Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **May/June 2018**

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

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Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

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GENERIC MARKING PRINCIPLE 5: Marks should be awarded using the full range of marks defined in the mark scheme for the question (however, the use of the full mark range may be limited according to the quality of the candidate responses seen).
GENERIC MARKING PRINCIPLE 6: Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall 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)	**What difficulties faced the Hungarian government before the revolution of 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Most of the nobles in the Hungarian Diet were Magyar.' 'People were unhappy that Magyar was the official language.' 'Minorities such as the Serbs and Croats had their own languages.' 'Taxation was not fairly applied. Nobles were exempt from paying taxes.' 'Many people in Hungary preferred the Austrians in Vienna to the Magyars.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why was the election of a new Pope in 1846 seen by many liberals as a positive step towards Italian independence?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Pope Pius IX had a reputation for liberalism, and many liberals thought he shared their ideas for Italian independence, as he had expressed a desire for an Italy free from foreign interference, ruled by Italians. It was therefore believed he would support moves towards independence.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The new Pope was viewed as the future leader of a confederation of Italian states.' 'The liberals believed the new Pope shared their ideas for Italian independence.' 'It was believed that Pope Pius IX hoped for an Italy ruled by Italians.' 'It was believed that Pope Pius IX wanted to see an Italy free from interference by foreign powers.' 'Pope Pius freed political prisoners.' 'Pope Pius ended press censorship.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought there could be change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**'The 1848 revolution in France was a success.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The 1848 revolution in France was a success, as improvements were made for ordinary people by the new socialist and republican provisional government. All men aged 21 and over were given the vote and the unemployed were helped by the setting up of National Workshops in Paris, providing work for the unemployed. Life improved for some as a result of the revolution.' (5 marks) **OR** 'The 1848 revolution in France was not a success, as not everyone was happy with the actions of the new provisional government. Small farmers and peasants were not happy that they had to pay taxes to fund the National Workshop scheme when they received no benefit at all from the scheme.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'A new socialist and republican provisional government was formed.' 'The vote was given to all men aged 21 and over.' 'The number of voters increased to well over 8 million.' 'National Workshops were created to give jobs to the unemployed.' 'The Second French Republic only lasted till 1852.' 'The National Workshops were based in Paris.' 'Some people objected to paying taxes to fund the National Workshops.' 'There were new uprisings when the National Workshops closed down.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a success in the short term.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe what happened when Charles Albert delayed his decision to invade Lombardy.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Austrian forces had time to organise reinforcements.' 'The Pope withdrew his support for Charles Albert.' 'The people of Lombardy did not join the army of Charles Albert as he had expected.' 'Charles Albert was defeated at the Battle of Custoza.' 'Northern Italy remained largely under Austrian control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was Cavour's relationship with Napoleon III important in advancing the progress of Italian unification?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Their relationship was important because it meant they were able to agree a treaty, the Treaty of Plombières. Napoleon agreed France would help Piedmont if it was attacked by Austria. Cavour then provoked Austria and Austria declared war. Austria was defeated and Cavour then formed a union of north west Italy.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Napoleon was interested in the idea of a liberated Italy.' 'Cavour and Napoleon met at Plombières.' 'Cavour and Napoleon agreed the Treaty of Plombières.' 'Napoleon agreed France would help Piedmont if it was attacked by Austria.' 'It gave Cavour the confidence to provoke Austria.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They worked together.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'Mazzini was more important than Garibaldi in moving Italy towards unification.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Mazzini appealed to patriotic young Italians, who admired his speeches and writings. He founded the Young Italy movement, which was designed to unite the whole of Italy in one republic. Mazzini kept revolutionary spirit alive in Italy, which was very important in moving Italy towards unification.' **OR** 'Garibaldi inspired great enthusiasm and devotion in his men. In 1860 the King of Naples and his troops were so frightened by what Garibaldi had achieved in Sicily they offered little resistance. Garibaldi's conquests in the south played a major part in unification.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Mazzini founded the Young Italy movement.' 'Mazzini's ideas appealed to the intellectuals in Italy.' 'Mazzini established the Roman Republic in 1848–9.' 'Garibaldi led an expedition to Sicily.' 'Garibaldi liberated Palermo.' 'Garibaldi liberated the whole of southern Italy.'	

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Question	Answer	Marks
2(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Both Mazzini and Garibaldi made a contribution.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**Describe the contribution of John Brown to the abolitionist cause.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'John Brown fought to end slavery.' 'John Brown attempted to start a slave revolt.' 'John Brown tried to persuade slaves to join a rebellion against the plantation owners.' 'John Brown led an attack on the arsenal at Harper's Ferry.' 'John Brown intended to raid the arsenal to arm the slaves.' 'John Brown successfully captured the armoury.' 'John Brown was seen as a martyr by those opposed to slavery.' 'John Brown was seen as a martyr because he was executed for his actions.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why was the South alarmed by Lincoln's election as President?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The South was alarmed by Lincoln's election as President because Lincoln was well known for his anti-slavery views. He had declared that his intention was the 'ultimate extinction of slavery.' The South needed to keep slavery to ensure a profit from their plantations.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Lincoln was known for his anti-slavery views.' 'Lincoln had declared that government cannot endure permanently half slave, half free.' 'The South feared Lincoln would abolish slavery.' 'Lincoln strongly opposed extending slavery into the western territories.' 'Lincoln had promised to raise tariffs.' 'Lincoln was not on the ballot in the South.' 'People in the South were worried about the economic impact of losing slaves.' 'People in the South felt Lincoln's views were philosophically opposed to their own.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The South did not agree with Lincoln.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'The Civil War was fought to end slavery.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The South needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. The South felt the North did not understand this, and that slavery would be abolished because of the political strength of the North. This led to war.' **OR** e.g. 'The South threatened to leave the Union. Lincoln was adamant that secession was illegal and unjustifiable, and he had no intention of allowing the South to leave the Union. He was prepared to go to war to preserve the Union.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Lincoln was known for his anti-slavery views.' 'The North did not understand why the South needed slavery.' 'The South wanted to keep slavery.' 'The election of Lincoln provoked the South.' 'The South threatened to leave the Union.' 'Northern manufacturers wanted import tariffs to protect their industries.' 'Southern plantation owners wanted free trade.' 'It was fought because the federal government threatened the rights of individual states.'	

