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HISTORY **0470/11**

Paper 1 **May/June 2016**

MARK SCHEME

Maximum Mark: 60

Published

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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1 (a) What was Mazzini's vision for Italy?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It would be independent.'
'Foreign powers would be removed from Italian land.'
'It would be unified instead of several separate states.'
'Italy would be a republican state.'
'It would be a true democracy.'
'A unified and liberated Italy to be an example to other European states.'
'Mazzini advocated that Italy should be part of a United States of Europe.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Pope Pius IX issue his Allocution in April 1848?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Pius realised that by sending troops to fight the Austrians he was fighting a fellow Catholic nation. He was concerned that Austria was already expressing their belief that it should not accept papal authority. He believed that he should withdraw from the Italian fight so that he could preserve his position as head of the Catholic Church above all nation states.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'He did not want fighting between two Catholic nations.'
'He was concerned with Austria's view of his papal authority.'
'He did not want to be dominated by Piedmont.'
'He did not want to be leader of Italy.'
'His role as head of the Catholic Church was more universal.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He changed his mind.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Austria's military supremacy was the most important cause of the failure of revolutions in Italy in 1848–49.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Charles delayed too long in deciding to take action because he waited for the results of the Lombardy plebiscite. His hesitancy and slow movement of the Piedmontese army gave the Austrian forces an opportunity to get reinforcements.'
OR
e.g. 'The Austrian forces were very professional and could call upon large numbers from their reserves held behind the Quadrilateral. The Austrian army was also well led by Radetzky as shown at Custoza and Novara.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Charles Albert was indecisive.'
'Charles Albert lacked support.'
'Pius IX withdrew the Papal troops.'
'The Austrians had a more professional army.'
'Radetzky was a very able commander.'
'The Austrians used the Quadrilateral to defend.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Austrians were more organised.'

Level 0 No evidence submitted or response does not address the question [0]

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2 (a) What reforms were introduced by King Frederick William IV of Prussia in 1848?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'He convened a national assembly.'
'He agreed to lift censorship.'
'He accepted religious toleration for both Protestants and Catholics.'
'He ordered the drawing up of a constitution.'
'He committed himself to German unification.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Frederick William reject the offer of the German crown?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Frederick William refused the Crown because he thought the offer should come from fellow kings and princes of the Germanic states, rather than from representatives of the states in the Frankfurt Parliament. He did not think it was clear whether the Crown included or excluded Austria.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Frederick William lacked decisiveness.'
'He wanted the offer from fellow princes.'
'The offer was from the Frankfurt Parliament.'
'The Parliament had been a shambles.'
'It would offend Austria.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Important issues had not been agreed.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Revolutions in Germany in 1848–49 were a failure.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Frankfurt Assembly failed because, unlike the French Revolution which drew on an existing nation state, the democratic and liberal forces in Germany of 1848 were confronted with the need to build a nation and a constitution at the same time, which overtaxed them.'
OR
e.g. 'The idea of a future unified and democratic Germany was raised through these revolutions. The constitution given to Prussia would be the basis of the new Germany. It just needed a strong lead to outwit Austria.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Frankfurt Assembly failed to unify the German states.'
'There was not a strong lead from Frederick William.'
'The revolutions had raised the idea of a united Germany.'
'A constitution was given in Prussia.'
'With a strong lead the future could mean a united Germany.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It was only a partial failure.'

Level 0 No evidence submitted or response does not address the question **[0]**

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3 (a) What actions did abolitionists take before the Civil War against slavery?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Quakers and Moravians persuaded some slave owners in the Upper South to free their slaves.'
'They formed the Liberator, a newspaper supported by free Black Americans.'
'In 1833, the American Anti-Slavery Society was formed.'
'In 1840, the American and Foreign Anti-Slavery Society was formed.'
'In 1840, the Liberty Party was formed, with presidential candidates in 1840 and 1844.'
'Speakers, such as Wendell Phillips, Frederick Douglas and Lucy Stone, became well known on the speakers' circuit.'
'Abolitionists founded Oberlin College, the nation's first experiment in racially integrated coeducation.'
'Female abolitionists became the leaders of the nation's first independent feminist movement.'
'Harriet Beecher Stowe produced the best-selling novel Uncle Tom's Cabin, which was very influential.'
'A 60 000 signature petition, organised by Daniel O'Connell, the Catholic leader in Ireland, urged the Irish in the USA to support abolition.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did views about slavery differ between Northern and Southern states?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Northern states were mainly 'free' states and did not support slavery, while the whole of the South had slaves. The North opposed the South over slavery on moral grounds. Many Northern writers and politicians thought it was plainly wrong to have slaves.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'There were no slaves in most Northern states.'
'The Southern economy depended on slaves.'
'Lincoln was an opponent of slavery.'
'The Republicans opposed slavery.'
'The North opposed slavery on moral grounds.'
'The pro-slavery Southerners quoted biblical references to support slavery.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The South wanted slaves but the North did not.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How successful was the Compromise of 1850? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Divisions over slavery in territory gained in the Mexican-American War of 1846–1848 were resolved in the Compromise of 1850. It allowed Utah and New Mexico to determine by popular sovereignty whether each state should accept slavery or decline it.'
OR
e.g. 'Many argue that the Fugitive Slave Law, which was strengthened by the Compromise, helped polarise North and South, as shown in the reaction to Harriet Beecher Stowe's novel 'Uncle Tom's Cabin'. The passage of the Fugitive Slave Law aroused bitter feelings in the North.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'It proved widely popular politically.'
'It postponed the Civil War for a decade.'
'It made more obvious pre-existing sectional divisions.'
'It admitted California as a free state.'
'It created Utah and New Mexico.'
'It ended the slave trade in Washington D.C.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'It was a temporary settlement.'

