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HISTORY **0470/12**

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) Describe events in Sicily–Naples in 1848.

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

e.g. 'In Sicily there was an uprising against the repressive regime of Ferdinand II.' (Palermo, 12 Jan 1848)
'Within days the revolutionaries, led by Pilo, had taken control of the city.'
'They demanded the re-establishment of the 1812 Constitution.'
'The revolutionaries set up a provisional government.'
'Elections took place and the new parliament announced that Ferdinand was no longer King of Sicily.'
'In September 1848, Ferdinand launched a military assault on the island.'
'Revolution spread to the mainland forcing concessions from Ferdinand to free political prisoners.'
'A mass demonstration in Naples on 27 January 1848 forced Ferdinand to grant a constitution.'

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

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(b) Why was the role of the Hungarian Diet important in causing revolution in 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. 'The March Laws were passed but not implemented. In March 1848, Kossuth addressed the Hungarian Diet in a vitriolic speech exciting the patriots but frightening the conservative nobles. He demanded independence for Hungary and the immediate implementation of the 1847 reforms. Uprisings followed.'

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

(One mark for each identification/description)

e.g. 'There was an issue over which language to use in the Diet.'
'Proceedings in the Diet were dominated by the liberals.'
'A number of important reforms were introduced in 1847 (the March Laws) but not implemented.'
'Kossuth made use of the revolutionary fervour sweeping across Europe.'
'In March 1848, Kossuth in a speech demanded independence for Hungary.'
'Nationalism and liberalism were issues.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Diet did not act quickly enough.'

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

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(c) '**The 1848–49 Revolution in Hungary was more successful than that in France.' 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 Austrians were not powerful enough and so gained assistance from Russia to put down the rebellion. The Hungarians had to surrender in August 1848. Many Hungarians were dealt with brutally. Having lost, the Imperial Government cancelled many of the reforms, making German the official language and ruling Hungary directly from Vienna.'
OR
e.g. 'Louis Philippe, the monarch of France, took fright and fled Paris, leaving the rebels in charge. Socialists and Republicans combined to form the provisional government of the new Second Republic on 25 Feb 1848. Immediately the vote was given to all men over 21, increasing the electorate by 8 million.'

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

(One mark for each point)

e.g. **Hungary** – 'The A-H Emperor had to accept the March Laws.'
'Kossuth informed the Croats and other minority groups they had no chance of independence from Hungary; this caused a firm Croat reaction.'
'A Croatian rebellion was successfully repelled by the Hungarians.'
'This rebellion was secretly supported by the Austrians.'
'On the appointment of Francis Joseph as Emperor, Kossuth declared Hungary an independent republic.'
'The Russians joined the Austrians to successfully put down the rebellion.'
'The Imperial Government cancelled many of the reforms.'

France – 'Following a revolt in Feb 1848, the monarchy was lost and the Second Republic set up.'
'All men over 21 were given the vote.'
'National Workshops were created in Paris but these only lasted until June.'
'The 'June Days' insurrection was suppressed by troops with large loss of life.'
'Louis Napoleon was elected the President of the new Republic.'
'He started building works to make France great again.'
'He sent an army to restore Pope Pius IX to the Vatican.'

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Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was revolution in France that was more successful.'

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

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2 (a) Describe events leading to the signing of the Treaty of Vienna in 1864.

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

e.g. 'The new Danish King, Christian IX, tried to make Schleswig part of Denmark, despite some of the population being German.'
'His proposal affected the almost entirely German Holstein, a member of the German Bund.'
'The Diet of the German Bund opposed the move.'
'Bismarck joined with an Austrian army to defeat the outnumbered Danish army.'

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

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(b) Why was Bismarck able to provoke a quarrel with Austria, resulting in war in 1866?

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. 'Austria and Prussia could not agree on how to govern Schleswig-Holstein and so decided to split the territories with Austria responsible for Holstein and Prussia, Schleswig. This arrangement, which Bismarck deliberately agreed to, made it easier for Bismarck to pick a quarrel with Austria. He continued to put obstacles in the way of Austria and the German Bund when they tried to settle the matter peacefully.'

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

(One mark for each identification/description)

e.g. 'Bismarck agreed to the splitting of how Schleswig-Holstein was to be governed.'
'Bismarck agreed with Italy that it would be rewarded if it attacked Austria.'
'Bismarck met Napoleon III at Biarritz to gain French neutrality in the event of an Austro-Prussian war.'
'He relied on Russian friendship and British reluctance to keep them both out of a war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because he prepared the ground carefully.'

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

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(c) 'The main reason for the deterioration of Franco-Prussian relations after 1866 was the Luxembourg 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. 'Bismarck's involvement over France's action in relation to Luxembourg increased anti-French feelings throughout Germany. This followed Napoleon stirring up demonstrations in Luxembourg against the hated domination of Prussia. The Great Powers became involved in trying to settle the Luxembourg question and this resulted in France's failure to make any territorial gain, thus damaging Franco-German relations.'
OR
e.g. 'In early 1870 Bismarck decided to promote the idea of Prince Leopold and the Spanish throne. This was accepted and immediately brought French protests. The offer was renounced and Bismarck informed by telegram. Bismarck skilfully amended the telegram which was then published, causing eruptions in France. Popular opinion demanded war.'

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

(One mark for each point)

e.g. **Luxembourg** – 'It seemed to provide the opportunity for Napoleon to prove France remained Europe's greatest power.'
'Napoleon stirred up demonstrations in Luxembourg against the 'hated domination of Prussia'.'
'To go against this, Bismarck started to refer to Luxembourg as German.'
'At a London conference, France failed to achieve territorial gain.'
'In the later years of the 1860s, Bismarck feared the military strength of an upset France.'

Other – 'Bismarck stirred up German national feelings to achieve a united Germany.'
'A war with France was the only way to speed up the process of bringing all Germans together.'
'Bismarck was attempting to allay British fears about Prussian warlike intentions to avoid a British alliance with France.'
'France feared a united Germany.'
'Prince Leopold and the Spanish throne caused France's anger.'
'Bismarck skilfully amended the Ems telegram to insult France.'
'Napoleon was pushed into war in 1870 by the strength of French opinion.'

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Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Bismarck used his skill to cause the deterioration.'

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

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3 (a) Describe the impact of the novel 'Uncle Tom's Cabin' on the slavery issue.

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

e.g. 'It highlighted the evil and immorality of slavery.'
'It encouraged the southern politicians to ensure that the balance between slave and free states was maintained.'
'It supported the abolitionist cause.'
'It created and popularised stereotypes about black people.'
'It outraged people in the South.'
'It pushed some Northerners towards a more aggressive anti-slavery stance.'
'Aroused Northern sympathy for slaves.'

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

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(b) Why did the possible admission to the Union of Kansas and Nebraska cause problems?

