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Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 **February/March 2023**

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.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**Describe Garibaldi's activities in Sicily in 1860.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Garibaldi went with the Thousand volunteers.' 'His aim was to conquer the Kingdom of the Two Sicilies.' 'He landed at Marsala.' 'He announced that he was dictator of Sicily in the name of Victor Emmanuel.' 'The first victory was at Calatafimi.' 'Garibaldi took Palermo.' 'He put down a rebellion by local peasants.' 'By August he had conquered Sicily.' 'He and his men left for the mainland to conquer Naples.' 'He was helped by the British navy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why was Piedmont important to Italian unification?**	**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. 'Piedmont was important to Italian unification because in the Second Italian Independence War of 1859 it defeated the Austrians and took over parts of Italy that had been under Austrian rule such as Lombardy. At the same time, it also took over parts of central Italy such as Tuscany. This began the process of the unification of Italy and so this was why Piedmont was so important. It led the whole process.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was led by Cavour who was essential to Italian unification.' 'It was the largest and strongest state in Italy and the only one that could lead unification.' 'It took over Lombardy and other parts of Italy in 1859–60.' 'It defeated Austria in 1859.' 'In 1860 Piedmont defeated the Papal army and the Neapolitan army.' 'Victor Emmanuel was proclaimed king of Italy in 1861.' 'Piedmont was the strongest state in Italy because it industrialised first.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Piedmont was very important to Italian unification because it helped the process a lot.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**'The greatest obstacle to Italian unification was Austria.' 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. 'Austria was clearly the biggest obstacle to unification. Much of Italy like Lombardy and Venetia belonged to Austria and these parts of Italy were valuable. Austria was determined to keep them. Austria controlled Lombardy and Venetia and it built military bases across its Italian territories to keep down revolutionary groups. Metternich was determined to prevent Italy being weak and this was popular in Austria, where Catholics did not want the Pope to be threatened.' **OR** e.g. 'I think the biggest obstacle was the divisions between Italians. Many in the south of Italy did not feel they had anything in common with states in the north like Piedmont, they did not feel 'Italian'. Some Italians states were unsure about unification because they saw it was a way of Piedmont taking over the whole of Italy. Those in favour of unification were also divided over the kind of united state they wished to produce. Some like Mazzini were republicans while others such as Cavour wanted the united Italy to be a monarchy. These divisions did not help the cause of unification.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Austria saw a united Italy as a threat to itself.' 'Metternich was determined to prevent unification.' 'In 1848 and 1849 Austria defeated Charles Albert on the battlefield.' 'Austria would not give up its territories in Italy without a fight.' 'Austria had to be defeated on the battlefield in 1859.' 'Austria had a powerful army.' 'Disagreements between Cavour and Garibaldi were a problem.' 'Some Italians wanted a republic, while others wanted a monarchy.' 'The Pope was an important obstacle to unification.' 'Many Italian states were worried that unification would lead to domination by Piedmont.' 'North and south Italy had little in common.'	

Question	Answer	Marks
1(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Austria was such an important country and this is why it was the biggest obstacle to Italian unification.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**What were the main features of German nationalism in 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It supported the idea of a unified Germany.' 'It said that a united Germany would be a strong Germany.' 'It often included the idea of constitutional rule.' 'Sometimes German nationalism also included support for liberal reforms.' 'It often looked to Prussia for leadership.' 'It looked to Frederick William to become the first German emperor.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(b)	**Why was Germany not unified 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. 'The main reason why Germany was not unified was the failure of the Frankfurt Parliament. It was drawing up a constitution for a unified Germany but took far too long. There were many disagreements in the Parliament over what should be in the constitution. Eventually, it offered the imperial crown to Frederick William IV of Prussia but he turned it down. This was the end of any hope of a unified Germany.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Frankfurt Parliament failed.' 'The Frankfurt Parliament was just a talking shop.' 'The most powerful German states did not support unification.' 'Frederick William IV defeated the revolution in Berlin.' 'The Austrian army crushed the revolution in Vienna.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This did not happen because there was not enough support for it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(c)	**'The defeat of France in 1870 was the most important step in the unification of Germany.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think that the defeat of Austria in 1866 was more important. Austria's defeat in 1866 meant that it lost control of Germany and that Prussia was now leader of Germany. This was shown by the fact that the Bund was replaced by the North German Confederation that was dominated by Prussia. Prussia was then in a position to lead the unification of Germany which was what Bismarck had wanted.' **OR** 'The defeat of France was also crucial because the south German states might ally with France. Bismarck needed something that would finally unify all the German states. A common enemy would do this and France was that enemy. In the war all the German states fought together against France. The defeat of France meant that there was nothing to stop complete unification and shortly after the war the German Empire was proclaimed.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The defeat of Austria made Prussia the leading country in Germany.' 'The defeat of France meant there was nothing to stop unification.' 'The defeat of Denmark was an important step to unification.' 'Prussia appeared to be a champion of nationalism by defeating Denmark in 1864.' 'The Zollverein helped create economic unification.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were many other factors that helped lead to unification.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**Describe the South's reaction to Lincoln's election as president in 1860.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Lincoln's election caused southern states to secede, which they started to do in 1860.' 'They were worried that he would abolish slavery.' 'They were worried that this meant the North was increasing its control over all of the USA.' 'They thought that this put the Southern way of life under threat.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why was the decision in the Dred Scott case of 1857 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 Dred Scott decision was important because it increased the tension between the North and the South. The Supreme Court said that Dred Scott's stay in Illinois did not make him free. Northerners were worried that this would lead to the South expanding slavery into free states, which horrified them.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The North saw it as a conspiracy by the Slave Power.' 'It stated that black Americans could not have the same rights as white citizens.' 'It caused more divisions between the North and the South.' 'It stated that slaves were the property of slave owners.' 'It stated that the Missouri Compromise legislation was unconstitutional.' 'It meant that Congress had no power to prevent the spread of slavery.' 'The decision outraged abolitionists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Dred Scott decision changed everything and meant that civil war was closer.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(c)	**The most successful aspect of Reconstruction was the Freedmen's Bureau.' 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 Freedmen's Bureau had many successes. It provided food, housing and medical care for ex-slaves, as well as schools and legal advice. It also helped them to settle on land that was confiscated during the war. The ex-slaves faced great challenges once they were free and the Bureau helped them start their free lives. It did a lot to educate the ex-slaves by building schools and colleges so that they could have careers.' **OR** 'The Freedman's Bureau was not a successful part of Reconstruction. This was because it was not given enough money or staff. The people working for it were often attacked by white people in the South, especially the Ku Klux Klan. They saw it as an outside organisation interfering with the lives of Southerners. It had little success in redistributing land to ex-slaves and most of the land was restored to the original owners. It was dismantled in 1872 and so was not around long enough to do much good.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'It built schools and colleges for ex-slaves.' 'It gave ex-slaves legal advice.' 'It helped ex-slaves start their new lives as free people.' 'It built hospitals and provided medical aid.' 'It was opposed by many people in the South.' 'Its workers were attacked by organisations like the Ku Klux Klan.' The election of black Americans to Southern governments was more important.' 'Military rule in the South was more effective in bringing about change.'	