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Question	Answer	Marks
3(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There were disagreements between different parts of the United States.' 'There were differences between the North and the South.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**In what ways was Germany a great world power in the years before 1914?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany had begun to build an empire.' 'Germany had a large navy, the second most powerful in the world.' 'Germany had a large army.' 'Germany was part of the Triple Alliance.' 'Germany was industrially advanced.' 'Germany was technologically advanced.' 'Germany had a flourishing economy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why was the role of Russia important in increasing tension between the Great Powers before 1914?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Russia had a long history of rivalry with Austria-Hungary, and Austria-Hungary was unhappy about the friendship between Russia and its fellow Slavs in Serbia. Many other Slavs lived in the Austro-Hungarian empire and Russia felt it should have influence over them. Austria-Hungary did not agree.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Russia had the largest army.' 'Russia had a history of rivalry with Austria-Hungary.' 'Russia opposed Austrian influence in the Balkans.' 'Russia opposed German influence in the Balkans.' 'Russia encouraged the Balkan states to form an alliance.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Russia upset some other Great Powers.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'Great Power rivalry over Morocco, rather than over the Balkans, posed the greater threat to peace.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Kaiser wanted to test the strength of the Entente Cordiale and he therefore interfered in Morocco. He visited Tangiers in 1905 and in a speech stated Morocco should be independent of France. At a conference in Algeciras, only Austria-Hungary supported the Kaiser. Britain and France stood together against him. The Kaiser was humiliated and tension increased.' (5 marks) **OR** 'Great Power rivalry over the Balkans was a great threat to peace. The Balkan Wars meant that Serbia, having doubled in size, was now a much greater threat to Austria. Austria was more determined than ever to crush Serbia, and Russia was determined to support Serbia. Austria was confident of German support, and so tensions between the Great Powers grew.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Kaiser tested the Entente Cordiale in Morocco.' 'The Kaiser sent a gunboat to Agadir.' 'The Algeciras Conference humiliated the Kaiser.' 'The Balkan Wars ensured Russia was determined to support Serbia.' 'Germany supported Austria in the Balkans.' 'Russia was humiliated in the Bosnian Crisis.' 'Austria gave Serbia an ultimatum after events in Sarajevo.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both posed a great threat to peace.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**In what ways was Austria punished by the peace settlements of 1919–20?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **4** e.g. 'Austria lost land.' 'The Austro-Hungarian Empire was broken up.' 'Union between Austria and Germany was forbidden.' 'Austria's army was limited to 30 000.' 'The Austrian navy was broken up and distributed amongst the Allied powers.' 'Austria was not allowed any aircraft.' 'Austria's airports were demolished.' 'Austria would have to pay reparations.' 'Austria became a landlocked country.' 'Austria lost Bohemia and Moravia to Czechoslovakia.' 'Austria lost Bosnia and Herzegovina to Yugoslavia.' 'Austria lost the South Tyrol as far as the Brenner Pass to Italy.' 'Austria lost Trentino, Istria and Trieste to Italy.' 'Austria lost several Dalmatian islands to Italy.' 'Austria lost Galicia to Poland.' 'Austria lost Bukovina to Romania.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why did Wilson want a 'league of nations'?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Wilson thought that a 'league of nations' would help to ensure world peace in the future. By representatives from all nations meeting regularly, he believed that problems could be discussed and solutions found to disputes without the need for nations to resort to war.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Wilson thought this would help to achieve world peace.' 'Wilson thought this would strengthen democracy.' 'Wilson thought it would encourage international co-operation.' 'Wilson thought it would help business and trade between countries.' 'Wilson thought it would encourage nations to disarm.' 'Wilson thought this would strengthen relations between countries.' 'Wilson thought this would help with humanitarian issues.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Wilson thought this would solve problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**'The peace settlement of 1919–20 was a failure.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Treaty of Sèvres was a failure as it lasted less than three years. Turkey felt that the principle of self-determination was ignored with Smyrna being given to Greece. Turkish nationalists led by Mustapha Kemal challenged the treaty by force and made the Greeks leave Smyrna. The treaty had to be renegotiated, with a new treaty being drawn up in 1923.' **OR** e.g. 'The peace settlement was a success as the Treaty of Versailles gave France greater security. France had been attacked by Germany twice in 50 years, and the treaty gave France some protection from further attack. The Rhineland was demilitarised and the German army restricted to 100 000 men and no conscription. Germany was no longer in a position to attack France.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The peace settlement created too many new states with minority groups in them.' 'Turkey was angered and humiliated by the Treaty of Sèvres.' 'Defeated countries were determined to get revenge for the terms imposed upon them' 'In the long term the peace settlement contributed to the outbreak of World War II.' 'The peace settlement increased France's security.' 'A League of Nations was set up.' 'Ordinary people in Britain and France viewed the peace settlement as a success.' 'The settlement gave self-determination to people from the former Austro-Hungarian Empire.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The peace settlement failed in some ways, but was a success in others.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(a)	**What was meant by the 'lebensraum' proposed by Hitler in his foreign policy?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Lebensraum meant 'living space' for Germans.' 'It meant expansion eastwards.' 'It meant Germany's growing population would have a place to settle.' 'It meant Germany would take over Poland and Soviet Russia.' 'It meant more land for Germans to cultivate.' 'Lebensraum meant there would be more food and resources for Germans.' 'It was a way of helping to expand the German empire.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why was Hitler able to ignore the League of Nations?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Hitler was able to ignore the League because he, and many other countries, viewed the League as being weak when faced with great powers. The League had failed to stop the aggression of Japan's invasion of Manchuria and Italy's invasion of Abyssinia. In Hitler's view, the League members would not join forces to stop him in his actions. This view proved correct in the Rhineland.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hitler took Germany out of the League in 1933.' 'The League was seen as weak because it had failed in Manchuria.' 'Hitler did not believe the League was strong enough to stand up to him.' 'Britain and France were preoccupied with Mussolini and Abyssinia.' 'Germany had formed the Anti-Comintern Pact with Italy and Japan.' 'The League could not deal with bigger countries.' 'The USA wasn't in the League.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He didn't think he had to listen to them.' 'The League was weak.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'Hitler's aggression was more responsible for war in 1939 than was the British policy of appeasement.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Hitler's aggression was more responsible. He occupied Czechoslovakia and then moved on to invade Poland; neither of these actions could be justified. Britain had guaranteed to preserve the independence of Poland, so when Hitler invaded Britain had to act. Hitler's aggression had pushed them into declaring war.' **OR** 'Appeasement was more responsible. The appeasers believed that Hitler could be trusted and they totally misjudged his ruthlessness. Had resistance been shown to Hitler in the Rhineland he may well have withdrawn his troops. Britain and France lost the opportunity to be firm with Hitler while they still had the military advantage. Their lack of action meant Hitler thought he could do what he liked.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Hitler made it clear he wanted revenge for the Treaty of Versailles.' 'Hitler occupied Czechoslovakia.' 'Hitler invaded Poland.' 'Appeasement allowed Hitler to break international agreements.' 'Appeasement alienated the USSR.' 'Appeasement meant Hitler thought no-one would ever stop him.'	

