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Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

Paper 1 **May/June 2017**

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 in ensuring 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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Question	Answer	Marks
1(a)	**Describe the actions of Cavour in the period leading up to the outbreak of war with Austria in 1859.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Cavour became Victor Emmanuel II's Prime Minister.' 'He continued reforms to strengthen Piedmont-Sardinia.' 'He improved communications – railways, roads, telegraph lines.' 'He encouraged the building of factories and scientifically improved farming.' 'He reformed the legal system.' 'The influence of the Catholic Church was reduced.' 'He attended the Peace Conference in Paris following the Crimean War.' 'Napoleon III and Cavour met at Plombières.' 'Cavour was to provoke the Austrians into declaring war.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
1(b)	**Why did Cavour resign in July 1859 following the truce Austria agreed at Villafranca?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Cavour felt he had been badly let down. He disliked the fact that Austria still controlled Venetia and was appalled with the supposed arrangement in Tuscany, Modena and Parma where provisional governments had been set up. He was also furious that he had not been consulted by Napoleon III over the ending of the war.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The agreement breached what was agreed secretly by Napoleon III and Cavour at Plombières.' 'Cavour had not gained Venetia.' 'Napoleon III did not consult his Piedmont (Cavour) allies.' 'Victor Emmanuel refused permission for Piedmont to continue the war against Austria.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Cavour was unhappy with Napoleon.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
1(c)	**How far did Cavour and Garibaldi differ in their aims and tactics? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Whilst both Cavour and Garibaldi were born in Piedmont and both played leading roles in the unification of Italy, they were contrasting figures. Cavour was a nobleman, politician and diplomat seeing that links with at least one other country (France) would be needed. Garibaldi was a soldier and leader of men seeing that it was necessary to undertake a military expedition to Sicily.' **OR** 'Although differing in tactics, both men in the end wanted to achieve unification and supported Victor Emmanuel.'	4–6

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Cavour</u> 'He knew that it was impossible for Italy to expel Austria without outside help.' 'He realised that Napoleon would not agree to unlimited expansion of Piedmont.' 'By the early 1860s he was still not convinced that a totally united Italy was possible.' 'He was seen as opposed to Garibaldi's plans for a united Italy.' 'He feared a revolution in favour of Garibaldi.' 'He organised an invasion of the Papal States.' <u>Garibaldi</u> 'His life was dominated by the thought of a united Italy.' 'He immediately wanted Rome, Venetia, Naples and Sicily as part of a united Italy.' 'He campaigned to liberate Rome from its French garrison.' 'He liberated Sicily and Naples.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The tactics of Cavour and Garibaldi were very different.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(a)	**What happened in Berlin during March 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'There was a demonstration by self-employed craftsmen about pay and working conditions.' 'Stones were thrown at troops who responded by opening fire.' 'Barricades were erected.' 'Street fighting took place.' 'The King's appearance on the balcony was loudly cheered.' 'Troops were ordered to clear the crowds but shots were fired.' 'Serious street fighting followed.' 'The King made a personal appeal for calm.' 'Troops were withdrawn as promised by the King.' 'The King appeared in the streets.' 'A series of reforms were granted.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(b)	**Why was the Frankfurt Parliament set up?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Throughout the 1840s many German states were under pressure from nationalist and liberal demonstrators wanting greater political representation and reform. The reformers recognised that a unified Germany with popular elections and a constitution would be the best way of guaranteeing political freedoms. The King was forced in 1848 to draft a constitution and to allow an elected parliament to meet and advise him. He agreed to this after witnessing increasing civil unrest on the streets of Prussia's capital city, Berlin.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'To placate the revolutionaries in Berlin.' 'To unite Germany under a national assembly.' 'To achieve unity and liberty by defining which states comprised Germany and the drafting of a constitution.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was a response to demands.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
2(c)	**'The Austro-Prussian War of 1866 made eventual German unification certain.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides More detailed explanation of one issue to be given two marks. e.g. 'The Treaty of Prague brought huge gains to Prussia. Austria was forced to withdraw from German affairs, leaving Prussian influence to dominate. Over 60% of all Germans were now part of the Prussia-dominated North German Confederation.' **OR** 'France had remained neutral in the war of 1866, hoping to mediate between the two combatants but the offer was declined by Bismarck. Napoleon III was stirring up demonstrations in Luxembourg. The Luxembourg crisis severely damaged Franco-German relations and Bismarck feared France might gain allies. War with France followed.'	4–6

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'The German Confederation was destroyed.' 'Austria had been defeated.' 'Austria was excluded from the new North German Confederation.' 'Austria had to withdraw from German affairs.' 'Bismarck offered acceptable and lenient peace terms to Austria.' 'Bismarck as leader of the new Confederation was responsible to the King of Prussia.' 'France was unhappy with the outcomes.' 'The Junker Party was concerned about the loss of Prussia's identity.' 'Bismarck goaded Napoleon into a declaration of war in 1870.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was not the war, it was the actions of Napoleon.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(a)	**What motivated European imperialism?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The exploration of hitherto unexplored territories.' 'The view that missionaries knew what was best for others and that they could stamp out 'evils'.' 'To keep a balance of power with competitors.' 'To encourage patriotism.' 'To benefit trade by gaining materials and food unobtainable at home.' 'To provide a market for home manufactured goods.' 'For strategic reasons such as coaling stations.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(b)	**Why was the Berlin Conference of 1884–85 important?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Little had happened to Africa by 1880 with the political map looking much the same as it had fifty years earlier. Five years later, parts of Africa had been acquired by European countries. To ensure that the colonisation moved orderly and peacefully the Conference was held. It was attended by 15 nations. By 1914 virtually all of Africa had been acquired by European countries.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Large areas of Africa were looking attractive to European countries.' 'The conference was held to ensure an orderly partition of Africa.' 'It agreed that 'effective occupation' was required.' 'To ensure free navigation along the Congo and Niger.' 'It agreed to prevent slavery.' 'It agreed that Africans were not to be exploited.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was to ensure fair distribution of land.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
3(c)	**'European imperialism in Africa was carried out peacefully.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country and were resented. They were often attacked. These uprisings were often crushed as if the colonial armies were dealing with animals not people. This happened with the Dervishes at the Battle of Adowa when Italy tried to take Abyssinia.' **OR** 'France prided itself on the way it tried to assimilate each of their territories into the French way of life, treating the people as equals.'	4–6
	Level 2 Identifies AND/OR describes One mark for each point. e.g. 'Uprisings were often crushed.' 'Imperialists were aggressors.' 'France was more peaceful.' 'Sometimes resulted in hatred of the imperialists.' (Boers)	2–3

