Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **May/June 2019**

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 criteria 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 levels and given an appropriate mark within that level. If you cannot resolve the issue please contact your team leader.
- 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

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Assessment Objectives

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

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Question	Answer	Marks
1(a)	**Describe what happened in Rome in 1848–9.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Pope Pius was elected.' 'Pius passed reforms such as introducing non-churchmen into his government.' 'Pius issued a new constitution.' 'Pius released political prisoners.' 'In his Allocution Pius said he did not want to be the leader of any Italian confederation.' 'In 1849 Pius appointed Pellegrino Rossi as prime minister to act against the liberals.' 'Rossi was murdered in 1849.' 'There was an uprising against the Pope and he fled.' 'There were elections and a Roman Republic was declared.' 'Mazzini arrived and became part of the triumvirate ruling Rome.' 'Reforms were passed.' 'Censorship was ended.' 'A French army laid siege to Rome with Garibaldi leading the resistance to the French.' 'In July 1849 the French entered Rome.' 'The Republic was ended.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(b)	**Why was Garibaldi important to 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. 'Garibaldi was very important because in 1860 he conquered Sicily and then went on to take Naples. His decision to hand over all these gains in the south of Italy to Piedmont was crucial to unification. Piedmont already ruled much of northern Italy and when Garibaldi handed over his conquests it meant much of Italy was now under the rule of the same monarch. It forced Piedmont to consider unifying the whole of Italy which it hadn't really aimed at before.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Garibaldi's actions with the Thousand inspired many Italians to support unification.' 'Garibaldi's decision to support the Piedmontese monarchy made it much stronger and helped it unify Italy.' 'Garibaldi's conquest of Sicily and Naples helped bring about Italian unification.' 'Garibaldi's exploits made him an international hero and this strengthened the cause of Italian unification.' 'Garibaldi's actions forced Cavour to consider Italian unification.' 'Garibaldi forced Cavour to act in the south.' 'Garibaldi was important because he highlighted the cause of Italian nationalism and turned it into a glorious idea.' 'Garibaldi's victories against the Austrians were important.' 'Garibaldi helped Italy win Venetia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Garibaldi was important to Italian unification because he encouraged lots of people to support it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**'Factors external to Italy rather than internal factors explain why Italian unification took so long.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The power of Austria helped hold up unification. Austria dominated Italy until the late 1850s. It was in Austria's interests to keep Italy divided and to keep control of its provinces in Italy. It received much of its tax income from its Italian lands and Italian independence might threaten the stability of the rest of the Austrian Empire. This is why when the Austrian army was in retreat in 1848 the Austrians sent reinforcements and Charles Albert was defeated at Custoza. Austria was determined to hold on to its Italian lands and keep Italy divided.' **OR** e.g. 'Internal factors were most important. Italy was divided in lots of ways and this made unification difficult. Only a few Italians spoke Italian. Most spoke their own local dialect which was often nothing like Italian. There were also class divisions in Italy. Many people were peasants living in poverty and they were more interested in food than unification. They had little in common with the middle class liberals who wanted unification. These factors made it difficult for Italy to develop a sense of Italian identity.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Pope Pius IX's failure in 1848 to support unification was a blow to hopes for unification.' 'For a long time Piedmont and Cavour were not really interested in Italian unification.' 'An important external factor was Austria's power and control which was a problem for a long time.' 'Most countries wanted to keep the balance of power and this meant helping Austria to hold on to its power.' 'An important internal factor making unification difficult was that Italy did not have a common language.' 'An internal factor was that Italy was divided socially.' 'Most people's loyalties were local ones.' 'An important internal factor was that Cavour and Garibaldi would not work together.' 'Internal factors were more important. Mazzini was a dreamer and totally impractical.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The real problems for Italian unification were in Italy itself where there was not much support for it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe the hopes of German liberals and nationalists in 1848.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Abolish censorship.' 'Written constitutions.' 'A German parliament.' 'A written constitution for the whole of Germany.' 'Most men should have the vote.' 'A German constitutional monarch.' 'A unified Germany.' 'To get rid of oppressive Austrian rule.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was the crisis over Schleswig-Holstein in 1863–4 important for Bismarck?**	**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. 'This crisis was important because it actually led to Prussia dominating north Germany. At the end of the crisis, Austria and Germany agreed to share the governing of Schleswig and Holstein. This agreement gave Bismarck an opportunity to find an excuse for going to war against Austria. He first made an alliance with Italy and then accused Austria of breaking the agreement over the running of Schleswig and Holstein. This led to war with Austria, with Austria and other northern states being defeated. This gave Prussia domination over north Germany and the new North German Confederation and destroyed the power of Austria in Germany.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Prussia led in this crisis and Austria followed.' 'It showed the weakness of the German Confederation.' 'Bismarck won the support of Prussian liberals.' 'It led to Austrian defeat by Prussia.' 'It meant Prussia had control over Schleswig.' 'It allowed Bismarck to pick a fight with Austria later.' 'It was important for Bismarck because it put Prussia in a strong position.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important for Bismarck because it helped him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The Austro-Prussian War was more important than the Franco-Prussian War in the achievement of German unification.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Austro-Prussian War was more important because it meant that Austria was no longer important in Germany. Austria and Prussia had been rivals for decades over who was going to be the leading country in Germany. When Prussia defeated Austria in 1865, it meant that any German unification could only take place under Prussia. The Austrian-led German Confederation was dead and a new North German Confederation under Prussian leadership was set up. Austria no longer had any power in Germany. The war decided that German unification could only take place under Prussia.' **OR** e.g. 'France had to be dealt with before German unification could be completed. The clumsy French handling of the Hohenzollern candidature allowed Bismarck to provoke France into a war. This meant that the southern states of Germany were now ready to ally with Prussia and north Germany. Even powerful states like Bavaria saw there was no alternative. Prussian victory in the war meant that the wartime alliance would be permanent and German unification resulted. This is why the war with France was important.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Austro-Prussian War made Prussia the leader of Germany.' 'The Austro-Prussian War meant that German unification would take place under Prussia.' 'Prussia now dominated north Germany.' 'Prussia gained Hanover.' 'Prussia gained Frankfurt.' 'Prussia gained Alsace and part of Lorraine.' 'It meant that Prussian liberals now supported Bismarck.' 'The war with France meant southern German states allied with Prussia.' 'The war left France so weak it could not stand in the way of unification.' 'Prussia's war with France left Prussia totally dominant in Germany and so unification was inevitable.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both of these wars were crucial for the achievement of German unification. It would not have happened without them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**What was the Kansas-Nebraska Act of 1854?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Kansas and Nebraska became territories of the USA.' 'It allowed settlers of a territory to decide if slavery would be allowed.' 'It dealt with controversial issues such as slavery, western expansion and the building of a transcontinental railroad.' 'It was designed to deal with the issue of slavery in the Kansas and Nebraska territories.' 'It dissolved the Missouri Compromise.' 'It divided the Nebraska territory into two: Kansas and Nebraska.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why did slavery exist in the Southern states?