Question	Answer	Marks
3(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'The Freedmen's Bureau was very successful and improved the lives of many people.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
4(a)	**What were the results of the First Opium War of 1839–42?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Treaties with western powers allowing them to trade with China.' 'The Treaty of Nanking (the Unequal Treaty).' 'British subjects were given privileges in treaty ports.' 'The US and France were given trading privileges.' 'Treaty ports were opened to British merchants.' 'Hong Kong was given to Britain.' 'British consuls were allowed into China.' 'China had to pay 21 million dollars for the war.' 'Britain continued to smuggle opium into China illegally.' The Qing dynasty's reputation was damaged and this helped lead to the Taiping Rebellion.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why did the Indian Mutiny break out in 1857?**	**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 British introduced a new rifle for the troops, many of whom were Hindus and Muslims. The grease used for the cartridges included tallow from beef and lard from pork. This upset both Hindus and Muslims. Soldiers who refused to use the cartridges were imprisoned. They managed to break out of prison, ransacked military buildings and the rebellion quickly spread to Delhi.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'British social reforms such as those against sati.' 'The cartridges for the new Enfield rifles.' 'Fears that the British were trying to enforce Christianity on the Indians.' 'Indian troops were treated badly, with poor pay and few opportunities for promotion.' 'The misgovernment by the East India Company.' 'Some Indians wanted independence from British rule.' 'Some Indian leaders were angry about their power and land being taken away.' 'The Indians hated the taxes collected by the East India Company.' 'Some Indians wanted to restore Mughal rule.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It broke out because there were lots of things about British rule the Indians did not like.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(c)	**'European imperialism in Africa was mainly driven by religious and cultural factors.' 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. I think the most important reasons were economic. Africa could provide raw materials such as rubber, ivory, diamonds and tea. These were in demand in Europe and so this was a good reason for European countries going into Africa. At the same time, countries such as Britain needed a market for its industries. Bases in Africa were important to help them protect their trading routes, such as through the Suez Canal.' **OR** e.g. 'I think cultural reasons were most important. European countries thought that their civilisations were superior to African ones. They thought they had a duty to 'civilise' and educate people in Africa. They took over parts of Africa so that they could teach their own beliefs and values to Africans. This included converting them to Christianity.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Economic motives – Africa was a new market.' 'Economic motives – Africa provided raw materials, such as ivory.' 'Strategic factors were important, such as providing naval bases.' 'Sometimes this was driven by exploration by people like Stanley.' 'It was driven by the European idea that they were superior to Africans and had a duty to take European values there.' 'To abolish slavery.' 'To convert Africans to Christianity.' 'It was driven by nationalism.' 'It was driven by European countries who were in competition with each other.'	

Question	Answer	Marks
4(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I agree because they wanted to spread religion to everyone.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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

Question	Answer	Marks
5(b)	**Why was President Wilson an important figure in the peace negotiations?**	**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. 'Wilson was an important figure in the peace negotiations because he was President of such a powerful country. He was one of the 'Big Three' and he wanted a fair peace. He believed that nations should co-operate and he published his Fourteen Points as a basis for world peace.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because the USA was so powerful.' 'Wilson was one of the 'Big Three'.' 'Wilson had very strong views about self-determination.' 'Wilson was the man of peace sorting out the warring European nations.' 'Wilson had already laid down his Fourteen Points, which made it clear what he wanted.' 'Wilson had strong views about a League of Nations.' 'Wilson was the mediator between Britain and France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Wilson was an important figure in the negotiations because people had to listen to him and see what his aims were.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(c)	**Are you surprised that Germany was so upset by the terms of the Treaty of Versailles? 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. Germany was not the only country responsible for the war but had to accept the war guilt clause. Germany was also made weak by the reductions to its armed forces. This was particularly important to the Germans because they took so much pride in their army. The reparations also annoyed Germans. These payments would make it very difficult for Germany to recover after the war. Germans did not understand why they were being punished so harshly when they believed they had not even lost the war, which was ended with an armistice.' **OR** e.g. 'I am surprised Germans were so upset. They should have expected harsh terms. It was Germany that invaded Belgium and France, even though Belgium was a neutral country. Much of the fighting took place in these two countries. Much damage was done and an enormous sum of money was needed to help these areas recover.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Germany invaded Belgium and France.' 'Much damage had been done to France.' 'France needed to make sure Germany could not invade again.' 'Germany issued more severe terms than Versailles in the Treaty of Brest-Litovsk.' 'Germany's problems were self-inflicted by the Kaiser.' 'Germany lost land where Germans were living.' 'The reparations were enormous and would stop Germany from recovering from the war.' 'The German people believed they had not lost the war.' 'Germany had to accept the War Guilt Clause.' 'The Treaty was a diktat.' 'The disarmament terms were harsh.' 'Germany was not invited to join the League of Nations.' 'Germany was not allowed Anschluss with Austria.'	

Question	Answer	Marks
5(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'German was bound to be upset because it was punished.' 'It was a harsh treaty.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe attempts by the League of Nations to encourage disarmament.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. '1925 Locarno Treaties – France and Germany agreed to settle disputes through the League.' '1928 Kellogg-Briand Pact – war condemned as a way of settling disputes.' 'The 1932 World Disarmament Conference – agreed to ban bombing of civilian populations and chemical warfare.' 'The Pact decided to limit the size of artillery and tanks.' 'Germany left the League.' 'The League failed to stop Hitler re-arming Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(b)	**Why did Japan withdraw from the League of Nations in 1933?**	**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 of the report of the Lytton Commission. This was a commission sent by the League to investigate the Japanese invasion of Manchuria. Its report criticised Japan for the invasion and the League supported the report in 1933. This upset Japan and this is why it resigned from the League.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Japan left the League because of the Manchurian Crisis.' 'This was because the League condemned the Japanese invasion.' 'This was to show its contempt for the League.' 'It did this because it was planning to further invade and occupy Manchuria and so there was no point staying in the League.' 'Japan wanted to invade more parts of China.' 'Army leaders dictated politics in Japan.' 'It did this to show the world how useless the League was.' 'It wanted to develop an empire to provide resources and markets for its goods.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because it disagreed with what the League was doing.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(c)	**'Britain was responsible for the League's failure to deal effectively with the Italian invasion of Abyssinia.' 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. 'When Italy invaded Abyssinia in 1935 Britain was very reluctant to impose sanctions on Italy because of the damage it might do to the British economy. Britain also did not close the Suez Canal, which was an important supply route for Italy. Without it, Italy probably would not have succeeded in Abyssinia.' **OR** e.g. 'I do not agree with this. It was also France's fault. France was involved in the secret Hoare-Laval Pact which planned to give Mussolini a large part of Abyssinia if he called off the invasion. This was agreed without the League knowing and when news of it leaked out, the reputation of the League and its ability to do anything were destroyed.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Britain did not want to impose sanctions.' 'Britain persuaded the League to delay any decision about sanctions.' 'Britain was involved in the Hoare-Lave Pact, which undermined the League.' 'Britain refused to close the Suez Canal to Italian ships.' 'The USA increased their oil sales to Italy.' 'France was involved in the Hoare-Laval Pact, which undermined the League.' 'France wanted Italy as an ally against the threat of Germany.' 'The League did not have an army and so could not do anything.'	