Level 0 No evidence submitted or response does not address the question **[0]**

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4 (a) Describe the part played by Germany in the arms race in the early years of the twentieth century.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'By 1914, the German Army was the best trained army in Europe.'
'Germany was the most powerful with the latest equipment.'
'In 1900 the Army had numbered half a million.'
'By 1914, the Army numbered nearly 5 million with trained reserves.'
'It had devised plans for war, such as the Schlieffen Plan.'
'Wilhelm II decided that he would have a powerful navy.'
'The German navy would concentrate mainly in the North Sea.'
'Germany responded to Britain's HMS Dreadnought by building similar warships.'
'Germany had 7 Dreadnoughts by 1909.'
'By 1914, Germany had 17 Dreadnoughts.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the actions of Austria-Hungary in 1908 increase international tension?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'When Austria-Hungary annexed Bosnia-Herzegovina in 1908, this made the Serbians furious because they had hoped to make Bosnia part of a 'greater Serbia'. Serbia appealed to Russia, who suggested an international conference to discuss the matter. Austria refused to attend and Germany backed Austria.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Austria's actions brought in other great powers.'
'The Serbs objected to the annexation of Bosnia by Austria.'
'Russia attempted to support Serbia.'
'Germany supported Austria.'
'Germany demanded that Russia accepted Austria's seizure of Bosnia-Herzegovina. Russia agreed but was not likely to back down again.'
'Russia increased its arms build-up.'
'Russia drew closer to Britain and France.'
'Germany was fully supportive of Austrian policy in the Balkans.'
'This made Austria confident and encouraged it to provoke trouble with Serbia and Russia.'
'The control of Bosnia was the cause of tension.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The actions of Austria-Hungary upset other nations.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'By 1914, the Triple Alliance was stronger than the Triple Entente.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Triple Entente had more troops in their regular armies, but Germany's army was superior to any in the Entente. Russia's army was huge, but poorly equipped and poorly trained.'
OR
e.g. 'Germany's partners were not strong militarily. Austria-Hungary was a fading military force, while Italy was weak militarily. In contrast, Britain had a dominant navy, while the French had a powerful and sizeable army. Russia's vast army could at least tie down large numbers of enemy troops.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The German army was the most powerful in Europe.'
'Germany had the second most powerful navy in Europe.'
'Russia had the largest army in Europe.'
'Britain had the most powerful navy in Europe.'
'The Triple Entente encircled the Triple Alliance.'
'The Triple Alliance occupied a central position.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Both alliances were powerful.'

Level 0 No evidence submitted or response does not address the question **[0]**

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5 (a) What were the effects of the Treaty of Trianon on Hungary?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Hungary had to accept the break-up of the Austro-Hungarian Empire.'
'Hungary had to recognise the independence of Yugoslavia.'
'Hungary had to recognise the independence of Czechoslovakia.'
'Hungary had to cede Transylvania to Romania.'
'Hungary had to cede Slovakia and Ruthenia to Czechoslovakia.'
'Hungary had to cede Slovenia and Croatia to Yugoslavia.'
'Hungary lost 70% of its land area.'
'Hungary lost one-third of its population.'
'Three million Hungarians ended up in other states.'
'Hungary was now a landlocked nation.'
'Hungary's industries suffered from a loss of population and raw materials.'
'Hungary was due to pay reparations, but its economy was so weak it never did.'
'Hungary was to reduce her armed forces to 35 000 men.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Wilson believe his 'Fourteen Points' should form the basis of the Treaty of Versailles?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Wilson wanted to build a better and peaceful world with the use of his Fourteen Points. They resulted from identifying the causes of the conflict and then devising remedies for each cause. An example would be that the arms build-up had been one of the causes of the war. Wilson recommended that countries should disarm, maintaining just what was needed for basic defence.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'They would provide a fair and lasting peace.'
'They would not lead to revenge on the defeated countries.'
'They identified the causes of the conflict.'
'They devised remedies for each cause of the war.'
'Wilson thought they would build a better world.'
'Wilson thought these would help countries co-operate in the future.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Wilson thought his points looked to the future.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How far did the peace settlement of 1919–20 reflect the aims of Clemenceau? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Clemenceau was concerned that a future German attack on France would come across its eastern border. He wanted the Rhineland to be an independent state so that France no longer shared a border with Germany, but this was rejected by Wilson and Lloyd George.'
OR
e.g. 'As a result of the Franco-Prussian War, Alsace-Lorraine had been taken by Germany in 1871. Clemenceau was successful in getting the provinces returned as part of the peace settlement.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Alsace-Lorraine was returned to France.'
'Germany's economic and military capacity was reduced.'
'France was to be a major recipient of reparations.'
'Clemenceau had to abandon the idea of an independent Rhineland state.'
'France had to abandon the claim to the Saar Basin.'
'France had to abandon the idea of splitting Germany into many states.'
'France's aim of making Germany weaker was achieved.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The peace settlement reflected some of Clemenceau's aims, but not all of them.'

Level 0 No evidence submitted or response does not address the question **[0]**

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6 (a) Describe Hitler's takeover of Austria.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'In1938, Hitler encouraged the Nazi Party in Austria to stir up trouble.'
'They staged riots and demonstrations encouraging union with Germany.'
'Hitler forcefully told Chancellor Schuschnigg that political union was the way to resolve the problems. Schuschnigg agreed but then changed his mind.'
'Schuschnigg ordered a plebiscite to be held among the Austrian people.'
'Hitler ordered Schuschnigg to withdraw the plebiscite and resign.'
'Schuschnigg asked for help from Britain and France but they refused.'
'Hitler ordered invasion plans to be drawn up.'
'The new Austrian Chancellor, Seyss-Inquart, asked Germany to send troops to restore law and order.'
'In March 1938, German troops invaded.'
'After the German invasion Austria was declared a province of Germany.'
'In April, 99% of the Austrian people voted for the Anschluss.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why, in 1939, did Stalin make a deal with Germany rather than with Britain or France?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Stalin's concerns were raised by the Munich Agreement in 1938. He had not been invited to the conference nor had he been consulted. He concluded that Britain and France were happy to allow Hitler to take land in the east.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Nazi-Soviet Pact gave Stalin time to build up his armed forces.'
'Stalin was interested in parts of eastern Poland.'
'Stalin wanted the Baltic States, which used to belong to Russia.'
'Stalin was not invited to the Munich Conference.'
'There were attempts to make an agreement with France and Britain throughout the 1930s.'
'Stalin signed an agreement with France in 1935, but he felt the French were not sincere.'
'France failed to stop Germany re-militarising the Rhineland, an area on its own border.'
'Stalin believed that Britain and France wanted a strong Germany as a bulwark against communism.'
'Britain sent a minor official with no authority to agree terms in a slow boat to Russia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin felt that time was running out.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The remilitarisation of the Rhineland was more important to Hitler's plans than was the Spanish Civil War.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Hitler wanted his Army generals on his side to carry out his aim of creating a Greater Germany. The remilitarisation was a huge gamble because, if it failed, Hitler would face humiliation and would lose the support of the Army. Hitler knew the risks, but he had chosen the time and place well.'
OR
e.g. 'Hitler's armed forces, especially the Luftwaffe, could be tested in Spain in what could be considered a dress rehearsal for a full-scale European war. He was able to practise blitzkrieg tactics and dive bombing.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Remilitarising the Rhineland would win the support of the generals.'
'Remilitarising the Rhineland would break a term of the Treaty of Versailles.'
'Remilitarising the Rhineland would test the resolve of Britain, France and the League.'
'The Spanish Civil War gave Hitler an opportunity to test his new military equipment.'
'The Spanish Civil War gave Hitler a chance to fight communism.'
'Hitler succeeded in establishing Mussolini as an ally.'
'The Spanish Civil War acted as a smokescreen for Hitler's attentions in Central Europe.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both significant events in helping Hitler fulfil his plans.'