**	**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. 'Slavery existed because in the first part of the nineteenth century there was a massive expansion in growing cotton in the Southern states. High demand from Britain pushed prices up and made it very profitable and new plantations were created. These needed a large amount of unskilled labour and slaves were regarded as ideal for this. By 1860, over half of all American slaves worked on cotton plantations.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Slaves were shipped from Africa in the seventeenth and eighteenth centuries.' 'Slaves worked on the cotton and tobacco plantations in the South.' 'The expansion of cotton production depended on slave labour.' 'Southerners believed there would be economic collapse without slavery.' 'Southerners believed it was morally right.' 'Slaves were regarded as essential for the South's economic development.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Slavery existed in the South because the people there thought it was right.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'Reconstruction failed to bring improvements to the lives of former slaves.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Freedmen's Bureau helped black people in the South. It helped them find family members who had become separated during the war. It provided black people with health care, clothing, education and jobs. It had agents who monitored local courts to make sure that black people got justice.' **OR** e.g. 'The Ku Klux Klan was formed to fight for white rights. From the 1860s it grew rapidly. It carried out intimidation and terror against black people. It attacked black schools and churches. It was difficult for the authorities to deal with them because witnesses were afraid to testify and juries often let them off.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Black people were given the vote.' 'Black people were elected to Congress and state legislatures.' 'The Freedmen's Bureau helped former slaves.' 'Many white people in the South remained racist.' 'There was still violence against black people by white people.' 'Black people gained some independence by becoming sharecroppers.' 'The Ku Klux Klan caused problems for former slaves.' 'The 1875 Civil Rights Act tried to ban discrimination by hotels and railroads.' 'There was much intimidation of black people on election days.' 'There was no redistribution of land.' 'Most black people owned little land and so were very poor.' 'Black sharecroppers lived in permanent debt.' 'Black people did have more control over their lives than under slavery.' 'There was a redistribution of income.' 'Slowly some black farmers increased the amount of land they owned.' 'Black people were free to move to Northern cities or out West.' 'The Jim Crow laws introduced segregation.' 'Many black people were disenfranchised by new laws.' 'Black people were able to set up their own churches and clubs.' 'The Freedmen's Bureau was shut down in the 1870s.' 'Local laws made sure savage punishment was given to black people.' 'Black schools did increase the literacy rate.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Reconstruction did not help the former slaves much. In fact, in some ways it made things worse.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**What was the Alliance System?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It divided Europe into two power blocs.' 'The Triple Alliance between Germany, Austria and Italy.' 'The Triple Entente between Britain, France and Russia.' 'Countries in an alliance promised to support each other if they were attacked.' 'Many alliances contained secret clauses which increased international tension and suspicion.' 'It had the effect of spreading disputes to involve more countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why was there a crisis over Bosnia and Herzegovina in 1908–9?**	**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 was a crisis because gradually Austria had taken more and more control over Bosnia and Herzegovina. However, a new pro-Russian regime in Serbia also wanted to take them over. This meant that relations between Austria and Serbia grew worse. When Austria annexed the two territories in 1908, Serbia protested strongly and thought it would be supported by Russia.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'In 1908, Russia and Austria met and the Austrians claimed that Russia had agreed to the annexation.' 'The Russians claimed that in the meeting there was no hint that the annexation would happen soon.' 'Austria annexed Bosnia and Herzegovina.' 'Serbia had claims over the two provinces as well.' 'Russia and Serbia protested when Austria annexed Bosnia and Herzegovina.' 'There was a possibility that Serbia would declare war on Austria in 1908.' 'Russia was unwilling to go to war to support Serbia, leaving Serbia looking for revenge.' 'The alliance system meant Britain and France became involved.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was a crisis because it created much tension in a difficult situation.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'Austria and Russia were equally to blame for the outbreak of the First World War.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think Austria was mainly to blame. It was afraid its empire was disintegrating. It saw Russia's ambitions in the Balkans and Serb nationalism as the two big threats. When Archduke Franz Ferdinand of Austria was assassinated by a Serb group, this gave Austria its chance to have a limited war against Serbia. It hoped that German support would persuade Russia not to get involved. Austria thought this was an opportunity to deal with Serbia. The demands it made of Serbia were impossible to fulfil and it was clear Austria was using it all as an excuse for aggression against Serbia. When Serbia did not agree to all the demands, Austria quickly declared war on Serbia. It was not long before Russia, Germany, France and Britain were dragged in.' **OR** e.g. 'It was Russia's support for Serbia that caused the First World War. Russia was stirring up the Slavs and Serbia would never have gone as far as it did without Russian support. Finally, it was the Russian decision to mobilise in July that caused the Serbs to reject the ultimatum. They would not have felt as confident if they had not got Russian support, and it was the Russian general mobilisation at the end of July that made the Germans mobilise and declare war.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'There was an Austrian ultimatum to Serbia making ten demands.' 'Austria was determined to deal with Serbia.' 'Austria was ready to risk a local war with Serbia.' 'Russia mobilised.' 'Austria declared war on Serbia.' 'There was Russian support for Serbia.' 'Austria took risks because it knew it had German support.' 'Russia had ambitions in the Balkans.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think they were both to blame because it was the actions of both of them that led to war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**What were the terms of the Treaty of Sèvres?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **4** e.g. 'The Treaty abolished the Ottoman Empire.' 'Turkey lost all non-Turkish territory.' 'Turkey lost its East Mediterranean lands. They became English and French mandates.' 'Smyrna and part of Thrace were given to Greece.' 'Greece was given Adrianople.' 'The Straits of the Dardanelles and the Bosphorus were opened to ships of all nations.' 'Arabia was made independent.' 'An independent Armenian state was created.' 'Kurdistan would be autonomous.' 'The Allies would keep troops in Turkey.' 'The Allies were to control Turkey's finances.' 'The Turkish army was restricted to 50 700 men.' 'The navy was restricted to seven sloops and six torpedo boats.' 'Turkey could not have an air force.' 'The Straits from the Dardanelles to the Sea of Marmara were demilitarised.' 'The Straits were placed under League of Nations control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why did the Treaty of Versailles cause difficulties for Germany up to 1923?**	**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 War Guilt Clause caused much discontent in Germany. It was included in the Treaty at the insistence of the Allied lawyers. They wanted to establish a legal basis for reparations: if you cause damage and it is entirely your fault, then you must pay compensation. Germany was adamant they could not pay large sums of money in reparations. The Germans were adamant that they were not totally responsible for starting the war. They felt that other countries such as Britain and Russia were also to blame. They felt they were being blamed because they lost and this caused great discontent in Germany. This meant the Weimar Republic was unstable from the very beginning.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Germans felt the Treaty was a 'Diktat', not a negotiation.' 'Many Germans were not aware that Germany had surrendered; they thought they had stopped fighting to make peace.' 'They felt they were treated as a defeated nation.' 'The Germans hated having to accept full blame for starting the war.' 'The Germans had to pay reparations.' 'The Germans were deprived of important industrial areas, such as the Saar.' 'The Germans claimed the Allies were trying to bankrupt Germany with high reparations.' 'They thought the loss of 7 million subjects was too harsh.' 'They thought the loss of 13% of their territory was too harsh.' 'They resented the losses to Poland as it split Germany in two.' 'Germany was left defenceless against France.' 'The new Weimar Republic was blamed for the terms of the treaty.'	