Question	Answer	Marks
3(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'Imperialism was not peaceful.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(a)	**What were the main threats to peace in Europe at the beginning of the twentieth century?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The Kaiser wanted a 'place in the sun'.' 'Germany caused colonial rivalry.' 'The French were still annoyed about losing Alsace-Lorraine to Germany.' 'Germany had started to build up its navy.' 'The Triple Alliance existed.' 'Germany was a growing military power.' 'Germany's Weltpolitik policy.' 'The Kaiser's telegram of congratulations to Paul Kruger in the Transvaal.' 'Russia was becoming isolated.' 'The Kaiser's support for the Boers.' 'Dual Entente existed.' 'There was instability in the Balkans.' 'The Turkish Empire was disintegrating.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(b)	**Why was there a crisis over Morocco in 1911?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'In response to the actions of France over Morocco the Kaiser sent a gunboat to Agadir. The British feared that the Kaiser wanted to set up a naval base in the Mediterranean. The British fleet was prepared for war and warned Germany they would fight if France was pushed around.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Germany feared a French takeover of Morocco.' 'The Kaiser sent a gunboat to Agadir.' 'The Kaiser was trying to break the Entente Cordiale.' 'The Kaiser wanted compensation from France.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Germany was concerned about what France was doing.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
4(c)	**'Austria was more at fault than Serbia in causing war in 1914.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Austria was given a guarantee of German backing after the assassination. This made Austria feel secure to deal with the Serbian problem. Austria gave Serbia a ten-point ultimatum that the Serbs could not possibly accept. Austria refused them time to consider and declared war. This resulted in Russia mobilising. The Alliances came into play.' **OR** 'Serbia was becoming a powerful force in the Balkans. They were not about to give up their independence as demanded by Austria in the ultimatum. They were supported by Russia which had been humiliated in 1908 over Bosnia-Herzegovina and would not back down. Russia was moving closer to Britain and France and so Germany declared war on Russia.'	4–6

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Austria</u> 'Following the assassination Austria wanted to destroy the Black Hand.' 'The Kaiser gave Austria confidence through the 'blank cheque'.' 'On 23 July Austria delivered an ultimatum to Serbia.' 'On 28 July Austria declared war on Serbia.' 'Belgrade (capital of Serbia) shelled by Austria.' 'On 29 July Russia prepares to help Serbia against Austrian attack.' <u>Serbia</u> 'Nationalist groups from Serbia wanted to rise up against Austria-Hungary.' 'Archduke Franz Ferdinand was assassinated by the Serbian Black Hand.' 'Russian was supporting Serbia against Austria-Hungary.' 'Russia mobilised in support of Serbia.' 'Germany issued an ultimatum to Russia.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Serbia was acting in a threatening manner.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(a)	**What were the main aims of the League of Nations when it was set up in 1920?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'To achieve international peace.' 'To promote international co-operation.' 'To promote business / trade.' 'To encourage nations to disarm.' 'To improve living and working conditions worldwide.' 'To enforce the Treaty of Versailles.' 'To discourage aggression.' 'To solve disputes and crises.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(b)	**Why did the League not include some major powers when it was set up?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The United States refused to join the League. This was because a majority in the American Senate thought that the League would drag their country into future disputes and wars.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The USA refused to join.' 'Germany was not allowed to join.' 'Soviet Russia was not invited to join.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Some countries were not wanted.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
5(c)	**'The League of Nations was an effective organisation for preserving peace in the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides More detailed explanation of one issue to be given two marks. e.g. 'In Upper Silesia a plebiscite was held with British and French troops keeping order. The vote suggested it should be awarded to Germany despite rural parts voting in favour of Poland. Riots followed. The League suggested a partition, a decision which was accepted by both sides. The industrial areas came to Germany. The League safeguarded rail links and made arrangements for water and power supplies.' **OR** 'Vilna had been made the capital of newly created Lithuania. The city was seized by a Polish army. The League asked the Polish army to withdraw but it refused. The matter was passed to the Conference of Ambassadors. France refused to act against Poland, seeing them as a future ally.'	4–6

Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'The League was successful as there were no major conflicts.' 'It was effective in dealing with minor disputes.' 'It resolved the Aaland Island dispute.' 'It was effective in dealing with the problem in Upper Silesia.' 'The League was effective regarding Mosul.' 'The League resolved the dispute between Peru and Columbia.' 'The League resolved the dispute between Bolivia and Paraguay.' **OR** 'Difficult to judge as most of the great powers had little energy to pursue disputes.' 'The League was less effective in dealing with Bulgaria in 1925.' 'With regard to Vilna, the League was more like a passive bystander.' 'In relation to Corfu, the power of the League was undermined.' 'France made mutual assistance pacts without reference to the League.' 'Agreements including Locarno and Kellogg-Briand were made outside the League.' 'International disarmament failed.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was successful as countries were peaceful.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(a)	**What was the 'Greater Germany' that Hitler aimed to establish?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'All German speaking peoples to be brought into the Reich.' 'The frontiers of Germany would be extended to cover those areas where the population was predominantly German.' 'The increase in living space – lebensraum.' 'Countries involved would include Austria, Czechoslovakia, Poland and Soviet Russia.' 'To regain German land lost during the Treaty of Versailles.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(b)	**Why were Hitler's foreign policy actions in 1935–36 successful?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'In 1935 the League of Nations held the promised plebiscite in the Saar. The vote was an overwhelming success for Hitler with around 90% voting to return to German rule. This was a real morale booster for Hitler and was achieved by peaceful means.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Germany was no longer restricted by the League of Nations.' 'He continued to re-arm.' 'He re-introduced conscription.' 'He legally used the terms of the Treaty of Versailles (Saar).' 'Britain agreed a naval agreement.' 'Britain and France had no desire to go to war with Hitler.' 'Britain considered Hitler was 'going into his own backyard' over the Rhineland.' 'Hitler was successful in using new military tactics in the Spanish Civil War.' 'Britain and France were too preoccupied with the invasion of Abyssinia.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'He was not challenged by other countries.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
6(c)	**'The policy of appeasement made sense at the time.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides More detailed explanation of one issue to be given two marks. e.g. 'Britain and France were not ready to fight as they were militarily weak and were still coping with the impact of the Great Depression. Appeasement afforded them time for rearmament.' **OR** 'Appeasement was morally wrong. Hitler was a bully and by appeasing him they were giving in to a bully. They allowed Hitler to go unchallenged leaving Czechoslovakia to its fate. Appeasement was cowardly.'	4–6

