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Cambridge International General Certificate of Secondary Education

HISTORY **0470/13**

Paper 1 **May/June 2016**

MARK SCHEME

Maximum Mark: 60

Published

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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1 (a) What did liberals want to achieve from the revolutions of 1848?

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

e.g. 'Liberals wanted less oppressive rule.'
'They did not want to be ruled by a foreign power.'
'They wanted Constitutional rule.'
'The Liberals wanted a say in how their country was governed.'
'They wanted freedom of speech.'
'They wanted freedom of the press.'
'They wanted the freedom to vote in elections.'
'They wanted the freedom to worship.'
'The Liberals wanted to be able to own land.'

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

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(b) Why did the Hungarian Revolution of 1848–49 fail?

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. 'Kossuth could see no room in the new Hungary for Croat or Slovak nationalism and that there was no question of them gaining their independence from Hungary. The Croats reacted angrily and there was an invasion into Magyar territory secretly supported by Austria.'

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

(One mark for each identification/description)

e.g. 'Kossuth excluded Croats and Slovaks.'
'Austria secretly supported the Croatians.'
'The Austrians asked Russia for help.'
'Russian involvement meant fighting a large army.'
'Kossuth's forces were not experienced.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Kossuth made mistakes about nationalism.'

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

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(c) How far was the issue of electoral reform the reason for revolution in France in 1848? 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. 'During Louis Philippe's reign, there was a growing middle class, but the lower bourgeoisie was refused the vote by Louis and his conservative ministers. This was despite the pressure from Reform Banquets demanding that the vote should be extended to the wealth creators of the country.'
OR
e.g. 'From 1846 to 1848, there had been a series of poor harvests causing high prices for food. There had been an economic crisis causing much unemployment and a widening pay gap. This caused civil unrest.'

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

(One mark for each point)

e.g. 'There was an economic crisis.'
'There were poor harvests.'
'Working conditions deteriorated.'
'The income gap widened.'
'There was a refusal to extend the franchise.'
'The Reform Banquets had a significant impact.'
'Louis Philippe had a 'laissez-faire' attitude.'
'Socialists and Bonapartists made up the opposition.'

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

e.g. 'The opposition was strong.'

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

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2 (a) What actions were taken by Cavour's government to strengthen the position of Piedmont–Sardinia industrially?

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

e.g. 'Large scale railway expansion.'
'Developed the canal network.'
'Developed the cotton industry.'
'Produced a fertiliser industry.'
'Produced agricultural machinery.'
'Commercialised the ports especially Genoa.'
'The government fostered free trade.'

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

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(b) Why did Garibaldi sail to Sicily in May 1860?

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. 'Garibaldi had joined the Young Italy Movement in 1833 with the intention of forming a free Italy devoid of foreign control. The risings in Messina and Palermo gave him the opportunity to capture Sicily and start the process of removing foreign influence, capturing Naples and Rome and securing the territory for Victor Emmanuel as the possible King of Italy.'

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

(One mark for each identification/description)

e.g. 'To liberate his homeland.'
'To capture Sicily.'
'To defeat the Neapolitan forces.'
'To gain territory for Victor Emmanuel.'
'To use as a base to capture Naples and Rome.'

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

e.g. 'To support the risings.'

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

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(c) 'Napoleon III of France was as important as Cavour to Italian unification.' 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. 'Napoleon made a secret agreement in 1858 to fight the Austrians in northern Italy if he was provoked. The resultant battles of Magenta and Solferino saw the French suffer large casualties when removing the Austrians from Lombardy.'
OR
e.g. 'Cavour built the Piedmontese army which was able to take part in the Crimean War. He encouraged the industrialisation of Piedmont and strengthened the transport communication and telegraph lines to help in times of war.'

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

(One mark for each point)

e.g. 'Cavour had the vision of a strong Northern Italy.'
'Cavour prepared Piedmont for war against Austria.'
'Cavour took his troops into the Crimean War to gain allies.'
'Napoleon risked his armies against the Austrians.'
'French troops suffered huge casualties.'

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

e.g. 'They both had important roles.'

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

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3 (a) Describe Bismarck's role in events leading to the Seven Weeks' War of 1866.

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

e.g. 'Bismarck picked an argument with Austria.'
'He did not agree with Austria on how to govern Schleswig–Holstein.'
'Bismarck offered Italy Venetia if Italy attacked Austria.'
'Bismarck hoped the Italians would pin down much of the Austrian army.'
'Bismarck met Napoleon III to get the promise of French neutrality in the event of an Austro-Prussian war.'
'Bismarck provoked a quarrel with Austria by marching Prussian troops into Austrian controlled Holstein.'
'Bismarck modernised his army.'
'Bismarck invested in Prussian industry to produce the weapons of war.'

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

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(b) Why was the North German Confederation established in 1867?

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 North German Confederation was formed by Prussia after the Austro-Prussian War. Prussia was victorious and wanted to destroy Austrian power within the Germanic states. Austria had always had control of the German Confederation ever since the founding in 1815. Prussia did not want Austria to have any future say in the future Germany.'

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

(One mark for each identification/description)

e.g. 'Prussia won the war.'
'Prussia wanted to remove Austrian power.'
'Prussia had suffered at Olmutz and this was an opportunity to upstage Austria.'
'It brought 22 states together under strong leadership.'
'It was the forerunner of the German Empire.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave Prussia control of northern Germany.'

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

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(c) Which was more to blame for the outbreak of war in July 1870: the Spanish succession or the Ems Telegram? 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. 'Benedetti, the French ambassador to Prussia, asked the King of Prussia to guarantee that no member of the Hohenzollern family would in the future put up to be a candidate for the Spanish throne. When Bismarck received a report from the King's secretary, he decided to edit the despatch making it seem that the King was abrupt in his refusal and Benedetti was more demanding. He released it to the French and Prussian press. The French demanded war.'
OR
e.g. 'Bismarck waited for an opportunity to fight the French. It was the lack of judgment of Napoleon in pursuing the Spanish candidature that gave Bismarck his opportunity.'

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

(One mark for each point)

e.g. 'Napoleon's lack of judgment resulted in war.'
'The Ems Telegram was the trigger for war.'
'Bismarck skilfully used the Spanish succession issue.'
'It was Bismarck's editing of the telegram which caused war.'
'Napoleon took the bait created by Bismarck.'

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

e.g. 'The telegram was the immediate reason for war.'