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Question	Answer	Marks
5(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The Germans felt the Treaty was far too harsh.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(c)	**'The Paris peacemakers did as well as could be expected in the circumstances of 1919–20.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The peacemakers had a very difficult job to do and they did quite well. There were many problems. The French were worried that Germany could invade them again, and wanted a very harsh treaty, but Britain and the USA disagreed. They had to compromise. The Treaty of Versailles gave France some security, because the Rhineland was demilitarised and the German armed forces greatly reduced.' **OR** e.g. 'The peacemakers should have done a lot better. The punishment of Germany was far too harsh. The reparations, the war guilt clause and the territorial clauses left Germany with lots of grievances for which it would want revenge later. These terms weakened the new regime in Germany and meant that it struggled from the beginning. The German people looked to extremist groups who promised to get rid of the Treaty of Versailles and make Germany great again. The Paris peacemakers did not ensure a long lasting peace.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Clemenceau had been made to moderate his approach towards Germany.' 'Germany's economy would be able to contribute to British trading.' 'Germany would still be strong enough to stop the spread of communism.' 'It was a mistake to place some German speaking areas under the rule of other countries.' 'The creation of the League of Nations was a hope for future peace.' 'Germany was left with many grievances such as reparations.' 'The Treaty weakened the new regime in Germany.' 'Self-determination did not apply to some areas.' 'Britain, France and Japan grabbed Germany's colonies for themselves.' 'The League of Nations was too weak.' 'It was difficult from the start because Britain, France and the USA had such different ideas.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Treaty had many weaknesses and they should have done better.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(a)	**Describe one failure of the League of Nations in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The League failed to deal with Italian aggression in Corfu.' 'Mussolini demanded compensation.' 'Greece refused to pay compensation and so Mussolini bombarded and occupied Corfu.' 'The League failed to condemn Italy.' 'Greece was made to apologise and pay compensation.' 'Mussolini got round the League by going to the Conference of Ambassadors.' 'The League failed to deal with the Vilna dispute.' 'The League asked Polish troops to withdraw from Vilna. They refused.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why did hostilities between Japan and China break out in 1931?**	**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 Japan and China wanted Manchuria. It was officially part of China but China was weak and could hardly keep control of it. However, China was beginning to regain control of the area from warlords and Chinese settlers were moving in because of the land and work there. This directly conflicted with Japan's aims. It wanted to build an empire to increase trade and grow more food. Manchuria was the obvious place to choose as it already controlled part of it.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Manchuria was rich in natural resources like coal and iron ore.' 'China was weak at the time.' 'Japan needed to expand and to produce more food.' 'Japan saw an opportunity to take control of Manchuria.' 'The Mukden incident – which led to the two sides shooting at each other.' 'The Mukden incident gave the Japanese the excuse they needed.' 'Japan already had troops in Manchuria which the Chinese resented.' 'The Japanese army was keen to expand and build an empire.' 'The Depression had put the Japanese economy into crisis and a solution was needed.' 'The Chinese wanted to settle people in Manchuria.' 'The Japanese army was no longer under the control of the Japanese government.' 'It was due to the Wall Street Crash.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hostilities broke out because they both wanted control of the same territory.' 'It was due to self-interest.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(c)	**How far was the response of the League of Nations to the Italian invasion of Abyssinia justified? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think the response of the League was justified. It was important to keep Mussolini from getting too close to Hitler. In 1935, Britain and France had signed the Stresa Pact with Italy. They agreed to stop Germany changing the Treaty of Versailles any more. By this time Hitler had announced he was building up Germany's armed forces and Mussolini was as worried by this as anyone. If the League had taken firm action against Italy, this would have driven Mussolini into the arms of Germany.' **OR** e.g. 'The response of the League was not justified. Both countries were members of the League and Italy had simply invaded Abyssinia. This was exactly the kind of situation where the League needed to act decisively. The Covenant of the League said that it should use sanctions to stop aggressors and it could even raise an army. Sanctions were imposed but they did not include crucial materials like coal, iron and oil. Stopping these would have stopped the invasion within weeks – even Mussolini accepted this. Even the Suez Canal was left open so he could supply his troops. There was no justification for this.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The League condemned the Italian invasion quickly and imposed sanctions.' 'The Abyssinians had committed many human rights abuses.' 'Britain and France could not afford to alienate Italy.' 'Britain and France did not want Italy to ally with Germany.' 'The Americans would not support sanctions, especially of oil, and so they were a waste of time.' 'The Italians' atrocities in Abyssinia should have been severely punished.' 'Important materials such as coal, iron and oil were not part of the sanctions.' 'It was simple aggression by one member of the League against another.' 'Hoare and Laval were making plans about Abyssinia secretly.' 'The Italians used chemical weapons.' 'There was little the League could do when Britain and France were plotting together.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The actions of the League were not justified because nothing was done.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**What was the Berlin Airlift?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'A reaction to Stalin's blockade of Berlin.' 'A way of supplying Berlin without having to fight Communist troops.' 'Supplying Berlin with food and fuel by plane.' '27 500 trips to Berlin supplied 2 million tons of supplies.' 'It forced Stalin to call off the Berlin Blockade.' 'It took place in 1948–9.' 'It ensured the Allies kept control of their parts of Berlin.' 'The Airlift lasted for 11 months.' 'The Berlin Airlift was also known as Operation Vittles.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(b)	**Why was it harder for the Allies to reach agreement at Potsdam than it had been at Yalta?**	**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. 'By the time of the Potsdam talks Soviet troops had taken over eastern Europe. The troops stayed there and it was clear that Stalin wanted it all to be communist – he had already set up a communist government in Poland. Britain and the USA wanted free elections in eastern Europe. This did not help relations at Potsdam, especially when the USA did not accept that the Soviets had the right to set up pro-Soviet governments there.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Truman had replaced Roosevelt.' 'By July 1945, Soviet troops had taken over all of eastern Europe.' 'By this time the Americans had tested an atomic bomb and Truman told Stalin at Potsdam.' 'There were disagreements over what to do with Germany.' 'Attlee replaced Churchill.' 'Truman and Stalin disagreed.' 'Truman was anti-communist.' 'The Soviet Union was installing pro-Soviet governments in eastern Europe.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because circumstances had changed a lot.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**Who was more to blame for the Cold War, the USA or the USSR? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Soviet actions in eastern Europe were a major factor in causing the Cold War. Stalin gradually took over these states. Romania, Bulgaria, Hungary and East Germany all had communist governments imposed on them by force or through rigged elections. For Stalin this was a defensive measure to prevent the Soviet Union being invaded again. For the West it was an aggressive move by the Soviet Union and threatened western Europe. This was a major cause of increasing suspicion between the two sides and caused the Cold War.' **OR** e.g. 'I think that Truman's attitude towards the Soviet Union and his Truman Doctrine were to blame for the Cold War. Truman was very anti-communist and took an aggressive attitude from the beginning. The Truman Doctrine said that the USA would help any country that was in danger of becoming communist. This was bound to cause friction with the USSR. The Marshall Plan made things worse because the Soviets saw it as a way of the USA dominating Europe and making it dependent on the USA. Stalin saw this as an aggressive move against the USSR. This was a major factor in causing the Cold War.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The communist ideology was expansionist and intent on imposing its system of government throughout the world.' 'Stalin imposed pro-Soviet governments on countries in eastern Europe.' 'Stalin failed to abide by the agreements made at Yalta.' 'COMINFORM was a clear sign that Stalin intended to undermine capitalist society.' 'Stalin had concerns for Soviet security, especially from attacks from the West.' 'The Berlin Blockade was provocative.' 'The USA kept the atomic bomb testing secret.' 'The Truman Doctrine upset the Soviets.' 'Marshall Aid was set up to provide markets for American goods.' 'Marshall Aid was promised to countries standing up to communism.' 'The creation of Bizonia and the new currency in the western zones of Germany was in breach of the Potsdam Conference agreement.' 'Truman was very aggressive in his attitude to Stalin and his officials.' 'NATO was set up as a military alliance against possible communist attack.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both the USSR and the USA contributed to the start of the Cold War.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**What was Operation Desert Storm?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'This was the war between the USA and its allies and Iraq in January 1991.' 'This was when the USA attacked Iraq because of Iraq's invasion of Kuwait.' 