Level 0 No evidence submitted or response does not address the question [0]

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7 (a) What were the main agreements reached at the Yalta Conference of February 1945?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The German surrender was to be unconditional.'
'Germany was to be temporarily divided into four occupation zones.'
'Berlin was to be temporarily divided into four occupation zones.'
'Germany's eastern border was to be moved westwards.'
'Nazi war criminals were to be hunted down and put on trial.'
'Germany was to pay reparations.'
'Countries formerly occupied by Germany were to hold free elections.'
'A provisional government was to be established in Poland. It was to comprise the Lublin Poles and the exiled London Poles.'
'Poland's border was to be moved westwards into German territory.'
'As countries were liberated they were allowed to hold free elections.'
'The Big Three agreed that eastern Europe should be seen as a 'Soviet sphere of influence'.'
'Stalin agreed to intervene in the war with Japan after Germany's defeat. In return, Russia would receive land in Manchuria and territory lost in the Russo-Japanese War of 1904–05.'
'An organisation to be known as the United Nations was to be set up.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were the changes which took place between the Yalta and Potsdam Conferences important?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Two months after Yalta, President Roosevelt died and was replaced by Vice-President Harry Truman. He was fiercely anti-communist and was inexperienced in international affairs, but he believed that Stalin should keep to the agreements made at Yalta. This would lead to much disagreement at Potsdam.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Harry Truman replaced Roosevelt as US President.'
'Truman was strongly anti-communist.'
'Attlee replaced Churchill as British Prime Minister.'
'There was suspicion and rivalry between Truman and Stalin.'
'The USSR was installing sympathetic governments in eastern Europe.'
'There had been no free elections.'
'Truman informed Stalin that the USA had successfully tested an atomic weapon.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The changes made agreement less likely.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Stalin's failure to abide by the agreements made at Yalta and Potsdam caused the Cold War.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'It was agreed at Yalta that free and fair elections were to be held in liberated eastern European countries. Stalin did not allow free elections in Poland, Romania, Bulgaria and Hungary. In Czechoslovakia, Jan Masaryk was murdered and his fellow colleagues resigned leaving just communists in charge.'
OR
e.g. 'Through the Truman Doctrine, Truman persuaded Congress to provide economic and military aid for Greece to fight off the communists. Truman pledged to defend free countries threatened by aggressive neighbours.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'By 1948, Eastern European countries had communist governments.'
'There had been no free elections.'
'Stalin attempted to remove the Western powers from Berlin.'
'COMINFORM, an alliance of communist countries, was set up in 1947.'
'The USA adopted 'containment' to stop the spread of communism.'
'The Truman Doctrine provided aid to help countries fight communism.'
'Marshall Aid stabilised Western European economies.'
'Churchill made a provocative statement about the 'Iron Curtain'.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Both the USSR and the Western powers aggravated each other.'

Level 0 No evidence submitted or response does not address the question **[0]**

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8 (a) What aspects of Soviet control were hated by the Hungarian people by 1956?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The country was run by the Communist Party despite them only achieving 17% of the vote.'
'Most Hungarians felt bitter about losing their freedom of speech.'
'Religion was banned for being subversive.'
'There was Soviet control over what was taught in schools.'
'They lived in fear of the secret police.'
'They resented the presence of thousands of Soviet troops in Hungary.'
'They did not like Russian street signs.'
'Hungarians did not like having to pay for Soviet troops in Hungary.'
'Much of the food and industrial goods produced in Hungary were sent to Russia.'
'Hungarians were unhappy with the hard-line communist leader, Rakosi.'
'Hungarians were unhappy with Gero.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Polish government agree to meet the demands of Solidarity?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The government agreed to meet the demands because it was afraid of a general strike as this would devastate the economy of Poland. They thought there might be a general strike as originally the Solidarity membership came mainly from important areas of shipbuilding and heavy industry.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The 21 demands were national issues not just local ones.'
'The government was afraid of a general strike.'
'The movement represented 80% of the workers.'
'Walesa was seen as a folk hero by many.'
'There was support from the west through media support.'
'There was support from the west due to Walesa's charisma.'
'Popularity spread through the union's own newspaper.'
'There was strong support from the Catholic Church.'
'Solidarity was popular.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was support for Solidarity.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The Berlin Wall was built for economic reasons.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'East Germany was losing too many skilled workers. Engineers, technicians, physicians, teachers, and lawyers saw the quality of life was better in the west. If East Germany was going to have a successful economy, it needed to keep this skilled and educated workforce.'
OR
e.g. 'The mass numbers leaving made the communist regime look unpopular. In the context of the Cold War, this was negative propaganda as they competed with the capitalist west.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'It was to prevent the mass movement of people to the west.'
'The east was losing its well educated young people.'
'The average age of East Germany was increasing rapidly.'
'The east was losing its skilled workforce.'
'It made the communist regime look unpopular.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Wall was built to prevent people moving.'