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Question	Answer	Marks
6(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'They both contributed greatly to the outbreak of war in 1939.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe the reaction of the Soviet Union to events in Hungary in 1956.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Khrushchev sent in tanks.' '200 000 Soviet troops were sent into Hungary.' 'There was bitter street fighting between Soviet troops and Hungarians.' 'Hard-line Soviet control was re-established.' 'Khrushchev put Kádár in place as leader.' 'Nagy was captured and hanged.' 'The Soviet Union prevented Hungary from leaving the Warsaw Pact.' 'Some participants in the revolution were killed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why did the building of the Berlin Wall worsen relations between the Soviet Union and the West?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The building of the Berlin Wall meant that Berlin was now physically divided, and the Wall was seen by the West as a violation of East-West agreements as it went against the four power status of Berlin. The West was very concerned that the Soviet Union had decided to ignore agreements made and also concerned about what the Soviet Union would do next. The Berlin Wall made the West feel less secure.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Berlin was now physically divided.' 'The Berlin Wall was seen as a symbol of communist tyranny.' 'The Berlin Wall was a symbol of division between East and West.' 'There was no longer free access from East to West.' 'A foreign office spokesman said the Berlin Wall went against the four power status of Berlin.' 'The Americans viewed the Berlin Wall as a flagrant violation of East-West agreements.' 'The Berlin Wall divided families.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The West didn't like there being a wall.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**How far was Solidarity responsible for the decline of Soviet influence in Eastern Europe? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Solidarity was certainly responsible for the decline of Soviet influence. The movement showed that if people united they could resist a Communist government. In the 1989 elections in Poland, anti-communist candidates won a striking victory. This inspired people in other Eastern European countries, and there were peaceful anti-communist revolutions in Hungary, East Germany and Czechoslovakia. Soviet influence was declining.' **OR** 'Gorbachev was responsible for the decline of Soviet influence. He made it clear he would not oppose attempts at democracy in Warsaw Pact countries, and he would not send Red Army troops into these countries to support Communist regimes nor force countries to stay tied to the Soviet Union. This made it much easier for Eastern European countries to decide their own futures, with many deciding to break away from Soviet influence.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Solidarity showed that a Communist government could be resisted.' 'Solidarity inspired peaceful anti-communist revolutions in Eastern European countries.' 'Solidarity highlighted the failure of communism to provide good living standards for all people.' 'Gorbachev was responsible.' 'The policies of perestroika and glasnost caused the decline of Soviet influence.' 'The withdrawal of Red Army support was to blame.'	

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Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Solidarity played a large part, but there were other reasons.' 'Countries were tired of being controlled by the Soviet Union.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe Saddam Hussein's career in Iraqi politics up to July 1968.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'At the age of 20 Saddam Hussein became a Baath Party activist.' 'Saddam Hussein was given a position in the Regional Command.' 'In 1958 he demonstrated his loyalty to Khairallah by assassinating a local government official.' 'In 1959 he was involved in a plot to assassinate Iraq's ruler General Abdul Karim Qassem.' 'He was involved in a coup against President Arif. The coup was discovered and Saddam spent two years in jail.' 'Saddam Hussein gave his support to Bakr in 1963.' 'In 1963 Saddam Hussein became the head of the Iraqi Intelligence Services.' 'He collaborated with senior army officers to carry out a bloodless coup in July 1968.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why did it take Saddam Hussein eleven years to remove Bakr from the Presidency of Iraq?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'When he was first made Deputy of the Revolutionary Command Council, Saddam Hussein thought it was sensible politically to avoid being identified as having presidential ambitions. He proceeded cautiously, keeping a low profile and maintaining a good political relationship with Bakr. At the same time, he gradually eliminated any potential threats to his own position and also appointed supportive people to important positions in the Command Council. This all took time.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He did not want to be identified as having presidential ambitions too soon.' 'He moved cautiously and took care to keep a good political relationship with Bakr.' 'Initially he wanted to maintain Bakr's dignity as president.' 'Saddam gradually got rid of those who could pose a threat to him.' 'Saddam gradually appointed people who supported him to the Revolutionary Command Council.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did not want to upset people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'The main reason Saddam Hussein was able to consolidate his dictatorship was the development of his personality cult.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Saddam was aware that he needed to make himself popular with and loved by the Iraqi people if he was to consolidate his dictatorship. The media portrayed him as a father-like leader, protecting his people. There were positive images of him everywhere, in an exhibition of his life in Baghdad, in statues, murals and paintings all over the country, and in songs written to praise him. This all ensured people supported his presidency.' **OR** 'Saddam's use of terror helped to consolidate his dictatorship. At the beginning of his presidency, he put a number of opponents on trial and 21 were later executed. Any Baath party member who tried to join another party would face the death penalty. Any opposition was dealt with ruthlessly, meaning that people were simply too afraid to oppose Saddam's presidency.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Saddam was glorified by the media.' 'In Baghdad there was a permanent exhibition about Saddam's life.' 'Statues, murals and paintings of Saddam were everywhere.' 'Saddam's modernisation programme helped to consolidate his dictatorship.' 'Saddam used terror to consolidate his position.' 'The Baath Party dominated and controlled almost every aspect of life.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Saddam's personality cult was important, but there were other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**What benefits did Britain gain from its naval blockade of Germany?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Britain benefitted because the blockade cut off Germany's supply of nitrates. This affected the production of explosives for use against the British.' 'Britain benefitted because Germany's ability to feed her population was badly affected.' 'Britain benefitted because the German armaments industry was badly affected.' 'Britain benefitted because the German people were less keen to support the war effort.' 'Britain benefitted because the blockade caused problems on the German home front. The lack of food for German citizens led to food riots across Germany.' 'British morale increased.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why was the Battle of Jutland important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Although Britain did not gain a major victory at Jutland as had been hoped, the battle was vitally important in the final outcome of the war. Britain maintained control of the North Sea, and this meant that the British blockade of the northern German coast could be continued. The blockade had an important impact on Germany, affecting her ability to feed the German people and affecting the armaments industries.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It meant Britain was able to maintain control of the North Sea.' 'Britain was able to sustain its blockade of the north German coast.' 'Britain lost three battle cruisers.' 'Germany did not risk a major sea battle again.' 'Scheer was forced to retreat and sail for home.' 'Neither Britain nor Germany gained a major victory at Jutland.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Ships were lost.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The convoy system was more effective than other methods of tackling the U-boat threat.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The convoy system was highly effective in tackling the U-boat threat. British and American battleships escorted the merchant ships in close formation, which meant the U-boats would find it far more difficult to attack merchant ships. Allied shipping losses fell by 20% with the introduction of the convoy system.' **OR** 'Q ships were effective initially in countering the threat of U-boats. Q ships were heavily armed ships, disguised as merchant ships. Powerful guns were hidden under fake lifeboats and funnels, or disguised as cargo. They lured U-boats to the surface and then attacked them. In 1917, 6 U-boats were sunk by Q ships.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The convoy system made it difficult for U-boats to attack isolated ships.' 'The convoy system made it dangerous for U-boats to attack in daylight.' 'The convoy system reduced the number of ships sunk.' 'Mines destroyed more U-boats than any other weapon.' 'Depth charges were used from 1916.' 'Q ships helped to tackle the U-boats.' 'Aircraft were used to detect U-boats.'	

