoover failed to understand how serious the crisis was and was slow in doing anything to help. This was because he was basically against the government helping people who were poor or unemployed. In the election campaign he came across as unsympathetic and uncaring.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Hoover did too little too late to help people suffering from the Depression.' 'Hoover came across as having little sympathy for people who were suffering.' 'Hoover came across in the election as having no new ideas for dealing with the Depression or people's suffering.' 'In the election campaign Roosevelt came across as caring and sympathetic to people who were in trouble.' 'Roosevelt had new ideas like his 'new deal' which gave people hope.'	

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Question	Answer	Marks
16(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I think Hoover had made a mess of things and that is why he lost the election.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**What was the Jiangxi Soviet?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was a communist base.' 'Mao moved the communists there when they were under attack by the Kuomintang.' 'Many important policies such as land reform were first tried in the Jiangxi Soviet.' 'It had a population of nine million people.' 'It was a self-governing region of China ruled by the Communist Party.' 'It was a communist stronghold where Mao built up the strength of the communists.' 'When the communists were driven from the Soviet it triggered the Long March.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why was the Nationalist government reluctant to deal with the Japanese invasion of China?**	**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. 'The Nationalists were more worried by the threat from the Communists. Although there was briefly a United Front between the Nationalists and Communists, Mao's aggressive policies towards the Nationalists and his aim of toppling Chiang Kai-shek from power meant that the Nationalists decided that they had to deal with the Communists before they dealt with the Japanese. Chiang adopted a defensive policy towards the Japanese so he could concentrate on dealing the with Communists.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Nationalist government wanted to deal with the Communists first.' 'This was because the Communists were winning over the support of the Chinese peasants.' 'This was because of the corruption of the Nationalists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was reluctant because it thought that it had other more important things to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'Once the Long March was completed the Communists' problems were over.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this statement. By 1930 the Communists were in real trouble from a full-scale extermination campaign by the Nationalists. They were in danger of being wiped out. The Long March allowed them to retreat to the safety of Yenan. This was in the remote north of China and where they were safe from the Nationalist threat. They were also able to reorganise, try out new ideas and win new support from the peasants from their new base. Membership grew and they were soon strong enough to defeat the Nationalists.' **OR** e.g. 'I disagree because they still had many problems. There was still the Japanese invasion to deal with. The Communists found it impossible to drive the Japanese out and there was a lot of fighting. The Japanese were not defeated until the Americans entered the war and the Japanese had to fight on two fronts. Even after the Japanese defeat, the Nationalists still had to be beaten. This did not happen until 1949. This shows that even after the Long March, the Communists had lots of problems left.'	

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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 Japanese had to be defeated.' 'The Nationalists still had to be defeated.' 'When they arrived at Yenan, the Communists were weak and had to rebuild.' 'The Long March was a terrible experience and many Communists lost their lives.' 'The Communists were safe at Yenan.' 'The Long March meant that the Communists were safe from Chiang's extermination campaigns.' 'After the Long March, the Communists were able to rebuild and win support.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I do not agree with this. There were still lots of other problems to overcome.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What were the main changes in foreign policy introduced by Deng Xiaoping?**	**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 people 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 was Hong Kong important to China even though it was under British control?**	**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. 'Hong Kong was important to China because it acted as a bridge between China and the rest of the world. This was especially important for trade. A lot of China's trade with the USA, Japan and other countries went through Hong Kong. A lot of China's trade was by sea and Hong Kong was one of the world's busiest shipping hubs. This trade brought a lot of wealth to China.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hong Kong companies made huge investments in China.' 'Hong Kong connected China with the rest of the world.' 'A lot of China's trade went through Hong Kong.' 'Guangdong's economic growth was largely due to Hong Kong.' 'Hong Kong was a go-between in China's relations with Taiwan.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hong Kong was very important to China. It was essential for it to move forward.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'Mao's foreign policy was a success.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think that Mao's foreign policy was much of a success. After a good start with Khrushchev relations with the USSR got much worse. Mao did not like the USSR developing better relations with the USA and was annoyed when it did not support China over India. This all led to the USSR withdrawing its experts from China. This did not help China because the experts had been helping China's industrial development. During the Cultural Revolution there were even border clashes between the two countries. Relations with Vietnam were also bad and soon after Mao's death fighting broke out between the two countries.' **OR** e.g. 'Mao's foreign policy was a success. This can be seen by the fact that when he died China was developing links with many other countries and had become a major world power. In the 1970s relations with the USA became better and there was a trade agreement between the two countries. Mao also got Chinese control over Tibet recognised by the government in Tibet. China had also shown its importance in the way it supported Vietnam and Korea against the West. This all showed that Mao had been successful.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Relations with the USSR improved in the 1950s and China received technical help.' In the 1950s Tibet recognised Chinese rule over its own country.' In 1954 China and India signed the Five Principles of Peaceful Coexistence.' 'In the 1960s relations with India were poor.' 'Mao failed to win back Taiwan.' 