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Question	Answer	Marks
6(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I think it was Britain's fault because it could have done something against Italy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe how the Allies reacted to the Berlin Blockade.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They airlifted supplies into Berlin.' 'The Allies stood up to Stalin/The Allies did not give in.' 'For ten/eleven months the Allies sent in supplies, with planes flying into West Berlin every minute of the day.' 'They built Tempelhof airport to receive the supplies.' 'They kept the western sectors of Berlin going.' 'They sent in coal, food, petrol, clothing and building materials.' 'They defeated Stalin's attempt to force the Allies out of Berlin.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why were there disagreements between the Soviet Union and the West at the Potsdam 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. 'The main reason for the disagreements was that Roosevelt had died and Truman replaced him as US President. Roosevelt had been ready to work with Stalin but Truman was very different. He was much more anti-communist and thought that the Soviets planned to take over Europe. He did not trust Stalin at all, and this made it much more difficult to make agreements.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because Truman had replaced Roosevelt as US President.' 'Truman was very anti-communist.' 'The US had tested an atomic bomb.' 'The Russians had set up a Communist government in Poland.' 'The Russians had moved troops into most of eastern Europe as part of the defeat of Hitler but had refused to remove them.' 'Churchill was no longer PM of Britain and this allowed the suspicions between Truman and Stalin to dominate the meetings.' 'Stalin wanted to weaken Germany so that it could never threaten Russia again.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were disagreements because they had different ideas about what should be done after the end of the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**How surprising was the USSR's rejection of the Marshall Plan? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how surprising' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It was not at all surprising. Stalin was very suspicious of the Americans and thought the Marshall Plan was an attempt by the Americans to gain economic control over Europe. He thought the US was trying to make European states dependent on America and its dollar. He certainly did not want this happening in Eastern Europe or the USSR. So, his rejection of the Plan was not surprising at all.' **OR** e.g. 'I think this was surprising. The USSR was in a terrible state after the Second World War and could have done with some help. The Americans did offer the Plan to the Soviet Union and Eastern Europe. Stalin realised Russia needed help and at first he was not against accepting the help offered by the Plan. Some Eastern European countries such as Czechoslovakia wanted to accept the aid. So, Stalin's rejection can be seen as surprising.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Soviet Union needed economic support/ the War left the Soviet Union very poor.' 'Some Eastern European countries like Czechoslovakia wanted to accept Marshall Aid.' 'At first Stalin was not against the aid.' 'Stalin saw the Marshall Plan as a way of getting US control over Europe.' 'Stalin saw it as a plan to make European economies dependent on the USA.' 'He would not accept it because it was coming from capitalist USA.' 'Stalin stopped Eastern European countries from getting involved.' 'Stalin thought the Plan would weaken his control over Eastern Europe if they accepted it.'	

Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'It was not surprising. The Marshall Plan was American and so Stalin would not like it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe relations between Saddam Hussein and the Kurds during the 1970s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The relationship between Saddam and the Kurds was tense.' 'The Kurds had some degree of self-rule which Saddam wanted to end.' 'The Kurds wanted a separate and independent country of their own/Kurdistan.' 'In 1974–75 he attacked the Kurds.' 'Saddam used chemical weapons against the Kurds.' 'He drove some Kurds into exile and many were executed.' 'Iran supported the Kurds in their struggle against Saddam Hussein.' 'The Kurds did not like Saddam's views of an expansionist Iraq.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why was the Shah unpopular in Iran?**	**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 was unpopular in Iran because of his close relations with Western countries such as the USA. These countries were not Muslim and so were unpopular in Iran. People thought that their country was becoming dependent on the USA and that the Shah was under its control.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was unpopular because of his wealthy lifestyle.' 'He was unpopular because of the corruption of his supporters and officials.' 'His secret police arrested and tortured anyone that criticised him. 'Ayatollah Khomeini turned people against him.' 'He was seen as a pawn of the West.' 'Western ideas and culture were becoming common.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was unpopular because he ruled the country badly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(c)	**'The main reason for the outbreak of the First Gulf War was oil.' 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. In 1990 Saddam Hussein invaded Kuwait, which was an oil rich country. Kuwait supplied the West with oil and so the invasion caused a lot of concern. Western countries were also worried that Saddam Hussein would not stop there and would seize the oil fields of Saudi Arabia, which were the biggest in the world. The USA and other countries went to war to protect their supplies of oil.' **OR** e.g. 'I do not think that oil was the main reason. Saddam wanted Iraq to become the most powerful country in the Gulf. He wanted Kuwait because of its coastline. All this would make it easier for him to dominate Saudi Arabia. The USA could not let this happen. It could not let a hostile country like Iraq dominate the Middle East.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Kuwait supplied the West with oil.' 'The invasion was a threat to western supplies of oil.' 'Iraq was a threat to the oil fields of Saudi Arabia.' 'Iraq invaded Kuwait.' 'The USA did not want Saddam Hussein to become any more powerful in the Middle East.' 'In 1990 the US gave Iraq the impression that an invasion of Kuwait was not one of its major concerns and so Saddam went ahead.' 'Saddam wanted to become dominant in the area.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Oil was a factor but there were many other causes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**Describe how aircraft were used in the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'To observe enemy positions and movements of troops.' 'Bombing raids.' 'To take photographs of enemy positions.' 'To help plan positioning of artillery and plan troop movements.' 'Shooting down enemy aircraft.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why were there so many casualties on the first day of the Battle of the Somme?**	**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 reason for this was that the Allies' plan failed. They had aimed at destroying German defences before the attack by heavy shelling but the German defences survived. The Germans had a very strong and extended system of trenches that were deep underground and reinforced by concrete and therefore survived the Allied shelling. As a result, when they attacked on the first day, the Allied troops were faced with barbed wire and machine gun fire and were killed in tens of thousands when they attacked.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The shelling of German positions failed to destroy their defences.' 'The shelling of the Germans failed to clear the barbed wire away.' 'The shelling of the Germans warned them of the planned attack.' 'Men were simply mown down as they tried to cross no-man's land.' 'The strength of the German trench system.' 'The German machine guns.' 'The British soldiers had been ordered to walk across no-man's land, this gave the Germans time to emerge from their dugouts and set up their defences.' 'British intelligence had not discovered the depth and fortification of German dugouts.' 'Heavy cloud meant reconnaissance aircraft could not tell what damage had been done by the artillery.' 'After the failure of the first wave, the attacks continued causing massive casualties.' 'Haig did not use tanks on the first day of the battle.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because the fighting was very fierce and many soldiers were killed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(c)	**'The German failure to take Verdun in 1916 was important for the outcome of the war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think it was crucial to the outcome of the war. If the Germans had won, they would have crushed much of the French army. The German plan was to suck into the battle much of the French army and destroy it. This would have meant that much of the French army would have been taken from the rest of the Western Front and this would have seriously weakened the Allies – in fact they would probably have not been able to continue fighting. It would have given the Germans victory.' **OR** e.g. I think there were other battles that were more important for the outcome of the war. The Battle of the Marne was crucial because it saved Paris. The Germans were within 30 miles of Paris and, if they had not been thrown back, the taking of Paris would have led to a quick and total victory for Germany on the Western Front. The war on the Western Front would have been over.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'A German victory would have been a terrible blow to French morale.' 'It would have sucked in much of the French army which would have been destroyed.' 'The Allied effort in other parts of the Western Front would have been seriously weakened.' 'The Battle of the Marne saved Paris.' 'The Battle of the Marne led to trench warfare and stalemate.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it was very important. If the Germans had won the battle, it would have been a turning point in the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe the part played by Russia in the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'The speed with which Russia mobilised helped to defeat the Schlieffen Plan.' 'The speed of Russian mobilisation meant Germany had to pull some of its troops away from France.' 'The large Russian army started the war well, had some victories and made advances.' 'Its army was defeated in the battles of Tannenberg and Masurian Lakes with enormous casualties.' 'It had success against the Austrian army in Galicia in 1916.' 'It failed to follow up on its successes and was pushed back by the Germans and suffered enormous casualties.' 'The Russian advances against the Austrians did help to take some pressure off its allies in the west at Verdun and the Somme.' 'By 1917 there were many desertions from the Russian army.' 'In 1917 the Bolsheviks pulled Russia out of the war.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
10(b)	**Why did the Western Allies fail in the Gallipoli campaign?**	**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 Western Allies failed because the Turks were so well prepared. They had been aware that an attack was coming because of the earlier naval attack. A German commander, Otto Liman von Sanders, had doubled the defensive forces and dug them into strong positions on the hills overlooking the beaches on which the Allies were likely to land. He had given the Turkish forces lessons in defending trench positions, especially using machine guns, grenades and bayonets.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Allies did not have enough men.' 'Earlier naval raids gave warnings to the Turks of an imminent attack.' 'Steep cliffs hampered the progress of the ANZAC forces.' 'The Allied forces were trapped on the beach.' 'The whole campaign was poorly planned and prepared.' 'The Germans had sent military advisers to advise the Turks.' 'The naval attack lost the Allies the element of surprise.' 'The Turks occupied all the high ground.' 'The Turks were dug in and well equipped with machine guns.' 'The power of the Turkish army was seriously underestimated.' 'The Turks considered this a Holy War, driving out Christian invaders from Muslim Turkey.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They failed because the enemy was too strong for them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(c)	**Which had the more important impact on the outcome of the First World War, the war at sea or developments on the Home Fronts? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which had the more important impact' **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 war at sea was crucial because it was only by controlling the seas that countries could be supplied with food and equipment. Both sides needed to get their own supplies through but wanted to block enemy supplies. The Germans used a U-boat campaign to stop supplies coming from the USA. This was very effective and in 1917 Britain had to introduce rationing because few supplies were getting through. This could have lost the war for Britain but the use of the convoy system helped defeat the U-boat campaign and supplies got through.' **OR** e.g. 'I think the Home Fronts were more important. One of the reasons why Germany had to ask for an armistice in 1918 was events inside Germany. People were starving and there were riots across Germany and a mutiny in the navy. There was no way that Germany could fight a war in this state and it had to ask for an armistice.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The British blockade of Germany.' 'After Jutland the German fleet hardly left harbour.' 'The U-boat campaign by Germany.' 'The use of the convoy system.' 'Riots and mutinies in Germany in 1918.' 'In Britain women went to work on farms and in factories.' 'Food shortages led to the fall of the government in Russia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the war at sea was more important because it was important to win the battles there.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**What were the main features of the Weimar Constitution?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There was an elected President who appointed the Chancellor.' 'The Chancellor led the government.' 'There was a Reichstag, elected every four years.' 'The Reichstag was elected by proportional representation.' 'It meant that governments would be coalitions and extremist parties could become elected.' 'The Reichstag made the laws.' 'The President could suspend the constitution and rule by decree.' 'Both men and women could vote.' 'It was a democracy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why were Stresemann's policies important for Germany?**	**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. 'Stresemann's policies were important for Germany because they helped Germany recover from hyperinflation. In 1923 he introduced a new currency called the Rentenmark because the old currency was worthless because so much had been printed by the government. It was worth so little that people were bartering instead of using money. The introduction of the Rentenmark gave Germany a new start.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He introduced the Rentenmark.' 'He rescued Germany from hyperinflation.' 'He ended passive resistance in the Ruhr.' 'He started paying reparations to the Allies.' 'He managed to get a massive loan from the USA.' 'He negotiated the Dawes Plan.' 'He helped the German economy recover.' 'He negotiated the Locarno Treaties.' 'He managed to get Germany accepted as an equal internationally.' 'His policies brought political and economic stability back to Germany.' 'He encouraged a cultural revival.' 'His policies meant Germany relied on American loans which could be recalled.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'His policies were important for Germany because they helped it a lot.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(c)	**'Wolfgang Kapp was more of a threat to the Weimar Republic than Rosa Luxemburg.' 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 that Kapp was much more of a threat. This was because he aimed at bringing the Weimar government down and set up a dictatorship. He was a real threat because he had an army. He was supported by the Freikorps who were ex-soldiers who knew how to fight. They took over Berlin and Kapp declared himself Chancellor. So, he got close to taking over.' **OR** e.g. 'I disagree. Rosa Luxemburg was more of a threat to the Republic. This is because she was communist leader and led an uprising in 1919. Germany was in chaos at the time, with demonstrations and street violence. There were a lot of people in Germany who supported communism. If they had succeeded, they would have overthrown the government and set up communist style soviets all over Germany. There would have been no national government. These changes would have destroyed the Weimar Republic and could have brought the government down.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Kapp had the support of the Freikorps.' 'In 1920 he took over Berlin and declared himself Chancellor.' 'He had supporters in the police and the army.' 'Kapp had support because he was anti-communist.' 'The Freikorps had put down the Spartacist uprising.' 'Kapp was defeated by a general strike of the German people.' 'Luxemburg led a violent uprising against the government.' 'Luxemburg wanted to introduce communist rule into Germany.' 'This led to bitter street fighting and a high number of casualties.' 'Luxemburg's actions were important because they triggered other risings in Bavaria and the Ruhr.' 'Communism remained a threat throughout the 1920s.'	