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'It was popular as the people of Britain and France wanted peace.' 'It ensured that Germany remained a strong anti-Communist state.' 'It ensured that there was valuable time to rearm.' 'It allowed the harshness of Versailles to be rectified.' **OR** 'Appeasement was morally wrong.' 'It was based on a misjudgement that Hitler was rational.' 'It prevented Hitler being stopped.' 'It led to the Nazi-Soviet Pact.' 'It allowed Germany to grow more powerful.' 'Britain gave away a strong ally in Czechoslovakia.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was the wrong policy to follow as it gave opportunities for others.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(a)	**By 1956, what made Hungarians unhappy with Soviet control?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The country was run by the Hungarian Communist Party which only had 17% of the vote.' 'The prevention of freedom of speech.' 'Soviet control was repressive and strict.' 'There was censorship.' 'The Soviet secret police were hated.' 'They did not like Russian street signs.' 'Education was restricted.' 'Religion was banned for being subversive.' 'Industrial production and food were sent to Russia.' 'The standard of living dropped.' 'Food was in short supply.' 'The thousands of Russian troops in Hungary were unpopular. They had to pay for the troops.' 'They were unhappy with hard-line leaders – Rákosi and Gerö.' 'Political opponents were arrested / executed.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(b)	**Why were the Soviets concerned about events in Hungary in 1956?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Khrushchev was not prepared to accept Hungary leaving the Warsaw Pact to become a neutral country. He could accept some changes but not Hungarian neutrality. If Hungary left the Soviet bloc it was feared other countries might follow. The protective buffer of friendly countries built up by Stalin might fall apart leaving the Soviets exposed.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Nagy became leader.' 'Free elections were planned.' 'Law courts were to become impartial.' 'Soviet influence on daily life was to be reduced.' 'There was concern over the demand for the withdrawal of the Soviet army.' 'Nagy wanted Hungary to leave the Warsaw Pact.' 'Nagy wanted to restore farmland to private ownership.' 'There was a fear of revolution spreading to other Warsaw Pact countries.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They thought it would put them under threat.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
7(c)	**'The Berlin Wall was built in 1961 to prevent mass migration.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The erection of the wall by the East was to prevent the mass movement of people from East to West. Nearly 2.6 million East Germans had left for West Berlin or West Germany between 1949 and 1961. Many were skilled people who were needed in East Germany.' **OR** 'Politically the mass numbers leaving the communist regime made it look unpopular. In the context of the Cold War this was negative propaganda as they competed with the capitalist West. Enemies of Communism were arguing that life must be so bad they had to be walled in to prevent people escaping.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'It was built to prevent the educated young people of the East moving to the West.' 'It was to ensure the East did not lose its skilled workforce.' 'To stop the impression that life was better under capitalism.' 'It was built to end free access to the West.'	2–3

Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'It was built to show a clear boundary.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(a)	**Describe how Saddam Hussein dealt with the Kurds between 1987 and 1991.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'He dealt with them harshly/ruthlessly.' 'He destroyed villages and towns.' 'He killed thousands.' 'He used mustard gas and cyanide.' 'Displaced over a million people.' 'He used concentration camps.' 'One of the worst examples was against the town of Halabja where Iraqi planes spread poisonous gas killing 5000 and injuring 10 000.' 'He sent Kurds into exile.' 'He attempted to eradicate the Kurds.' 'He did not recognise Kurdistan.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(b)	**Why was Saddam Hussein able to become President of Iraq in 1979?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'As President Bakr grew older and suffered from increasing health problems, Saddam became ruler of Iraq in all but name. In 1979, amid circumstances that almost certainly involved threats and bullying, Bakr was encouraged to resign in favour of Saddam who achieved the Presidency in a final bloodless move.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'He had been able to remove any who posed a threat.' 'He was supported by individuals in the Revolutionary Command.' 'He had shown he could deal with foreign issues.' 'He had improved the lives of ordinary people.' 'The aging, ailing President Bakr was encouraged to resign.' 'He used his influence to appoint family and friends to important positions.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'He was a master of political cunning.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
8(c)	**'The Iran–Iraq War of 1980–88 was a success for Iraq.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Saddam Hussein claimed that it had been a glorious victory for Iraq. He had halted the spread of the Islamic Revolution that had affected Iran. He had prevented Khomeini from toppling his regime and an imposing monument was erected in Baghdad to recognise his achievement.' **OR** 'Economic damage was considerable. Iraq had been transformed from one of the richest countries in the world to a bankrupt state. It owed billions in foreign debt and annual oil revenues had more than halved. Investment in social projects such as housing, schools and hospitals had to make way for austerity.'	4–6