'The USA had the support of 35 nations during Operation Desert Storm.' 'It began with an aerial bombardment for five weeks.' 'There was a ground assault.' 'This was how the USA and its allies liberated Kuwait.' 'It was a decisive victory for the USA and Iraq was defeated.' '10 000 Iraqi troops retreating from Kuwait were killed.' 'Coalition forces bombed a six lane motorway connecting Kuwait City with Basra.' 'The USA army destroyed 186 Iraqi tanks at the Battle of Medina Ridge.' 'The USA army destroyed 127 armoured vehicles at the Battle of Medina Ridge.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why were Iran and Iraq at war by 1980?**	**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. 'I think the main reason was the Islamic Revolution in Iran. This brought Khomeini to power and a strict Islamic regime was established, ruled by Shiite Muslims. Iraq, on the other hand, was a secular state ruled by Sunni Muslims. Khomeini regarded the regime in Iraq with contempt because of this and encouraged Shiites in Iraq to overthrow the regime. There were riots in Iraq and this worried Saddam, so he decided he had to do something about this threat from Iran.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Iraq invaded Iran in September 1980.' 'There were disputes over the Shatt al-Arab waterway.' 'There were disputes over the province of Khuzestan.' 'Saddam renounced the Algiers Agreement.' 'It was the result of the long-standing rivalry between the two countries who both wanted to dominate the Gulf.' 'Iraq wanted to be leader of the Arab world.' 'Iran was weakened by the Islamic Revolution, and this gave Saddam an opportunity.' 'The Islamic Revolution in Iran increased the tension between the two countries.' 'Iran was run by Shiite Muslims, while Iraq was run by Sunni Muslims.' 'Khomeini wanted the Baath regime in Iraq to be overthrown.' 'Khomeini called for people in Iraq to rebel against the Baath regime.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They both wanted to be the major power in the area.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**Was the Shah a reforming or a repressive ruler of Iran? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think that the Shah was a reformer. He wanted to make Iraq into a modern state. He passed lots of reforms such as giving women the vote and he reduced the power of the clergy. He brought in labour laws that were fair to workers, Iraq's economy boomed and for a time there was a lot of toleration of Jews in the country. His White Revolution did improve people's lives. He gave small farmers more land, provided free meals for children at school. New elementary schools and literacy courses were set up in remote areas. All of this shows that he was definitely a reformer and was trying to make Iraq a modern state.' **OR** e.g. 'The Shah became more repressive the longer his regime went on. In the 1970s, he really became a dictator. He abolished political parties and set up a one-party state and censorship was introduced. Whenever there was any sign of opposition he destroyed it brutally. There were thousands of political prisoners. In these prisons there was systematic torture and many were executed.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The White Revolution introduced reforms.' 'He was trying to modernise and westernise the country.' 'There was land reform where land was redistributed to the peasants.' 'He reformed the health system in Iraq.' 'The number of doctors and hospital beds was increased.' 'There were reforms in education.' 'He relaxed police controls in 1977.' 'He made trials in courts fairer.' 'Iraq became a more unequal society.' 'There was still much poverty and unemployment.' 'In 1975 he turned Iraq into a one-party state.' 'Censorship was imposed.' 'His secret police and informers tortured and executed anyone questioning the regime.' 'In 1978 he used tanks and helicopter gunships against protestors.' 'His troops killed 84 people on Black Friday.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think he was a repressive ruler and there were many people in Iraq who suffered from his rule.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**What happened at the Battle of Verdun?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Germans attacked the town of Verdun.' 'Verdun was heavily fortified.' 'The German bombardment was intense.' 'The German aim was to break through the French defensive line. This would have weakened the whole of the French defences.' 'The Germans attacked with over one million soldiers against just 200 000 French defenders.' 'The French managed to defend the town.' 'The battle was the longest in the war.' 'The battle showed how difficult it was to achieve a breakthrough.' 'The Germans had to move some of their troops away from Verdun because the British had attacked at the Somme.' 'The German attack was delayed by bad weather.' 'The French slowed down the German advance.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(b)	**Why was the fighting on the Western Front based around trench warfare?**	**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. 'It was based around trench warfare because both sides had dug in after the battle of the Marne. Both sides built enormous systems of lines of trenches. These were well defended with barbed wire and mines, and new weapons like the machine gun added to this as it was a defensive weapon not an attacking one. Between the trenches was no man's land which was exposed to fire from both sides and almost impossible to get across. As a result, both sides were stuck in their trenches.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Neither side could gain control after the Marne.' 'The war became defensive and one of attrition.' 'The heavy defences of the trenches such as barbed wire and mines.' 'The importance of the machine gun and artillery as a defensive weapon.' 'The difficulty of getting across no man's land.' 'The conditions in Flanders that made a mobile war almost impossible.' 'Tanks were not very effective for much of the war.' 'Generals did not use, or they misused, new weapons like gas and tanks.' 'Defensive weapons were stronger than offensive ones.' 'Once the two sides had dug in, neither side was strong enough to displace the other.' 'Trenches were for protection.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was the only way of fighting in the dreadful conditions.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The use of gas had more of an impact than the tank on the course of the war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Gas was very important to the course of the war. Although gas did not kill many soldiers, it caused immense problems for the enemy troops and demoralised them. Mustard gas could blind and chlorine gas and phosgene could cause severe respiratory problems. It meant many soldiers could not continue to fight.' **OR** e.g. 'Tanks had much more of an impact because they helped the final breakthrough by the Allies in 1918. There were many more of them by 1918 and the British used 500 of them at the battle of Amiens. They were very effective and important to the Allied victory. Heavy tanks attacked well defended German positions while smaller, more mobile tanks, probed the German defences. This mattered because this battle was a major turning point. The Allies were now on the offensive and the German defeat was not far off.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Gas was effective because gas masks often did not work well.' 'Gas drifted over enemy lines in the wind.' 'Chlorine gas destroyed the respiratory organs.' 'Mustard gas burned.' 'Mustard gas caused internal blisters.' 'Gas could blow the wrong way.' 'Attackers had to use masks which reduced movement.' 'Gas only accounted for 4% of war deaths.' 'To be caught in a gas attack was terrifying.' 'Gas was effective because it demoralised the enemy.' 'Gas became less effective as gas masks improved.' 'For much of the war tanks kept breaking down.' 'The sight of tanks caused panic in the German trenches.' 'Tanks were effective in the battle of Amiens.' 'Tanks were effective in breaking through barbed wire and clearing the way for the infantry.' 'Tanks were effective in 1918.' 'Tanks were not effective for most of the war because there were so few of them.' 'Tanks still needed artillery with them.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the tank was much more important because it helped win the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe what happened in the Gallipoli campaign.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Royal Navy bombarded Turkish forts along the Dardanelles.' 'British ships were meant to clear the straits of mines and destroy the Turkish defences, but the minesweepers failed and some of the Turkish guns were not destroyed.' 'The naval attack warned the Turks that an attack was coming.' 'The land campaign was led by Sir Ian Hamilton.' 'The land attack was badly planned.' 'The land attack was a disaster. The troops were cut down on the beaches.' 'There were British and Anzac troops in the attack.' 'There were heavy casualties at Helles.' 'Inaccurate maps were used.' 'Troops were faced with steep cliffs at Kabatepe.' 'In August men were landed at Suvla Bay.' 'Troops had to endure intense summer heat.' 'Troops had to endure a freezing winter.' 'There was a shortage of fresh water.' 'Sickness and disease spread rapidly amongst the troops.' 'Over 250 000 men were killed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why was the Home Front important to Britain's war effort?**	**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. 'Without the Home Front Britain would not have been able to keep fighting. This was especially the case with food because of the submarine warfare and the blockade which were stopping food supplies getting through to Britain. To deal with food shortages the amount of land used to produce food was increased and rationing was introduced to make supplies go further. The Women's Land Army was formed so that men could be released for the army, but food production could still be maintained. Without these measures Britain could have run out of food and lost the war.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Food production needed to be increased.' 'Submarine warfare affected food production.' 'Women worked in factories.' 'Women worked on the land.' 'Rationing was introduced.' 'Britain imported lots of goods.' 'Conscription was introduced in 1916 to make sure the army had enough soldiers.' 'Propaganda was used to keep people's morale high.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Home Front helped support the soldiers.