Question	Answer	Marks
11(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I think Kapp was more of a threat because he was a very dangerous man and would have damaged Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**What were the main features of Germany's 'war economy'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was geared towards preparing for a future war.' 'It aimed at achieving self-sufficiency or autarky.' 'Germany had had a war economy since the mid-1930s.' 'German industry was moved more towards producing armaments.' 'Military production was increased.' 'Spending on the military increased.' 'Conscription ensured the army increased.' 'Germany took raw materials and goods from conquered countries.' 'German factories used forced labour from occupied countries.' 'By 1944 there was an enormous increase in military production.' 'In 1936 a Four-Year Plan was introduced to get the economy ready for war.' 'Women were employed in factories.' 'Food and clothing were rationed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why did opposition to the Nazi regime from young people increase after the start of the Second World War?**	**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. 'During the war the leaders of the Nazi Youth began to enforce their rules and regulations more strictly. Some even banned young people from meeting their friends outside the Hitler Youth. Some young people disliked the increasingly strict regimentation and sexual segregation of the Hitler Youth. Groups like the Edelweiss 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 they painted graffiti on walls and public buildings.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Membership of the Hitler Youth became compulsory from 1939.' 'The Hitler Youth became stricter after the war started.' 'Some young people opposed the war and helped deserters and escaped prisoners.' 'Many resented Nazi control over their lives, which increased after the war started.' 'Some opposed Nazi persecution of the Jews.' 'The Hitler Youth began to focus more on military drills and preparing its members for joining the military.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Life was tougher in the war and so more young people opposed it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**'There was little consistency in Nazi attitudes towards women in the period 1933–45.' 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 statement. Nazi policy was consistent because all the way through Hitler insisted on how important women were to the future of Germany and how he wanted the birth rate to go up. 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. There had to be enough members of the master race to occupy defeated territories. Hence, Nazi policy encouraged marriage and child-bearing. Women were given rewards for having children and family allowances were introduced. Although women were encouraged to go out to work during the war, the pressure to have children remained.' **OR** e.g. 'I agree with this statement. In peacetime, women were forced out of the professions and discouraged from being in the workplace. They were encouraged to be wives and mothers. 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.'	

Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Nazis wanted to increase the birth rate.' 'The Nazis thought they would need more men for the armed forces.' 'The Nazis believed they would need more Aryans to occupy conquered territories.' 'The Nazis believed in traditional values, such as marriage and raising children within marriage.' 'The Nazis believed the central role of women was to be a wife and mother.' 'The Nazis wanted women to stick to the 'three Ks'-Kinder, Kirche und Kuche.' 'The Nazis believed in the traditional family because it brought stability to society.' 'Family allowances were introduced.' 'Women were given rewards for having children.' 'The Nazis, at first, thought women should give up their jobs for men to be employed.' 'As war developed, the Nazis wanted women back into work.' 'During the War, the Nazis pursued two contradictory objectives for women: increasing the birth rate and working on the shop floor.' 'Women were required to do a duty year, which was usually working on a farm.' 'By 1945 there were nearly half a million women in the German armed forces.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nazis role for women in wartime became confused.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe the main events of the 1905 Revolution.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Thousands led by Father Gapon protested at the Winter Palace.' 'The protestors wanted to give the Tsar a petition.' 'Bloody Sunday – The soldiers fired on the crowd and killed many.' 'Strikes and riots all over the country.' 'Workers formed a union and demanded a constituent assembly.' 'Sailors on the battleship Potemkin mutinied.' 'Peasants attacked landlords.' 'Railway workers went on strike, paralysing the Russian railway network.' 'The Tsar issued the October Manifesto which promised a Duma and free speech.' 'The October Manifesto divided the protesters.' 'The Tsar made peace with Japan and brought soldiers home to deal with the protests.' 'The Tsar used soldiers to arrest and imprison the protesters.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why was the revolution of March 1917 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. 'I think it was important because it led to the Bolshevik Revolution later in the year. The Tsar had been forced to abdicate and the Provisional Government was set up. However, the Petrograd Soviet became more and more powerful because it had the support of the workers and soldiers. It controlled St Petersburg and its existence undermined the Provisional Government, ensuring that it could not be successful. This would lead to the revolution in November.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was important because it made the Tsar abdicate.' 'It led to a change in government.' 'The Petrograd Soviet became more important.' 'It left Russia without a strong government.' 'It strengthened the position of the revolutionaries.' 'Parts of the army mutinied.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it led to a lot of changes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(c)	**'Tsarist rule was repressive and autocratic in the period 1906–14.' 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. For most of this period, Stolypin was the Tsar's chief minister. He wanted moderate reform in agriculture, industry and in education. He created a peasants' land bank so that they could buy more land and make bigger units. This increased production. There was also a Duma which was able to criticise the Tsar's policies.' **OR** e.g. 'I agree with this. The Tsar's Prime Minister, Stolypin, carried out repression. He kept control by hanging over 1,000 opponents and exiled 20,000. The Dumas were virtually powerless. The 'Fundamental Laws' gave the Tsar a veto over laws, the power to appoint and dismiss ministers and to dissolve the Duma when he saw fit. This meant that the two Dumas which met before 1914 achieved very little and it seemed that Russia was heading back towards its undemocratic past.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'There was much repression, with strikers and protesters being exiled and killed.' 'Reforms in agriculture were introduced, creating the kulaks.' 'Health and insurance schemes for workers were introduced.' 'Opposition was crushed by using 'Stolypin's necktie'.' 'There were Dumas which met during this period.' 'The Fundamental Laws meant the early Dumas achieved very little.' 'The Tsar largely ignored the Dumas.' 'The death of Stolypin in 1911 was a serious setback for control and reform.' 'By 1913 discontent with the Tsar's rule was growing because of his repressive methods.'	