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

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4 (a) What actions did the Kaiser take between 1896 and 1902 that convinced Britain that Germany was becoming a threat?

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

e.g. 'In 1896, the Kaiser sent a telegram to Kruger, president of the Transvaal Republic.'
'The telegram congratulated the president on repelling the Jameson Raid.'
'It congratulated the Boers on defeating the British.'
'The appointment of Tirpitz in 1897 as Secretary of State for the Navy.'
'He suggested a rapid build-up of the German Navy.'
'He suggested Britain was the potential enemy in his 'Tirpitz Plan'.'
'The Plan suggested that the German Navy would be based in the North Sea.'
'In 1898, the Naval Act provided for 19 battleships and 8 cruisers.'
'In 1900, the second Naval Act provided for 38 battleships and 20 cruisers.'

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

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(b) Why did Germany want an overseas empire?

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. 'Kaiser Wilhelm II adopted Weltpolitik, which was to transform Germany into a global power through aggressive diplomacy, the development of a large navy, but especially through the acquisition of overseas colonies. Wilhelm's flamboyant Weltpolitik or world policy aimed at making German presence abroad commensurate with its industrial and military might.'

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

(One mark for each identification/description)

e.g. 'The Kaiser wanted to gain 'a place in the sun'.'
'It was part of his Weltpolitik.'
'A large empire would provide Germany with a market for its industries.'
'It would be a valuable source of raw materials.'
'It would increase Germany's wealth.'
'It would provide Germany with a status symbol.'
'The Kaiser was jealous of the British and French Empires.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It would show Germany's importance.'

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

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(c) 'The Moroccan Crisis of 1905–06 was more responsible for raising tension among the Great Powers than was the Moroccan Crisis of 1911.' 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 1905, the Kaiser wanted to test the strength of the Entente Cordiale, which had given France a free hand over Morocco. He tried to cause a split as he did not believe Britain would stand by France over Morocco. This created tension but also an embarrassing defeat for the Kaiser at Algeciras.'
OR
e.g. 'In 1911, Germany thought France was seizing power in Morocco and so sent a gunboat to the Port of Agadir. Britain thought Germany was trying to gain a naval base at Agadir. Tension rose as Britain supported its ally and threatened war if Germany did not withdraw.'

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

(One mark for each point)

e.g. 'Germany tested the Entente Cordiale.'
'The Algeciras Conference confirmed France's role in Morocco.'
'Germany was upset that only Austria supported it.'
'France responded to the Sultan of Morocco's request to crush riots.'
'Germany thought it was a French takeover.'
'Germany sent a gunboat to Agadir.'
'War was threatened by Britain.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both events increased tension between Britain, France and Germany.'

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

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5 (a) What was decided about the Saar in the Treaty of Versailles?

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

e.g. 'It would be taken away from Germany.'
'It would be administered by the League of Nations.'
'This would be for fifteen years.'
'After that time, a plebiscite would be held.'
'The plebiscite would decide whether it should go to France, Germany or remain under League control.'
'During the fifteen years, France would have control over the Saar's coalmines.'

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

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(b) Why was the Treaty of Sèvres renegotiated?

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 Treaty of Sèvres was severe on the Ottoman Empire, which was to lose control of many provinces and huge areas of land. This was unacceptable to the Turkish nationalists led by Mustafa Kemal, especially the loss of Smyrna to the hated Greeks. It led to a War of Turkish Independence and the overthrow of the Ottoman Sultan. As a result, the treaty was renegotiated at Lausanne.'

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

(One mark for each identification/description)

e.g. 'There was strong nationalistic feeling.'
'The Ottoman Sultan was overthrown by Mustafa Kemal Ataturk.'
'There was a Turkish War of Independence.'
'The signatories of the Treaty were stripped of their citizenship.'
'Mustafa Kemal drove the Greeks out of Smyrna.'
'Kemal saw the Dardanelles as being Turkish.'
'Kemal could not see why the ports should be 'free zones'.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many Turks did not like the conditions in the Treaty.'

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

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(c) 'The Germans had genuine grounds for complaint about the Treaty of Versailles.' 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 Treaty's terms were not harsh when compared with the Treaty of Brest Litovsk' which was imposed on Russia by Germany. Russia lost a third of its population and agricultural land and half its industry as well as a fine of 300 million gold roubles. Germany was getting a taste of its own medicine.'
OR
e.g. 'It was harsh on the ordinary German people whose standard of living suffered because of the severe reparations. The punishment should have been reserved for the rulers of Germany at the outbreak of war.'

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

(One mark for each point)

e.g. 'It was not fair because it was dictated.'
'It was fair because Germany had agreed to an armistice agreement.'
'It was not fair because of the severe reparations.'
'It was not as harsh as the treaty imposed on Russia by Germany.'
'It did not weaken the German economy as much as the Germans implied.'
'It was too harsh on the ordinary German people.'
'Germany's armed forces were left too depleted.'

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

e.g. 'The terms seemed fair to the Allies but not to the Germans.'

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

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6 (a) Describe the part played by the League in international humanitarian work.

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

e.g. 'It helped refugees and prisoners to return to their homelands after the War.'
'It helped 400 000 prisoners and refugees to return from Russia and Greece.'
'It set up a health organisation.'
'This tackled epidemics such as the typhus epidemic in Siberia.'
'It worked to defeat leprosy.'
'It attempted to exterminate mosquitoes to reduce malaria and yellow fever.'
'It tackled social issues such as freeing slaves in Sierra Leone.'
'It blacklisted international companies involved in illegal drug selling.'
'It tried to improve working conditions.'
'It banned poisonous white lead from paint.'
'It limited the working hours for young children.'

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

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(b) Why did the Japanese invasion of Manchuria weaken the League?

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 League was weakened by its slow reaction to the crisis. By the time that Lytton arrived in the Far East in April 1932, the invasion was a fait accompli and the Japanese were busy strengthening their hold on the province. The Assembly of the League finally voted on the Lytton Report eighteen months after the original Japanese action.'

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

(One mark for each identification/description)

e.g. 'The League looked weak by its lack of action.'
'It failed to act when faced with aggressive action taken by a strong country.'
'Hitler and Mussolini watched with interest as Japan got away with blatant aggression.'
'The League was not willing to use its military sanction.'
'The League seemed slow and bureaucratic.'
'The League appeared to be Eurocentric.'
'Without USA and USSR membership, economic sanctions were worthless.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Manchuria showed that the League was toothless.'