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'Defeats on the battlefield were the main reason why Russia left the war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Brusilov Offensive was initially a great success, destroying half the Austrian Army, but the reluctance of other Russian generals to follow up the Offensive and German reinforcements allowed the Alliance to push the Russians back to where they started and inflict a million casualties on the Russian Army. It was clear that the Russians could not launch another offensive. Overall, Russia's military campaign was disastrous. By 1915, 25% of the Russian army had been killed.' **OR** e.g. 'In the end, it was the Bolshevik revolution that ended Russia's participation in the war. The Provisional Government that replaced the Tsar tried to carry on the war effort but when the Bolsheviks took control after a revolution in October 1917, they signed an armistice. The Bolsheviks had not yet established control over Russia and faced many enemies. They needed to focus on consolidating their position, dealing with threats to them, and to start building a socialist state rather than fight a war.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'There were not enough trained officers and NCOs.' 'There were not enough modern weapons for the Russian soldiers.' 'The home industries could not supply the soldiers with enough food, uniforms and ammunition.' (2 marks) 'The Russian soldiers could not compete with their well trained and well equipped opponents.' 'Successful offensives, such as the Brusilov Offensive, were not followed up quickly enough.' 'Russia lost so many men that it could not launch another major offensive after 1916.' 'Russia was defeated at the Battle of Tannenberg.' 'Russia was defeated at the Battle of the Masurian Lakes.' 'The decision of the Tsar to assume the role of Commander-in-Chief at the front was not successful.' 'There were desertions in the Russian Army.' 'There were mutinies in the Russian Army.' 'There were too many courtiers appointed as senior commanders.' 'Many commanders had no experience of army life.' 'The overthrow of the Tsar and then the Provisional Government meant political instability.' 'The Bolsheviks withdrew Russia from the war.' 'Inflation and a shortage of food in Russia were both caused by the war.' (3 marks) 'The Bolsheviks wanted to build a socialist state, not fight a war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The enemy was too strong for the Russian Army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**Describe what happened in the Kapp Putsch.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It took place in 1920.' 'Ehrhardt led his men into Berlin to take over the government.' 'Kapp led 5000 Freikorps into Berlin.' 'They wanted to get rid of the new republic and set up a right wing government.' 'The German army refused to shoot at the rebels.' 'Kapp declared himself Chancellor and set up a provisional government.' 'The government fled the city and called for a general strike.' 'The working classes went on strike.' 'The unions and several political parties supported the strike which spread all over Germany.' 'Kapp could not govern because the country was paralysed.' 'Kapp and his fellow conspirators resigned in March 1920.' 'Kapp fled from Germany.' 'The Freikorps were defeated.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why was the French occupation of the Ruhr in 1923 important for Germany?**	**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. 'This was important to Germany because it led to hyperinflation. Germany had to send goods to France and Belgium as part of the reparations payment. When Germany failed to pay these reparations, French and Belgium troops entered the Ruhr taking raw materials and goods. The German government responded by calling for passive resistance. As a result, the workers went on strike. This led to a fall in income for the government which then printed money. This led to hyperinflation, with people's wages and savings being worthless, and to people being destitute. The German economy was on the verge of collapse. This is why the occupation was important.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It caused hyperinflation in Germany.' 'The Germans passively resisted.' 'The German government's income fell.' 'It was one of Germany's greatest industrial regions.' 'The German economy and political system nearly collapsed.' 'Thousands of Germans were living in hardship and starving.' 'It united the Germans and showed their opposition to the Treaty of Versailles.' 'It led to the appointment of Stresemann.' 'It led to a new currency being introduced and economic recovery.' 'Hitler chose this time for an attempted coup.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it caused a crisis in Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(c)	**'The Weimar Republic had few achievements.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Weimar Republic really achieved little. The economic prosperity was built on loans from the USA. The government was spending far too much on welfare and health care and there were bound to be problems in the future. When the Depression came and the USA called in its loans, the German economy collapsed.' **OR** e.g. 'The Weimar Republic achieved a lot. Germany was again accepted as part of the international community. The Locarno Treaties of 1925 put Germany on an equal level in providing guarantees for the borders of Germany, France and Belgium. In 1926, Germany was admitted to the League of Nations. Germany was no longer an outcast within the international community.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Hyperinflation ended.' 'Industrial production reached pre-war levels by 1928.' 'International relations improved.' 'Germany was accepted into the League of Nations.' 'There was a cultural revival.' 'The democratic republic was committed to civil liberties.' 'Censorship was lifted.' 'Artists, writers, film and theatre directors and designers were all encouraged.' 'Night clubs, dance halls, cafes and restaurants increased.' 'Part of the cultural revival was the Bauhaus style of architecture.' 'Some Germans saw the artistic developments as signs of decadence, corruption and moral decay.' 'The economy was built upon foreign loans.' 'As soon as the loans were withdrawn, the German economy collapsed.' 'Political instability remained.' 'The government was spending too much on welfare.' 'Farmers were falling into debt.' 'The speed with which Weimar collapsed showed its achievements were not real.' 'The electoral system meant that no one party could get an overall majority.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Weimar Republic achieved a lot and people were better off.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe how women contributed to the German war effort.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Women were allowed to join the army in administrative jobs such as clerks and telephone operators.' 'They worked as nurses.' 'By 1937 more women were encouraged to work in factories.' 'A compulsory year of Labour Service was introduced. Most women went to work on farms.' 'In 1943 labour conscription was introduced for women. Nearly one million went into factories and offices.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why did the Nazis introduce a war economy?**	**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. 'One aspect of Germany's war economy was the use of forced labour. This was needed because workers in factories were conscripted for military service and so there was a shortage of workers. Foreign workers from occupied countries were conscripted into camps and used as forced labour. This was done to try and maintain production in the factories that were producing goods and equipment for the war effort. Hitler was reluctant to conscript women and many factories were not producing as much as they could, so something had to be done.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The war lasted longer than Hitler expected.' 'Autarky had not been achieved.' 'There were shortages of food.' 'There was a need to produce more military equipment.' 'There were not enough workers for factories.' 'Germany was facing larger countries with greater material and industrial resources.' 'By 1942 Germany was facing real economic difficulties.' 'Speer was put in charge to make the economy more efficient.' 'When war started, the German economy was inefficient and not ready for war.' 'The German economy was not very productive.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They introduced this because it was really needed because of the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**'The existence of the Hitler Youth ensured that the Nazis were successful in winning the support of young people.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Hitler Youth had a great impact on a lot of young people. It was able to impose Nazi ideas on them at an impressionable age. It presented an image to young people of Nazism being dynamic and exciting and it took over the social life of many of them. For some, the Hitler Youth was a way of rebelling against their parents. Young people also had a much better chance of a good job if they belonged to the Hitler Youth.' **OR** e.g. 'I do not think that the Hitler Youth ensured the Nazis had the support of young people, especially after it concentrated more on political and military matters. Opposition groups like the Edelweiss Pirates appeared. These were groups of young people who did not like the indoctrination. Some just did not want to conform but some opposed the Nazis for political reasons. They beat up Hitler Youth patrols, had links to the Social Democrats and Communists, and during the war helped escaped prisoners of war. The Nazis dealt with them harshly and some were executed. However, their existence shows that the Hitler Youth had not won over all young people.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Hitler Youth replaced all other youth groups.' 'Being in the Hitler Youth increased the chances of getting a good job.' 'Membership of the Hitler Youth became compulsory.' 'Many of the activities in the Hitler Youth such as sports and camping were popular.' 'The Hitler Youth became less popular when the focus turned more to military preparation and ideology.' 'Even when it was compulsory, many managed to avoid it.' 'There were youth opposition groups such as the Edelweiss Pirates.' 'Swing groups liked jazz and rejected Nazi culture and art.' 'There were opposition groups like White Rose.' 'Political indoctrination told them to hate the Jews.' 'Political indoctrination told them how unfair the Treaty of Versailles was.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Hitler Youth gave young people something to do.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**What reforms did the Provisional Government introduce in 1917?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It created the Russian Republic.' 'A general amnesty.' 'Freedom of speech.' 'Freedom of the press.' 'Freedom of religion was granted.' 'Unions were allowed.' 'Strikes were allowed.' 'Independence of the Church from the state.' 'Rural self-government.' 'Abolition of capital punishment.' 