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Question	Answer	Marks
9(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The convoy system was effective, but so were several other methods.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**What made America enter the war?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'American ships in the Atlantic Ocean were being attacked by U-boats.' 'The American liner 'Lusitania' was torpedoed.' '128 American passengers on the 'Lusitania' were killed.' 'In 1917 eight American ships were sunk by U-boats in eight weeks.' 'The Zimmermann Telegram was printed in the newspapers.' 'Germany offered Mexico United States territory in return for joining the German cause.' 'American public opinion demanded they enter the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(b)	**Why were the Germans so keen to launch an offensive on the Western Front in early 1918?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Germans hoped they could win the war with one last effort. Ludendorff realised that Germany could not last another winter in the war. The German people were war weary and the blockade by British shipping had caused a lack of food and equipment. There were just enough resources for Germany to make this last determined attempt to turn the war in their favour.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was Germany's last chance to win the war.' 'German prospects in the war were poor.' 'The German submarine campaign had not delivered a knock-out blow to Britain.' 'The USA was set to bring large numbers of troops and equipment to help the Allies.' 'Ludendorff thought he could draw allied forces away from Flanders.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought it would help them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'The main reason for the abdication of the Kaiser was the Kiel Mutiny.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The refusal of the sailors to take part in an attack on the British navy triggered other events. Kiel and nearby ports were taken over by workers, soldiers and sailors. Following Kiel's example, within a week riots had broken out all over Germany, and in Bavaria an independent Socialist Republic was declared. The Kiel Mutiny showed the true feelings of the German people. Civil war was imminent and thus the Kaiser had to abdicate.' **OR** 'The German people had suffered terribly during the war. There were acute shortages of food and fuel, with thousands of people dying from starvation and hypothermia. Germany needed peace as quickly as possible, and it was a condition for peace that Germany became more democratic and the Kaiser should abdicate. This meant the Kaiser had to go.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The sailors refused to take part in the naval attack on the British navy.' 'Workers and soldiers took over Kiel and nearby ports.' 'Cities throughout Germany followed the example of Kiel.' 'There were acute shortages of food in Germany.' 'Wilson stated that Kaiser Wilhelm would not be allowed to take part in any peace talks.' 'It was the only way to prevent civil war in Germany.'	

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Question	Answer	Marks
10(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The Kiel Mutiny played a large part, but there were other reasons as well.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**What did the Spartacists want to achieve?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Spartacists wanted Germany to have a revolution like the Russian Revolution.' 'The Spartacists wanted a communist-style government.' 'The Spartacists wanted a Germany ruled by workers' councils or soviets.' 'They wanted to overthrow Ebert's moderate government.' 'They wanted to abolish central government.' 'They wanted the working classes to control society.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why was proportional representation a weakness of the Weimar Constitution?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Proportional representation meant that it was extremely difficult for one party to gain overall control. All Weimar governments were therefore coalition governments, made up by representatives from a number of different political parties, each with its own agenda. The coalition governments often did not last long, and there were nine general elections during the years of the Weimar Republic. There was much political instability as a result.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Proportional representation prevented overall control by one party.' 'Proportional representation meant some extremist parties were now represented in the Reichstag.' 'It meant that extremist parties now had a platform for publicising their causes.' 'It meant governments were coalition governments.' 'It led to political uncertainty and instability.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It caused problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(c)	**'The greatest achievements of the Weimar Republic were cultural.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The 1920s were a decade of cultural revival in Germany, with Berlin becoming a significant cultural city in Europe. With the lifting of censorship, expressionism was encouraged and artists, writers, film and theatre directors and designers were free to develop new ideas. It was a time of great cultural achievements.' **OR** 'The greatest achievement of the Weimar Republic was the economic recovery of Germany. Stresemann ended hyperinflation and introduced a new currency, the Rentenmark. This, together with Stresemann's negotiations to receive American loans through the Dawes Plan, meant that Germany's prosperity returned.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Weimar Republic lifted censorship.' 'There were new opportunities for cabaret artists.' 'Berlin became a significant cultural city in Europe.' 'Stresemann ended hyperinflation.' 'Stresemann introduced the Rentenmark.' 'Germany was accepted back into the international community.'	