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

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(c) 'Ineffective sanctions were the main reason for the failure of the League in Abyssinia.' 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 League failed to ban coal and oil exports to Italy. It was thought the USA would not support the oil ban and Britain was worried that 30 000 coal miners would lose their jobs if there was a coal ban on exports to Italy. If the oil ban had taken place, the invasion would have stopped within a week.'
OR
e.g. 'The secret plan by the French and British foreign secretaries, Hoare and Laval, to give Mussolini two thirds of Abyssinia was leaked to the French press. It was seen as a blatant act of treachery against the League. It had totally undermined the League.'

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

(One mark for each point)

e.g. 'The League failed to ban coal and oil exports to Italy.'
'Britain and France failed to close the Suez Canal.'
'The Hoare–Laval Pact undermined the League.'
'Britain and France wanted Mussolini as an ally.'
'Britain failed to use its colonies bordering Abyssinia.'
'Self-interest on behalf of Britain and France caused a lack of serious action.'

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

e.g. 'Effective sanctions could have halted the invasion.'

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

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7 (a) What disagreements between the two superpowers were there at the Potsdam Conference?

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

e.g. 'There was no agreement over the future government of Poland.'
'Truman thought Stalin should honour the Yalta agreement of free elections in Poland.'
'Stalin would only recognise the Lublin Polish government.'
'Stalin would not acknowledge the authority of the Polish exiled government in London.'
'They disagreed over the future of Germany.'
'Stalin wanted to cripple Germany so it was not a future threat.'
'Truman and Attlee wanted Germany to be reconstructed.'
'Stalin wanted access to the industries of the Ruhr. This was rejected.'
'The USSR wanted to be involved in the war with Japan, but Truman rejected this idea.'

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

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(b) Why was there tension over Berlin in the years 1945–49?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Stalin felt that the USA's handling of West Berlin was provocative. He could do nothing about the reorganisation of the western zones or the new currency, but he felt he could drive the western powers out of West Berlin by blocking off all rail and road routes to the rest of western Germany. This resulted in increasing tension and the Western Allies Airlift.'

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

(One mark for each identification/description)

e.g. 'The Western Allies were seen as a threat inside the Soviet zone.'
'The Western Allies did not want to give total control of Berlin to the USSR.'
'The West could spy on Soviet activity behind the Iron Curtain.'
'Britain and the USA formed 'Bizonia' by combining their zones.'
'Marshall Aid was invested in the western zones of Berlin.'
'The Western Allies introduced a new currency without informing Stalin.'
'Stalin blockaded all rail and road routes into West Berlin.'
'The Western Allies produced an Airlift to supply West Berlin.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a symbol of the Cold War.'

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

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(c) How effective was the USSR's attempt to control Eastern Europe by 1948? 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 1947, Stalin set up COMINFORM to coordinate the work of the Communist Parties of Eastern Europe. Cominform regularly brought the leaders of each Communist Party to Moscow to be briefed by Stalin.'
OR
e.g. 'Marshall Tito had led wartime resistance to the Nazis. He was elected president in 1945 but he was determined to apply communism in his own way. He refused to take orders from Stalin and was expelled from Cominform in 1948.'

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

(One mark for each point)

e.g. 'Stalin had created a buffer zone of communist states by 1948.'
'Soviet control was from Stettin in the Baltic to Trieste in the Adriatic.'
'The elections held returned communist governments.'
'Poland, Hungary, Romania, Bulgaria and Czechoslovakia all became communist states by 1948.'
'An alliance of communist countries called COMINFORM was set up.'
'Tito would not agree to Soviet control of Yugoslavia.'
'Greece and Turkey were supported by the USA.'

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

e.g. 'There was an iron curtain protecting the USSR.'

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

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

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

e.g. 'There was much state control.'
'Censorship of the press.'
'A lack of freedom of speech.'
'The secret police had considerable powers.'
'There were no free elections.'
'Travelling abroad was restricted.'
'Farmers were told what to grow.'
'The restrictions on trade unions.'
'State control of industry.'

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

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(b) Why were people leaving East Berlin before 1960?

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 contrast was great in the divided city of Berlin. Living standards were tolerable in the East, but just a few hundred metres away in West Berlin, East Berliners could see some of the prize exhibits of capitalist West Germany, such as shops full of goods, great freedom, great wealth and great variety. The West had poured massive investment into West Berlin and this tempted many away from East Berlin.'

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

(One mark for each identification/description)

e.g. 'The quality of life was better in the West.'
'The regime was harsh in East Berlin.'
'The quality and range of goods was limited in East Berlin.'
'Marshall Aid was used to rebuild West Berlin.'
'Capitalism was more attractive than communism.'
'East Berliners could see West German lifestyle on television.'
'In the 1950s, East Berliners could travel into West Berlin and see the difference.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Life was not easy in East Berlin.'

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

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(c) How far were Gorbachev's policies of Glasnost and Perestroika responsible for the collapse of Soviet control over Eastern Europe? 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. 'Gorbachev's policies of promoting 'openness' through glasnost applied not only within Russia. He realised that Eastern Europe must be allowed to choose its own destiny. He made it clear that he would not stand in the way of attempts at democracy in Warsaw Pact countries.'
OR
e.g. 'The Solidarity movement showed that if people stood together against Soviet oppression it was difficult to deal with. In 1989 Polish anti-communists won a striking victory. This sparked peaceful anti-communist revolutions in Hungary, East Germany and Czechoslovakia.'

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

(One mark for each point)

e.g. 'Solidarity had a big impact on Soviet control.'
'The economy of the Soviet Union was failing.'
'Afghanistan was a significant issue.'
'Gorbachev's reforms caused decline.'
'The Red Army was withdrawn from communist countries.'

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

e.g. 'Gorbachev was responsible because he was in power.'

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

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9 (a) Describe Belgian resistance against the invading German army.

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

e.g. 'The Belgian Army was mobilised.'
'The Belgian government refused permission for the German Army to pass through Belgium.'
'There was fierce resistance from the Belgians.'
'The fighting to take Liège lasted eleven days.'
'Antwerp was laid siege to for twelve days.'
'The Belgian resistance slowed down the Schlieffen Plan.'
'The resistance created time for the BEF to land in France and then reach Mons.'
'Belgian forces helped to stop the 'race to the sea' by holding the area around Dixmude.'
'Belgian forces leaving Antwerp fought with British forces at the First Battle of Ypres.'
'The Schlieffen Plan was to reach Paris by mid-September, but it had not secured all Belgian territory until the end of October.'