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. 'Senator Douglas believed his compromise had succeeded in winning over the South without conceding too much. He was wrong. His Bill did not heal tension, it created a storm. It was proof to many Northerners that the Slave Power conspiracy was still at work. At first most Southerners were apathetic about the Kansas-Nebraska Bill. The ferocity of the Northern attacks led to the passage of the bill becoming a symbol of Southern honour. This resulted in a great struggle in Congress.'

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

(One mark for each identification/description)

e.g. 'To get the Nebraska Bill enacted required the support of some Southern senators. They would drive a hard bargain.'
'The 1820 Missouri Compromise would have to be bypassed to get through Congress.'
'To get the Bill through would require a ban on slavery.'
'The Nebraska territory had to be divided into two.'
'There were ferocious attacks from the Northern abolitionists and these were met by a Southern counterattack.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'A difficult situation arose, requiring compromise.'

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

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(c) How far was poor leadership to blame for the Confederate defeat in the Civil War? 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. 'Davis could be criticised for his preoccupation with Virginia as it was important to the Confederacy but so was the West. Here Davis was let down by poor commanders. Albert Johnson let Union forces break through the Tennessee and Cumberland river defence line as early as 1862. The plans of Beauregard were not based on reality. Joe Johnston always had one eye fixed on retreat and Hood was a disaster. Without both Virginia and the West the Confederacy would not survive long.'
OR
e.g. 'The will of the Union to succeed was stronger than that of the Confederacy. Civilian morale was high as for many Northerners life went on as usual. The North was never seriously invaded and many Northerners experienced increased prosperity. Soldiers believed in Lincoln. Confederate will was hit by defeats and the loss of life, or injury, for high numbers of troops.'

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

(One mark for each point)

e.g. **Leadership** – 'The North, in Lincoln, had a better leader than the South's Davis.'
'The South led by Davis and Lee was too attack-minded.'
'Inflation ravaged the Southern economy and morale.'
'The Confederacy should have relied more on guerrilla warfare.'
'Grant and Sherman used tactics which weakened the South logistically and psychologically.'
'Lee's vision was to focus on Virginia and consequently the Confederacy lost the West.'
'Confederacy commanders in the West were poor.'

Other Reasons – 'The Confederacy failed to generate a strong sense of nationalism.'
'There was a lack of conviction as two-thirds of the Confederacy's white population were non-slave owners.'
'Civilian morale in the North was stronger.'

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

e.g. 'Lincoln was a very popular leader for the North.

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

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4 (a) Describe the Agadir Crisis of 1911.

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

e.g. 'The Sultan asked for French help to crush a revolt of rebel tribesmen.'
'Germany thought this would result in a French takeover.'
'The French occupied Fez in Morocco.'
'The Kaiser sent a gunboat (Panther) to the port of Agadir.'
'The Kaiser was trying to break the Entente Cordiale.'
'Germany's action misfired, with Britain more determined to support France and oppose Germany.'
'The British thought the Kaiser was trying to set up a naval base in Morocco.'
'The British navy was sent to sea, prepared for war.'
'The Kaiser backed down, having been humiliated.'
'German warships were ordered to leave Agadir by the Kaiser and war was averted.'

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

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(b) Why was the Algeciras Conference of 1906 a disaster for the Kaiser?

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. 'Following the Kaiser's support for the Moroccans against the French, an international conference was set up to settle the dispute. The Kaiser wanted to show he was an important power in the region. He was humiliated as the verdict of the conference implied he had no right to speak on colonial matters.'

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

(One mark for each identification/description)

e.g. 'The Kaiser wanted Moroccan independence, but failed to achieve this.'
'His only support came from Austria-Hungary.'
'His intent was to break the Entente Cordiale but succeeded in strengthening it.'
'France gained special rights in Morocco.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It increased tension.'

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

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(c) 'Russia was more to blame for war in 1914 than any other country.' 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. 'Russia made war more likely by supporting Serbia against Austria-Hungary. If Austria-Hungary had been allowed to gain control of the Balkans, this would also have increased German influence in the area. The Russians were worried by the situation as it threatened their main trade route. Once Austria declared war on Serbia, Russia saw the situation as a struggle for survival.'
OR
e.g. 'The Kaiser's guarantee of unconditional support gave A-H the confidence to apply extensive pressure to Serbia, knowing that they would receive German support even if war resulted.'

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

(One mark for each point)

e.g. '**Russia** defended Serbia against Austria-Hungary.'
'The Russian government was first to mobilise.'
'It was an opportunity to divert attention away from domestic problems.'
'**Austria-Hungary** intended that the ultimatum to Serbia be rejected.'
'A-H was prepared to bring Russia into a war.'
'**Britain** did not make clear it would intervene.'
'Britain was a member of the Triple Entente with a moral obligation to support its allies.'
'**Germany** gave a guarantee of support to Austria-Hungary.'
'Germany declared war on Russia and France.'
'Germany invaded Belgium.'
'Germany was prepared for war.'
'**Serbia** rejected the demands in A-H's ultimatum.'
'**France** failed to restrain her ally, Russia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'I disagree as all the major powers must accept some responsibility.'

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

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5 (a) Describe the work of the Lytton Commission.

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

e.g. 'The Lytton Commission worked on behalf of the League of Nations.'
'It was a team of four/five men, led by Lord Lytton, who tried to discover the facts.'
'It was a commission of enquiry into events in Manchuria.'
'It spent six weeks in the province.'
'It decided the Japanese invasion was not justified.'
'It reported to the League's assembly in February 1933.'
'It decided the Japanese were provoked.'
'It was slow acting.'

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

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(b) Why did Japan invade Manchuria?

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. 'Japan had been badly affected by the Depression. It was not self-sufficient and needed imports to feed its rising population. Manchuria offered a solution as it could provide a source of food and raw materials and a market for Japanese exports.'

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

(One mark for each identification/description)

e.g. 'Japan had been badly affected by the Depression.'
'Japan was not self-sufficient in agriculture.'
'Japan invaded because of an alleged incident on the Mukden Railway.'
'Japan was facing an economic crisis.'
'China was very weak at the time.'
'Japan claimed special interests in Manchuria.'
'The Japanese military were stronger than the Japanese government.'
'Japan wanted to gain living space.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To solve its economic problems.'

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

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(c) Which was the more important cause of the failure of the League: its organisation or its membership? 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 League met infrequently and was slow to act. It investigated the Japanese invasion of Manchuria. The Commission took twelve months to report as it had to go to the Far East from Europe. By the time the Commission reported, the invasion had been completed. It showed the League weak in the face of a military power acting in a distant part of the world.'
OR
e.g. 'Where countries were affected by the world trade depression, they often acted in their own self-interest rather than that of the League. For example, countries were less keen to impose sanctions. This applied to Britain in relation to Abyssinia. Here they failed to immediately impose a ban including oil and coal. This was because Britain feared damage to its economic interests with the loss of jobs for 30 000 British coal miners. The League looked powerless.'