Question	Answer	Marks
13(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'The rule of the Tsar was very repressive. He was determined to share power with nobody.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
14(a)	**Describe the decrees issued by the Bolshevik government in late 1917.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Land was handed over to the peasants.' 'Marriages could take place without a priest and divorce was made easier.' 'Factories were put under the control of the workers.' 'The Cheka was set up to deal with opponents of the Bolsheviks .' 'Russia asked for peace with Germany.' 'The working day was limited to 8 hours.' 'Non-Bolshevik newspapers were banned.' 'The Kadets were banned.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
14(b)	**Why did Lenin agree to 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. 'Lenin had no choice because the war was going so badly. Russia had suffered several defeats on the battlefield and Germany had invaded Russia. Russia had had over a million casualties and soldiers were beginning to desert. The war was also causing huge problems for Russia at home, with a shortage of food and high inflation.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Lenin had promised peace in the April Theses.' 'He wanted to concentrate on events inside Russia.' 'The war was going very badly, with the army in retreat.' 'The war was very unpopular.' 'The war was causing food shortages.' 'He wanted to focus on building a socialist state.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He agreed to this because Russia was in a desperate situation and he thought it was the best thing to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(c)	**Are you surprised Lenin introduced the New Economic Policy (NEP)? 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 at all surprised. Russia was in a dreadful state, with wages going down and food shortages. The harsh measures of War Communism were very unpopular and there was a rebellion among the sailors at the Kronstadt Naval Base, which was a real threat to Lenin's power. The NEP allowed peasants to sell surplus grain for profit. This increased the amount of food available. Small factories were put back into private ownership which also increased production. The NEP solved some of the problems that Russia faced and it was just Lenin being realistic.' **OR** e.g. 'I am surprised by the NEP being introduced by Lenin. It brought back capitalism, which the communists were against. It allowed small factories to be owned privately and allowed peasants to sell surplus food. These were the very things that Lenin had argued against and seems like a betrayal of communism.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'There were food shortages and wages were going down.' 'There was a rebellion by the sailors at Kronstadt.' 'War communism was harsh and very unpopular.' 'Lenin believed that Russia was not yet ready for socialism.' 'It was a return to capitalism.' 'It allowed peasants to sell their surplus food and make a profit.' 'It allowed private ownership of some factories.' 'It seems like a betrayal of communism.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I am not surprised because Russia needed it at the time and it was the best thing to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**What was the Ku Klux Klan?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘A white supremacy movement.’ ‘It claimed to defend American values.’ ‘It terrorised black Americans.’ ‘Its members beat and lynched black Americans.’ ‘It was against Catholics, Jews and foreigners.’ ‘It had secret codes and elaborate rituals.’ ‘It operated in the southern states.’ ‘It revived in 1915.’ ‘It revived partly because of the film ‘The Birth of a Nation’.’ ‘It was a powerful political force in the 1920s.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why were many Americans worried by immigration?**	**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 worried about immigration because they thought immigrants might be communists and would try to overturn American values and systems of government. Russia had become communist in 1917 and so they were worried that immigrants from Russia and Eastern Europe would bring these anti-American ideas into the USA.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They thought they would threaten American values.' 'They thought they might be communists.' 'They thought they might be anarchists.' 'They thought it would threaten white supremacy.' 'They thought they were behind the strikes of 1919.' 'They thought they were behind the bombs that were sent to prominent Americans in 1919.' 'Officials and politicians like Palmer and Hoover whipped up the fear of immigrants.' 'Many feared that immigrants would take their jobs.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were worried about immigration because they thought it might be a danger to the country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(c)	**'The main problem caused by Prohibition was an increase in gangsterism.' 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 this is right. Prohibition meant that alcoholic drinks could not be produced or sold, but people still wanted these drinks. This gave gangsters like Al Capone their opportunity. They stepped in and illegally supplied the alcohol through speakeasies, earning millions of dollars. The gangs fought each other for control of the business, often murdering each other's members.' **OR** e.g. 'I think there was a bigger problem and this was the massive corruption that took place. Policemen, judges and government officials took bribes and turned a blind eye. When cases came to court, they would not give evidence. This was terrible because it meant that the people who were meant to uphold law and order were breaking it.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Gangs supplied illegal liquor.' 'The gangs set up speakeasies.' 'The gangs fought each other for control of the illegal trade.' 'Officials, government agents, police and judges were bribed.' 'Ordinary people were criminalised.' 'Most people were against Prohibition.' 'There was a risk to health, for example the making of 'moonshine'.'	

Question	Answer	Marks
15(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I think this is right. They were lots of gangs around at the time and no one could get rid of them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Describe the reaction of the Supreme Court to the New Deal.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Supreme Court was dominated by Republicans who opposed the New Deal.' 'The Court stated that the National Recovery Administration was unconstitutional.' 'The Court stated that the Agricultural Adjustment Administration was unconstitutional.' 'The Court said the New Deal was undermining the power of local states.' 'After Roosevelt's threat to create new judges, the Court stopped challenging the New Deal.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why did some Democrats criticise the New Deal?**	**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. 'Huey Long was a Democrat politician. He opposed the New Deal because he said it was not doing enough to help people. Instead, he put forward a scheme to share America's wealth more evenly around the country. He wanted to confiscate the wealth of the rich and share it with ordinary families and the poor, as well as provide free education and pensions. He said this would stimulate the economy of the USA. He said that these were the kind of things that the New Deal should do.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Huey Long thought it needed to be more radical and redistribute wealth.' 'Huey Long wanted to give people pensions, minimum wages and free education.' 'Dr Townsend thought that everyone over 60 should be given a pension.' 'Some Democrats thought more could be done to stimulate the economy.' 'Father Coughlin thought that the poor were not being helped enough.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they thought it was a bad idea and wrong for the country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(c)	**Who did the New Deal help more, farmers or the unemployed? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'who did the New Deal help more'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 farmers benefited most. They had been suffering from a crash in food prices but they were now paid to take land out of cultivation and have fewer animals. This reduced production and prices began to go up. In fact, farmers' incomes doubled. Farmers were also given help to modernise their farms.' **OR** e.g. 'I think that the unemployed were helped much more. There were enormous numbers of unemployed when the New Deal started and it reduced this number by creating millions of jobs. Some involved conservation work – about 2 million jobs were created here. Public works also provided millions of jobs by working on new dams, hospitals and bridges. Overall, millions of people were found jobs, so I think the unemployed were helped the most.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Although unemployment went down, it still remained high.' 'The Civilian Conservation Corps created many jobs in conservation work.' 'Many people were given jobs on public works.' 'The unemployed were found jobs doing conservation work but the wages were not very good.' 'Farmers got much better prices for their produce.' 'The New Deal doubled farmers' incomes.' 'The Agricultural Adjustment Agency helped farmers a lot by getting them to reduce production.'	