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Successful for Iraq</u> 'According to Saddam, it was a glorious victory.' 'The spread of Islamic Revolution had been halted.' 'His regime remained in power.' **OR** <u>Unsuccessful for Iraq</u> 'Neither side achieved its war aims.' 'Both sides suffered casualties.' 'Iraq suffered economically.' 'Living standards fell.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'No, there were no winners.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(a)	**Describe what happened at Mons in August 1914.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The BEF went into action.' 'The BEF stumbled into the Germans near to the town of Mons.' 'The BEF met the Schlieffen Plan in action.' 'The BEF rifle fire was fast and accurate.' 'The Germans thought the BEF had many machine guns.' 'The Germans suffered heavy casualties.' 'The BEF was heavily outnumbered and had to retreat.' 'The BEF actions further delayed the German advance.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(b)	**Why was the battle of the Marne in September 1914 important?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Germans had to pull 100 000 troops out of the army advancing on Paris because the Russians had mobilised far more quickly than was expected. The German Commander decided he could not follow the Plan and marched straight towards Paris. The German troops were underfed and exhausted. The combined British and French forces stopped the advance.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Paris was under threat.' 'It saved France from defeat.' 'The Schlieffen Plan was in ruins.' 'Transport was used to move the French troops quickly.' 'German forces still remained in France.' 'Trenches were dug.' 'Germany was now caught up in a two-front war.' 'It brought the start of the 'race to the sea'.' 'It meant war would continue after 1914.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It showed the difficulties of fighting.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
9(c)	**'The most important aspect of the Schlieffen Plan was that France would be defeated quickly.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The plan was to concentrate on knocking France out of the war quickly. The main French armies would be expecting a German attack through Alsace-Lorraine. Instead, the Germans intended to invade through Holland, Belgium and Luxembourg, take Paris and encircle the French armies. This was achieved within six weeks. This was the time it was thought the Russians would take to mobilise.' **OR** 'The Plan needed to be executed speedily and against little opposition. It was not thought that Belgium would offer stern resistance and that Britain would not enter the war at this stage. If France was defeated quickly, Britain and Russia would not fight.'	4–6
9(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'The Plan was for Germany to invade France through Belgium, Holland and Luxembourg with 90% of their forces.' 'Once France was defeated the Germans would fight Russia.' 'It would take Russia six weeks to fully mobilise.' 'Britain would not immediately join the conflict.' 'The Plan was changed to avoid Holland.' 'It was anticipated Belgium would not resist.'	2–3

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Question	Answer	Marks
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Plan needed to be implemented properly.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(a)	**What was the Hindenburg Line?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was a German defensive position.' 'It was built during the winter of 1916–17.' 'It was on the Western Front.' 'It ran from Arras to Laffaux.' 'It was meant to provide an impregnable German position.' 'It was to counter anticipated increasing Anglo-French attacks in 1917.' 'It was built as a precaution rather than part of a policy of withdrawal.' 'It was a heavily fortified defensive position.' 'It featured concrete bunkers, fortified villages, underground tunnels, all of which were protected by barbed wire.' 'Leaving its security would change the war from a war of attrition to one of movement.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
10(b)	**Why were events at Amiens in August 1918 significant?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'In early August the Allies hit back against the Germans. A combined army burst through the German defences and forced the Germans to retreat. In thick fog, around 400 000 Germans were captured together with around 400 field guns. With losses like this the German morale was destroyed. They could not possibly fight on as there were no reserves and what remained of Ludendorff's army was steadily driven back.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was the turning point of the war on the Western Front.' 'It was a combined Allied infantry, artillery, tank and air offensive based on precise intelligence.' 'It resulted in an advance of 8 miles.' 'Ludendorff called it the 'black day' of the German army.' 'Large numbers (400 000) of Germans were taken prisoner.' 'Around 400 German field guns were captured.' 'Over 500 tanks were used.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The end of the war came closer.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
10(c)	**'Germany signed the Armistice because of the increasing impact of the British naval blockade.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The British had been blockading German ports since 1914. By 1918, civilians and industry were experiencing severe shortages. Many Germans were facing severe food shortages causing malnutrition and ill-health. The German people lost some of their will to fight the war.' **OR** 'The decision to surrender and sign an armistice was influenced by events. Failure to do so would likely result in the destruction of the German army and the invasion of Germany. By that time the German forces were in a state of permanent retreat and morale had all but collapsed.'	4–6

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'They signed because Germany was threatened by revolution.' 'The British naval blockade was bringing shortages of food.' 'Germany wanted to take advantage of Wilson's Fourteen Points.' 'Germany feared destruction of their army and a resulting invasion.' 'Defeat in the war was inevitable.' 'The Central Powers were defeated.' 'There were mutinies in the navy.' 'Riots broke out across Germany.' 'The impact of the USA's entry into the war.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They signed because they were losing.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(a)	**In what ways was the Nazi Party affected by the Munich Putsch?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The Party leader, Hitler, was put in prison/arrested.' 'Nazis were killed.' 'Hitler's violence put people off supporting them.' 'At his trial, Hitler gained national publicity.' 'He wrote 'Mein Kampf' whilst in prison.' 'Whilst in prison, Hitler realised power could not be achieved by the use of violence.' 'The Nazi Party was banned and so could not campaign.' 'Hitler realised he needed to achieve power by constitutional means.' 'Hitler realised that the Nazi Party needed to develop and expand its organisation.' 'Hitler realised that the Nazis needed to contest seats at general elections.' 'The Nazis needed to build up a powerbase in the Reichstag.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
11(b)	**Why was the Reichstag Fire important for Hitler?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Following the burning down of the Reichstag, Hitler immediately claimed it was proof of a Communist plot. He persuaded Hindenburg to issue an emergency decree which allowed the police to arrest Communists, thus removing a threat to his quest to consolidate his power.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Hitler claimed it was proof of a Communist plot against the state.' 'Hitler took the opportunity to whip up public fear against Communists.' 'One theory was the fire was started by the Nazis so as to be able to blame the Communists.' 'It gave him the opportunity to persuade President Hindenburg to issue an emergency decree.' 'The decree curbed personal freedoms and increased police powers.' 'It gave the opportunity to arrest Communists and thus remove a threat to the Nazis.' 'He was able to ban the Communist Party.' 'He closed down Communist newspapers.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It gave an opportunity for Hitler to become stronger.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
11(c)	**'The use of mass rallies was the main reason the Nazis were able to increase support up to 1932.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Nazi calendar was filled with special anniversaries which provided opportunities for celebration through marches, parades, torch-lit processions, speeches and pageantry. The most spectacular was at Nuremberg in September. These rallies emphasised power, control and order and brought colour to people's lives.' **OR** 'The work on propaganda by Goebbels gained the Nazis support. He organised poster campaigns with simple slogans to highlight Nazi ideas to solve Germany's problems. He edited a network of Nazi newspapers and he gave speeches which were almost equal to Hitler's in their appeal to many Germans.'	4–6