'In the 1960s relations with the USSR were poor and technical help was withdrawn from China.' 'Relations with Vietnam were often poor.' 'In the 1970s relations with the USA were improved.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao's foreign policy had some important successes that helped the country a lot.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(a)	**What was the Population Registration Act of 1950?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It made the development of apartheid possible.' 'It said that all South Africans had to be classified according to their race.' 'It set up a system that divided South Africans by race.' 'It worked with other laws to set up apartheid in South Africa.' 'It classified all South Africans as either Bantu, Coloured or White.' 'It was repealed in 1991.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why did the South African government establish an apartheid state in the 1950s?**	**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. 'It did this because it believed that it was the only way for South Africa to move forward. People like Malan believed that the true South African nation was the Afrikaner nation and that Afrikaners were a chosen people and superior. They believed that other races should be kept separate in other parts of South Africa because different races could not live together peacefully.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It believed that Afrikaners were superior to other races.' 'It believed that different races could not live together.' 'There was a fear from the government that Africans would 'swamp' the Afrikaners by sheer numbers if they lived together.' 'To protect the Afrikaners.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they thought it was the best thing to do for South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**'Repression by South African governments ensured that there was little opposition to apartheid between 1950 and 1966.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. The South African governments were very repressive at this time. The Suppression of Communism Act meant that people could be banned from meeting others and travelling around the country. Most of the ANC leadership were banned. The government also arrested lots of people and charged them with treason. The government action grew more severe after Sharpeville, with the ANC being banned. Government action did have some effect because many opposition leaders were in prison and the ANC had to operate from abroad and was driven to use violent methods. Within South Africa the ANC leaders like Mandela were in prison and the organisation was smashed in South Africa.' **OR** e.g. 'I disagree because there was still plenty of opposition. This started in 1952 with the Defiance Campaign against the apartheid laws. Thousands took part by ignoring apartheid laws such as 'European Only' signs. This was followed by the Freedom Charter which set out the aims of the anti-apartheid movement. These included equal rights for everyone and one vote per person. There were demonstrations by women against the pass law when it was announced that black women would have to carry passes. Finally, there was the demonstration at Sharpeville in 1960 against the pass law. The violent action by the government against this led to the ANC turning to violent methods so the repression did not get rid of opposition.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Many opposition leaders were arrested.' 'The Rivonia Trial meant ANC leaders were imprisoned and the ANC was smashed.' 'Banning orders were effective against opposition leaders.' 'Repression did not stop the Defiance Campaign.' 'Demonstrations against the Pass Law continued.' 'Repression against the ANC simply drove it underground and it started to use violent methods.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was still some opposition but it was not as strong as before.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(a)	**What were the aims of the Black Consciousness Movement?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'To make people proud of being black.' 'Making black South Africans know about their history and their heroes of the past.' 'To make black South Africans reject ideas about white superiority.' 'To make black South Africans see that they could change things and achieve things by themselves without the help of whites.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why did the South African government want black South Africans to live in Bantustans (Homelands)?**	**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. 'The main reason they did this was to create an all-white South Africa. The idea was that a homeland would be set up for each ethnic group so that black South Africans would be divided between ten homelands. This would leave white South Africans as the largest racial group in South Africa.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Bantustans reinforced the separation of black and white.' 'This was because it would make an all-white South Africa.' 'To exclude black South Africans from white South Africa.' 'Citizens of the Bantustans were deprived of their South African citizenship.' 'The South African government no longer had to provide facilities for black people in mainly white areas.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this so that black South Africans would be forced to live there and not allowed to live anywhere else.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**'During the period 1966 to 1980 opposition to the apartheid state from outside South Africa was more effective than opposition from within the country.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. There was much opposition from outside South Africa. Many of the states around South Africa had majority black governments and provided bases for the MK, the armed wing of the ANC. This meant that the MK could train their guerrillas and launch attacks on South Africa. There were bases in Mozambique and Angola. There was also opposition from the rest of the world through UN sanctions which gradually isolated South Africa. For example, protesters in the UK disrupted the South African cricket tour in 1970.' **OR** e.g. 'I disagree with this. The UN sanctions were not effective because countries like the UK wanted to trade with South Africa. Also, Botha's attacks on the MK bases did a lot of damage to them. At the same time, opposition inside South Africa was still very important. This can be seen from the demonstrations and riots in Soweto by school students. They were opposing the Afrikaner language being used in their schools. Although many students were killed, news of the riots and of police brutality went round the world.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘Anti-apartheid movements around the world gradually changed people’s opinions.’ ‘There were many strikes in South Africa in 1973.’ ‘MK conducted guerrilla attacks on South Africa from its bases in neighbouring countries.’ ‘Black Consciousness in South Africa increased opposition to apartheid.’ ‘The Soweto riots by school students were very important.’ ‘Many countries were not keen on supporting UN sanctions.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I think that opposition from outside was very effective indeed and led to many changes.