Question	Answer	Marks
16(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think that the New Deal helped the unemployed a lot. They were given hope by the New Deal.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
17(a)	**Describe the five extermination (encirclement) campaigns of 1930–34.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'They were military campaigns by the KMT against the Communists.' 'They were attempts to destroy the Communists for good.' 'They were led by Chiang Kai-shek.' 'In 1930 the Nationalists attacked the Communists in Jiangxi but failed.' 'In 1933 the Nationalists used a scorched earth policy and defeated the Communists.' 'The Communists lost control of the Jiangxi Soviet and were forced to flee.' 'The defeat of the Communists led to the Long March.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
17(b)	**Why was the Long March 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. 'It was important because it gave the Communists a lot more support. During the Long March the Communists lived and worked with the Chinese peasants. They got to know them and they gave them land and armed them. This helped win over many peasants to the Communist cause, especially because the Nationalists treated them so badly.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It saved them from being destroyed at Jiangxi.' 'It reinforced Mao's position as leader.' 'It gave the Communists time to recover and rebuild.' 'It gained them a lot of support.' 'It provided useful propaganda for the Communists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it mattered a lot to the Communists, who thought it was crucial.	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(c)	**'Chiang Kai-shek was the main reason why the Communists won the Civil War.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I agree with this. Chiang Kai-shek made many mistakes that lost him support. Firstly, he concentrated on the cities and this left the rural areas to be won by the Communists. Also, Chiang-Kai-shek ha had done little to stand up to the Japanese in the Second World War, and this made him unpopular with a lot of Chinese people. He was also unpopular because he and his party had a reputation for corruption.' **OR** e.g. 'I disagree with this. I think the Communists won the war by their own efforts. They promised land reforms that would give the peasants land. This led to millions volunteering to fight for the Communists. They also used very clever tactics. At first, they avoided big set battles and picked off weaker targets that caused supply problems for the Nationalists. This allowed them to build their support.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Communists had the arms confiscated from the Japanese.' 'The Communists gained the support of the people.' 'The Communists received support from the Soviet Union.' 'The Communists had effective tactics.' 'The Communists benefited from leading the fight against the Japanese.' 'The Communists put a lot of effort into winning the support of the peasants.' 'The Nationalists support from the USA dried up.' 'Chiang Kai-shek had a reputation for corruption.' 'Chiang Kai-shek made little effort to win over the peasants.'	

Question	Answer	Marks
17(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I disagree with this because there were many more important reasons why the Communists won. These were more to do with the Communists than with Chiang Kai-shek.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
18(a)	**What was the Hundred Flowers campaign?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Chinese people were encouraged to submit new ideas for China and even criticisms of the Communist party.' 'It was launched by Mao in 1956, who said 'Let a hundred flowers bloom.'' 'It was a sign of liberalisation in China.' 'It was a plan to get enemies to come out in the open where they could be dealt with.' 'It was a mistake because it set off a lot of criticism of the regime.' 'Mao called a halt to it in June 1957.' 'Many of the people who had criticised the regime were discredited or even sent to camps for re-education.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(b)	**Why was Deng Xiaoping important to 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. 'Deng was important to China because he changed things a lot after Mao's death. He made important economic reforms. He took China away from a planned economy and opened it up to foreign investment and technology. He set out his aims in the Four Modernisations to bring new ideas in science and technology into China and help it develop economically. He allowed free enterprise. This was all important because China soon had one of the fastest-growing economies and the standard of living went up for many Chinese people.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He took China in a new direction after Mao's death.' 'He brought back stability to China after the chaos created previously.' '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.' 'He allowed free enterprise in China.' 'He improved China's relations with the rest of the world.' 'He set goals for China – the Four Modernisations.' 'He expanded China' economy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was important to China because he passed lots of reforms that had a great impact on China and its people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(c)	**'The Cultural Revolution achieved what Mao wanted.' 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 it did achieve what he wanted. Mao's position in China was not as secure as before because of the failure of the Great Leap Forward and he saw Liu Shaoqi as a threat. He was worried that collective farms and factories were under threat. He launched the Cultural Revolution to stop all this. He did achieve what he wanted because Liu Shaoqi was removed and Mao's position and reforms were secure.' **OR** e.g. 'I think it was a failure. The intention was to refresh the revolution in China but in fact the Cultural Revolution got out of hand. Millions of people were accused of being revisionists and were punished. Schools and colleges were closed and education standards went down. China's development was set back badly. Mao had not intended this and he brought the Cultural Revolution to an end.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Mao removed his biggest rival, Liu Shaoqi.' 'Some of Mao's achievements such as collective farms and factories were saved.' 'He did manage to create new enthusiasm for the revolution in China among young people.' 'Elements of capitalism that had been creeping in were removed.' 'The chaos that was caused was not what Mao had wanted.' 'The fact that the Cultural Revolution had to be ended shows that it was failing.' 'Mao had not wanted to lower educational standards and set China back.'	

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Question	Answer	Marks
18(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I do not think it achieved what he wanted because it was a failure.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**Describe the measures introduced by the South African government in the early 1950s to suppress opposition to apartheid.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Suppression of Communism Act in 1950 banned communism but also allowed the government to include any opponents in its provisions.' 'In reaction to the Defiance Campaign of 1952 the government arrested and imprisoned thousands of people.' 'The Public Safety Act of 1953 gave the government powers to declare a state of emergency and suspend all laws.' 'The Criminal Law Amendment Act made it illegal to be found with anyone found guilty of criminal offences.' 'The government effectively made any protest against apartheid illegal.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why was the Rivonia Trial of 1963–64 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. 'Mandela was given a life sentence. He was found guilty of committing acts of terrorism. This had enormous importance because while he was in prison, he became a symbol of opposition to apartheid. There was international pressure for his release and inside South Africa he was a hero to black South Africans. His existence in prison meant the pressures on the apartheid regimes would not go away.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Mandela and seven other defendants were given life sentences for treason.' 'It looked as if the government had successfully crushed resistance to apartheid.' 'Mandela gave a speech during the trial which had a great impact on many people.' 'His imprisonment meant he became a symbol of resistance.' 'It was a severe blow to Umkhonto (MK).' 'Investment into South Africa went up and immigration into South Africa increased.' 'It brought the struggle against apartheid to the notice of the international community.' 'Opposition to apartheid did decrease in the years after.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it affected South Africa's history for years to come.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(c)	**'The African National Congress (ANC) and the Pan Africanist Congress (PAC) had little in common in the period 1959–66.' 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. One big difference between the two organisations was that the PAC did not believe that black South Africans should work with white South Africans in their struggle against apartheid. The PAC was more Africanist. It broke away from the ANC in 1959 when it decided that the ANC's bus boycotts and petitions were not achieving much. Instead, it started a national campaign against the pass system where people left their passes at home. This involved the Sharpeville shootings in 1960.' **OR** e.g. 'I disagree. I think they had a lot in common. They were both campaigning against apartheid. Also, after government repression in the 1950s and the banning of both organisations, they both went underground and started a policy of violent resistance. The ANC's militant wing was called Umkhonto and PAC's was Poqo. They both carried out acts of sabotage.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'They both opposed apartheid.' 'The were both banned by the South African government.' 'They both had militant wings and used violence in their campaigns.' 'The ANC was willing to work with other anti-apartheid organisations, but PAC only wanted to involve black South Africans.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think they were rivals in a way and so they did not agree about much.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**What were the main features of the Interim Constitution agreed in 1993?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'This was agreed between the National Party, the ANC and other groups.' 'South Africa would be ruled by a Government of National Unity.' 'It was based on power sharing for five years.' 'Any party with over 5% of the vote would have a seat in the cabinet.' 'Any party with over 20% of the vote would be able to appoint a Deputy President.' 'No party had a right of veto.' 'Any new constitution would need the support of at least 66% of MPs.' 'There was a Bill of Rights that guaranteed the jobs of civil servants, police and army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why was Chief Buthelezi important in the years before 1994?**	**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. 'Chief Buthelezi was important because he could have upset all the negotiations that went on in the early 1990s towards a settlement in South Africa. He hoped to achieve an independent state for the Zulus and refused to take part in the 1994 elections. His supporters were responsible for a lot of violence and attacked ANC members and headquarters. However, at the last moment, he agreed to take part and the elections were saved.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was Chief Minister of the Zulu homeland of KwaZulu.' 'He cooperated with Verwoerd's policy of Bantustans.' 'He represented the Inkatha Freedom Party.' 'He stood up for the rights of the Zulus and wanted KwaZulu to be an independent state.' 'For a time, he refused to take part in the negotiations in the 1990s, causing much violence.' 'He finally agreed to take part in the 1994 elections.' 'He became a minister in Mandela's government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was important because many people supported him and so people had to take notice of him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(c)	**'The violent opposition in the townships to minority rule was the main reason why de Klerk decided that major reforms were necessary.' 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. When de Klerk became President in 1989 there was violence all over the country. There was violence across the townships and government there had broken down. There were attacks on government buildings and assassinations of black leaders and police who were regarded as collaborators. There were also school boycotts and by 1989 South Africa was on the verge of anarchy and revolution. This persuaded de Klerk that he had little choice but to start on major reforms.' **OR** e.g. 'I think there were other reasons. The end of the Cold War meant that South Africa was not as useful as an ally to the west as a bulwark against communism. South Africa had been able to argue that it was in danger of falling under communist influence if majority rule ever came about. But now South Africa had become more isolated and this put pressure on the government to find a solution. More countries were willing to support sanctions against South Africa and de Klerk knew that something had to be done.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The government lost control of the townships.' 'There were school boycotts across the townships.' 'Any black South Africans who worked for the government were attacked and necklace killings were used.' 'The ANC was launching attacks on government buildings.' 'The country was on the verge of revolution.' 'The Cold War came to an end which lost South Africa allies.' 'South Africa was isolated.' 'It no longer looked as if South Africa would come under the influence of the Soviet Union.' 'More countries were willing to support sanctions.'	