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

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(b) Apart from Belgian resistance, why was the Schlieffen Plan not as successful as the Germans hoped?

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 Germans did not expect Britain to honour the treaty protecting Belgium's neutrality. The BEF, led by Sir John French, landed in France and met the advancing Germans at Mons. The small but professional force gave the Germans a nasty shock with their rapid and accurate fire inflicting heavy German casualties, but, more importantly, slowing the plan down.'

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

(One mark for each identification/description)

e.g. 'It did not keep to the timetable.'
'It did not take Paris.'
'The Germans did not expect the British to enter the war.'
'The BEF slowed down the German advance at Mons and Le Cateau.'
'The BEF inflicted heavy losses on the German front lines.'
'The Russians mobilised more quickly than expected.'
'The Germans had to transfer troops from the West to fight Russia.'
'German supplies of food and ammunition failed to keep up with the Army.'
'The French regrouped to save Paris after the failure of Plan 17.'
'Von Kluck changed the route of the original plan.'
'The Germans failed to secure the Channel ports.'
'The British and French worked together at the Marne to halt the Plan.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It failed in its main target.'

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

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(c) Which was more important in extending the war beyond the end of 1914: the Battle of the Marne or the First Battle of Ypres? 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 Battle of the Marne, fought jointly by British and French forces, saved Paris and halted the German advance. The counterattack pushed the Germans back to the River Aisne. Neither side could then advance, resulting in stalemate and a prolonging of the war.'
OR
e.g. 'The Germans took the decision to outflank the enemy and 'race to the sea'. The First Battle of Ypres resulted in the British forces holding ground and protecting the ports of Calais, Boulogne and Dunkirk. This meant reinforcements and supplies could continue to be sent from the English Channel ports.'

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

(One mark for each point)

e.g. 'The Battle of the Marne saved Paris.'
'The Battle of the Marne halted the Schlieffen Plan.'
'The Battle of the Marne pushed the German troops back to the River Aisne.'
'The effect of the Battle of the Marne was a two-front war.'
'The First Battle of Ypres halted the German 'race to the sea'.'
'Ypres meant the British kept control of the English Channel ports.'
'It meant equipment and reinforcements could be supplied to British forces.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both vital battles in keeping the Allies in the war.'

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

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10 (a) What did Ludendorff hope to achieve with his offensive of 1918?

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

e.g. 'To win the war.'
'To win the war before the end of the year.'
'To win before the full impact of the British blockade was felt.'
'To capture Paris.'
'To break through the Allied lines.'
'To defeat the Allies before the American troops arrived.'
'To draw Allied troops away from Flanders, where he hoped to launch a decisive campaign.'

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

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(b) Why was the German offensive of 1918 eventually unsuccessful?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The failure of Ludendorff's plan can be firmly placed within its initial success. By breaking out from the heavily fortified Hindenburg Line, the Germans changed the war from one of attrition into one of movement. This played into the hands of the Allies who had more tanks, men and aircraft.'

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

(One mark for each identification/description)

e.g. 'The German troops were not as good as those of 1914.'
'The discipline of the German troops was poor.'
'The German troops were badly fed and supplied.'
'The Germans had no reserves to call upon.'
'By July, there were over a million US troops in France.'
'The fighting became more mobile benefiting the Allies.'
'Influenza hit the German Army.'
'The Allies had an overwhelming superiority of shells and tanks.'
'Morale in the German Army was low with alcohol abuse and desertion being common.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Allied forces were larger and better equipped.'

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

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(c) 'The main reason Germany agreed to an armistice was the fear of an Allied invasion.' 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. 'At the end of September, Ludendorff and Hindenburg agreed that Germany had no choice but to ask for an armistice because of the likely destruction of the German Army and the invasion of Germany. By the start of November, German forces were in a state of permanent retreat.'
OR
e.g. 'The Germans signed an armistice to avoid a revolution at home. There were severe food shortages and much ill health. The German people were war weary. Ebert feared a Communist revolution.'

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

(One mark for each point)

e.g. 'To avoid revolution.'
'There were severe food shortages and ill health.'
'To take advantage of Wilson's Fourteen Points.'
'There was a fear of Germany being invaded.'
'Morale amongst German troops was very low.'
'The German Army was rapidly retreating.'
'The Central Powers were defeated.'
'There were mutinies at naval bases in Kiel and Wilhelmshaven.'
'With US forces, the Allies would only get stronger.'

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

e.g. 'There were severe problems for the Germans at home and at the front.'

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

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11 (a) Describe Hitler's role in the Nazi Party before 1929.

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

e.g. 'In 1919, Hitler was put in charge of propaganda and political ideas.'
'He was put in charge of organising meetings and public speaking.'
'Hitler was responsible for producing the 'Twenty Five Point' Programme.'
'In 1921, Hitler was made leader of the Party.'
'He adopted the swastika as the Party badge.'
'In 1921, he set up the SA, known as the brownshirts or stormtroopers.'
'In 1923, Hitler attempted the Munich Putsch.'
'In prison Hitler wrote Mein Kampf, outlining Nazi ideas for the future.'
'He realised the Nazis had to gain power democratically.'
'In 1924 he started to set up a network of local Nazi parties.'
'Hitler established the Hitler Youth movement.'
'In 1925 he set up the SS.'
'Hitler appointed Josef Goebbels to take charge of Nazi propaganda.'

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

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(b) Why did the popularity of the Nazi Party increase between 1929 and 1932?

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 was a powerful speaker and was years ahead of his time as a communicator. Despite failing to gain the presidency, his campaign raised his profile. He travelled by plane on a hectic tour of rallies all over Germany. He appeared as a dynamic man of the moment, the leader of a modern party with modern ideas. At the same time, he was able to appear to be a man of the people, understanding their problems.'

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

(One mark for each identification/description)

e.g. 'The Nazis had answers for the problems of the Depression.'
'The democratic parties could not get Germany back to work.'
'The Nazis had an answer for the rising unemployment.'
'The Nazis provided soup kitchens and hostels for the unemployed.'
'The Nazis promised to deal with the communists.'
'Many started to share Nazi fears and dislikes.'
'Hitler was increasingly a persuasive speaker at rallies.'
'The Nazi propaganda campaign was increasingly successful.'
'Traditional values and one leader became appealing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a failure of the democratic parties.'