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Question	Answer	Marks
11(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There were many cultural achievements, but there were also achievements in other areas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**In what ways did the police and the courts contribute to Nazi control of the German people?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The police tapped telephones.' 'The police intercepted mail.' 'The police had a network of informers.' 'They arrested people who were disloyal to the Nazi regime.' 'They made people so frightened they did not dare to oppose the Nazi regime.' 'Magistrates and judges had to take an oath of loyalty to Hitler.' 'Judges were guaranteed to give a verdict that met with Nazi approval.' 'The People's Court was set up by Hitler to try enemies of the state.' 'Disloyal people were sent to camps to be re-educated.' 'The number of political prisoners increased greatly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why did the Nazis organise mass rallies?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Nazis organised mass rallies as they were an excellent propaganda opportunity. People watched military bands, marches, flying displays and listened to speeches by leading Nazis. The rallies emphasised the order and dedication of the Nazis and how good they were for Germany, and thus reinforced support for the Nazi regime.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They were an opportunity for celebration.' 'They reinforced the personality cult of Hitler.' 'They encouraged loyalty and support for the Nazi regime.' 'The people would listen to speeches from leading Nazis.' 'They were a propaganda opportunity.' 'They could demonstrate their organisational skills.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought they would be a good idea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**How total was Hitler's control over Germany? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how total' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Hitler controlled the German people very effectively through the use of fear. Everyone was encouraged to report any anti-Nazi talk, and the Gestapo spied on ordinary Germans by tapping phones and intercepting mail. People knew they could be arrested and sent to concentration camps without trial. Most were controlled simply because they were too scared to oppose the Nazis.' **OR** 'Hitler did not have total control over Germany. There was opposition among young people. The Edelweiss Pirates mocked the Nazis and scrawled anti-Nazi graffiti on walls. During the war they helped to shelter army deserters and escaped prisoners. They were definitely not under Hitler's control.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Gestapo helped to control the German people.' 'Many Germans were too scared to openly oppose Hitler and the Nazis.' 'Censorship ensured Nazi control.' 'Propaganda was used to control people.' 'The Swing Movement opposed Hitler.' 'The Edelweiss Pirates opposed Hitler.' 'Catholic Cardinal Galen spoke out against Nazi policies.'	

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Question	Answer	Marks
12(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'Hitler had strong control but not quite total control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**In addition to Bloody Sunday, what other protests against Tsarist rule took place in 1905?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There were strikes.' 'Government officials in St. Petersburg were killed.' 'The Governor-General of Moscow was assassinated.' 'There were peasant uprisings and landlords were murdered.' 'Peasants attacked the houses of nobles.' 'University students staged a walkout.' 'Non-Russian areas demanded independence.' 'The Union of Unions was established.' 'The crew of the battleship Potemkin mutinied.' 'There was a railway strike.' 'There was a general strike.' 'There was a demand for a constituent assembly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(b)	**Why was Stolypin important to the Tsarist regime?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Stolypin was important to the Tsarist regime because he introduced reforms to improve the life of the peasants. He abolished the peasants' annual payments for their freedom and helped the peasants to buy land and set up their own farms. These measures were important because they provided more food for the cities and restored the loyalty of the peasants to the Tsar.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Stolypin was the Tsar's closest advisor.' 'Stolypin increased stability in Russia.' 'Stolypin's measures increased loyalty to the Tsar.' 'He reduced terrorism and revolutionary activity.' 'He helped peasants to buy land and set up farms.' 'He imposed Russification.' 'He introduced health insurance schemes in the cities.' 'He used the 'carrot and stick' approach.' 'He abolished the peasants' annual payments for their freedom'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stolypin had good ideas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**How important was the loss of the support of the armed forces in the collapse of Tsarist rule in 1917? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how important' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The armed forces believed that the Tsar, as commander-in-chief of the army, was directly responsible for the military defeats and the deaths of millions of Russian soldiers. When the Tsar called upon the armed forces on 12th March to put down the revolt in Petrograd, they refused. Some shot their own officers and many joined the demonstrators. They no longer supported the Tsar and demanded his abdication.' **OR** 'The Tsarist regime collapsed due to the actions of the Tsarina. She relied heavily upon advice from Rasputin. On his advice she dismissed able ministers and replaced them with men who were friends of Rasputin. Corruption at the Russian court grew, and the Russian people became more and more disenchanted with the Tsarist regime.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'There was mutiny in the armed forces.' 'The army refused to obey the Tsar's orders to put down revolt in Petrograd.' 'Soldiers shot their own officers.' 'Soldiers joined the demonstrators in Petrograd.' 'The Tsar failed as commander-in-chief.' 'The Duma lacked power.' 'Strikes and food shortages were crippling.' 'Rasputin contributed to the collapse of Tsarist rule.' 'Tsarist rule collapsed due to the actions of the Tsarina.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The loss of the support of the armed forces was important, but there were also many other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What criticisms of the Provisional Government were made by its opponents?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The members of the Provisional Government had no experience of government.' 'The Provisional Government was increasingly dominated by the middle and upper classes.' 'The Provisional Government delayed carrying out important reforms.' 'The Provisional Government decided to continue the war.' 'The Kerensky Offensive failed.' 'The Provisional Government failed to solve the food shortages.' 'The Provisional Government did not control the armed forces.' 'The Provisional Government did not carry out land reform.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did Lenin go into hiding in July 1917?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Lenin went into hiding in July 1917 because he believed this was his only option at the time. Support for the Bolsheviks had weakened when Kerensky produced evidence that seemed to show that Lenin was in the pay of the Germans. Many leading Bolsheviks had been arrested and Lenin knew he was likely to be next. He went into hiding because he needed to wait until the time was right to seize power.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Bolsheviks had supported the riots during the July Days.' 'The Provisional Government accused the Bolsheviks of working for the Germans.' 'Many leading Bolsheviks had already been arrested.' 'Kerensky ordered the arrest of Lenin.' 'Lenin thought his own life was in danger.' 'Lenin did not believe the time was yet right for overthrowing the Provisional Government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He thought it was the best plan at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(c)	**'The Civil War was lost by the Whites rather than won by the Bolsheviks.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Whites lost the war because they lacked unity. The White generals did not trust each other and were geographically separated by long distances. They could not agree on co-ordinated attacks. This meant that the Reds could defeat the White armies one by one.' **OR** 'Trotsky's leadership of the Red Army was vital to Bolshevik success. He enforced strict discipline, but he was also able to inspire and rally his men. He was personally brave, taking his special forces to places where the fighting was fiercest. He was an inspirational leader.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Whites were not united in their aims.' 'The White armies lacked discipline.' 'There was corruption in the White armies.' 'The White generals did not co-ordinate their attacks.' 'The Whites had failed to secure the support of the people of Russia.' 'Trotsky was an excellent commander of the Red Army.' 'The Reds had control of the large industrial centres.' 'The Reds controlled the railway system.' 'The Reds had one clear aim – the establishment of the first communist government in the world.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Whites made many mistakes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**What were the consequences of the Wall Street Crash for individual investors?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Investors lost their money.' 'Banks called in loans.' 'Investors were unable to pay back their loans.' 'Investors' shares were worthless.' 'Investors lost all their savings.' 'Investors went bankrupt.' 'Investors could not pay their mortgages.' 'Investors with small businesses were ruined.' 'Investors lost confidence in the American economy.' 'If investors bought shares on the margin they could not pay back money to the bank.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why was Roosevelt able to gain support during the presidential election campaign of 1932?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'During the election campaign Roosevelt travelled around America meeting ordinary people. He was a good public speaker, and his promise of a new deal to help all those who had suffered as a result of the Depression inspired confidence in the American people. They felt that Roosevelt really cared about them and so gave him their support.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Roosevelt promised a new deal.' 'Roosevelt was a good public speaker.' 'Roosevelt travelled around the country talking to people about the problems they were facing.' 'Roosevelt promised to end prohibition.' 'Roosevelt inspired confidence.' 'The American people believed that Roosevelt cared about them.' 'Roosevelt had a reputation for helping people in need.' 'People thought Hoover didn't care about them.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The American people liked him.' 'The American people wanted a change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(c)	**'Limited export markets were the main weakness of the American economy prior to the Wall Street Crash.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Limited export markets caused real problems in the American economy. The American economy relied on selling surplus goods to a thriving export market, but this was just not happening. The USA had put tariffs on foreign goods in the 1920s, and Europe then did the same to protect its own goods. This made it difficult for American exporters to sell their goods abroad, and they were left with surplus goods they could not sell.' **OR** 'Demand for consumer goods fell as a result of the unequal distribution of wealth. Many Americans had already purchased all the new consumer goods they wanted, but 50–60% of the population simply could not afford these goods. The market was becoming saturated with goods that no-one wanted to buy.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'Europe had not recovered from the financial strain of a four year war.' 'European countries could not afford American goods.' 'Tariffs caused problems with export markets.' 'Overproduction caused problems.' '50–60% of Americans earned less than $2000 a year.' 'The distribution of wealth was uneven.'	