'More freedom for regions of the Russian Empire.' 'Poland was made independent.' 'Equality of all people before the law.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(b)	**Why was Trotsky important to the Bolshevik victory in the Civil War?**	**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. 'In 1918 the army was on the verge of disintegration. Trotsky transformed it into the Workers and Peasants Red Army. He restored discipline and made it into an effective fighting force. To do this he brought back thousands of Tsarist officers. He turned it back into a traditional army with officers in charge and strict discipline. By 1920 the Red Army had five million men. While the Whites were made up of different groups, Trotsky's army had one, unified command structure and was much more effective. This was crucial in winning the Civil War.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He reorganised the army into an efficient fighting force.' 'He brought back discipline and order into the army.' 'He travelled in a special train to where fighting was taking place to inspire the troops.' 'It was Trotsky who decided that Petrograd had to be saved.' 'He created an army of five million men.' 'He was a figurehead for the troops to rally around.' 'He appointed Commissars in the army.' 'Trotsky worked with experienced ex-Tsarist officers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Trotsky was vital to the Civil War. Without him the Bolsheviks would not have won.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'It was the mistakes of the Provisional Government that enabled the Bolsheviks to seize power in 1917.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The biggest mistake the Provisional Government made was to continue Russia's involvement in the First World War. This meant that when the war went badly it was associated with the Provisional Government and they would get the blame. The decision to launch the summer offensive made the situation even worse. It was a dreadful failure and an armed uprising in Petrograd followed. The government survived but the war continued to take all the resources leaving the Russian people starving, with unemployment and inflation growing. Unrest was mounting. The Provisional Government had not sorted out the problems in Russia.' **OR** e.g. 'I do not think it was just the mistakes of the Provisional Government. One big problem was the growing power of the Bolsheviks. They became the group that people turned to when they became increasingly unhappy with the situation. Their promises to end the war, improve food supplies and pass social reforms made them very popular. Their defence of Petrograd against Kornilov gave them more support and they did very well in elections to the Soviets. By September they were a real threat to the Provisional Government.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Provisional Government decided to continue Russia's involvement in the war.' 'It failed to support the peasants taking over land.' 'Kerensky underestimated the Bolsheviks.' 'Kerensky's move against the Bolsheviks in October was a mistake.' 'Divisions in the government led to a lack of clear policies.' 'It was a mistake to launch the summer offensive.' 'The government was faced with too many grave problems to be able to overcome them all.' 'The attempt to take military control of the capital with Kornilov backfired.' 'Sending radical units out of Petrograd in October was a mistake.' 'Closing down Bolshevik newspapers in October was a mistake.' 'The government failed to deal with problems over land ownership.' 'The government failed to deal with problems caused by the war.' 'The government failed to deal with problems over food supplies.' 'The government failed to deal with the economic problems.' 'It should have made peace with Germany.' 'The growing popularity of the Bolsheviks was the real problem.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Provisional Government made lots of mistakes and was responsible for its own downfall.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What was collectivisation?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was a move away from NEP.' 'Large state farms where peasants were told what work to do.' 'Farms where peasants received a share of the profits.' 'The toz was an agricultural co-operative, where peasants owned the land but shared machinery and some of the work.' 'The sovkhoz – large state farms where peasants were given a wage.' 'The kolkhoz – land and equipment were held in common. Peasants worked under the direction of a committee. Each family had a private plot of one acre which they farmed for themselves.' 'A way of farming that was introduced because food production was too low.' 'It was forced on the peasants.' 'It was an attack on middle class peasants – the kulaks.' 'The land, animals and equipment of the middle class peasants were taken from them and this formed the basis of the collectives.' 'It was a disaster – production fell.' 'It led to the famine of 1932–34 when millions died.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did Stalin move against the kulaks?**	**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. 'Stalin did this to justify his actions in the countryside. He wanted to collectivise the farms to increase his control and to increase production. To win support for this he described it as a way of sorting out the kulaks (richer peasants), who he said were enemies of the people and getting in the way of reforms. This did persuade some peasants to denounce their neighbours as kulaks and this gave Stalin's men the opportunity to grab their land and animals.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The kulaks were hoarding grain.' 'To frighten peasants into joining the collectives.' 'They provided a convenient 'class enemy' to justify what Stalin was doing.' 'They needed to be dealt with if collectivisation was to be achieved.' 'This was a way of getting rid of the most successful peasants who might oppose Stalin.' 'To win the support of the poorer peasants.' 'All of the land, animals and equipment could be taken once they were discredited.' 'They often led resistance to collectivisation and so it was a good idea to get rid of them.' 'Kulaks often opposed the communists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were in the way of what Stalin wanted to achieve.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'Stalin's policy of collectivisation was a disaster.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It was a disaster because food production of both grain and meat fell very badly at first, leading to the famine of 1932–34 when millions died. The reasons for this were the upheaval caused by collectivisation and the fact that, as the peasants did not benefit if collectives produced more, then they did not work hard. They put all their efforts into their own personal acres instead. Also the party officials put in charge of the collectives had no farming knowledge and so the collectives were badly run.' **OR** e.g. 'The collectives did have some success. One of Stalin's aims in introducing them was to produce more grain for the state and the amount collected by the state did increase. This was used to feed the growing populations of industrial towns and this helped industry to develop. The grain produced was also sold abroad to pay for industrial equipment. The peasants who lost their land fled to the cities and provided more workers for industrialisation.'	

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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 amount of farm produce exported increased enormously.' 'Collectivisation paid for imports of technology and expertise.' 'Peasants produced less because they did not benefit if they worked hard.' 'Peasants put their efforts into their own private land.' 'Millions died in the famine of 1932–34.' 'It was introduced far too quickly and caused chaos in agriculture.' 'By 1932 there was a drop in agricultural production.' 'Education programmes were set up on collectives.' 'Stalin got the surplus food he needed to feed the industrial workers.' 'Collectivisation meant Stalin's industrialisation programme could take place.' 'By 1935 grain production was increasing.' 'The peasants suffered because they were basically prisoners on the collectives.' 'Dispossessed peasants provided labour for industrial cities.' 'The government gained control of the land allowing it to decide how the land was to be used.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stalin exerted almost total control over Russian life.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**Describe the new industries that developed in the USA in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The car industry developed.' 'Mass production techniques were developed.' 'The chemical industry created new materials such as rayon.' 'There were industries making consumer goods such as washing machines, radios and vacuum cleaners.' 'The electricity industry was bringing electricity to many homes for the first time.' 'Refrigerators were developed.' 'There was an advertising industry.' 'The media industry was developed.' 'Many of the new industries used mass production where workers on a production line would do one aspect of the construction in sequence.' 'Many new industries were producing consumer goods for which there was a high demand.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(b)	**Why did the boom fail to benefit all Americans?**	**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. 'Farmers did not benefit. The underlying problem was overproduction. During the war, more and more land had been farmed to produce foodstuffs for Europe. Improved machinery, especially the combine harvester, and improved fertilisers made US agriculture very efficient. After the war, Europe imported less food from the US because Europe was poor and because of US tariffs. The result was that the US farmer was producing surpluses which nobody wanted and this resulted in lower prices for their products. Many small farmers went bankrupt.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Female cotton operatives were paid very low wages.' 'There was less demand for cotton textiles.' 'Synthetic fibres were being used more.' 'There was less demand for coal.' 'Coal workers suffered wage cuts.' 'A large number of Americans lived below the poverty line.' 'There was a slump in farming.' 'Food exports to Europe were reduced.' 'There was overproduction of foodstuffs.' 'Prices fell which caused hardship for the farmer.' 'There was competition from Canada and Argentina.' 'Farmers could not pay their debts.' 'In the South, there was too much reliance on one crop, which made the farmer vulnerable.' 'Crops were lost to pests such as the boll weevil.' 'The US had placed tariffs on imports.' 'Native Americans suffered from poor education and ill health.' 'Immigrants often found it hard to find jobs.' 'Many people were unemployed.'	