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

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(c) 'The Night of the Long Knives was the most important reason Hitler was able to strengthen his control over Germany during 1933 and 1934.' 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. 'Senior army generals had heard that Rohm was in favour of merging the army with the SA under his leadership. This upset the generals but the effects of the Night of the Long Knives meant that the Army was no longer in any doubt that Hitler favoured them in preference to the SA. It gave Hitler the full support of the Army.'
OR
e.g. 'The Enabling Act gave Hitler the power to pass laws for four years without consulting the Reichstag. He was able to ban all other political parties making Germany a one-party state. It made Hitler a legal dictator.'

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

(One mark for each point)

e.g. 'The Emergency Decree after the Reichstag Fire gave Hitler new powers to crush opposition, especially the communists.'
'The Enabling Act made Hitler a legal dictator.'
'The banning of trade unions except the German Labour Front gave Hitler control over workers.'
'The Night of the Long Knives removed any rivals to Hitler.'
'With the death of Hindenburg, Hitler became Fuhrer.'
'The German armed forces swore an oath of loyalty to Hitler.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'During 1933–34, there was a deliberate effort to remove all opposition.'

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

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12 (a) What part did the secret police play in the running of Nazi Germany?

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

e.g. 'The Gestapo had sweeping powers to spy on citizens.'
'They tapped telephones.'
'They intercepted mail.'
'They used methods of persuasion on those who were unresponsive.'
'The Gestapo suppressed information about opposition activities.'
'They used information from a network of informers.'
'They could arrest citizens.'
'They could send people to concentration camps without trial.'

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

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(b) Why was Hitler popular with many Germans?

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 was popular because, when in power, he kept his promises which he had made during elections. He promised full employment, to rearm the country, to give Germany its pride back, to restore strong government and to defeat communism. He kept his word and was successful in achieving these promises.'

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

(One mark for each identification/description)

e.g. 'Hitler was a great orator.'
'He kept his promises.'
'He was a patriot.'
'He solved problems.'
'He provided strong government.'
'His propaganda machine built up his image.'
'He made Germany strong again.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler was a charismatic figure.'

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

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(c) 'Nazi Germany was a totalitarian state.' 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 political system was totally under the control of the Nazis. It was a one-party state under a strong and charismatic leader. The Gestapo ensured that any opposition would never be able to seriously threaten Nazi rule.'
OR
e.g. 'The Nazis never managed to control the Catholic Church which retained its independence even though individual priests were sent to concentration camps for speaking out against the regime.'

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

(One mark for each point)

e.g. 'In a totalitarian state the government controls all aspects of public and private life through terror and propaganda.'
'Nazi Germany was a one-party state.'
'The economy was mainly in the hands of private enterprise.'
'Nazi control over the mass media was almost complete.'
'Nazi control over society was extensive but not complete.'
'A significant minority of teenagers rebelled against being forced to conform.'
'The Nazis failed to control the Christian churches.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It aimed to be a totalitarian state.'

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

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13 (a) What problems faced the Provisional Government following the abdication of the Tsar?

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

e.g. 'The Government had to make the difficult decision of either removing Russia from the War or continuing with the War.'
'The Government inherited the demand for land reform.'
'The Government struggled to control the re-distribution of land.'
'It failed to stop the seizure of land by peasants.'
'The Government inherited the problems of food shortages and high prices.'
'There was considerable unemployment in the towns and cities.'
'The Petrograd Soviet exerted much power and the situation of 'dual power' undermined the Provisional Government's authority.'

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

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(b) Why did the Bolsheviks win the Civil War?

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 was a brilliant organiser. Despite having no military training, he proved an excellent commander of the new Bolshevik army, the Red Army. Trotsky promoted men based not on their class but on how well they did in combat. He was also a great motivator; he had his own armoured train and visited the Red Army at the front to boost morale.'

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

(One mark for each identification/description)

e.g. 'Trotsky's skill in leading the Red Army.'
'The Red Army was united and disciplined.'
'The ruthlessness of the Cheka.'
'The Whites did not work together.'
'The Whites were widely spread around the perimeter of Russia.'
'The Bolsheviks made sure the towns and armies were fed.'
'They took over the factories of Moscow and Petrograd.'
'The Bolsheviks made use of propaganda about White atrocities.'
'The Bolsheviks held a central position in Russia.'
'The Bolsheviks adopted War Communism which was very effective.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Most Russians saw the Bolsheviks as the lesser of two evils.'

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

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(c) How successful was the New Economic Policy? 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 NEP did give a boost to the economy resulting in improved production figures. People had an incentive to work and it led to many individuals becoming wealthy such as private traders and the kulaks.'
OR
e.g. 'The Party rank-and-file did not think the NEP was a success. It was not communism and many questioned why they had fought the Revolution and Civil War if capitalism was going to be re-introduced.'

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

(One mark for each point)

e.g. 'By 1926, production returned to 1913 levels.'
'Peasants benefited as there was better food distribution.'
''Nepmen' appeared – private traders who bought from the peasants and sold to the working classes.'
'Foreign trade encouraged links with other countries.'
'The policy was very uncommunist in style.'
'Industrial workers fared no better under the scheme.'
'The state still controlled heavy industry.'
'It was less harsh than War Communism.'

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

e.g. 'There was a general improvement in the economy.'

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

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14 (a) What were the benefits of Stalin's economic changes?

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

e.g. 'There were huge increases in coal and steel production.'
'By 1940, Russia produced 20% of the world's manufactured goods.'
'Women became a large part of the workforce.'
'Over a long period, agriculture output increased.'
'It helped Russia be stronger militarily.'
'It could produce the weapons of war, needed in the Second World War.'
'There was an increase in the standard of living by the late 1930s.'
'It helped create wealth to produce good health and educational schemes.'
'It transformed the way Russia worked.'
'Russia began to resemble the industrialised nations of Europe.'
'There were machines and chemicals in farming and new machinery in the factories.'

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

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(b) Why did the introduction of collectivisation not go smoothly for Stalin?

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 biggest obstacle for Stalin was the opposition of the kulaks who owned their own land. The kulaks simply refused outright to hand over their land and produce. Kulaks were arrested and sent to labour camps. In revenge, many kulaks burnt their crops and slaughtered their animals so that the Communists could not have them.'

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

(One mark for each identification/description)

e.g. 'The peasants disliked the fact that farms were under the control of the local Communist leader.'
'The peasants did not like growing flax for industry instead of grain to feed themselves.'
'The peasants were not familiar with new ideas and methods.'
'It was abandoning a way of life their ancestors had led for centuries.'
'The kulaks refused to hand over their land and produce.'
'There was chaos and famine in the countryside.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many peasants did not want to change their farming methods.'