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Question	Answer	Marks
15(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There were many weaknesses in the American economy; limited export markets were just one.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**In what ways did farmers benefit from the work of the Tennessee Valley Authority?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Measures were introduced to improve the soil so it could be farmed again.' 'Dams helped to irrigate the land.' 'Dams on the Tennessee River controlled flooding.' 'Farmers had cheap electricity.' 'Trees were planted to improve the soil.' 'Water transport helped with the transportation of produce.' 'The standard of living for farmers improved.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why was Roosevelt unable to deal effectively with the Supreme Court's opposition to the New Deal?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Roosevelt was unable to deal effectively with the Supreme Court's opposition because the judges were mainly Republican. Roosevelt tried to deal with this by asking for the power to appoint new judges, and planned to appoint judges who would support the New Deal. This action caused great concern in America and some people thought Roosevelt was acting like a dictator. Roosevelt's plan to pack the Supreme Court was rejected.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Some of Roosevelt's policies were viewed as being unconstitutional.' 'The Supreme Court had the ultimate power to block any measures passed by Roosevelt.' 'Most of the Supreme Court judges were Republican.' 'Roosevelt's plan to pack the Supreme Court was unpopular.' 'When he tried to deal with their opposition, Roosevelt looked like a dictator.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was difficult for Roosevelt to know what to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'The greatest failing of the New Deal was that it did not end racial discrimination in American society.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The New Deal did not end racial discrimination; black Americans continued to be treated as second class citizens. There were no specific New Deal laws to help black Americans and improve their civil rights, and in the south there continued to be segregation in education, transport and public places. Roosevelt failed to put through civil rights laws because he felt he needed the support of Democrats from the south to pass New Deal legislation, and these congressmen were greatly opposed to giving black Americans civil rights.' **OR** 'The New Deal's greatest failing was that it did not end unemployment. Although jobs were created as part of the New Deal, most of them were temporary jobs and these would disappear when government funding stopped. Unemployment never fell below 5 million during the time of the New Deal.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Black Americans were placed in segregated CCC camps.' 'Black Americans were not allowed to live in the new town of Norris.' 'Segregation in transport and education continued in the South.' 'Roosevelt did not pass an anti-lynching law.' 'Women's average wages were still lower than those of men.' 'The New Deal did not end unemployment.' 'There was still a great deal of poverty in rural America.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a great failing that racial discrimination continued, but there were other great failings as well.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**What actions did Chiang Kai-shek take between 1928 and 1931 against the Communists?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He forced the Communists to leave their city strongholds.' 'Mao was forced to establish a new base in Jiangxi province.' 'Communists were removed from the government in Wuhan.' 'Some Communists were executed.' 'He carried out Encirclement Campaigns against the Communists.' 'The First Encirclement Campaign was launched in late 1930.' 'The Second Encirclement Campaign was launched in early 1931.' 'The Third Encirclement Campaign was launched in the summer of 1931.'	