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Rallies</u> 'The most spectacular rallies were at Nuremburg. These were torch-lit processions, speeches and pageantry.' 'Uniforms were worn.' 'They were colourful and exciting.' 'Hitler spoke at them.' <u>Other reasons</u> 'The Nazis had a series of newspapers across the country.' 'Hitler was a great orator.' 'The Nazis produced films to present their ideals and values.' 'Goebbels organised a propaganda campaign.' 'The Nazis had ideas for dealing with unemployment.' 'The Nazis had answers for the problems of the Depression.' 'The SA and SS gave the impression of order and discipline.' 'Many supported the Nazis because they opposed the Communists.' 'The Nazis organised soup kitchens.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Messages about Hitler were given.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(a)	**Describe the experiences gained from membership of the Hitler Youth.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Boys were given basic military training and discipline.' 'Examples such as drill, camp craft, map reading and cleaning a rifle.' 'Members experienced fitness activities.' 'Examples such as athletics, cross country running, camping, hiking and trekking.' 'Political indoctrination was experienced.' 'Examples such as loyalty to Hitler, the evils of Jewry, the injustices of the Treaty and the impact of Communism.' 'Girls were prepared for motherhood.' 'They were taught cooking, sewing and managing the household budget.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(b)	**Why was the education of young people in German schools changed by the Nazis?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'All pupils had to learn about the history of Germany and how weak government and the Jews were responsible for the punishing Treaty of Versailles. This was to ensure that true Nazis were created. They would be encouraged to hate Jews and look to a strong government – the Nazis.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'All German schools were now run by the Nazi state.' 'Teachers had to give a loyalty oath to Hitler.' 'The curriculum was changed to ensure Nazi ideas and racial beliefs were reflected in the teaching.' 'Religious education was removed from the curriculum.' 'Greater emphasis was placed on sport and physical education.' 'To produce loyal Nazis.' 'To produce loyalty towards Hitler.' 'To increase hostility towards Jews.' 'To make pupils fitter.' 'To prepare boys for the army.' 'To prepare girls for motherhood.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'To ensure support for the Nazis.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
12(c)	**How successful were Nazi policies for German industrial workers? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how successful' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The 'Strength through Joy' programme was to provide opportunities to improve leisure activities for low-paid workers. It subsidised sea cruises, holidays, built health resorts and spas and ran coach tours. It also provided cheap sports facilities such as sailing and skiing.' **OR** 'The idea to encourage people to save to buy their own Volkswagen was a con trick. By the time war broke out in September 1939, not a single customer had taken delivery of a car. The factory was converted to war production and none of the money paid in advance was refunded.'	4–6

Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Successes</u> 'Unemployed men were used to build roads, autobahns, houses, hospitals and schools.' 'Conscription was re-introduced.' 'The 'Beauty of Labour' organisation improved working conditions.' 'The 'Strength through Joy' programme provided opportunities to improve leisure activities for low-paid workers.' <u>Limitations</u> 'Married women were encouraged to give up their jobs.' 'Jobs were created by the idea of self-sufficiency.' 'Labour Service Corps were used.' 'Jews were driven out of their jobs.' 'The 'own a Volkswagen' was a con trick.' 'The cost of living increased.' 'Trade unions were banned.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Not all were successful.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(a)	**What were Soviets?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'A workers' council.' 'They were elected.' 'They were set up in all industrial cities.' 'They were often organised at factory level.' 'An example was the Petrograd Soviet.' 'A representative body for workers.' 'Aim to get what the people wanted – bread, peace, land.' 'Often made up of Bolsheviks, Mensheviks, Communists, soldiers and sailors.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(b)	**Why was the Kornilov Affair important?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Provisional Government were failing with the people turning to the promises of Lenin. Kerensky of the PG appointed Kornilov as the Supreme Commander of the armed forces. He authorised him to impose order in Petrograd. Kornilov with popular and military support was marching on the capital. Kerensky panicked as he was uncertain of support from his own army generals and was forced to ask his Bolshevik opponents for help.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Kornilov tried to seize power.' 'He wanted to get rid of the Bolsheviks and the Provisional Government.' 'Kerensky's troops were no match for those of Kornilov.' 'Kerensky used the Bolsheviks to defend Petrograd against Kornilov's troops.' 'Bolshevik activists persuaded Kornilov's troops to desert.' 'The Bolsheviks organised an army called the Red Guard.' 'Kerensky armed the Bolsheviks.' 'The Bolsheviks kept their arms after the defeat of Kornilov.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It showed weaknesses.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
13(c)	**'The Provisional Government was overthrown because it did not carry out land reform.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The failure to deal with land reform made politicians appear to be failing to understand the poor or be willing to meet their needs. The PG wanted to keep within the law and was waiting for an election to be held. This delayed an urgent problem in the eyes of the peasants.' **OR** 'Food shortages, unemployment and high prices had brought about the downfall of the Tsar and remained an issue. Grain seizures continued in order to feed the troops, leaving citizens facing famine. What food did remain available was expensive.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. <u>Land reform</u> 'The Provisional Government failed to control the peasants and their actions over land ownership.' 'The PG failed to realise the distribution of land was an urgent problem.' <u>Other reasons</u> 'It was overthrown because it continued with the First World War.' 'It was not helped with the situation of 'dual power' caused by the existence of the Petrograd Soviet.' 'Many Russian citizens were unhappy as they lacked the basics to live.'	2–3

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Question	Answer	Marks
13(c)	**Level 1 General answer lacking specific contextual knowledge** e.g. 'The Provisional Government did very little.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(a)	**What was the impact of Stalin's rule on women?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'The role of women was seen as crucial.' 'In theory, they were seen as equal to men.' 'They would have to play their part in any dramatic economic change planned by Stalin.' 'To increase the population, he introduced a new family law.' 'He made divorce more difficult.' 'He made abortion illegal.' 'He gave tax breaks for families having more children.' 'He produced incentives in the work place.' 'These included free health care, accident insurance, an increased number of crèches and paid holidays.' 'By 1939 women made up a significant part of the work force (55%).' 'Women held lower positions in the workplace.' 'Women still faced discrimination.' 'Women did not hold high positions in the Party.' 'Women still had to run homes as well as work.' 'In practice, equality did not exist.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	**Why did Stalin discourage differing national identities within the Soviet Union?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Stalin's approach to differing national identities was to discourage rather than encourage. Stalin saw the pull of different nationalities as a barrier to the development of Russia and therefore sought to unite all who lived in Russia with a series of measures designed to bring all in line. The approach was called Russification. Stalin wanted people not to see themselves as Russian or Ukrainian but as citizens of the Soviet Union.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'He saw them as a barrier to the development of Russia.' 'He wanted all people to see themselves as Russian.' 'He had little time for nationalist feelings.' 'He was more concerned with control and obedience.' 'Stalin did not trust them or he held long standing prejudices. For example, Jews still suffered discrimination.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'He wanted total control.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
14(c)	**How successful was Stalin's policy of collectivisation? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The size of farms was increased so that tractors, fertilisers and other modern methods could be used to increase the amount produced. This was often used to sell abroad to make money to help fund the industrialisation programme.' **OR** 'The countryside was in chaos. Peasants were unfamiliar with new ideas and methods. There was much bitterness as starving peasants watched Communist officials sending food for export. Food production fell and there was a famine in 1932–33 with millions dying.'	4–6