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Question	Answer	Marks
15(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There were many people who did not benefit from the boom and had a really hard time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(c)	**'Government policies were the main reason why the American economy boomed during the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The boom was mainly due to government policies. The Republican governments of the 1920s had policies that helped industry such as low taxes and high tariffs. Low taxes meant companies could invest more money and expand, while high tariffs protected American industry from foreign competition. Republicans believed that government should not regulate industry but that it should be allowed to develop as it wanted. This meant there was little regulation or government intervention. All this helped industry and business boom.' **OR** e.g. 'One important reason why the economy boomed was the development of the motor car industry. Much of America's success was based on this. By 1929, one American in five owned a car. This was a massive increase. The car factories employed half a million workers and they had money to spend. The increase in the number of cars also led to the building of roads, hotels and petrol stations as well as to the development of industries such as glass, steel and leather. People also took more holidays. All this led to more jobs and to people spending money which stimulated the economy and led to the boom.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Mass production made many goods cheaper.' 'Lower taxes gave people more money to spend.' 'Lower taxes gave companies more money to invest.' 'There were high tariffs.' 'The policy of laissez-faire helped.' 'Little government regulation left businesses free to expand as they wanted.' 'The development of the car industry benefited the whole economy.' 'Communications improved.' 'It was due to the development of new materials and products such as Bakelite.' 'New machinery helped the building industry.' 'Advertising led to people spending more.' 'Hire purchase allowed people to buy goods they could not afford outright.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many economic factors combined to produce the boom.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(a)	**Describe how the Agricultural Adjustment Administration (AAA) benefited farmers.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It made sure that prices for agricultural produce did not fall.' 'It compensated farmers for their lost production.' 'Cotton farmers were instructed to plough their crop back into the ground to stop prices falling.' 'The government bought millions of piglets for slaughtering to keep prices up.' 'It reached agreements with farmers to reduce future production to stop prices getting too low.' 'It paid farmers to take part of their land out of cultivation and reduce their livestock.' 'As a result of its actions, prices rose and farmers' income doubled in the 1930s.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(b)	**Why did Roosevelt introduce the Second 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 introduced the Second New Deal because he realised that the poor needed more help. In rural areas farm labourers, sharecroppers and tenant farmers were struggling. Many had lost their land or their jobs because of the AAA which had reduced production and the amount of land farmed. As part of the Second New Deal, the FSA gave loans to sharecroppers and tenant farmers so they could buy their own land, and also set up labour camps to give migrant farm workers better living conditions.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Many ordinary people still faced immense problems.' 'Unemployment was still very high.' 'The rural poor had not been helped by the First New Deal.' 'There were still many workers being paid very low wages.' 'Poor workers needed the protection of unions.' 'Companies were using violence to stop strikes.' 'It was introduced to make it easier for workers to join unions and so improve their wages and conditions.' 'There were many old, unemployed and sick people suffering badly.' 'Tenant farmers and share croppers had been forced off their land.' 'Agricultural labourers had lost their jobs.' 'Critics like Huey Long had said that the New Deal was not helping the very poor.' 'The Supreme Court was challenging parts of the New Deal.' 'There was a presidential election in 1936.'	

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Question	Answer	Marks
16(b)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'He did this because not all the problems had been solved.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(c)	**'It is surprising that there was opposition to the New Deal.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think it is surprising that there was so much opposition. After the Wall Street Crash and during the Depression, millions of people were unemployed. They lost their homes and they were starving. Farmers lost their farms. Hoover's government did little to help people. This means you would think everyone would have supported Roosevelt's efforts to help people. Millions of people were found jobs, farmers were helped and the poor were helped with unemployment benefit and the old with pensions. It is surprising that there was opposition to any of this because these people badly needed the help.' **OR** e.g. 'The opposition from Republicans was not surprising. They believed in the government intervening as little as possible and they thought that people should look after themselves and their families without government help. They also wanted low taxes. The New Deal went against all this. Republicans claimed that Roosevelt was moving America towards socialism and that the New Deal would destroy the freedom and free enterprise that allowed businesses to prosper. They were worried that the New Deal was interfering by reducing production on farms to keep prices up, and by creating jobs artificially through schemes like the PWA. These measures also involved putting taxes up. It is not surprising that the Republicans were opposed.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The old, sick and disabled desperately needed help.' 'People gained employment.' 'Public works were created.' 'Workers had more rights.' 'The New Deal prevented the banking system from collapsing.' 'Many farmers were helped because prices were stopped from falling.' 'The American economy gradually recovered.' 'The New Deal was producing a fairer society.' 'The New Deal did little for black Americans.' 'Republicans were bound to oppose it because they thought people should not be helped by government.' 'Republicans believed in laissez faire in economic affairs.' 'Republicans opposed government intervention.' 'Republicans thought it was an attack by the government on their traditional freedoms.' 'Many resented paying the higher taxes to fund the New Deal.' 'Some claimed it was taking America towards socialism.' 'The Supreme Court found parts of the New Deal unconstitutional.' 'Huey Long criticised it for not doing enough to help the poor like the old, sick and unemployed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It is surprising because the New Deal did many good things.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**Describe how communes were meant to contribute to China's industrial production.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Communes gathered together large work forces.' 'People on communes were controlled by communist officials and so could be set to work on any industrial projects the communist officials wanted.' 'In the 'backyard' production plants, furnaces produced steel.' 'At first production of iron and steel increased.' 'People on communes mined coal and iron ore.' 'Communes were given targets for industrial production.' 'Communes gave Mao a huge workforce for industrial production.' 'Suddenly millions of people were involved in producing steel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why did Mao think that social reforms were needed in China in the 1950s?**	**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. 'Mao introduced social reforms like those in education. He focused on providing basic education for peasants. His main aim was to improve literacy rates and so there was a nationwide literacy drive. Mao did this because he wanted Chinese workers to be able to read and write so that they could operate basic machinery and contribute to China's industrial development. He realised that China could not develop economically without a literate work force.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Chinese medicine was primitive, using traditional methods.' 'Mao wanted to reduce illness.' 'Mao wanted to increase the number of doctors in rural areas.' 'Mao wanted all people to have a basic standard of literacy.' 'He started a national literacy drive so workers could use machinery.' 'Mao wanted to improve the lives of women.' 'Mao needed women to become skilled workers.' 'China was very backward in many ways.' 'Mao wanted to turn China into a modern industrial state.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mao wanted to change Chinese society.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'Mao's agricultural policies were successful.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think some of his policies were a success. Before Mao came to power, agriculture was dominated by wealthy landlords. The peasants lived and worked in terrible conditions, were poor and were often mistreated. The landlords often charged them extortionate rents. Mao's policies improved the situation for the peasants. The land was redistributed to them. This carried out communist principles and rewarded the peasants for supporting the communists in the Civil War, and made sure they would support the communists in the future.' **OR** e.g. 