	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 decide to leave Jiangxi?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Communists decided to leave Jiangxi because they really had no other option if they were to survive. Chiang had launched a number of military campaigns against their base. In the fifth campaign Chiang surrounded the Communist base and tried to starve the Communists to death. The situation was so dangerous that the Communists decided to leave, rather than risk being wiped out.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Chiang's army had launched five attacks against their base.' 'Chiang had surrounded and blockaded their base.' 'Chiang was trying to starve the Communists to death by blockading their base.' 'A major KMT victory forced the Communists to leave.' 'They had to leave in order to survive.' 'They needed to find a more secure base elsewhere.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were under pressure.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The Long March was a failure for both Communists and Nationalists.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Long March can be seen as a failure for the Communists as only about a tenth of those who left Jiangxi actually survived and reached Yenan. Some people died from starvation, others from illness, some from drowning and frostbite, and thousands lost their lives in fights with the Nationalists. Such great loss of life means the Long March was a failure for the Communists.' **OR** 'The Long March was a great success for the Communists. They faced horrific conditions on their journey and were constantly having to fight off the attacks of the Nationalists. In spite of all this, thousands did survive and the Communists were able to set up a new base in Yenan, where they could rebuild and recover. The Long March came to be seen as a great Chinese achievement.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Many Communists died on the Long March.' 'The Communists lost 50 000 men at the Battle of the Xiang River.' 'It was a failure for the Nationalists as the Communist leadership survived.' 'It was a failure for the Nationalists as the Communists were able to set up a new base at Yenan.' 'The Nationalists inflicted a major defeat on the Communists at the Battle of the Xiang River.' 'The experiences of the Long March became great propaganda.' 'Many Chinese people now saw the Communists as heroes.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'In some ways the Long March was a success for the Communists.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**Describe Communist China's relations with the USSR between 1953 and 1964.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Experts from the USSR travelled to China to help with the Five Year Plans.' 'In 1957 Khrushchev promised to give China access to nuclear weapons technology.' 'Mao did not get on with Khrushchev.' 'Mao thought that Khrushchev had betrayed Marx and Lenin.' 'Mao did not agree with Khrushchev's idea of peaceful co-existence with the West.' 'Khrushchev withdrew Russian technical experts from China.' 'Mao was annoyed that the USSR did not help China develop an atomic bomb.' 'Mao did not agree with Khrushchev that Party members should have privileges.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why did tension exist between Communist China and Taiwan?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Both the KMT in Taiwan and the Communists in mainland China claimed to be the legitimate government of China. Each side used propaganda stating that the people on the other side were suffering and living in poor conditions. Both refused to accept the legitimacy of the other, and both hoped that eventually they would be the sole and legitimate government of all of China.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Taiwan was home to Chiang and the Nationalists.' 'Both governments thought they were the legitimate government of China.' 'In 1950 the Communists had attempted to seize islands belonging to Taiwan.' 'People fleeing persecution in China often sought refuge in Taiwan.' 'Taiwan had financial and military support from the USA.' 'Taiwan had the seat in the UN for China until 1971.' 'The Nationalists hoped to gain control of mainland China.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They both wanted to be the most important.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'After 1976, its economic growth was the most important factor shaping China's international relations.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Economic growth was the most important factor. China's economic growth was slowing down, and the effects of the Cultural Revolution had left China finding it very difficult to develop its own advanced technologies to stimulate growth. China needed to build up her industry, and American trade and business expertise would really help with this. China was therefore keen to develop relations with the USA.' **OR** 'China's relations with the USSR had been getting worse for some time, and China was concerned about becoming further isolated on the international scene. The USA saw an opportunity to divide China and the USSR further by establishing links with China. China saw the USA as a useful ally against the USSR. Links with the USA would ensure that China was not isolated, and would actually isolate the USSR.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'China wanted access to American trade and business expertise.' 'Deng promoted the market economy and trade with the USA.' 'The USA changed its foreign policy.' 'Relations with the USSR had deteriorated.' 'China did not want to be isolated.' 'The USA would be a useful ally against the USSR.' 'Vietnam and China clashed over Cambodia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Economic growth was important, but there were other factors affecting China's international relations.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**What were the main terms of the Population Registration Act of 1950?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'A register of South Africa's population would be compiled.' 'Every South African would be classified into a particular racial group.' 'Every South African would be classified as white, black or coloured.' 'Race would be defined by physical appearance and by other criteria such as socio-economic status.' 'All South Africans would be issued with identity documents.' 'Identity numbers would show your race.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why did most Afrikaners support apartheid?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'There had been an Afrikaner nationalist revival, and the Afrikaners had been developing a greater sense of their own identity. In addition, the Dutch Reformed Church encouraged Afrikaners to think of themselves as a chosen people. They believed it was their destiny to rule over non-whites in South Africa, and apartheid would ensure this destiny was fulfilled.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was an Afrikaner nationalist revival.' 'The history of South Africa showed that the different races in the country could not live together in peace.' 'Many Afrikaners had developed a sense of identity and togetherness.' 'Many Afrikaners thought they were a chosen people.' 'Afrikaners thought it was their destiny to rule over black people and other non-whites.' 'They believed the different races needed to live apart.' 'Apartheid would give Afrikaners more job opportunities.' 'Apartheid would give Afrikaners a more secure future.' 'They believed the white South Africans were being outnumbered in the towns.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought it was best for everyone.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(c)	**'The Rivonia Trial was the most successful government action to crush internal resistance to the apartheid state before 1966.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Rivonia Trial was very successful in crushing internal resistance to the apartheid state before 1966. Seventeen MK leaders were arrested and put on trial for treason, and Mandela, Sisulu and six others were found guilty and sentenced to life imprisonment. During the original investigation, papers outlining MK plans were found. This meant that MK and the ANC were without their main leaders and their future plans for sabotage were now known to the authorities. MK and the ANC were now broken within South Africa.' **OR** 'The Treason Trials were very successful in crushing internal resistance to apartheid. The government stated that the Freedom Charter was an act of treason and charged 156 people, including many of the ANC leaders, with high treason under the Suppression of Communism Act. All the accused were eventually released, but the trial had lasted for five years, meaning that internal resistance to apartheid had been seriously weakened during that time.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Seventeen MK leaders were put on trial.' 'Eight MK leaders were given life sentences.' 'The Rivonia Trial broke MK and the ANC inside South Africa.' 'The Suppression of Communism Act was important in crushing internal resistance.' 'The General Laws Amendment Act crushed internal resistance.' 'The Treason Trial was successful in crushing internal resistance.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The government introduced laws to crush internal resistance.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**What did the Black Consciousness Movement aim to achieve?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Black Consciousness Movement wanted people to be proud of being black.' 'It aimed to increase pride in black history and culture.' 'It encouraged black people to break free from the oppression of apartheid.' 'It aimed to give black people the confidence to change things for themselves.' 'It wanted black people to refuse to rely on white people in the struggle against apartheid.' 'It wanted black people to win their own freedom.