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

(One mark for each point)

e.g. **Organisation** – 'The League met infrequently.'
'The League was slow to act.'
'Sanctions were ineffective.'
'The League did not have its own military forces.'
'Collective security was an issue.'
'It was difficult to get unanimous decisions.'
'The League was Euro-centric.'

Membership – 'Member countries often acted in their own interests.'
'Important nations were absent.'
'The major powers attempted to control the Council.'
'The USA was not a member.'
'The impact of the veto.'

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

e.g. 'Membership was a problem.'

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

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6 (a) Describe the increase in Italian militarism in the 1930s.

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

e.g. 'Abyssinia became a target for Mussolini's aggressive policies.'
'Mussolini adopted aggressive policies.'
'Agression was a response to the Depression.'
'Mussolini invaded Abyssinia.'
'Italy sent troops to support the Nationalists in the Spanish Civil War.'
'Italy signed the Rome-Berlin Axis.'
'Italy joined the Anti-Comintern Pact.'
'The Pact of Steel was signed with Germany.'
'Italy rearmed.'

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

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(b) Why did Chamberlain, on his return from Munich in 1938, say, 'I believe it is peace for our time'?

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. 'Following discussions at Munich over Czechoslovakia, Chamberlain made a personal visit to Hitler. Hitler agreed to sign a document which pledged consultation as the method to remove any differences between Germany and Britain. Chamberlain was convinced war had been avoided.'

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

(One mark for each identification/description)

e.g. 'Hitler had signed a document to do everything to promote peace.'
'Chamberlain was convinced he had avoided war.'
'He had agreed an Anglo-German declaration.'
'He claimed Czechoslovakia had been saved.'
'All disagreements were to be solved by discussion.'
'Chamberlain was desperate to reassure the nation.'
'He was returning from the Munich Conference.'
'He had appeased Hitler.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Chamberlain got what he wanted.'

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

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(c) 'The British-French guarantee to Poland was more responsible than the Nazi-Soviet Pact for the Second World 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. 'Following the fall of Czechoslovakia, Poland was Hitler's next target. British and French talks with Soviet Russia failed as Soviet Russia thought it would be the one who fought Germany. This left little or no resistance to Hitler invading Poland.'
OR
e.g. 'The Nazi-Soviet Pact cleared the way for Hitler to invade Poland. On 1 Sept 1939, the Germans invaded from the west. Britain and France demanded withdrawal. Hitler thought Britain and France would do nothing. Ultimatums were issued by B and F and ignored by Germany. Hitler was surprised when B and F kept their pledges to Poland and war was declared on 3 Sept.'

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

(One mark for each point)

e.g. **The British-French guarantee** – 'On 31 March 1939, a British-French guarantee to support Poland, if it were attacked, was given.'
'There was talk of a Grand Eastern Alliance against Germany, but it needed Soviet Russia.'
'Hitler did not believe Britain would act.'
'It forced Stalin to go towards links with Germany.'
'This guarantee made the Polish feel safer than they were.'

'**The Nazi-Soviet Pact** was the final cause of war.'
'Britain and France reacted to the signing of the Nazi-Soviet Pact by signing a formal alliance with Poland, 25 August 1939.'
'The signing of the Pact meant Hitler could invade Poland.'
'Britain and France responded to Germany's invasion of Poland.'
'By signing the Pact, Hitler avoided fighting with Soviet Russia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was the Pact that was more important.'

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

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7 (a) What issues were addressed at the Yalta and Potsdam Conferences?

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

e.g. 'Post-war spheres of influence.'
'What to do with Germany after it was defeated.'
'The establishment of a lasting peace – the establishment of a united nations organisation.'
'The USSR in relation to the war against Japan.'
'What to do with countries formerly occupied by Germany.'
'The future of the Nazi Party.'
'The punishment of war criminals.'
'The future government of Poland.'
'Polish borders.'
'German reparations.'
'The splitting of Germany and Berlin.'

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

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(b) Why did Truman develop a strategy of containment?

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 view held by the US was that the Soviets were attempting to spread Communism around the world as they had done in Eastern Europe. Truman said that the policy of the US would be to support all free people to resist subjugation by armed minorities or outside pressures.'

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

(One mark for each identification/description)

e.g. 'Stalin saw it important to have security in Eastern Europe which was seen by the West as Communism spreading.'
'Italy and France were vulnerable to a Communist takeover.'
'Greece was attacked by Communist forces.'
'He aimed to ensure Communism did not spread to the West.'
'The war had ruined many European economies and he thought these were under threat.'
'To test Communism without war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Communism was spreading.'
'European countries were in poverty.'

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

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(c) 'The Berlin Blockade was a serious threat to world peace.' 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. **Threat** – 'The supply lines to the population of West Berlin were cut by Stalin. It was a clever plan. If the US used force (tanks) against the road and railway blocks it would be seen to be an act of war. The US did not want to give in and had to think how the blockade could be broken without an act of war.'
OR
e.g. **Not a threat** – 'No, Stalin just wanted to test the resistance of the Allies. He perhaps thought that he could gain control of all Berlin if the Allies backed down. If this happened he might be able to make demands elsewhere in Europe.'

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

(One mark for each point)

e.g. 'The supply lines to the population of West Berlin were cut by Stalin.'
'Stalin wanted to force the Allies out of Berlin.'
'If Stalin was successful, would the western zones of Germany follow?'
'The use of force by the Allies could be viewed as an act of war.'
'Stalin did not fire on the planes.'
'Stalin just wanted to stop the separate development of the German zones.'
'Stalin was worried that a prosperous West Germany would pose a threat to Soviet security.'
'He did not want a wealthy West Germany next door to a poor Eastern Europe.'

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

e.g. 'Stalin created a dangerous situation.'

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

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8 (a) Describe the events which led to the UN involvement in the Korean War.

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

e.g. 'The UN had been involved in the establishment of the new anti-Communist government of South Korea.'
'Both the Communist North Korea and the anti-Communist South Korea governments claimed to be the legitimate government of the whole of Korea.'
'Kim Il Sung wanted to unite Korea under Communist rule.'
'If the UN had failed to oppose the action of North Korea, the Americans would have.'
'US President Truman put enormous pressure on the UN Security Council to condemn the North Korean actions and call for a withdrawal.'
'When the resolution was passed, the USSR was not represented at the meeting to use its veto.'
'The UN committed itself to using members' armies.'

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

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(b) Why did the USA oppose the North Korean invasion of South Korea?

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 US believed that a successful conquest of South Korea would encourage a Chinese attack on Formosa. If South Korea and Formosa both fell to the Communists then Japan could be threatened. If this happened, the US believed it would represent a major shift in the power balance between the Communist and Capitalist world.'

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

(One mark for each identification/description)

e.g. 'The USA had a policy of containment.'
'The Communist North Korea had invaded the South.'
'The US believed it was part of a Soviet plan.'
'If Formosa fell to the Communists, Japan could be threatened.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were unhappy with what had happened.'