Level 0 No evidence submitted or response does not address the question **[0]**

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9 (a) What changes did Germany make to the Schlieffen Plan?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Von Moltke abandoned the planned German advance through Holland, Belgium and Luxembourg.'
'The German advance was to go through Belgium alone.'
'Von Moltke reduced the troop numbers on the right wing against France and this meant they did not have sufficient force to reach Paris in six weeks.'
'He increased the numbers on the left wing on the Franco-German border.'
'As the Plan advanced, von Moltke advanced towards the east of Paris, whereas the original Plan stated that it should go to the west of Paris.'
'Von Moltke reduced the 'right fist' even more to send troops to fight the Russians, who had mobilised quicker than expected.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was it so important for Germany that the Schlieffen Plan should succeed?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Plan was designed to ensure a quick and decisive victory for Germany. The assumption was that it would take Russia six weeks to fully mobilise. During these six weeks, France had to be defeated otherwise Germany would be fighting a war on two fronts against Russia and France.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'To defeat France and Russia.'
'If it did not succeed, it was likely that Germany would lose the war.'
'It needed to defeat France before Russia fully mobilised.'
'To avoid fighting a war on two fronts.'
'To win before Britain comes into the war.'
'Germany could not rely on its allies for military competence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany wanted a quick decisive victory.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How successful was the British Expeditionary Force? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The BEF slowed the German advance at Mons and Le Cateau which helped put the Schlieffen Plan behind schedule. The BEF helped the French stop the Plan and push back German forces at the Battle of the Marne, resulting in the defeat of the Schlieffen Plan.'
OR
e.g. 'Despite fighting heroically, the BEF were forced to retreat after the action at Mons. The casualties at the Marne and then at Ypres wiped out the BEF and Britain then had to rely on volunteers.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The BEF slowed down the Schlieffen Plan.'
'It helped the French forces at the Marne.'
'It saved Ypres from German capture.'
'It retreated at Mons.'
'It was finally destroyed as a force at Ypres.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The BEF was considered a very professional force.'

Level 0 No evidence submitted or response does not address the question **[0]**

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10 (a) What was the Zimmermann Telegram?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was an internal diplomatic communication.'
'It was issued from the German Foreign Office.'
'It was issued in January 1917.'
'It proposed a military alliance between Germany and Mexico.'
'The alliance was proposed if the USA declared war on Germany.'
'It was a message in the form of a coded telegram.'
'It was sent by German Foreign Secretary, Zimmermann.'
'It was sent to the German ambassador to Mexico.'
'The proposal was intercepted and decoded by British intelligence.'
'The telegram revealed that unrestricted submarine warfare would resume in February.'
'The telegram promised generous German financial support.'
'It promised that Mexico would regain lost territory in Texas, New Mexico and Arizona.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Germany launch the offensive of March 1918?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Ludendorff and Hindenburg hoped to win the war with one last huge offensive. Ludendorff realised that Germany would not last another winter in the war. The blockade by British shipping meant a lack of food and equipment. The country was suffering from war weariness. Germany had just enough resources to make one last effort to turn the war.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It was Germany's last chance to win the war.'
'German prospects in the war were not good.'
'The Germans were still committed to fighting on the Eastern Front.'
'All remaining reserves had been recruited.'
'The submarine campaign had failed to deliver a knock-out blow against Britain.'
'The USA was expected to bring large numbers of troops and equipment to the Western Front.'
'Ludendorff hoped to capture Paris and put France out of the war. He hoped Britain would then withdraw its forces.'
'Ludendorff hoped to draw Allied Forces away from Flanders so he could push the BEF into the sea. This would close the French and Belgian ports to Britain.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany hoped to win.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The main reason the German offensive of 1918 failed was because it transformed the war into one of movement rather than attrition.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Changing the war from one of attrition into one of movement by breaking out from the heavily fortified Hindenburg Line played into the hands of the Allies. It left the German forces open to an Allied counter-attack which had overwhelming numbers of men, improved artillery, aircraft and tanks.'
OR
e.g. 'German troops of 1918 were not as well disciplined as those of 1914. They were badly fed and supplied and crucially they did not have reserves to call upon. The numerical advantage of the Allies made an impact.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'There were more Allied troops.'
'It was due to the influence of the US troops and equipment.'
'The counter-attack was too strong and well organised.'
'There was a lack of discipline amongst German troops.'
'There was a serious flu epidemic within the German Army.'
'There was low morale, alcohol abuse and desertion in the German Army.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Germans needed a swift victory, which did not happen.'

Level 0 No evidence submitted or response does not address the question [0]

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11 (a) What were the disadvantages of proportional representation for Weimar Germany?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Germans were not used to it.'
'The Germans were used to the Kaiser's autocratic system of government.'
'Through PR some extremist parties were represented in the Reichstag.'
'Extremist parties now had a voice and publicity.'
'PR prevented overall control by one party.'
'A coalition government gave the impression of not being a strong government.'
'Coalition governments were made up of representatives from a number of different parties.'
'Coalition governments were often short-lived creating political uncertainty and instability.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were the Spartacists a threat to the German Republic?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Spartacists were Communists much like Lenin's Bolsheviks, who had just taken power in Russia. They argued strongly against Ebert's plans for a democratic Germany. They wanted a Germany ruled by workers' councils or soviets. They were a serious threat to the government in Berlin because they were armed and had much support in the factories.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'They wanted to overthrow Ebert's government.'
'They wanted to establish a communist-style government.'
'They opposed the democratic elections.'
'They planned a general strike.'
'They had armed militia.'
'They encouraged agitation in the factories and on the streets.'
'It was difficult restoring law and order.'
'The Communists declared a Soviet republic in Bavaria.'
'There was a Communist rising by workers in the Ruhr industrial area.'
'Ebert's government was new and vulnerable to any threat.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was agitation in many parts of Germany.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) To what extent were Weimar governments successful between 1923 and 1929? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Stresemann arranged for the Dawes Plan to pour money into German industry. By 1928, Germany achieved the same levels of production as before the war and regained its place as the world's second greatest industrial power. Reparations were paid and exports on the increase.'
OR
e.g. 'The economic recovery was based on American loans which could be recalled at short notice. Unemployment remained stubbornly high, while small businessmen and farmers still struggled to make a good living.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Stresemann stabilised the currency.'
'Stresemann arranged loans and reduced reparation payments.'
'The American loans could be recalled.'
'Germany was admitted to the League of Nations.'
'The 1920s was a decade of cultural revival.'
'There were night clubs and dance halls with cabaret artists and singers. Many saw this as a sign of decadence, corruption and moral decay.'
'They told the workers to go on strike which worsened the Ruhr crisis.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There was an economic recovery.'