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why was Oliver Tambo important to the African National Congress (ANC)?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Oliver Tambo was important to the ANC because he went abroad to garner international opinion against apartheid. He established ANC offices in 27 African and European countries. He also made speeches to the United Nations and other international gatherings about apartheid, and helped to raise the prestige of the ANC. Tambo ensured that people all over the world became aware of the reality of apartheid in South Africa.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Tambo frequently emphasised that the ANC was completely independent of communism.' 'Tambo wanted to involve masses of people in a militant struggle.' 'During the rioting of 1984–86, Tambo called for a concerted effort to destroy apartheid.' 'Tambo told people in the townships to make South Africa ungovernable.' 'Tambo established ANC offices in foreign capitals.' 'Tambo addressed the United Nations in the 1970s.' 'Tambo helped to keep the ANC together during the later years of apartheid.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Tambo was listened to by many people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**'The actions of the ANC were the main cause of the upsurge in violence 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' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The actions of the ANC were the main cause of the upsurge in violence. In response to increasing levels of discontent in the townships, the ANC called on people to make apartheid unworkable and South Africa ungovernable. People responded quickly to these requests, and attacked government buildings and carried out assassinations of those people in the black local government system regarded as collaborators with apartheid.' **OR** 'The upsurge in violence was due to the changing international situation. White rule had ended in Rhodesia in 1979, and the country had been renamed Zimbabwe. This change meant it was easier for the ANC to plan attacks in safe bases outside South Africa. They then launched attacks on government buildings, industrial buildings, sporting venues and shopping centres.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The ANC called on people to make apartheid unworkable.' 'The ANC called on people to make South Africa ungovernable.' 'Government buildings were attacked.' 'There was violence against black councillors and police suspected of collaborating with apartheid.' 'Some of the violence was due to tribal rivalries.' 'Violence was caused by disappointment with Botha's new constitutional reforms.' 'The violence was a response to the violence shown by the government security services.' 'White rule had ended in Rhodesia, now renamed Zimbabwe.' 'MK was now strong enough to restart attacks on government or industrial buildings.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The ANC called on people to act.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**What were the results of the Suez War of 1956?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The bases of the Fedayeen had been destroyed.' 'The Israelis occupied Sinai.' 'The blockade of the Tiran Straits had been removed.' 'Nasser had gained complete control of the Suez Canal.' 'Many Arab states became more willing to seek Russian aid.' 'The USSR began to supply most of Egypt's weapons.' 'The USSR gave the Arabs funding to pay for the building of the Aswan Dam.' 'Nasser's prestige increased.' 'The credibility of Britain and France had been seriously damaged.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(b)	**Why did the activities of the Palestine Liberation Organisation raise tension between 1967 and 1976?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The activities of the PLO raised tension because the PLO tried to terrorise Israel into giving up conquered lands, and their activities had an impact on countries across the world. The hijack of an Israeli passenger plane at Athens airport in 1968 and the attack on Israeli athletes at the 1972 Olympics in Munich shocked the world and people lost sympathy for the Palestinian cause. They now thought of the PLO as terrorists, and were worried that their own country could be affected next.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The PLO attacked civilians.' 'In February 1970, a Swiss plane was blown up on its way to Israel.' 'Israeli athletes were kidnapped and killed at the 1972 Munich Olympics.' 'The PLO tried to terrorise Israel into giving up conquered lands.' 'King Hussein of Jordan feared international intervention.' 'Many countries viewed the PLO as terrorists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were violent.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**How important was superpower involvement in conflict in the Middle East? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how important' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Superpower involvement was important in the Yom Kippur War. The USSR supplied Egypt and Syria with surface to air weapons and anti-tank weapons. When Egypt and Syria first attacked Israel they used these weapons to good effect, destroying 300 Israeli tanks and preventing the Israeli army from fully mobilising for three days.' **OR** 'The importance of superpower involvement was limited during the Yom Kippur War because the Arab states used the weapon of oil to influence the actions of the USA. The USA wanted to help Israel but could not afford to upset the Arab states further, as Saudi Arabia had banned all oil exports to the USA. If this continued it would cause considerable disruption to the American economy, and so the USA had to work towards a prompt ceasefire.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'President Johnson of the USA adopted a strongly pro-Israel policy.' 'In the Yom Kippur War, the USA replaced Israeli tanks destroyed in the surprise attack.' 'Nixon and Kissinger organised settlements between Egypt and Israel.' 'Nixon and Kissinger organised settlements between Syria and Israel.' 'The USSR gave financial aid to Egypt.' 'The USSR gave Egypt diplomatic support during the 1956 Suez Crisis.' 'The USSR supported Egypt with supplies of weapons before the Yom Kippur War.' 'The Arab states used the weapon of oil to influence the actions of the USA.' 'The 1971 Treaty of Friendship between the USSR and Egypt ended in 1976.' 'Sadat made it clear he would not allow Egypt to be used as a pawn in the Cold War.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The superpowers gave help and support when they wanted to.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**Describe the UN role in the 1956 Suez War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The UN acted as peacemaker.' 'The UN ordered the British and French forces to leave Suez.' 'The UN threatened Britain with sanctions.' 'The UN sent the UNEF (United Nations Emergency Force) to the Suez Canal.' 'The UN Secretary-General insisted on a ceasefire.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(b)	**Why was the UN unable to prevent war in 1967?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Since 1956 the UNEF had had a peacekeeping role in the Middle East, and patrolled the Israeli-Egyptian border. Nasser told the UN commander to leave Egypt. The UN Secretary-General suggested the UNEF was placed on the Israeli side of the border, but the Israelis refused. This meant that the UN forces in the area would be withdrawn, which made it more likely a war would occur.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There were constant border skirmishes between Israeli and Palestinian guerrilla groups.' 'Nasser ordered the UN force patrolling the Israeli-Egyptian border to leave Egyptian soil.' 'The Israelis refused to allow the UN troops to be placed on the Israeli side of the border.' 'Nasser wanted to prove himself as a worthy leader of the Arab states.' 'Nasser closed the Gulf of Aqaba to Israeli ships.' 'In May 1967 an Israeli general threatened to occupy the Syrian capital.' 'Syria was becoming increasingly anti-Israeli.' 'Egypt and Syria signed a defence agreement in 1966.' 'Eight Arab states were ready to attack Israel.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The UN couldn't control the situation.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**'Since 1967 the UN has failed as a negotiator for peace in the Middle East.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The UN failed in the conflict between Israel and Lebanon. In 1978 Israel invaded Lebanon, and the UN Security Council passed Resolution 425, calling for the immediate and unconditional withdrawal of Israel from Lebanon. A United Nations Interim Force was sent to Lebanon to keep the peace on the border. Although initially this appeared to work, Israel defied the resolution in 1982 and launched a large scale invasion of Lebanon. The UN peacekeeping forces were powerless to stop them. Thousands of Palestinian and Lebanese civilians were killed in the invasion.' **OR** 'After the Six Day War, the United Nations passed Resolution 242. This called for Israeli withdrawal from occupied lands and Arab recognition of Israel. Egypt and Jordan accepted the resolution, in effect recognising Israel's right to exist. In theory at least this was a step forward. This resolution remains the basis for all attempts at peace in the Middle East.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The UN has been accused of having an anti-Israeli bias.' 'The UN General Assembly and the UN Security Council each have a different focus.' 'The UNEF withdrew from Egypt in 1967.' 'The role of the UN decreased as American intervention in the Middle East increased.' 'After the Six Day War, the UN introduced Resolution 242.' 'In 1973 the UN went to Egypt in a peacekeeping capacity.' 'In 1978 the UNIFL oversaw the withdrawal of Israel from Lebanon.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The UN has had both successes and failures.'	
	Level 0 No evidence submitted or response does not address the question **0**	