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

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(c) How successful was the USA's policy of containment in Korea? 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. 'In one sense the Korean War was a success for the USA. It showed that the USA had the will and means to contain Communism. The USA had contributed half of the ground forces, 90% of the air forces and 85% of the naval forces. This ensured that South Korea remained out of Communist hands.'
OR
e.g. 'The containment policy had limitations. It highlighted tensions among American leaders. Hardliners wanted to go beyond containment and push back Communism. They thought Truman had shown weakness in not going for outright victory, arguing that it was worth the risk.'

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

(One mark for each point)

e.g. **Successful** – 'It showed the US had the will and means to contain Communism.'
'South Korea remained out of Communist hands.'
'North Korea remained Communist.'

Not successful – 'A unified, independent Korea was not achieved.'
'Around four million Koreans lost their lives.'
'For some US military commanders, containment was not enough.'
'The US used the UN to reinforce its containment policy over Korea.'

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

e.g. 'No, as the target was not achieved.'

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

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9 (a) What use was made of aircraft on the Western Front?

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

e.g. 'They were used for observation and reconnaissance.'
'They were used for taking photographs of enemy trenches, etc.'
'They were used for observing battlefield positions.'
'They were used to observe troop movements.'
'They were used for limited bombing raids.'
'They played a limited role in fighting opposition aircraft when machine guns were fitted.'

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

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(b) Why were there so many British casualties on the first day of the Battle of the Somme?

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 Battle of the Somme began with an artillery bombardment of the German lines. The aim was to destroy the German trenches and the barbed wire in front of them. The British shelling was largely ineffective. It had failed to clear the barbed wire or damage the German machine guns. Thousands of soldiers were either caught on the wire or hit by machine gun fire, or both.'

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

(One mark for each identification/description)

e.g. 'The impact of the artillery bombardment was overestimated.'
'The British infantry walked slowly across 'no-man's land'.'
'German soldiers survived the British artillery shelling.'
'The barbed wire between the front-row trenches became even more tangled with the artillery bombardment.'
'The British soldiers were carrying heavy equipment.'
'Many of the shells used for the artillery bombardment were of poor quality.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Preparations were not effective.'

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

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(c) 'Verdun was the most important battle of the First World 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 Germans hoped that victory at Verdun would deal a devastating blow to French morale. It was a heavily fortified town and a symbol of French military pride. The Germans wanted the French to take troops from other areas to defend Verdun causing the French army to collapse and surrender and hoping the British would withdraw from the war.'
OR
e.g. 'The Battle of the Somme was important as it relieved pressure on the French at Verdun. The opportunity for the Germans to help against Russia had been lost and Germany's strength had been considerably worn down as it lost its best officers and men.'

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

(One mark for each point)

e.g. **Most important** – 'Germany tried to make the French surrender.'
'Verdun was a symbol of French military pride.'
'The Germans hoped to destroy all the best French troops.'
'Germany did not gain anything. France did not surrender.'

Other important battles – 'The Battle of the Somme aimed to relieve pressure on the French at Verdun.'
'There was great loss of life on the Somme.'
'It aimed to keep German forces fully committed so that they could not send reinforcements to fight Russia on the Eastern Front.'
'Many of Germany's best troops were killed on the Somme.'
'The objectives were achieved.'

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

e.g. 'It was important for France.'

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

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10 (a) What difficulties faced the Allied troops after landing on the beaches at Gallipoli?

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

e.g. 'Heavy fire from Turkish machine-gunners.'
'Steep cliffs to climb if progress was to be made.'
'Intense heat causing sickness and disease.'
'The problem of digging trenches.'
'Shortage of fresh water.'
'Rotting corpses.'
'They were working with outdated maps.'

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

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(b) Why did the British plan an attack on Gallipoli in 1915?

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 British hoped the Gallipoli campaign would break the stalemate on the Western Front. It would enable Turkey to be knocked out of the war. This would result in neutral countries nearby such as Greece and Bulgaria to join the Allied side. They would attack and defeat Austria leaving Germany isolated and unable to continue the war.'

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

(One mark for each identification/description)

e.g. 'To attack one of Germany's allies, Turkey.'
'Turkey was one of the more vulnerable allies.'
'To open up a sea route to the Russian Front.'
'To reduce the pressure on other fronts.'
'To help support Russia.'
'To end the stalemate on the Western Front.'
'To open a new front to attack Austria-Hungary.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To attack Turkey.'

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

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(c) 'The greatest impact of war on civilian populations was the shortage of food.' 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. 'Great Britain, being an island, was especially vulnerable to blockade as it had to import large amounts of food and other raw materials from other countries. The German campaign of unrestricted warfare had a devastating effect and resulted in the introduction of rationing.'
OR
e.g. 'By late 1915 the large numbers of volunteers joining the army was not enough and conscription was introduced. This meant men between 18-41 were compulsorily enlisted into the armed forces. Husbands, fathers, sons and brothers had to go and fight, leaving the women folk to keep the family going.'

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

(One mark for each point)

e.g. **Shortage** – 'Countries needed to import food, often by sea, to feed their populations.'
'It was important so food rationing was introduced.'
'Shortages could affect health and morale.'

Other impacts – 'To recruit sufficient manpower to fight the war.'
'To recruit enough women to keep producing food and raw materials.'
'The impact of censorship and propaganda.'
'The impact of conscription on some who said their consciences would not allow them to fight.'
'Increases in government powers.'

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

e.g. 'Attitudes and life changed.'

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

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11 (a) What was the role of the President under the Weimar Constitution?

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

e.g. 'Administer emergency powers – Article 48.'
'He was Head of State.'
'Supreme Commander of the Army.'
'He could suspend the Constitution.'
'He could keep a Chancellor in office even if the Chancellor had lost the support of the Reichstag.'
'He kept control of the government.'
'Appointed and dismissed the Chancellor.'

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

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(b) Why were the 1920s a period of cultural achievement for Germany?

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 Bauhaus style of design and architecture developed. Artists such as Walter Gropius taught at the design college in Dessau. The Bauhaus architects rejected traditional styles to create new and exciting buildings. They produced designs for houses, shops, art galleries and factories.'

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

(One mark for each identification/description)

e.g. 'Writers and poets were allowed to flourish.'
'Artists turned their back on old styles of painting.'
'The Bauhaus style of architecture developed.'
'The 1920s were the golden age for the German cinema.'
'Berlin night life was daring and liberated.'
'There were increased opportunities for cabaret artists, singers and dance bands.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Weimar allowed the free expression of ideas.'