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

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(c) 'Stalin's policies had a greater impact on ethnic minorities than on women.' 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. 'Stalin saw the pull of different nationalities as a barrier to the development of Russia. Stalin adopted 'Russification' and made the teaching of Russian in all schools as mandatory. He deported many ethnic minorities back to Asia and non-Russians were removed from positions of power.'
OR
e.g. 'Stalin wanted to increase his workforce and, therefore, he encouraged women to work. Stalin introduced policies to improve working conditions for women such as free health care, crèches at work and paid holidays. As a result, over 40% of industrial workers were women.'

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

(One mark for each point)

e.g. 'Women made up a significant part of the workforce.'
'Many women became doctors and engineers.'
'There were increased numbers of crèches so mothers could work.'
'Women faced discrimination in the workplace.'
'Stalin discouraged differing national identities.'
'Stalin adopted 'Russification'.'
'Different identities remained strong in rural areas.'

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

e.g. 'Stalin was more positive towards women than ethnic groups.'

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

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15 (a) What was the 'Red Scare' of 1919–20?

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

e.g. 'It was a fear of Communism or Bolshevism.'
'It was a fear of anarchist ideas being put into practice.'
'It was the fear of recent immigrants bringing these ideas from Eastern Europe, especially Russia.'
'When a series of strikes broke out in 1919, it confirmed the fears.'
'A series of bomb blasts in 1919 suggested a conspiracy against the state.'
'One blast damaged the home of the Attorney General, Mitchell Palmer.'
'Strikers were faced with lock-outs.'
'Suspected anarchists and communists were arrested and many deported.'

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

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(b) Why were Sacco and Vanzetti executed?

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. 'Sacco and Vanzetti were arrested on suspicion of armed robbery and murder. They were self-confessed anarchists and recent immigrants. Because of the Red Scare, the trial became less of a trial for murder, more of a trial of their radical ideas. Judge Thayer was prejudiced calling them 'those anarchist bastards' after their trial.'

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

(One mark for each identification/description)

e.g. 'Many saw a threat to traditional American life.'
'Many blamed new immigrants for this threat.'
'The Red Scare feared communists and anarchists.'
'The hysteria was stoked up by the press.'
'Sacco and Vanzetti were immigrants and anarchists.'
'They were executed on flimsy evidence.'
'They were executed because of a prejudiced judge.'
'Their trial was unjustly conducted.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Their appeals against the trial's verdict were unsuccessful.'

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

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(c) Which aspect of intolerance was more important: the actions of the Ku Klux Klan or the Monkey Trial? 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 Klan was the most extreme example of intolerance and racism. The Klan's hatred went wider than just black people. Catholics, Jews, foreigners, liberals and homosexuals were also targets. The most extreme forms of persecution included beating, mutilation and lynching.'
OR
e.g. 'Fundamentalist Christians in rural areas of the south believed in a literal interpretation of the Bible. The fundamentalists succeeded in outlawing the teaching of evolution in six states. John Scopes was found guilty of teaching evolution, but the fundamentalists lost the argument and were ridiculed.'

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

(One mark for each point)

e.g. 'The Ku Klux Klan was an extreme organisation.'
'It had 5 million followers in the mid '20s.'
'Many politicians, police and government officials belonged to the Klan.'
'Fundamentalists had managed to ban teaching evolution in six states.'
'Most states allowed the teaching of evolution.'
'The 'Monkey Trial' showed the weakness of the Fundamentalists.'

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

e.g. 'The Klan's actions led to physical violence.'

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

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16 (a) Describe life in a 'Hooverville'.

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

e.g. 'Residents searched for scrap metal and cardboard to reinforce their homes.'
'They would search for employment in the nearby town or city.'
'Some would resort to begging in the town.'
'They waited for the charity organisations to bring food and clothing.'
'They were dependent on soup kitchens and scavenging rubbish dumps for scraps of food.'
'They were dependent on local government relief schemes.'

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

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(b) Why did Hoover's dealings with the Bonus Marchers damage his attempt to be re-elected President in 1932?

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. 'Hoover damaged his chances of being re-elected by his actions and comments against the US ex-servicemen from the First World War, who wanted their war service bonus early. Hoover appointed General MacArthur to handle the situation. He used extreme violence including the use of tanks, machine guns and teargas. Two veterans were killed and over a thousand injured. Hoover publicly thanked God that the USA still knew how to deal with a mob.'

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

(One mark for each identification/description)

e.g. 'Hoover appeared heartless.'
'He took action against former US soldiers.'
'The action was very violent.'
'He overreacted.'
'Hoover would not admit he had failed to control MacArthur.'
'He considered the veterans a mob.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The sympathy was with the Bonus Marchers.'

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

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(c) How far could overproduction be blamed for the end of the economic boom? 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 1929, there were signs that American industries were producing more consumer goods than they could sell. The market for these goods was largely the rich and middle classes. By 1929, those who could afford consumer goods had already bought them.'
OR
e.g. 'In the past, American industry would have tried to export its surplus goods. The people in Europe, however, could not afford American goods. In addition, after nine years of American tariffs, Europe had put up its own tariffs to protect its industries.'

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

(One mark for each point)

e.g. 'The poor could not afford the consumer goods.'
'There was an uneven distribution of wealth in American society.'
'Saturation point had been reached by the well off with consumer goods.'
'Some older industries had been in decline by the mid '20s.'
'European markets were limited to American goods.'
'Many banks were in a precarious state.'
'Farmers were overproducing throughout the '20s.'

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

e.g. 'Mass production required mass consumption.'

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

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17 (a) What was the programme of 'thought reform' introduced by the Communist Party in 1951?

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

e.g. 'It was to follow Marxism-Leninism.'
'It was to remove liberalism and individualism.'
'School curricula were restructured.'
'Science and engineering were adapted to Soviet models.'
'Courses such as sociology, political science and economics were abolished.'
'It was a powerful propaganda programme.'
'It imposed doctrines and a mass conversion movement.'
'The programme was applied in universities, schools and colleges.'
'It applied in prisons, business and government offices and peasant organisations.'
'It expected absolute obedience to the Communist Party.'

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

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(b) Why was land reform introduced in 1950?