Level 0 No evidence submitted or response does not address the question **[0]**

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12 (a) What actions did the Nazis take to reduce unemployment?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Hitler introduced the National Labour Service.'
'Hitler sent unemployed men on public works projects.'
'The men worked on conservation projects.'
'They built autobahns.'
'There were major house-building programmes.'
'There were public building projects such as town halls and schools.'
'Hitler reintroduced conscription.'
'Hitler increased the size of the Army.'
'Hitler created a new military air-force.'
'Hitler started to build submarines and ships, such as the Bismarck.'
'The need for weapons, equipment and uniforms created jobs. This created jobs in coal mines, steel and textile mills.'
'International projects such as the Berlin Olympics created jobs.'
'Hitler persuaded women to leave the workforce.'
'Jews were deprived of their jobs and not counted as unemployed.'
'Students were not counted as unemployed.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Nazis encourage the 'perfect Aryan family'?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Nazis believed that the German people were the master race and that the Germanic racial group, the Aryans, was superior to all other groups. Hitler had written that all human culture, all the results of art, science and technology are almost exclusively the creation of the Aryans.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Nazis encouraged the perfect Aryan family to produce pure Aryan children.'
'The Nazis wanted to create a pure German state.'
'The Nazis believed the Germans were a pure race of Aryan descent.'
'They believed they were the master race.'
'The Nazis believed Jews, Blacks and Slavs were inferior and even subhuman.'
'Hitler wanted a race of tall people with blond hair and blue eyes.'
'Hitler wanted racially pure Germans to be part of a national community or Volksgemeinschaft.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler thought the Aryan race was the best.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How attractive was the Nazi regime to young people? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Hitler Youth could be exciting, especially for the boys. There was basic military training, sports, hiking and trekking. At weekends there was camping and in the summer holidays there was a week-long camp.'
OR
e.g. 'Members of the Swing movement did not appreciate the Hitler Youth. They preferred to have long hair, wear homburg hats and English-style sports jackets. The girls wore short skirts and make-up. They enjoyed jazz and dancing. They had a preference for English and American culture.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'At school there was an emphasis on sport and physical education.'
'Aryan children were made to feel special at school.'
'In the Hitler Youth there were camps, parades and hikes.'
'There was basic military training for the boys.'
'The Edelweiss Pirates did not appreciate strict regimentation.'
'Members of the Swing Movement taunted Hitler Youth members.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Many young people liked the Nazi regime, but some rebelled.'

Level 0 No evidence submitted or response does not address the question **[0]**

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13 (a) Describe the main features of Tsarist rule at the beginning of the twentieth century.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Tsar had absolute power.'
'It was an autocracy.'
'The Tsar believed that God had placed him in that position. The Church supported him in this view.'
'The Tsar could appoint or sack ministers as he pleased.'
'There was no parliament.'
'In local areas, land captains were appointed by the Tsar.'
'The Tsar also appointed local governors from the aristocracy.'
'The local governors controlled the police.'
'The Tsar's secret police was the Okhrana.'
'The Tsar could rely on the Army's support, especially the Cossacks.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the revolution of 1905 unsuccessful?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The loyalty of the army was crucial. Nicholas made peace with Japan and brought his troops home to quell the trouble. To ensure their loyalty, he promised them better pay and conditions. He used them to crush resistance in the cities, especially Moscow and St. Petersburg, and in the countryside where thousands were put to death.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Tsar offered the October Manifesto.'
'The Manifesto divided the Tsar's opponents.'
'The Tsar made peace with Japan and the army remained loyal.'
'The returning troops helped to put down the trouble.'
'Leaders of the Moscow and St. Petersburg soviets were arrested.'
'Thousands of peasants were executed or imprisoned.'
'There was a lack of united opposition.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Tsar granted some reforms.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How far were the events of 'Bloody Sunday' responsible for revolution in 1905? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The shooting in the Palace Square had a huge effect on the people of Russia as it destroyed their confidence in the Tsar. It led to attacks on the houses of nobles, strikes, universities closing down, the Potemkin mutiny and the establishment of soviets across the country.'
OR
e.g. 'The Russian hopes for a morale-boosting victory against Japan faded with the Army's defeat at Mukden. Then, the Russian fleet sailed half way round the world to be defeated by a smaller nation at Tsushima.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Industrial workers worked long hours for poor pay and poor conditions.'
'The formation of trade unions was resisted by the factory owners.'
'The rising middle class wanted political representation.'
'There was a crisis in agriculture with a rising population.'
'The war against Japan had been an embarrassing defeat.'
'The events of Bloody Sunday were the spark to start the revolution.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Discontent had been festering beneath the surface for a long time.'