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**Describe the events that led to some Palestinians becoming refugees in 1948.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1947 the British government announced it was handing over Palestine to the UN.' 'The UN voted for the partition of Palestine which the Arabs rejected. It was enforced by the Israeli army which drove many Palestinians out of their homes.' 'In 1947–48 Israeli attacks on Palestinian villages, like the one on Deir Yassin, drove Palestinians out.' 'Arab leaders encouraged Palestinians to leave to win support for their cause.' 'The Haganah drove Palestinians out to win as much land as possible for Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(b)	**Why have some Arab states been reluctant to help the Palestinian refugees?**	**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. 'They have been reluctant because of actions and policies of the PLO. The PLO did not help the Palestinian refugees by its policies and actions which often upset Arab leaders. It had caused civil wars in both Jordan and Lebanon and when it supported Iraq in the war over Kuwait it upset Egypt, Syria and Saudi Arabia, all of whom supported the USA. Through these actions the PLO lost Arab support for the refugees.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The PLO upset Arab countries by its actions in Jordan and Lebanon.' 'The PLO lost support of Arab states by supporting Saddam Hussein.' 'Syria expelled the PLO from Syrian-controlled parts of Lebanon in 1983.' 'Arab states have not backed up their pledges of financial support.' 'Arab states have seen the crisis in the Middle East as an opportunity to further their own national interests rather than helping the refugees.' 'Some countries like Egypt have been negotiating separately with Israel, thus ignoring the issue of the refugees.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They have been reluctant because they did not think it was a very good idea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'Palestinian refugees have been helped more by the United Nations than by the Palestine Liberation Organisation (PLO).' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this because the UN has done a lot to help the refugees. In 1948 when the refugee issue emerged the UN quickly provided tents, food and clothing. It also tried to get the refugees returned to their homes but was not helped by Israel or many Arab states. Its organisation UNRWA has supported refugees. One thing it has done is to help identify all Palestinian refugees outside Israel so that the issue of the refugee crisis is understood. It still feeds, houses and educates many refugees in the refugee camps. Its help has been humanitarian help, while the PLO has focused more on political help which has not been very successful.' **OR** e.g. 'The PLO has helped the refugees in an important way. It has kept the issue in the news and made sure that the plight of the refugees cannot be ignored. It has been successful in getting leading countries like the USA accept that there could be no lasting peace in the Middle East without the Palestinian issue being dealt with. The UN, on the other hand, has achieved little in terms of finding a political solution to the issue of the refugees. The General Council has passed resolutions about it but the Security Council has not been keen to act.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The UN stepped in and helped the refugees in 1948–49.' 'The UN has provided education, health care and food to the refugees in the camps.' 'The UN has recognised the state of Palestine.' 'The PLO has made sure the issue of the refugees has not been forgotten.' 'The actions of the PLO have upset some nations which has not helped the refugees.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I agree with this. The UN has provided all kinds of help for the refugees which has kept them going.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**What is the Palestinian Authority?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was set up to govern the Gaza Strip and parts of the West Bank.' 'It now governs just parts of the West Bank.' 'It is controlled by Fatah.' 'It uses the title of 'State of Palestine'.' 'It is not recognised by Hamas.' 'It receives aid from the EU and other countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(b)	**Why was the Second Intifada important?**	**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. 'The Intifada broke out after Ariel Sharon walked into a mosque in Jerusalem. It had important economic consequences for Israel. The violence had a serious effect on its economy. Far fewer tourists came to Israel and investment declined as well as production. This all led to unemployment going up among Israelis.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to a sharp fall in popular support for the Oslo Accords in Israel.' 'It harmed the Israeli economy.' 'Palestinians suffered when Israel imposed curfews and banned many from working in Israel.' 'It led to demands by countries like the USA for Arafat to be removed as leader of the Palestinians.' 'It led to violence and violent retaliation by Israel which all led to many deaths.' 'It showed that the Palestinians were not going to accept unjust treatment by the Israeli authorities.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. It was important because it had a big effect on events in the Middle East.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**'Divisions between Palestinians have done more than divisions within Israel to hinder the peace process.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think divisions within Israel have been more of a problem. The main parties disagree. Likud wants a Greater Israel denying any Palestinian claims, while Labour has been more ready to negotiate peace. An example of the position of Likud making reaching a peace agreement very difficult was in 1992 when it refused to give up Israeli sovereignty over the West Bank and Gaza while the Palestinians demanded an independent Palestinian state. However, Labour has made more progress in talks.' **OR** e.g. 'Divisions between Palestinians have been more important. The PLO sought a non-religious agreement over Palestine but other more religious Palestinian groups like Hamas have emerged. Hamas has rejected attempted peace deals with Israel because it wanted an independent Palestinian state. Hamas' more violent approach has made peace much more difficult to achieve, with Israel reacting violently to Hamas violence. This has made peace very difficult.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Israeli Likud and Labour parties have made peace talks very difficult because of their different positions.' 'Likud has made peace very difficult because of its extreme position.' 'Hamas has rejected attempts at peace.' 'The PLO's attempts at peace were undermined by Hamas.'	

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Question	Answer	Marks
22(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Divisions between Palestinians were very important because they got in the way of reaching a peaceful settlement.'	
	Level 0 No evidence submitted or response does not address the question **0**	