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. 'Agriculture had been dominated by wealthy landlords who controlled the lives of the peasants who worked for them. Mao and his Communist Party wanted to redistribute the land in line with communist principles, giving power and status to the peasants at the expense of the landlords.'

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

(One mark for each identification/description)

e.g. 'Mao wanted to give peasants land.'
'He wanted to carry out communist principles.'
'It was a reward to the peasants for their support of the Communists during the Civil War.'
'Mao wanted to punish landlords for excessive rent.'
'It made Mao popular with the peasants.'
'It removed a class of potential enemies to the Communist Party.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao had promised land reform.'

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

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(c) How effective were Mao's attempts to introduce social changes in China in the first fifteen years of Communism? 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. 'Mao banned arranged marriages and gave women equal rights. Women started to play a bigger role in society and equal rights had success in education, healthcare and employment. The government continually used posters and slogans to promote the position of women.'
OR
e.g. 'Despite improving the cleanliness of streets and reducing killer diseases such as cholera, typhoid and TB, Mao's health reforms were hampered by a serious shortage of doctors trained in Western medicine.'

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

(One mark for each point)

e.g. 'Mao's literacy campaign was highly successful.'
'People also received an education in Communism.'
'Every street set up a committee to tidy up rubbish and litter.'
'There was a great shortage of doctors.'
'All health care was free of charge.'
'Women were given equal rights.'

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

e.g. 'Rapid progress was made in health, education and equality.'

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

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18 (a) Describe Mao's use of propaganda.

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

e.g. 'Mao used mass media to spread simple messages to the people.'
'His most common means of propaganda was the poster.'
'These were used to spread the message of new policies.'
'They were used to legitimise his actions.'
'Mao followed the example of Stalin in being portrayed as a cult figure.'
'He was portrayed as the father of the nation.'
'Mao was shown in posters with Lenin and Stalin.'
'He was shown in posters leading the Cultural Revolution.'
'There were statues erected of Mao in many Chinese cities.'

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

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(b) Why did Mao think it necessary to introduce the Cultural Revolution?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'Mao thought it was necessary to preserve the true Communist ideology in the country by purging the remnants of capitalist and traditional elements from Chinese society and to re-impose Maoist thought as the dominant ideology within the Party.'

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

(One mark for each identification/description)

e.g. 'Mao thought that Chinese society was drifting away from true communism.'
'The retreat from the 'Great Leap Forward' had annoyed Mao.'
'Mao did not like the introduction of private businesses and private plots of land.'
'Mao blamed President Liu and wanted to remove him.'
'He needed to build up criticism of the government.'
'He felt he needed to re-impose his authority over the Party.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mao wanted to change society.'

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

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(c) 'The persecution of intellectuals was the most important impact of the Cultural Revolution on China.' 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. 'Millions were persecuted and identified as enemies of the state, especially teachers and university lecturers. They were beaten, imprisoned and tortured. Their property was seized and medical attention was denied.'
OR
e.g. 'The closure of schools and colleges meant that skills for the workplace were not taught. Some counties had illiteracy rates as high as 40% 20 years after the revolution. The elimination of qualified teachers meant chosen students had to re-educate the next generation.'

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

(One mark for each point)

e.g. 'Intellectuals were considered enemies of the state.'
'Severe punishments were imposed on intellectuals.'
'The literacy rate fell.'
'Traditional arts and ideas were discouraged.'
'Historical sites, artefacts and museum pieces were destroyed.'
'People were encouraged to question their parents and teachers.'
'Red Guards attacked foreigners and embassies.'

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

e.g. 'The Cultural Revolution created chaos in Chinese society.'

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

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19 (a) What were the main features of the Group Areas Act of 1950?

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

e.g. 'The whole of South Africa was divided into racial areas.'
'White people, Black people and Coloureds were to live in separate areas.'
'Those living in the 'wrong area' had to move.'
'Most of those in the 'wrong areas' were non-Whites.'
'The Act gave authority to the Minister of the Interior and the Group Area Board.'
'Once an area had been designated, it became legally effective one year later.'
'If a person remained in property in the 'wrong area' after one year, there was a penalty of up to two years imprisonment and a fine.'

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

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(b) Why was the Freedom Charter of 1955 important?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'The Congress declaring the Freedom Charter represented not only the ANC but most anti-apartheid groups. They demanded, through the Charter, an end to apartheid, the introduction of democracy, human rights, land reform and equality before the law. It set out a new vision for the future of South Africa.'

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

(One mark for each identification/description)

e.g. 'Anti-apartheid organisations worked together.'
'It was a new vision for the future.'
'The government declared it an act of treason.'
'The trial of anti-apartheid leaders lasted several years.'
'They were acquitted.'
'The trial took opposition leaders out of action for a long time.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It united the opposition.'

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

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(c) 'Apartheid impacted more on white than on non-white South Africans.' 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. 'White people became as prosperous as the professional and business classes of Europe and North America enjoying one of the highest standards of living in the world. They had substantial houses with swimming pools and were waited upon by black servants.'
OR
e.g. 'Non-whites did not share in the country's prosperity. They earned a tenth of the wages of white workers. The value of black mine workers was less in 1971 than it had been in 1911.'

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

(One mark for each point)

e.g. 'White people had an excellent standard of living.'
'White people had cars, houses, swimming pools, and servants.'
'White people had the best land, best schools and best medical facilities.'
'The non-Whites earned very little compared to white people.'
'There were restrictions on non-Whites' movements and housing.'
'The average age of death was 15 years shorter for non-Whites.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a case of the 'haves' and 'have-nots'.'

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

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20 (a) What security measures did the South African government introduce after 1966 to stamp out resistance to apartheid?

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

e.g. 'The Bureau of State Security was established to link the security branch of the police to the intelligence division of the army.'
'The State Security Council was established to advise the PM on security matters.'
'The Terrorism Act made terrorism a separate crime equal to treason.'
'The Act could carry the death penalty.'
'The receiving of military training could be considered under the Act.'
'The Internal Security Amendment Act allowed suspects to be detained without charge for a renewable twelve months.'
'Potential witnesses could be kept in solitary confinement for six months.'
'There was an increase in the defence budget being 20% of the national budget by 1978.'
'Every white man was conscripted into the army for two years.'
'The police and security services were armed.'

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

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(b) Why did economic sanctions against South Africa have only limited effect?

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 economic sanctions were half-hearted because the world economy depended upon South Africa for a broad range of essential minerals such as gold, platinum, chromium and vanadium. In addition, South Africa was also a major producer of diamonds, asbestos, coal, copper, iron, nickel and zinc.'