Question	Answer	Marks
20(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'De Klerk had many reasons for going ahead with major reforms. In fact, he had little choice.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
21(a)	**Describe the role of OPEC in the Yom Kippur War of 1973.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Reduced the amount of oil being produced.' 'Announced an oil embargo on the USA.' 'Announced an oil embargo on countries that supported Israel in the war.' 'The OPEC embargo led to a sharp increase in oil prices.' 'Announced an oil embargo until Israel evacuated land occupied in Six-Day War.' 'Lifted the embargo on the USA when Kissinger negotiated an agreement between Syria and Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(b)	**Why did Israel's victory in the Six-Day War not solve all of its problems?**	**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 victory did not solve Israel's problems because the land that it won such as Gaza, the West Bank and East Jerusalem meant that there were more than one million more Palestinians living under Israeli rule. The Palestinians did not like this and these lands would be a running problem for Israel for years, especially when Israel encouraged settlers to move into these areas. For example, Gaza and the West Bank cause problems today.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The areas occupied by Israel created a refugee problem.' 'Egypt was determined to win back the land it lost in the war.' 'President Assad of Syria wanted to win back land lost in the war.' 'Lands taken by Israel would lead to the Yom Kippur War of 1973.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did not solve all of its problems because the war created new problems which lasted for a long time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(c)	**'Israel was the real victor of the Suez War of 1956.' 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. Britain and France came out of the war very badly. They were condemned internationally for the invasion and for making secret agreements with Israel. Under US pressure they had to withdraw their troops. On the other hand, Israel gained much because it had reopened the Straits of Tiran and had shown that it could defeat the Arab countries on the battlefield by, for example, capturing Sharm el-Sheikh.' **OR** e.g. 'I do not agree with this. Although Israel had had military victories, it had to return Gaza and land in Sinai after the war. I think Egypt gained more. It had kept control of the Suez Canal and had won a reputation for being the leader of the Arab nations by standing up to western powers. It had also gained support from the USSR.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'France and Britain were condemned internationally.' 'British and French troops had to withdraw.' 'The British Prime Minister had to resign.' 'The French Fourth Republic collapsed.' 'Israel reopened the Straits of Tiran.' 'Israel had shown it could defeat the Arab countries.' 'Israel had to return Gaza and land in Sinai.' 'Egypt emerged as the leader of the Arab nations.' 'Egypt kept the Suez Canal.'	

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Question	Answer	Marks
21(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think this is right because all of the other countries involved did not do very well out of the war.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
22(a)	**Describe the United Nations' peace-keeping role in the Middle East in the 1970s and 1980s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It acted in a peace-keeping role in 1973 after the Yom Kippur War.' 'UN pressure helped force Israel to abandon its 1978 invasion of Lebanon.' 'In 1978 it oversaw the Israeli withdrawal from Lebanon.' 'In 1982 it stayed behind Israeli lines to offer protection to the civilian population.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(b)	**Why were the Camp David Accords of 1978 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. 'They were important because they led to an agreement between Israel and Egypt. Peace was established between the two countries. Egypt agreed to sell oil to Israel and Sinai was returned to Egypt. This was very important because it showed that deals could be done between Israel and Arab countries. It showed that there might be a way ahead in terms of reaching settlements between Israel and Arab countries.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They showed that agreements could be reached between Arab countries and Israel.' 'They were important because some old problems between Israel and Egypt had been sorted out.' 'They were important because the Arab league suspended Egypt.' 'They were important because they led to Sadat's assassination in 1981.' 'They were important because they upset Jordan because its interests had not been considered.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were important because they helped the situation a lot at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(c)	**'The Oslo Accords of 1993 and 1995 achieved little.' 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 quite a lot was achieved that dealt with some of the most serious problems between Israel and the Arab countries. In 1993 Israel recognised the PLO as representing the Palestinian people and agreed to withdraw troops from Gaza and the West Bank. It was also agreed to set up a Palestinian Authority. Then in 1995 there were further agreements over important points such as the status of Jerusalem, the West Bank and Gaza. It was an achievement to see the sides talking.' **OR** e.g. 'I do not think a lot was achieved. There was opposition to the agreements from Palestinian groups and both Hamas and Hezbollah resorted to violence. There were also outstanding problems such as the status and future of Jerusalem. There was also opposition in Israel, with Likud not being keen on the agreements and wanting to expand Jewish settlements into the occupied territories.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Israel recognised the PLO as the representative of the Palestinian people.' 'There was to be a new Palestinian Authority.' 'Israeli troops would withdraw from Gaza and the West Bank.' 'There was still violence on both sides.' 'Hamas and Hezbollah continued with violence.' 'There was opposition to the agreements in Israel.' 'There was still disagreement over Jerusalem.'	

Question	Answer	Marks
22(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I do not agree with this. There were many agreements and this was helpful to the situation in the Middle East.'	
	Level 0 No evidence submitted or response does not address the question **0**	