Level 0 No evidence submitted or response does not address the question **[0]**

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14 (a) Describe the 'July Days'.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The 'July Days' riots were on the 16th and 17th of July.'
'On 15th of July, four Kadet ministers from the Cabinet resigned. This led to workers, soldiers and sailors coming out onto the streets.'
'20 000 Kronstadt sailors were prominent in the demonstration.'
'There were slogans chanted such as 'All Power to the Soviets' and 'Bread, Peace and Freedom.'
'Throughout July there had been unrest over the lack of food and the continuing war.'
'The Bolsheviks were not ready to seize power and so supported but restrained the demonstrations.'
'Much indiscriminate shooting took place.'
'There was a lack of leadership among the demonstrators and, therefore, on the 18th of July the demonstrators returned to their homes or barracks.'
'The government implied that Lenin and the Bolsheviks were German agents.'
'Lenin fled to Finland.'
'Trotsky was arrested.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the authority of the Provisional Government collapse in the second half of 1917?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Provisional Government had decided to continue with the war and in June launched an offensive. It proved to be a disaster and led to mutiny and desertion. The Bolsheviks had increasing influence in undermining authority within the army.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The people were facing another winter of shortages.'
'Support moved to the Bolsheviks and the Petrograd Soviet.'
'The Bolsheviks increased their membership to 2 million by August.'
'They failed to deal with Kornilov without Bolshevik help.'
'The Provisional Government had decided to continue with the war.'
'There was desertion and mutiny in the armed forces.'
'The June Offensive had failed.'
'The Provisional Government continued to fail to deal with the food and land problems.'
'The Provisional Government was divided.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Government did not solve the problems.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Lack of unity was the main reason the Whites lost the Civil War.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Whites were a mixture of Tsarist forces who wanted the return of the Romanovs, liberal groups who wanted reforms and foreign nations who wanted to keep Russia in the war. With so many groups involved, there was no sole commander and, therefore, no unified leadership.'
OR
e.g. 'The Civil War was won by the Red Army. Trotsky, despite having no military training, proved to be an excellent commander. Trotsky promoted men based not on their class but on how well they did in combat.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Whites lacked an overall commander.'
'The Whites failed to gain the support of the people of Russia.'
'The Whites were spread out so they were unable to coordinate their campaigns.'
'Trotsky produced a first rate fighting force, the Red Army.'
'War Communism provided an economy that met the needs of war.'
'The Red Terror made sure the population was kept under control.'
'The Bolsheviks used propaganda to raise fears about the intentions of the foreign armies in league with the Whites.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Whites were disorganised.'

Level 0 No evidence submitted or response does not address the question **[0]**

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15 (a) What impact did the Wall Street Crash have on the American economy?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Businesses and banks went bust.'
'11 000 banks had stopped trading.'
'The economy had to adjust to a general reduction in trade.'
'There was a reduction in demand for American goods at home and abroad.'
'Businesses had to reduce their operations by cutting production.'
'Workers were sacked or had their wages reduced.'
'Less money in the economy meant that people could not afford to buy goods.'
'Business confidence collapsed.'
'Any thought of business expansion had to be abandoned.'
'By 1933, the economy was producing only 20% of what it had in 1929.'
'Agriculture declined.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was stock market speculation a cause of the Wall Street Crash?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'On the stock market, everything depended on confidence in the share prices rising. During the 1920s, the economy was booming and this encouraged speculators to invest in shares for a short time to make a quick profit as the shares rose in value. When the economy started to stall, many speculators were caught with shares that had lost value. It led to panic selling as speculators tried to cut their losses.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Speculators did not intend to keep their shares for long.'
'Speculators borrow money to buy shares then sell them when the price has risen.'
'Speculators could 'buy on the margin' needing only to put 10% down.'
'The economy started to slow down at the end of the '20s.'
'There were more sellers than buyers.'
'Large investors started to sell and this caused panic selling.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The stock market depended on confidence.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Republican policies were to blame for Hoover losing the presidential election of 1932.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Hoover persisted with Republican policies of 'self-help' and 'rugged individualism'. Republicans believed that the government should not intervene in the economy. Republicans believed that 'prosperity was just around the corner'. The American people thought this meant Hoover didn't care about their problems.'
OR
e.g. 'The American electorate was infected by Roosevelt's confidence and determination to fight against the odds. The promise of a 'new deal' for the American people caught the imagination of the people.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Republican policies seemed uncaring.'
'Republican policies expected people to stand on their own two feet.'
'Republican policies wanted little government intervention.'
'Hoover himself seemed uncaring over the Bonus Army incident.'
'Roosevelt proposed a new deal.'
'Roosevelt proposed government intervention.'
'Roosevelt promised to end prohibition.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Hoover was unpopular.'

Level 0 No evidence submitted or response does not address the question **[0]**

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16 (a) In what ways did Roosevelt help farmers?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Roosevelt set up the Agricultural Adjustment Administration.'
'Farmers were paid to take part of their land out of cultivation.'
'Millions of acres of sown land were ploughed up.'
'Livestock numbers were reduced including the slaughtering of six million piglets. This had the effect of forcing prices gradually upwards.'
'The AAA helped farmers modernise their farms.'
'The AAA suggested methods which would conserve and protect the soil.'
'In cases of extreme hardship, farmers could receive help with their mortgages.'
'Farmers received electricity and the means to irrigate their land.'
'Smallholders and tenant farmers were moved to better quality land.'
'Special loans were given to small farmers to help them buy land.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was it important for Roosevelt to deal with the banks in 1933?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Roosevelt needed to restore confidence in the whole banking system so that people would not be nervous about placing their money in a bank. He wanted to generate funds which could be invested in business. This would stimulate the whole American economy.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The banking system was close to collapse.'
'Customers were panicking and withdrawing their savings. This meant further bank closures were likely.'
'The economy needed banks to loan to business.'
'People needed a safe haven for their finances.'
'Roosevelt needed to weed out 'unsafe' banks.'
'It was to restore confidence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He needed to make them sound.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The Supreme Court presented a greater threat to the New Deal than did opposition from radical critics.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Supreme Court was made up of nine judges who were old, conservative and Republican. They had a natural dislike for the New Deal and declared both the NRA and the AAA unconstitutional. They remained a powerful force after the 1936 presidential election when Roosevelt failed to appoint sympathetic judges.'
OR
e.g. 'Radicals thought Roosevelt's New Deal did not go far enough. Huey Long planned a major redistribution of wealth to stimulate the economy. He planned to take money from the rich and redistribute it among the poor. His views undermined the New Deal and made people question its policies.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The Supreme Court was conservative in nature.'
'According to the American constitution, the Supreme Court thought parts of the New Deal were unconstitutional.'
'Francis Townsend wanted over 60s to get $200 a month from taxation.'
'Father Coughlin thought the New Deal did not tackle the causes of poverty.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Some people did not like the New Deal.'