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

(One mark for each identification/description)

e.g. 'Comprehensive trade sanctions were not imposed.'
'The world economy depended on South Africa for minerals.'
'There was much Western and Japanese investment in South Africa.'
'Surrounding countries depended on South Africa's economy.'
'Many Western powers considered anti-apartheid groups as communist.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Countries were half-hearted over sanctions.'

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

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(c) How far did the prosperity of the South African economy improve people's lives in the period 1966–80? 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 White population benefited from the booming economy enjoying a rising standard of living, high standards of health care and increasing life expectancy. White farmers used subsidies to mechanise their farms and increase output.'
OR
e.g. 'Although wages did rise for Black workers during the 1970s, the workers were still paid a fraction of what a White worker earned for doing the same job. Unemployment amongst Black workers was high resulting in poverty, malnutrition and early death.'

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

(One mark for each point)

e.g. 'South Africa had a huge unequal distribution of wealth and income.'
'The main beneficiaries of the booming economy were the Whites.'
'The Afrikaner farmers received massive state support.'
'Black wages did rise in the 1970s.'
'A quarter of working Black people were unemployed in the 1970s.'
'Population density in the homelands was very high.'

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

e.g. 'The prosperity was not shared equally between Black and White people.'

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

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21 (a) What happened at the King David Hotel in July 1946?

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

e.g. 'There was an attack on the British administrative base in Palestine.'
'It was bombed.'
'Irgun was responsible.'
'It was a response to various British raids on militant Jewish groups.'
'Warnings were given but ignored.'
'A whole wing of the hotel was destroyed.'
'There were over 90 deaths.'
'Nearly 30 of the victims were British.'
'It was one of the reasons why the British handed the problem of Palestine over to the UN.'

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

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(b) Why did the Arabs believe that the creation of a homeland in Palestine was likely after 1945?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

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

e.g. 'When the war ended in 1945, the British announced that there would be no change in their policy in Palestine: that is, there would be no big increase in immigration and no separate Jewish state. This policy had been set down in a White Paper in 1939, which also declared that Britain wanted an independent Palestine within 10 years.'

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

(One mark for each identification/description)

e.g. 'In 1939, Britain gave up ideas of the partition of Palestine.'
'This was repeated in 1945.'
'Britain wanted limited Jewish immigration.'
'Britain had hoped for an independent Palestine.'
'Britain abandoned further late discussions on partition in 1944.'
'Lord Moyne, a British government minister, was murdered by a Jewish terrorist group and this confirmed the abandonment of partition.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It had been suggested before the war.'

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

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(c) 'The main reason the Palestinian Arabs rejected the UN partition plan was that many Arabs would be left in the Jewish homeland area.' 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. 'When the Plan was announced, tensions began to rise between the Arabs and Jews. Many Arabs pre-empted the agreement by leaving suggested Jewish areas. Fighting had broken out in numerous areas and many Arabs feared the worst if the UN Partition went through.'
OR
e.g. 'The Arabs rejected the Plan because it gave 55% of the Palestinian land to the Jews who only made up 30% of the population. Much of the land given to the Arabs was desert and unfit for farming.'

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

(One mark for each point)

e.g. 'The Arabs objected that the Jews would have the larger area.'
'The Arabs did not wish to give up any of their land.'
'The Arab territories would consist of three geographically separate areas.'
'Much of the Arab land was unfit for farming.'
'The Arabs did not have control over Jerusalem.'
'The Arabs thought the Western powers should find a home for the Jews elsewhere.'
'The bulk of Arab land had no access to the sea.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Arabs considered the whole Plan was unfair.'

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

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22 (a) What is 'Hamas'?

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

e.g. 'It is an Islamic Resistance Movement.'
'It was founded in 1987.'
'The founder was Sheikh Yassin.'
'It is a rival to the secular PLO.'
'It is considered a terrorist organisation by many Western countries.'
'It is not considered a terrorist organisation by Russia and China.'
'Hamas wants to liberate Palestine from Israel.'
'Its aim is to set up an Islamic state in the area that is now Israel, the West Bank and the Gaza Strip.'
'The military wing of Hamas has launched rocket attacks on Israel.'
'It has attempted to capture Israeli soldiers and carried out suicide bombings.'
'In 2006 it won the Palestinian parliamentary elections defeating Fatah.'
'Because Hamas refused to recognise the state of Israel, aid to the Palestinian areas was suspended by the US, UN, Russia and the European Union.'
'It continues to build tunnels to store weapons and to lead attacks across the Israeli border.'

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

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(b) Why had the United Nations been unable to secure a lasting peace in the Middle East by 1978?

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 had been an influx of former colonial states admitted to the UN. As a result, the General Assembly had passed many resolutions dealing with the 'Palestinian problem' or the refugee crisis. By contrast, the Security Council had displayed a reluctance to intervene on these issues, preferring to focus on conflict resolution. The different focus of the two bodies had undermined the UN's attempts to achieve peace.'

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

(One mark for each identification/description)

e.g. 'In the late '40s and '50s, neither side wanted lasting peace.'
'Israel would not fully accept Resolution 242.'
'Israel refused to withdraw from the Occupied Territories.'
'The intervention of the USA had reduced the UN's role.'
'The difference in focus of the General Assembly and the Security Council undermined attempts to achieve peace.'
'The UN had been accused of an anti-Israeli bias.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It could not get the Arabs and Israelis to agree.'

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

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(c) How successful have attempts at peacemaking in the Middle East from 1978 been? 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 Camp David talks led to the Treaty of Washington and peace between Israel and Egypt. Both countries recognised the other's right to exist. Sadat, Begin and Carter had struck a peace between two rivals.'
OR
e.g. 'The Palestinian problem has not been solved by the Oslo Accords or the 2000 Camp David talks. Both sides cannot control their extremists. The Israeli extremists believe they must retain the West Bank while extreme Palestinians believe that all of Palestine should be returned.'

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

(One mark for each point)

e.g. 'Egypt and Israel have had successful peace talks.'
'The control of Jerusalem is important to both Israelis and Palestinians.'
'Israel refuses to stop building in the Occupied Territories.'
'The USA acted as broker in Oslo and Camp David.'
'The USA is the only country which can force Israel to change course.'
'Hamas does not recognise Israel.'

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

e.g. 'Very little progress has been made between Israelis and Palestinians.'

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

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