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Successful</u> 'By 1941 almost all agricultural land was organised under the collective system.' 'Amounts exported to fund economic changes increased significantly.' 'State-provided machinery increased efficiency.' 'By 1934 there were no kulaks left.' <u>Unsuccessful</u> 'The peasants did not like being made to change their way of life.' 'The government had to deal with opposition from the kulaks.' 'Peasants were unfamiliar with the new ideas and methods.' 'There was a famine in 1932–33.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was not successful as he did not think it through.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(a)	**What was Prohibition?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was introduced by the 18th Amendment.' 'It made the manufacture, transport and selling of alcoholic drinks illegal.' 'An alcoholic drink was defined as having more than 0.5% alcohol.' 'It was enforced through the Volstead Act of 1919.' 'It lasted until 1933 / Roosevelt repealed it.' 'It was repealed by the 21st Amendment.' 'A period in the 1920s.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
15(b)	**Why did Prohibition fail?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'In order to clamp down on illegal manufacture and trading, the government appointed several thousand enforcement agents. However, there were too few and they were poorly paid and therefore vulnerable to the threats and bribes made by criminal gangs. Nearly 10% of agents were sacked for taking bribes.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Speakeasies made alcohol readily available.' 'People made their own alcoholic drinks known as 'moonshine'.' 'Deaths increased from 'moonshine'.' 'It proved impossible to prevent alcohol being smuggled into America.' 'Prohibition boosted crime.' 'Enforcement agents were ineffective.' 'It increased bribery and corruption.' 'Reintroducing production would create jobs.' 'Vast amounts of money were being spent on enforcement.' 'People were not willing to obey the law.' 'Money could be raised through taxation.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It failed because it was not liked.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
15(c)	**To what extent was the USA an intolerant society in the 1920s? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'to what extent' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans. They hated anyone who was not white.' **OR** 'Life for women changed. Contraception reduced the size of families and labour saving devices allowed more women to work, making them financially independent. This financial independence allowed a change in the traditional restrictive role. Women wore more daring clothes. They smoked in public and went out with men, without a chaperone.'	4–6

Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'There was the Red Scare.' 'Attitudes towards immigrants and immigration were harsh.' 'The Ku Klux Klan fuelled hatred.' 'There was discrimination against Black Americans.' 'The Sacco and Vanzetti trial showed hatred against foreigners.' 'Prohibition showed intolerance towards those who wished to drink alcohol.' 'Women had greater freedom.' 'Attitudes towards sex and contraception were changing.' 'New tastes in entertainment were growing.' 'The Monkey Trials showed a lack of tolerance.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'America was extremely intolerant.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(a)	**What was the Wall Street Crash?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'When the Wall Street stock market went into free fall.' 'When investors sold their shares.' 'There was a panic to sell shares.' 'It took place in 1929.' 'When the American financial markets got into difficulty.' 'When banks began to go bust.' 'When the American economy collapsed.' 'One cause of the Great Depression.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(b)	**Why did the Crash cause many US citizens severe financial difficulties?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Many faced eviction from their home because they had lost their job. They were reduced to sleeping on park benches or living in what were known as shanty towns in a tent, makeshift huts of scrap metal or cardboard boxes. They did not have welfare benefits to help them.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Money was lost by those who were speculating on the stock market.' 'Unemployment began to rise.' 'They were unable to pay household bills.' 'They did not have money for food.' 'Farmers could not afford to pay bills.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Many citizens did not have money.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
16(c)	**'Hoover was responsible for his own downfall.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Hoover was against the federal government providing welfare support for the unemployed as he thought it would undermine the American values of self-help and rugged individualism. This gave the impression he was unsympathetic and indifferent to the human side of the Depression.' **OR** 'Roosevelt as Governor of New York State had organised schemes to help the elderly and unemployed. This gave him the reputation for understanding the plight of the poor and for trying to take action.'	4–6

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Hoover</u> 'He believed it was just a normal business downturn.' 'He insisted that prosperity was 'just around the corner'.' 'He tried to protect US trade by the introduction of tariffs.' 'He blocked the Garner-Wagner Relief Bill.' 'He believed social security was not the responsibility of government.' 'His reputation was badly damaged by the events relating to the bonus marchers.' <u>Roosevelt</u> 'He already had a reputation for helping those in need.' 'He gave confidence to Americans.' 'His 'new deal' election campaign was seen as very positive.' 'He went around the country to meet the people.' 'He believed government should help the people.' 'He planned to get people back to work.' 'He was prepared to take advice.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Hoover did not help people.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(a)	**What were 'land co-operatives' in Communist China?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'A method of farming.' 'It was introduced in 1953.' 'An idea to improve farming output.' 'Land from 30–50 villagers joined together.' 'More efficient use of farm land.' 'Gave opportunities to use tractors / machinery.' 'A rent was paid to a family for the use of the land.' 'It was where families farmed the land together.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
17(b)	**Why did the Communists start to redistribute land immediately on coming to power?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'If China was to become a great power now the Communists had gained power, they would need to reform farming. China was facing food shortages in both villages and cities whilst the population was increasing by 14 million a year. Mao wanted to redistribute land in accordance with Communist principles as he saw this as the way forward as it would continue the support of the peasants.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'To distribute land in accordance with Communist principles.' 'To give power and status to the peasants.' 'To remove landlords from power.' 'To reward peasants for their support during the Civil War.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'To be fairer.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
17(c)	**'Between 1952 and 1961 Mao transformed China.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The land issue was a major problem for Mao. He needed to increase production of food to feed the population but he was hindered by the control of land by landlords. By 1953 he was in a position to introduce co-operative farms where the peasants lent land to the co-operative in return for a rent. The countryside was transformed as bigger, more efficient farms could be farmed to increase production by the use of machinery such as tractors.' **OR** 'The Great Leap Forward was a bold economic plan to develop China's economy. It depended on the development of communes. This changed whole villages and even towns. At first it appeared a success but soon less positive views appeared. Shoddy goods were produced to meet targets. Workers left the fields to work in industry resulting in famine.'	4–6