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

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(c) How successful had the Weimar Republic been by 1926 in resolving the problems created for Germany by the Treaty of Versailles? 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 Treaty was blamed by the Germans for economic chaos. Stresemann called off passive resistance in the Ruhr. He removed the worthless marks and replaced them with a new currency. He negotiated the Dawes Plan which was used to help with reparations and also to regenerate industry solving Germany's problems very quickly.'
OR
e.g. 'The economic boom in Germany was precarious. Big business had prospered but the peasant farmers gained little as there was not enough demand for the food they produced. Unemployment was beginning to increase. The US loans used to create an economic boom could be called in at short notice by America. This would cause ruin in Germany.'

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

(One mark for each point)

e.g. **Resolving** – 'Economic disaster was averted and the economy was put on a more sound financial footing.'
'A permanent currency was introduced.'
'Politics became more stable. No more revolutions were attempted after 1923.'
'Stresemann was successful with his foreign policy.'
'Germany achieved membership of the League of Nations.'
'Germany's frontiers were guaranteed.'

Not resolving – 'The new democracy was under threat causing instability.'
'Economy depended on American loans.'
'There was political instability.'

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

e.g. 'The basis was precarious.'

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

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12 (a) Describe the Nuremberg Rallies.

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

e.g. 'It was an annual mass rally.'
'Normally held in September over a period of a week.'
'Military bands marching.'
'Torch-lit processions.'
'Speeches by leading Nazis.'
'Supporting the cult of Hitler.'
'Encouraging loyalty and support.'
'Brought colour and excitement to the lives of people.'
'Gave a sense of belonging.'
'Showed the power of the state.'
'Emphasised order.'

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

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(b) Why was the Nazi 'master race' theory 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. 'Hitler's view was that the German people were superior as the Aryan race. They were superior in terms of intelligence, physique and work ethic. This would ensure, in Hitler's view, that eventually Germany would rule the world.'

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

(One mark for each identification/description)

e.g. 'The German people constituted the Aryan race.'
'Hitler thought it would ensure power.'
'It discouraged contact between races.'
'To preserve the purity of the Aryan race.'
'It meant other races were punished harshly.'
'Underpins expansion and war in the East.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To ensure Germany was important.'

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

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(c) How effective was the control of the German people by the Nazis? 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. 'Propaganda persuaded the German people of the benefits of Nazi rule. Everything seen or heard was consistent with Nazi policy and ideals. This was achieved by censoring the press and by the use of the radio and loudspeakers so that the people continually heard Hitler's message.'
OR
e.g. 'In a number of ways they were not effective. Members of the Swing movement did not like the control and pressure put on them and rebelled. To oppose the Nazi regime they listened to English and American music. They danced to banned jazz music and they associated with Jews.'

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

(One mark for each point)

e.g. **Effective** – 'People feared the power of the Gestapo.'
'All forms of mass media were controlled by the Nazis.'
'Belief in Germany was promoted.'
'Expression through culture was restricted.'
'Propaganda promoted the positive, good news.'
'Nazi education and the Hitler Youth encouraged loyalty to Hitler.'

Less effective – 'A number of prominent churchmen spoke out against the Nazi regime.'
'The official Reich Church was not successful.'
'In 1939 membership of the Hitler Youth was made compulsory.'
'The Swing movement and the Edelweiss Pirates provided opposition to the Hitler Youth.' (2)

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

e.g. 'Overall Nazi control of the German people was effective.'

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

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13 (a) What opposition to the rule of the Tsar existed in Russia at the beginning of the twentieth century?

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

e.g. 'Revolutionary violence.'
'Middle class liberals who wanted greater democracy.'
'The Socialist Revolutionaries who wanted to take land of the nobility to give to the peasants.'
'The Social Democrats, who were split into Bolsheviks and Mensheviks.'
'The Bolsheviks believed in revolution.'
'The Marxists who came from the emerging middle class. They believed capitalism would be replaced by communism.'

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

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(b) Why was the revolution of March 1917 successful?

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 Tsar had lost the support and loyalty of the people by going to the front and leaving them to suffer very poor living and working conditions. Shortages of food and fuel in the towns, whilst the war continued, created a situation from which Tsar Nicholas could not recover.'

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

(One mark for each identification/description)

e.g. 'Support for the Tsar crumbled. His standing was damaged by overreliance on Rasputin.'
'The Tsarina was controversial. Her German background at a time of war made her unpopular.'
'The people wanted change as they were demoralised by the effect of war and the impact of the Tsar at the front.'
'The army mutinied and supported the people.'
'The population was fed up with the food and fuel shortages and blamed the Tsar.'
'The Tsar had lost the support of his faithful followers such as the middle classes and the army officers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Tsar lost support.'

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

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(c) How effectively was Russia governed between 1905 and 1914? 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 Tsar appointed Stolypin as Prime Minister in 1906. He tried to win over the peasants. He allowed a new group, the kulaks, to buy up land and create larger, more efficient farms, increasing food production. A peasants' land bank was established.'
OR
e.g. 'The demand for representation was a key point from 1905. The October Manifesto granted a state Duma where laws could be passed. However, the Duma achieved very little. The Tsar often dismissed elected ministers if he did not agree with them. In the end the Duma was full of largely pro-Tsar representatives. Russia was becoming undemocratic again.'

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

(One mark for each point)

e.g. **Effective** – 'The Tsar appointed Stolypin in 1906 to be the new Prime Minister.'
'Stolypin encouraged better-off peasants (kulaks) to support the Tsar.'
'Working conditions improved slowly.'
'In 1908 a programme of universal education was announced.'
'Many revolutionaries were removed by the state.'
'There was an increase in expenditure on health.'

Ineffective – 'The Tsar continued to rule without taking any serious notice of the Duma.'
'By 1912, the 'loyal' Duma was becoming increasingly critical.'
'Russia remained far behind modern industrial powers.'
'A wave of industrial strikes broke out.'
'The government followed a repressive policy, aided by the secret police.'
'The royal family was discredited by a number of scandals.'

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

e.g. 'Little progress was made to increase effectiveness.'

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

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14 (a) What was life like for Russians sent to labour camps?

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

e.g. 'Those imprisoned had to carry out hard manual work (slave labour).'
'They worked on construction projects.'
'Many camps were in Siberia, thus it was extremely cold.'
'Food was often limited to gruel once a day.'
'Accommodation was overcrowded.'
'There was a shortage of toilets in the accommodation.'
'Camp guards used violence on the prisoners.'

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

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(b) Why was Stalin able to win the leadership contest after Lenin's death?

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. 'Trotsky put forward the idea of 'Permanent Revolution' across the globe until the whole world was Communist. Many were worried this would involve the USSR in new and expensive conflicts and that the radical policies might split the party. Stalin's argument for 'Socialism in one Country' was more acceptable as it focused on Russia and the cementing of Bolshevik control over Russia before thinking of spreading Communism elsewhere.'