Level 0 No evidence submitted or response does not address the question **[0]**

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17 (a) What was the Jiangxi Soviet?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was a state established by Mao Zedong.'
'It was part of the Chinese Soviet Republic.'
'Mao was Head of State.'
'It was established in 1931 during the Chinese Civil War.'
'It was defended by the Red Front Army.'
'It was overrun by the KMT in 1934.'
'It was overrun during the Fifth of the Encirclement Campaigns.'
'It had its own bank, money and taxes.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Communists undertake the Long March in 1934?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Chiang Kai-shek's KMT was determined to completely eradicate the Communist threat to his power. He launched a full scale military war through the five extermination campaigns. Mao's Communists resisted the first four, but the fifth led to a major defeat for Mao at Jiangxi. To avoid annihilation, the Communists escaped the KMT in a dramatic retreat known as the Long March in 1934.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'For the survival of the Chinese Communists.'
'To avoid annihilation by the KMT.'
'To provide a better environment for the Communists to flourish.'
'It was a chance for the Communists to re-build.'
'It was an opportunity for Mao to reinforce his leadership.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They needed to escape.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The war with Japan had a greater impact on the Guomindang than it did on the Communists.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Chiang Kai-shek proved reluctant to engage the Japanese in military confrontation. He adopted defensive positions and ignored the advice of American military advisers. This annoyed the Chinese population who wanted to see their own government fight the Japanese.'
OR
e.g. 'The Communists organised local Chinese resistance forces in areas occupied by the Japanese in an attempt to sabotage the enemy war effort. This increased the support of the Chinese peasants for the Communists as they appeared to be the party willing to take direct action against the invaders.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'The KMT was unpopular for a lack of action against the Japanese.'
'The KMT became corrupt, hoarding foreign funds and weapons.'
'The Communists used guerrilla-style war tactics against the Japanese, which would be useful in the Civil War later.'
'The Communists took over large areas and were popular with the peasants.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'A lack of action by the KMT cost it long term support.'

Level 0 No evidence submitted or response does not address the question **[0]**

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18 (a) In what ways did Mao improve health care for the Chinese people?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'All health care was free.'
'Western medicine was introduced.'
'Mao promoted prevention against disease.'
'Every street had a committee to tidy up rubbish and litter.'
'The supply of uncontaminated water was arranged. This measure cut the rates of cholera, typhoid and tuberculosis.'
'Barefoot doctors were people trained in the basics of medicine. They were sent to the rural areas to deal with common diseases.'
'Serious cases were dealt with by fully trained doctors.'
'Hospitals and health centres were built.'
'Chinese methods, such as acupuncture, were practised alongside western skills.'
'Mao encouraged women to play an increasing role in the health services.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were collective farms introduced from 1953?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Mao was concerned that ownership of small plots was preventing the use of modern methods of farming, which meant it was not efficient and did not produce enough crops. Mao wanted collective farms so that there were bigger farming units which could employ machinery and the latest farming methods.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Plots of land were too small.'
'Farming methods were still traditional.'
'Very little machinery was used.'
'Mao disapproved of private ownership of land.'
'China was producing sufficient crops for food.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao wanted more efficient farming.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Mao's economic policies between 1953 and 1961 were a success.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The First Five Year Plan concentrated on heavy industry like steel, coal, cement and electric power. The target was to double output, but this was far exceeded especially in steel and electric power.'
OR
e.g. 'The 'Great Leap Forward', which involved the second Five Year Plan, failed because of the loss of Soviet technicians and engineers. The planned 'backyard furnaces' produced almost worthless iron. With its failure, some private enterprise was allowed to increase production.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Heavy industry produced excellent results in the First Five Year Plan.'
'Consumers did not benefit from the First Five Year Plan.'
'Soviet technicians were a key to economic success.'
'Mao did not want 'middle class experts' and he handed power back to peasants and workers.'
'The communes brought economic decline in agriculture and industry.'
'Mao resigned and some private enterprise was allowed.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'There was progress followed by decline.'

Level 0 No evidence submitted or response does not address the question **[0]**

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19 (a) What restrictions existed in relation to the civil rights of non-whites by 1940?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'There were no black members of parliament.'
'Extra-marital intercourse between a white person and a black person was a criminal offence.'
'Blacks were not allowed to buy or rent land outside their reservations.'
'There was segregated housing for black people and white people.'
'Blacks were only allowed in some towns if they were required for domestic service or factory work.'
'There was limited movement of travel by the pass system.'
'Every black male over 16 years had to carry a pass.'
'Black workers were not eligible for skilled jobs in the mines.'
'Black workers were not allowed to join trade unions.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the migrant labour system used?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The migrant labour system was used by the white industrialists and farmers as a reservoir of cheap and unskilled labour for their mines and farms. Black labourers would live in a compound and return to their homeland when their contract ended. Short term contracts meant the white employers had flexibility with the employment. This system created much wealth for the white population.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It kept black people under control.'
'It kept black people's wages low.'
'It created great wealth for the white population.'
'It gave whites a guaranteed workforce.'
'It helped to create a huge material gap between white people and black people.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It benefited white people.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The main success of South Africa's economic development by 1945 was gold mining.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Gold mining accounted for 70% of exports in value so earning the foreign exchange that was vital for the purchase of oil and advanced technology goods.'
OR
e.g. 'Manufacturing had risen to 20% of the total output of the economy by 1945. The government established the Electricity Supply Commission, which ensured cheap and efficient electricity to industry. It also established the Iron and Steel Industrial Corporation which exploited the country's rich resources of coal and iron ore.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Gold mining created many jobs.'
'It accounted for most of South Africa's exports in value.'
'It created jobs in support sectors.'
'A third of the population was dependent on agriculture.'
'Manufacturing made impressive progress during this period.'
'Major public corporations stimulated the economy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Gold mining produced the most wealth.'