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'By 1952 he was dealing with the landlords.' 'Collectives were being introduced from 1953.' 'Private ownership of land was ended.' 'There was mass social change. Health care and education were improved.' 'Attitudes towards women were changed.' 'Communes were introduced.' 'The First Five-Year Plan was introduced.' 'The Great Leap Forward was introduced.' ''Backyard furnaces' produced poor quality iron.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Great changes took place in China.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(a)	**In what ways was education in China affected by the Cultural Revolution?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It resulted in the closure of schools and colleges.' 'It resulted in a lowering of academic standards.' 'What education remained was aimed at Communist ideology.' 'Skills for the work place were not taught.' 'University entrance exams were cancelled.' 'Qualified teachers were eliminated.' 'The best students had to educate the next generation.' 'Students refused to sit exams as they showed up inequalities between them.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
18(b)	**Why did Mao bring the Cultural Revolution to an end?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Mao's successor, Liu Shaoqi, the State Chairman of China, did not favour the collective farms and factories Mao had introduced. Mao saw Liu Shaoqi as a threat to what he had achieved. In 1968 he was expelled from the Party. This meant Mao had forced the removal of a potential rival in the Party and therefore saw no need for the Cultural Revolution to continue.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The violence was getting out of hand.' 'There was fear of a Civil War.' 'Zhou Enlai urged for a return to normality.' 'Liu Shaoqi had been expelled.' 'It had achieved its aims.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was not needed any longer.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
18(c)	**'Mao introduced the Cultural Revolution to benefit himself rather than China.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Mao wanted to re-impose his authority on the Party. He was concerned that the revolution in China was heading towards a Soviet model, where certain groups became more powerful and privileged. He wanted to stop this and return to a classless society where all were equal.' **OR** 'After the enthusiasm of the 1950s had faded, young people seemed less connected to the Communist model. They were turning against the spirit of revolution and even welcomed elements of capitalism, such as private trade.'	4–6

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Mao</u> 'He had lost his position as Chairman of the Party.' 'He wanted to stop the view that he had been discredited.' 'He wanted to return to his view of Communism.' 'He thought his ideas were under threat from the new leaders.' **OR** <u>China</u> 'Divisions in China were starting to reappear.' 'Young people were moving away from Mao's ideas.' 'Elements of capitalism were appearing.' 'He wanted to create a classless society.' 'He wanted to avoid a revolution.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao thought things were wrong.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
19(a)	**In what ways did the National Party government strengthen the pass laws?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'They introduced the Abolition of Passes and Co-ordination of Documents Act.' 'It was introduced in 1952.' 'It replaced existing passes for black male Africans with a 'reference book'.' 'The reference book included the holder's personal details.' 'These were photograph, fingerprints, address, marital status and employment record.' 'After 1956 the system was extended to include black women.' 'Failure to produce the reference book was made a criminal offence.' 'It carried a jail sentence.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
19(b)	**Why was Sharpeville an important event in the struggle against apartheid?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Little had been achieved by bus boycotts against the pass laws. The PAC believed blacks should work on their own to achieve their rights. This was different from the views of the ANC and the Freedom Charter. The PAC began a national campaign against the pass laws. Africans were encouraged to leave their passes at home, assemble peacefully outside the local police station and invite arrest. The protest held at Sharpeville ended in violence. This brought worldwide condemnation of apartheid.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'An organisation called the Pan African Congress (PAC) was involved.' 'PAC started a national campaign against the pass laws.' 'Protests were to be peaceful.' 'The police fired on the demonstrators.' '69 demonstrators were killed with most shot in the back.' 'There was worldwide condemnation.' 'It was the beginning of widespread protest campaigns outside Africa.' 'The South African economy was affected.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It changed views of apartheid.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
19(c)	**'The Freedom Charter of 1955 was more important to the opposition to apartheid than the Rivonia Trial of 1963–64.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The government decided the Freedom Charter was an act of treason and charged 156 persons. The trial lasted for several years before the defendants were found not guilty. The government response was to introduce censorship of books and films and these together with amendment to the Riotous Assemblies Act outlawed any public meetings that might cause the government a problem.' **OR** 'The ANC and PAC began violent resistance through the formation of militant wings. The police found evidence linking MK to acts of sabotage and arrested 17 MK leaders including Mandela. Eight defendants were given life sentences. The government responded with increased repression by ensuring that demonstrators could be detained for 90 days without charge and without access to a lawyer.'	4–6