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

(One mark for each identification/description)

e.g. 'Lenin's last will and testament was never published in Russia.'
'Trotsky offended senior party members.'
'Trotsky failed to build up support in the party.'
'Trotsky seriously underestimated Stalin.'
'Many were worried by Trotsky's idea of 'Permanent Revolution'.'
'Stalin tricked Trotsky into missing Lenin's funeral.'
'Stalin held a more popular idea of 'Socialism in one Country'.'
'Stalin was good at political manoeuvering with support and opponents in the party.'
'Stalin was presented in a way that made him popular with the Russian people.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He went about it in a clever way.'

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

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(c) 'The use of official art and culture was the main reason Stalin was able to secure his position as dictator of the Soviet Union.' 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. 'To enforce the cult of Stalin and show that Russia's success was dependent on him, statues and pictures increased and made Stalin appear god-like. The glamour also grew. For his birthday each year the celebrations became more and more dramatic. This helped to make him loved and admired.'
OR
e.g. 'In 1936 Stalin created a new constitution for the USSR. It gave freedom of speech and free elections to the Russian people. This was cosmetic. Only Communist Party candidates were allowed to stand in elections and only approved newspapers and magazines could be published.'

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

(One mark for each point)

e.g. **Official art and culture** – 'Stalin's image was everywhere.'
'Places were named after him.'
'Children were taught that he was 'the wisest man of the age'.'
'Famous photographs were changed to make him a hero and to remove purged people.'
'Books, films, art and plays had to match Stalin's beliefs.'

Other methods – 'Purges and show trials were carried out to remove anyone considered disloyal.'
'Stalin introduced a new constitution.'
'Ordinary people lived in fear of the NKVD and being sent to a Gulag.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin imposed on the people what he wanted.'

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

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15 (a) Describe the difficulties faced by Black Americans in the 1920s.

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

e.g. 'The violence of the Ku Klux Klan.'
'Fierce racism and mob rule.'
'Poorly paid jobs.'
'Limited education.'
'Lower life expectancy.'
'Facing intolerance.'
'Living conditions poor.'
'Racial inequality.'
'The Jim Crow laws.'

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

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(b) Why did farmers not share in the prosperity of the 1920s?

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. 'In the early years of the twentieth century when farming was doing well, more land was being farmed. Bank loans were taken out to buy machinery such as the combine harvester. Together with improved fertilisers, surplus wheat that nobody wanted was produced. Evictions and forced sales followed as farmers could not repay their loans.'

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

(One mark for each identification/description)

e.g. 'They were overproducing.'
'Falling prices.'
'Competition from Canada and Argentina.'
'Surplus food could not be exported.'
'Overreliance on a single crop.'
'Improved machinery made agriculture extremely efficient.'
'Patterns of food consumption/clothing materials were changing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The farmers did not enjoy prosperity because they lost everything.'

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

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(c) 'Mass-marketing was the main reason for the economic boom of the 1920s.' 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. 'Mass nationwide advertising was developed bringing public attention to new products. Magazines and newspapers contained advertising to promote new products and encourage people to purchase them.'
OR
e.g. 'The widespread availability of electricity meant homes and industry now had a clean, efficient and cheap power source. This enabled homes to power the new domestic appliances that became available which in turn brought a boom in the production of consumer goods.'

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

(One mark for each point)

e.g. **Mass-marketing** – 'Advertising was developed.'
'Sophisticated sales techniques/use of brand names.'
'Posters were placed alongside highways.'
'Advertisements appeared in newspapers, magazines and were based on war-time experiences.'
'Mail order catalogues were introduced.'

Other reasons – 'Communications were speeded up.'
'Advances in chemicals and synthetics brought new products.'
'Electric power became widely available.'
'Assembly line production was introduced.'
'Mass production led to a fall in prices.'
'The motor industry was central to success.'
'Hire purchase credit was introduced.'
'Government policies were favourable to developing businesses.'

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

e.g. 'There were lots of goods for sale in America.'

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

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16 (a) Describe Father Coughlin's opposition to the New Deal.

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

e.g. 'He thought Roosevelt was failing to tackle the problems of the poor.'
'He used the radio on a Sunday to broadcast his ideas.'
'He had an enormous national audience of around 40 million Americans.'
'He founded the National Union for Social Justice.'
'This had, at its height, membership of 7 million.'

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

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(b) Why did Republicans criticise the New Deal?

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. 'Republicans continued to believe in the idea of rugged individualism. They argued that the New Deal was making people too dependent on the state rather than being individually responsible for their incomes and jobs.'

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

(One mark for each identification/description)

e.g. 'The Republicans believed in minimal government intervention in the running of businesses.'
'The New Deal appeared to undermine core American values.'
'The Republicans claimed that Roosevelt had become too powerful.'
'The Republicans believed in low taxation.'
'There were many unnecessary jobs.'
'People got money for doing nothing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The New Deal did too much.'

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

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(c) How successful was the New Deal? 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. 'America became a more compassionate society. Roosevelt's policies gave new hope, new confidence and a sense of purpose. It enabled America to survive the Depression without resorting to extreme solutions such as fascism as happened in other countries.'
OR
e.g. 'The New Deal did not end racial discrimination in American society. Roosevelt needed the support of the Democrats in the South and this prevented him introducing civil rights laws which they would have opposed.'

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

(One mark for each point)

e.g. **Successful** – 'Unemployment fell by over 30%.'
'Trade unions increased their membership.'
'Working conditions and pay generally improved.'
'The very poor benefited from welfare and other emergency payments.'
'The banking system was saved.'
'The morale of Americans increased.'
'Communism and fascism had little support.'
'It set the tone for future government policies.'

Unsuccessful – 'Unemployment never fell below 14%.'
'Businessmen and industrialists disliked the support given to trade unions.'
'Government policy forced many to lose their jobs in agriculture.'
'It failed to end racial discrimination.'
'Industry was hampered by increased rules, regulations and higher taxation.'

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

e.g. 'Not enough was done for some people.'

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

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17 (a) What were the extermination campaigns of 1930–34?

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

e.g. 'They were (five) attempts to defeat the Communists.'
'Four campaigns were total failures.'
'Persecution of the Communists.'
'A purge led by Chiang Kai-shek.'
'Resulted in the death of more than a million peasants.'
'The fifth campaign used a method of attacked planned by General Hans von Seeckt.'
'This involved surrounding the Kiangsi Soviet.'
'The KMT had a major victory over the Communists at Jiangxi (Kiangsi).'
'This resulted in the Long March.'

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

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(b) Why was the Jiangxi Soviet important for the Communists?

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 Jiangxi Soviet was important for the Communists as the Communists had built up strong support against Chiang Kai-shek. This had been achieved by the Land Law, the reduction of taxes and the creation of Peasant Councils. Chiang regarded the Jiangxi Soviet as a greater threat to his security than the war lords or bandits. He resorted to 'extermination campaigns' to remove the threat.'

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

(One mark for each identification/description)

e.g. 'It was the base of the 'Chinese Soviet Republic'.'
'They had the support of many of the peasants living under their rule.'
'It was an area well treated by the Communists.'
'It was an area that threatened the power of Chiang Kai-shek.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was an area of strength.'