Level 0 No evidence submitted or response does not address the question [0]

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20 (a) What did Botha's policy of 'Total Strategy' involve?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Botha wanted to uphold apartheid but with changes.'
'It involved rigorously enforcing the law.'
'It involved introducing moderate reform to blunt the opposition.'
'It meant raiding ANC bases.'
'It meant carrying out political assassinations of exiled activists.'
'It meant exploiting western concerns about the threat of communism.'
'Botha allowed trade unions for black workers.'
'Botha encouraged more skilled black workers.'
'Botha brought an end to the Pass system.'
'Botha repealed some of the petty segregation laws.'
'Botha introduced a new constitution which empowered Coloureds and Asians.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was Desmond Tutu awarded the Nobel Prize for Peace?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'Tutu gained a worldwide audience for his condemnation of apartheid as 'evil and unchristian' when speaking as Archbishop of Cape Town and Secretary-General of the South African Council of Churches. He campaigned, in particular, in favour of equal rights for all South Africans.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'He was a campaigner against apartheid.'
'He used his position as Archbishop of Cape Town to speak out.'
'He demanded a common system of education.'
'He demanded a peaceful reconciliation between all parties involved in apartheid.'
'He campaigned against apartheid when visiting other countries.'
'He was charismatic.'
'He was a tireless campaigner.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was a good man.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Government security services were responsible for the increase in violence between 1980 and the early 1990s.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Violence was the reaction to the measures taken by the security services especially after the declaration of the State of Emergency. There were arrests without warrants, the use of torture, beatings, electric shocks and even strangulation.'
OR
e.g. 'Violence occurred because of the tribal rivalries, especially between the Xhosas and Zulus. The general lawlessness provided an opportunity for the settling of tribal scores and quarrels.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'There was disappointment at Botha's constitutional reforms.'
'It was a reaction to increased rents and electricity charges.'
'Violence seemed to be the only way of protesting.'
'There was violence, torture and murder employed by the security services.'
'The State of Emergency suspended civil liberties.'
'The ANC attacked government buildings and power installations.'
'There was considerable violence due to tribal rivalries.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Government security services contributed, but there were other reasons.'

Level 0 No evidence submitted or response does not address the question [0]

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21 (a) What actions did Nasser take prior to the outbreak of war in 1956?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Nasser used the radio station, the 'Voice of the Arabs', to gain support for his anti-Western stance.'
'In 1955, he persuaded Arab states not to join the Bagdad Pact, the anti-Soviet alliance.'
'In 1955, Nasser joined the non-aligned states.'
'In September 1955, Nasser bought arms from the Czech government. This supplied Egypt with Soviet aircraft and tanks.'
'In 1956, Nasser announced the nationalisation of the Suez Canal.'
'Nasser blockaded the Straits of Tiran, at the entrance to Gulf of Aqaba.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the United Nations become involved in the 1956 Suez Crisis?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The United Nations became involved because both superpowers, the USA and the USSR, believed that Britain, France and Israel had invaded an independent state without permission from the United Nations. This was against international law and the United Nations Charter.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Both superpowers disagreed with Britain's and France's actions.'
'The actions of Britain and France defied the UN's Charter.'
'It was a volatile part of the world.'
'It was seen as an attack on an independent country.'
'It was concerned about oil supplies on many nations' economies.'
'It was the role of the UN to be involved in such crises.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It needed to assert itself on the world stage.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Israel's gains were greater than those of the Arab world from the Suez Crisis.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides **[7–9]**

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR **[4–6]**
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Suez Crisis demonstrated that Israel was able to inflict heavy military defeats on its Arab rivals. The speed of their victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were the strongest in the Middle East.'
OR
e.g. 'Many Arab states became more anti-western and willing to seek Russian aid. They acquired funding for the Aswan Dam and supplies of weapons from the USSR.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Israel proved to be a strong military power.'
'The bases of the Fedayeen had been destroyed.'
'The blockade of the Tiran Straits had been removed.'
'Nasser had gained control of the Suez Canal.'
'The Arab world was united in its opposition to the state of Israel.'
'It gained Soviet funding and military support.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Both the Arab states and Israel made some gains from the Suez Crisis.'

Level 0 No evidence submitted or response does not address the question **[0]**

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22 (a) What was President Bush's 'Road Map' of 2003?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was a move for peace between Israel and the Palestinians.'
'It outlined a timetable for moves towards a Palestinian state.'
'The first phase was to depend on an end to Palestinian bombings.'
'The first phase was to depend on an end to Israeli raids.'
'The first phase was to depend on an end to settlement building.'
'To succeed it stressed the necessity of trust between the two sides.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were the peace discussions held in Oslo in 1993 important?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation.)

e.g. 'The Oslo Accord was important because for the first time the Israeli Prime Minister, Yitzhak Rabin, recognised the PLO as the representative of the Palestinian people, not as a terrorist organisation. Yasser Arafat, the PLO leader, renounced terrorism and recognised the existence of the state of Israel. This was a breakthrough on the road for Palestinian self-government.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It led to the Oslo Accord.'
'Rabin recognised the PLO as representing Palestinians.'
'Arafat renounced the use of terrorism.'
'Arafat recognised the right for Israel to exist in peace and security.'
'Palestinians were to be given self-rule in Gaza and part of the West Bank.'
'A Palestinian Authority would be elected by Palestinians.'
'It established a timetable for Palestinian self-government.'
'It encouraged Jordan to recognise and make peace with Israel.'
'It seemed like a breakthrough in solving the Palestinian problem.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They could discuss important issues.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The Israelis have been responsible for the failure of peace initiatives since 1993.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' [10]

As Level 4 plus evaluation.

Level 4 Explanation of both sides [7–9]

A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7.
Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.

Level 3 One sided explanation OR [4–6]
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The issue of Jewish settlements on the West Bank remains the greatest obstacle to peace. These continue to expand under both hard-line and more moderate Israeli governments. This is preventing the emergence of a viable Palestinian state.'
OR
e.g. 'In 2006 Hamas won a majority in the Palestinian parliament. The Hamas majority in the parliament refused to recognise the state of Israel. As a result, Israel, the USA and European governments refused to have dealings with Hamas. The peace process stalled yet again.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The Israelis have continued building in the Occupied Territories.'
'Israeli troops remain in the West Bank.'
'Hamas has an aim to destroy the state of Israel.'
'Rockets have been fired from Gaza into Israel.'
'Israel has bombed Hamas targets in Gaza.'
'Israel has built a security wall and barrier around the West Bank.'
'The USA can have much influence over Israel but has not chosen to use it.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Views are entrenched on both sides.'

Level 0 No evidence submitted or response does not address the question [0]

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