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>The Freedom Charter</u> 'The ANC held a Congress of People in 1955.' 'A Freedom Charter was discussed.' 'The Charter included the introduction of democracy, human rights, land reform and equality under the law.' (2 marks) 'The government charged 156 persons with treason.' 'The trial lasted for several years.' <u>The Rivonia Trial</u> 'The ANC and PAC were forced underground.' 'They introduced policies of violent resistance.' '17 MK leaders were arrested and put on trial for treason.' 'Eight were given life sentences.' 'The main outcome was a detention law under which suspects could be detained for 90 days without charge.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The government's actions became harsher.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(a)	**Describe the contribution of Oliver Tambo to the collapse of apartheid.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'He was an ANC leader.' 'He helped to transform the organisation into a radical national freedom movement.' 'He established ANC offices in foreign capitals.' 'He mobilised international opinion against apartheid.' 'He addressed the United Nations.' 'He raised the prestige and status of the ANC to that of an alternative government.' 'He was President of the ANC.' 'He held the position between 1967 and 1991, holding it together in the later years of apartheid.' 'He encouraged people in townships to make them ungovernable.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
20(b)	**Why was Chief Buthelezi important?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Buthelezi was one of the most controversial members of the anti-apartheid movement. At first he refused to participate in the negotiations leading up to the 1994 election, thereby sparking off a serious outbreak of violence and killings between ANC and IFP supporters. Buthelezi changed his mind at the last moment.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'He was a member of the ANC Youth League.' 'He became Chief Minister of KwaZulu.' 'For this he was accused of being a collaborator of the National Government.' 'He was party to a declaration which called for the peaceful pursuit of political change.' 'He represented the Inkatha Freedom Party supporting the idea of a federal republic.' 'At first he refused to participate in the negotiations leading up to the 1994 election.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'He tried to bring improvement.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
20(c)	**'Disappointment with Botha's constitutional reforms was the main reason violence increased between 1980 and the early 1990s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The most obvious underlying disappointment lay with Botha's constitutional reforms. These excluded blacks from national politics and placed the other non-white groups in an inferior position. It was quite clear by 1984 that the government had no intention of moving towards a genuinely democratic political position.' **OR** 'State sponsored violence was easier to commit following the State of Emergency in 1985. The government was given sweeping new powers including increased restrictions on press reporting. Civil liberties were suspended allowing arrests without warrant. There were reports of intimidation and torture of those arrested. This resulted in increased ANC activities aimed at disruption.'	4–6

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Botha's reforms</u> 'They excluded blacks altogether from national politics.' 'Other non-white groups were placed in an inferior position.' 'Despite reforms many non-whites continued to suffer massive disadvantages in the jobs and housing markets.' 'Despite reform, education remained divisive.' 'The reforms raised expectations but failed to remove the entire apartheid system.' <u>Other reasons</u> 'Continued opposition to the apartheid system.' 'Democratic opposition could not be voiced.' 'Community violence was a response to the torture and murder carried out by the security services.' 'Botha declared a State of Emergency in 1985 to try and regain control over South Africa.' 'Attacks increased from bases in countries outside South Africa.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Botha thought he would improve the situation.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(a)	**Describe the actions of the Hebrew Resistance Movement against the British in 1945 and 1946.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'They attacked the British.' 'There were simultaneous attacks on British patrol boats, the railway network and a goods yard.' 'Twenty planes were destroyed.' 'There were attacks on three airfields.' 'An attack on Tel Aviv resulted in the deaths of seven British soldiers.' 'Road and rail bridges linking Palestine to its neighbours were destroyed.' 'The King David Hotel was attacked in July 1946.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
21(b)	**Why was there conflict between Jews and Arabs in Palestine before May 1948?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The UN decision to partition Palestine meant two states would be created. The Palestinian Arabs could not accept the idea that their homeland would be divided and that the Arabs, who were in the majority, would receive less land than the Jews.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'There was the issue of the Partition Plan.' 'The Irgun and Lehi created terror in the minds of Arab villagers.' 'The attack by Irgun on the village of Deir Yassin.' 'The battle for Jerusalem.' 'Arabs would receive less land.' 'There was a large influx of Jewish immigrants.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Neither side was happy with all the details of the Partition Plan.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
21(c)	**'Arab weakness was the main reason for the survival of Israel in the 1948–49 war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Arab forces were divided. In the north was a combined Palestinian and Syrian force while a separate force was based around Jerusalem. There was little communication between the two forces.' **OR** 'The Jewish forces were very well organised and led. The Haganah, using its experiences of fighting for the British during the Second World War, was transformed into a more structured army. They had stockpiled weapons from the Second World War.'	4–6

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. <u>Arab weaknesses</u> 'Inexperienced military forces.' 'Weak military leadership.' 'Communications were unreliable, impacting on medical supplies.' 'They had fewer forces than the Israelis.' <u>Israeli strengths</u> 'Israel was fighting for survival.' 'Supported by the USA.' 'Received finance from Jews in Europe and America.' 'Used experience of fighting gained earlier.' 'Had better equipment than the Arab forces.' 'They had total air superiority.' 'Their military leadership was strong.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Israelis were stronger.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(a)	**What is Hezbollah?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It is a fiercely anti-Israeli resistance group.' 'It was formed in 1982.' 'It is a fundamentalist group.' 'It is an Islamic group.' 'A group based in south Lebanon.' 'It was to help drive Israeli forces out of Lebanon.' 'It rejects the right of Israel to exist.' 'Uses cross border attacks against Israeli forces.'	1–4
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
22(b)	**Why has the United Nations failed to resolve the Arab–Israeli conflict?**	**6**
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The UN was often ineffective as the real power in the region was held by America. Nasser, prior to the Six Day War, was able to dictate that they withdraw from Egypt. After 1982, protection and humanitarian aid were offered to the civilian population of Lebanon. The USA intervened, reducing the power of the UN.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Partition Plan it presented was not acceptable.' 'Because it has not received the support of the two opposing sides.' 'It was ineffective because America held the position of power in the region.' 'It has been accused of having an anti-Israeli bias.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was weak.'	1
	Level 0 No evidence submitted or response does not address the question	0

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Question	Answer	Marks
22(c)	**'Following the Oslo Accords of 1993 and 1995, the main issue still to be resolved was the return of Palestinian refugees to their homeland.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The right of the Palestinian refugees in Lebanon, Syria, Jordan and other Arab countries to be allowed to return to the homes they left during the fighting of 1948–49 remained an issue. Most Israelis believed that the Palestinians should not be allowed to return. They thought that the Jews would be swamped if all the Palestinian refugees returned and that the Palestinians might then form the majority of the population of Israel.' **OR** 'There remained different views of what the peace agreements meant. For the Israelis, they would withdraw their troops from Gaza and parts of the West Bank but still keep overall control. The Palestinians saw this as the first step towards the establishment of an independent Palestinian state.'	4–6

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** (One mark for each point.) e.g. 'Would Palestinian refugees have the right to return to their homes?' 'Deep distrust between the two sides remained.' 'There were very different views of what the peace agreements meant.' 'The issue of Jewish settlements in the occupied territories remained.' 'The actions of Hamas resulted in Israeli troops moving back into areas they had recently left.' 'The future of Jerusalem was still an issue.' 'The prospect of an independent Palestinian state still needed to be addressed.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There were many important issues to be addressed.'	1
	Level 0 No evidence submitted or response does not address the question	0

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