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

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(c) 'The most important benefit of the Long March for the Communists was increased support.' 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. 'By travelling to rural China the CCP were able to live and work alongside the Chinese peasantry. The value of the peasantry was often overlooked by Chiang. The peasants grew to support the Communists who redistributed land and armed them with captured KMT weapons.'
OR
e.g. 'The Long March was such a memorable event that the peasants could never forget it nor the new Communists' leader, Mao. This later helped Mao to be looked upon as a hero. The peasants took heart from the determination and dedication of the marchers.'

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

(One mark for each point)

e.g. **Increased support** – 'The peasants grew to support the Communists.'
'It increased support for Mao as leader of the Communists.'
'The Red Army gained the support of the peasants.'

Other – 'It secured Mao's position as leader of the Communists.'
'It was great propaganda for the Communist Party of China.'
'It gave the opportunity to restructure and rebuild.'

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

e.g. 'It was very beneficial.'

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

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18 (a) Describe relations between China and the USSR between 1950 and 1960.

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

e.g. 'At first they were good, strengthened by the Korean War.'
'A friendship treaty (1950) was signed by Mao and Stalin.'
'Stalin sent expert advisers to help China build their economy.'
'Neither Mao nor Stalin were prepared to be the junior partner.'
'The Soviet Union protested to the UN that it was not Communist China represented at the meetings.'
'Following Stalin's death in 1953, Mao became suspicious of Khrushchev's efforts to improve relations with the West.'
'China and the USSR broke their friendship treaty in 1960.'

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

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(b) Why were China's relations with Vietnam poor before 1990?

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. 'There were tensions regarding land. Both sides claimed sovereignty of the islands in the South China Sea as well as oil deposits in the Gulf of Tonkin.'

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

(One mark for each identification/description)

e.g. 'At the time of the Vietnam War, China wanted a communist movement similar to their own.'
'The Vietnamese Communist Party wanted to focus on its own brand of Nationalism.'
'There were tensions regarding land.'
'Vietnam provoked tensions by invading Cambodia in 1976.'
'In 1979 China attacked northern Vietnam.'
'Vietnam was viewed as a potential Soviet instrument to encircle China.'
'China's support for the Khmer Rouge made Vietnam concerned.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Long term tensions existed between the two countries.'

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

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(c) How far did China's relations with other countries change after 1976? 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. **Not at all** – 'In 1979, a dispute with Vietnam turned into full-scale war. This followed the signing by the Vietnamese of a treaty with China's bitter enemy the USSR. China wanted to stop an ally of the USSR from gaining power to the south of China.'
OR
e.g. **Changing** – 'China has integrated into the modern world by improving relations with other countries. Worsening relations with the USSR were seen as an opportunity by the USA during the Cold War and by China in terms of developing trade. As a world leader China hosted the Olympic Games in 2008.'

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

(One mark for each point)

e.g. 'Distrust and tensions with Vietnam resulted in fighting in 1979.'
'In 1990 peace talks brought improved relations.'
'In the 1980s Hong Kong started to work with China on joint projects.'
'In 1997, Hong Kong reverted back to Chinese authority.'
'China's relations with America improved and trade developed.'
'In 1979 the USA gave full diplomatic recognition to the People's Republic.'
'Throughout the 1980s, China steadily increased her contacts with the rest of the world.'
'In 1986 Gorbachev suggested improving relations.'

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

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

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19 (a) Describe segregation in South Africa by 1945.

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

e.g. 'Membership of Parliament was restricted to white men.'
'Voting rights for non-white men in Cape Province were removed in 1936.'
'Extra-marital intercourse between a white person and a black person was illegal.'
'Black people were not allowed to buy or rent land outside their reservations.'
'Segregated housing existed in town and city areas.'
'It was thought that towns should be white areas only.'
'Every black male over 16 had to carry a pass.'
'Skilled jobs in mines were for white workers.'
'Educational opportunities were limited.'

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

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(b) Why did government action in relation to land ownership and farming result in segregation increasing before 1948?

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. 'Government action kept blacks as cheap labourers as the Acts of 1913 and 1936 limited the control of land by black people. This approach created segregation as black people worked for white people on the land and then returned to the overpopulated reserves.'

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

(One mark for each identification/description)

e.g. 'Black people could not own or rent land except in black reservations.'
'This was 13% of the land by 1936.'
'Share-cropping was banned.'
'Black people could only occupy white-owned land if they worked for the farmer.'
'Black people became cheap labour on large farms run by whites.'
'Black people were on the least productive land as low-paid manual workers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Black people were excluded.'

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

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(c) 'The success of the National Party in the 1948 election was achieved because of Afrikaner nationalism.' 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 year of the election coincided with a high point in the level of Afrikaner nationalism. This was expressed politically by them voting in the election for the Nationalist Party which had been formed in 1914 to represent the Afrikaner community.'
OR
e.g. 'The Second World War led to industrial expansion and the need for black workers who moved to the towns. They began to outnumber whites. The United Party government responded by relaxing some laws and regulations. Whites were unhappy and had to decide if Smuts or Malan had the best ideas for dealing with black people.'

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

(One mark for each point)

e.g. **Afrikaner nationalism** – '1948 was a high point in the level of Afrikaner nationalism.'
'Afrikaners had developed a sense of identity and togetherness.'
'They were aided by the Broederbond, a secret society.'
'They thought they were the people chosen to rule over blacks and other non-whites.'

Other reasons – 'The Second World War had an impact on segregation and white voters had to decide which party would have the best policy.'
'By 1948 Smuts was aged 78 and widely regarded as out of touch.'
'The United Party's policy on segregation was not liked by Afrikaners.'
'The Nationalist Party (Malan) advocated total segregation (apartheid).'

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

e.g. 'They voted for the best party.'

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

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20 (a) What was the impact of the government's Homelands policy?

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

e.g. 'It aimed to meet Verwoerd's vision of an all-white South Africa.'
'It created eight Bantustans.'
'The Bantustans were based on the original African homelands (reserves).'
'Each Bantustan was allocated to a particular ethnic group.'
'They were intended to be the homelands for all black people.'
'They were eventually intended to become self-governing.'
'Provided a way for the government to eject from white areas all black people who were not needed for the functioning of the economy.'
'The total area allocated was only 13% of the area of South Africa.'
'Much of the land was infertile.'
'Black people continued to live in squatter camps outside the cities.'
'By 1980, only just over half of those who should have lived in Bantustans did so.'

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

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(b) Why were events in Soweto in 1976 important in the fight against apartheid?

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 riots developed into a nationwide protest after the police shot a thirteen year old boy.'

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

(One mark for each identification/description)

e.g. 'News of the violence swept around the world.'
'It caused a threat to economic stability.'
'Thousands of Africans trained as guerrilla fighters.'
'Resistance to the apartheid state was more widespread and more violent.'
'It was a protest against government methods of education.'
'Many fled to join the ANC.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'People began to think differently.'

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

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(c) 'The United Nations was the most effective external opposition to apartheid after 1966.' 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 process of decolonisation changed the map of Africa increasing the number of independent nations attending the UN. By the 1970s, non-white members were in the majority. Not surprisingly, the UN was the first to condemn apartheid in 1952 with this condemnation growing stronger over the years.'
OR
e.g. 'Comprehensive sanctions were not enforced against South Africa because the international community was concerned about a double edged effect. The world economy depended on South Africa for essential minerals, whilst at the same time South Africa was the focus of investment for America, Japan and Europe. Some sanctions were imposed but these were limited with sport sanctions being as effective as any.'

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

(One mark for each point)

e.g. **UN** – 'The UN was the main mouthpiece for international criticism.'
'New independent states created a non-white majority.'
'The UN General Assembly (GA) passed annual resolutions since 1952 condemning apartheid.'
'By 1967 the GA had set up a special committee.'
'The UN produced publications to draw attention to the nature and effects of apartheid.'
'In 1973, the GA declared apartheid a 'crime against humanity'.'
'In 1977, the Security Council called for an arms embargo.'

Other – 'The 'Muldergate' scandal eventually brought down Prime Minister Vorster.'
'Some sanctions were imposed.'
'There was mounting criticism from within Africa and the Organisation for African Unity.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'External opposition tried to help.'

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

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21 (a) What benefits did Israel gain in 1967 from Dayan's military plans?

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

e.g. 'He played a key role in developing the war plan.'
'Dayan's plan for a pre-emptive air strike was a decisive factor in the Israeli victory.'
'He ordered the attack on the Golan Heights.'
'He ensured that the Israeli assault was speedy to cut off Egyptian forces in Sinai and Jordanian forces on the West Bank.'
'Both the Egyptians and the Jordanians accepted a ceasefire within three days.'

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

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(b) Why did Israel have good reason to fear attacks from its Arab neighbours from 1965 to 1967?

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. 'There were border skirmishes between Israelis and Palestinians following the creation of the PLO. Syria was becoming more violently anti-Israeli, being led by the Ba'ath Party. Syria had supported the PLO actions, participating in small-scale clashes. As the Palestinians were supported by the USSR there was fear of the situation escalating.'

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

(One mark for each identification/description)

e.g. 'Syria had supported PLO raids against Israel in 1965.'
'Syria had participated in small-scale clashes with Israel in the summer of 1966.'
'The Israelis anticipated a revenge attack after they had attacked Palestinian Arabs on the West Bank in November 1966.'
'Egypt and Syria had signed a mutual defence pact in November 1966.'
'In May 1967 large-scale Israeli troop movements were taking place close to the Syrian border and Nasser acted to support his ally.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was tension between the two sides.'

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

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(c) 'The USA was a more useful friend to Israel than the Soviet Union was to Egypt between 1954 and 1973.' 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. 'In October 1973, Egyptian and Syrian forces launched a surprise attack. It was the Jewish holiday of Yom Kippur and many Israeli forces were on holiday.' Israel was helped by the USA who supplied tanks to replace those destroyed in the surprise attack. President Nixon refused to broker a ceasefire until the territory lost was regained.'
OR
e.g. 'In 1967, the USSR passed on intelligence of the build-up of Israeli forces on the Syrian border. This resulted in Egypt going to war in support of its ally Syria. Was the USSR being helpful to Egypt as this information was false? Did the USSR use this for its own advantage to provoke a war in the Middle East at a time when the USA was distracted by Vietnam?'

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

(One mark for each point)

e.g. **USA–Israel** – 'The USA did not support the Israeli invasion of Egypt.'
'In 1957, support for non-communist regimes in the Middle East gave support to Israel's security.'
'Fear of communism spreading increased US spending on military loans.'
'President Johnson adopted a strong pro-Israeli policy agreeing major arms deals.'
'President Johnson gave support to protect its gains in the 1967 war.'
'The USA provided large numbers of tanks during the Yom Kippur War.'
'The USA played a key role in ending the war of 1973.'

Soviet Union–Egypt – 'Czechoslovakia, a Soviet ally, provided arms.'
'Links strengthened with the financial aid given for the Aswan Dam.'
'Diplomatic support was given during the Suez Crises.'
'In 1967 the USSR passed on intelligence of the build-up of Israeli forces on the Syrian border.'
'In the Yom Kippur War weapons from the USSR were used by Egypt.'
'The USSR helped to broker a cease-fire and bring the war to an end.'

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Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The USA gave good support.'

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

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22 (a) Describe two Palestinian terrorist actions aimed at capturing world attention.

Level 1 One mark for each terrorist action; additional mark for supporting detail (up to 3 marks for one action) [1–4]

e.g. 'Sept 1972 – Black September kidnapped 11 Israeli athletes at the Olympic Games. All the athletes were killed.' (2 marks)
'Sept 1970 – 4 planes hijacked and flown to Jordan where they were blown up.' (2 marks)

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

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(b) Why did the refugee crisis worsen after the Six-Day War of 1967?

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 Israeli policy of encouraging Jewish settlers was introduced to tie Gaza and the West Bank permanently to Israel. It was carried out by designating land in these territories as 'state land'. By the 1980s, half of the West Bank and a third of the Gaza Strip had been secured for Israel.'

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

(One mark for each identification/description)

e.g. 'Refugees fled from Sinai, Gaza, Jerusalem and the West Bank.'
'The Israelis won control of Palestinian lands and this resulted in refugees fleeing from their homes.'
'Israel encouraged Jewish settlers; this meant Arabs could not return to their homes.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Land changed hands.'

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

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(c) 'The PLO was ineffective in its attempts to promote the Palestinian cause.' 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. 'By their actions in the 1970s, the PLO became terrorists in the eyes of the Western press. An example of this occurred at the Munich Olympics when Black September kidnapped and killed 11 Israeli Olympic athletes. They failed to get the release of 200 of their comrades who were held in prison in Israel.'
OR
e.g. 'Their political fortunes improved in 1974 when the PLO was recognised by the Arab League as the 'sole representative of the Palestinian people'. That year, Arafat was allowed to address the UN General Assembly strengthening the Palestinian cause. A resolution passed by the UN the following year condemned Zionism.'

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

(One mark for each point)

e.g. **Ineffective** – 'By their actions in the 1970s, the PLO became terrorists in the eyes of the Western press.'
'Publicity was gained but demands for the release of prisoners failed.'
'PLO actions often resulted in Israeli revenge attacks.'
'Israel responded to the Intifada (1987) with an 'iron fist' policy.'
'The PLO did not always have the support of the Arab states.'

Effective – 'Actions by in the 1970s gained massive world publicity.'
'Arafat was allowed to address the UN.'
'At the UN they were backed by African and Asian states.'

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

e.g. 'It tried to make life better.'

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

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