'One of his policies was to introduce communes. These were not a great success. The Chinese government officials tried to make the peasants use the same methods everywhere and this did not work because of different local conditions. Also, the peasants no longer benefited from working hard and so they did less work and produced less. The fall in food production led to a terrible famine in which millions died.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Land was redistributed to the peasants.' 'Mao's popularity increased.' 'He got rid of the harsh and cruel landlords.' 'The use of Mutual Aid Teams got farmers working together.' 'All peasants were encouraged to join cooperatives.' 'The redistribution of land did little to increase the production of food.' 'Communes gave Mao control over the peasants.' 'The communes led to a bad famine.' 'The communes did not increase agricultural production.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'His policies did benefit a lot of people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What were Deng Xiaoping's Four Modernisations?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'These were goals set by Deng to modernise China.' 'Their intention was to turn China into a modern consumer society.' 'They rejected 'the iron rice bowl' where everyone was paid the same. Now you would be paid more if you produced more.' 'Modernisation of agriculture.' 'Modernisation of industry.' 'Modernisation of national defence.' 'Modernisation of science and technology.' 'To rejuvenate China's economy.' 'To turn China into a producing society.' 'The modernisation of science and technology was the key to transforming industry and the economy.' 'Their aim was to make China a great economic power by the early 21st century.' 'They involved export-led growth.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why did Mao introduce the Hundred Flowers campaign?**	**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. 'Mao launched this campaign because he saw it as a way of strengthening socialism in China. He believed that if people were given a chance to criticise the communist system it would create new and better ideas that would improve the system in China. He wanted the criticisms to be constructive and aimed at making socialism better rather than destructive criticisms by people who hated communism.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To allow greater freedom of thought and speech.' 'To encourage criticism of the direction of the revolution.' 'To encourage people to speak out against the excesses they saw in China.' 'Mao wanted open public discussion of China's problems and how the country was run.' 'Mao wanted to keep the Communist Party in close touch with the Chinese people.' 'Mao was worried that Party officials were becoming superior and even corrupt.' 'Mao thought that criticism would make communism stronger.' 'Mao wanted discussion groups to criticise the Party.' 'Mao thought it would promote socialism.' 'To promote new forms of art and new cultural institutions.' 'It was a way of trying to deal with dissent in China.' 'He launched it to find out where the enemies of the regime were.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did this because he wanted to make China better and stronger.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'The Cultural Revolution was a mistake.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Cultural Revolution was a disaster. This is because it got out of control. The Red Guards took the law into their own hands and ransacked people's homes looking for anti-communist materials. Churches were destroyed and books were burned. Street battles broke out with workers often fighting the Red Guards. Those identified as enemies of the state were subjected to all sorts of punishments, such as beatings, torture and imprisonment. Their property was seized and they were denied medical attention. By 1967, law and order had broken down completely and China was close to a civil war.' **OR** e.g. 'The Cultural Revolution did have some positive aspects. Many health workers were deployed to the countryside where they worked as 'barefoot doctors'. Health care centres were established in rural areas for the first time and this led to an improvement in rural people's health and life expectancy.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Mao wanted to fire up the revolutionary spirit of the Chinese people.' 'Mao wanted to stop Party officials becoming too conservative.' 'Mao wanted to deal with the urban middle classes who were becoming too rich.' 'Mao wanted to get rid of bourgeois elements from government and the Party.' 'Red Guards were sent out to seek out those who were not true communists.' 'Schools and universities were shut down.' 'Academic standards were lowered by schools being closed.' 'The skills needed for China's businesses and industry were not taught.' 'Chinese art and culture suffered badly.' 'Historical sites and museums were destroyed.' 'The Cultural Revolution led to a fall in industrial production.' 'It made Deng's reforms possible.' 'It improved health care in the countryside.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Cultural Revolution was a mistake because it did so much damage.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**Describe how gold mining contributed to the South African economy before 1945.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It provided thousands of South Africans with jobs.' 'It became the country's major export.' 'In the 1930s, the price of gold rose and this led to the rapid growth of the South African economy in the 1930s and 1940s.' 'It attracted a lot of investment from overseas.' 'It attracted many workers from other countries such as Mozambique.' 'The economic value of South Africa grew because of gold mining.' 'Money from gold exports was used to buy materials and machinery needed to help other industries in South Africa.' 'It was described as 'the flywheel' of the country's expansion.' 'The wages paid to black workers in the industry set the standard for black workers generally and had the effect of keeping their wages low.' 'Black South Africans moved to mining areas for jobs and townships like Sophiatown developed.' 'It helped stimulate other sectors of the economy such as the production of explosives.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why did black South Africans have fewer rights than white South Africans by 1940?**	**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 pass laws made sure that black men had fewer rights. In 1923, urban areas were declared as 'white' and required black men in cities and towns to carry permits at all times. Anyone without a pass was arrested and sent to a rural area. These laws were strictly enforced and ensured that black people had fewer rights.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The development of new Afrikaner nationalism in the 1930s.' 'The Mines and Works Act of 1911 established an employment colour bar.' 'Black people were banned from more skilled jobs monopolised by whites.' 'The Land Act of 1913 prevented black South Africans from owning any land outside their reserves.' 'The 1937 Native Laws Amendment Act set limits on the numbers of black people allowed to live in an urban area at any one time.' 'White South Africans believed that black South Africans should only come to towns if their labour was needed.' 'Most white South Africans believed the races should live apart.' 'In 1936 the black South Africans of Cape Province lost the right to vote alongside white South Africans in elections.' 'The influence of the Broederbond.' 'The migrant labour system.' 'Many Afrikaners thought they had the right to rule over black South Africans.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They had fewer rights because of the laws passed at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(c)	**How far was the victory of the National Party in the 1948 election a surprise? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I think it was a surprise. Smuts the Prime Minister was famous and respected all round the world. He had guided South Africa through two world wars and had been Prime Minister for a long time. He had just had a very successful tour across the country with the British royal family. It was also true that the National Party had never won an election. It was therefore very surprising that Smuts' United Party was defeated.' **OR** e.g. 'It was not really a surprise. Large numbers of black people had been moving into the cities and the shanty towns were growing. This worried white people. Black people were striking and demonstrating and many white people saw them as a threat. Two reports were produced about the issue. Smuts supported the Fagan Report which said that cities needed black labour and that they could not be made to return to the reserves. The National Party supported the Sauer Report which supported apartheid. The voters supported the latter. This meant it was not a surprise when the Nationalists won.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Nationalists had never won an election.' 'Smuts was Prime Minister and was internationally famous.' 'Smuts had steered South Africa through two world wars.' 'Smuts was old and out of touch with the new ideas of Afrikaners.' 'Smuts had lost the support of the Indian community.' 'Smuts had stopped the Indian community buying land in white areas.' 'There were economic difficulties.' 'Smuts accepted the Fagan Report.' 'The Nationalists supported apartheid and separate development which were popular with Afrikaners.' 'Smuts thought total segregation could never work.' 'Smuts thought black labour was needed in towns.' 'Afrikaners were frightened by more and more black people moving to towns.' 'The Nationalists were well organised with a clear set of ideas.' 'Smuts gave the impression of not knowing what to do.' 'The Nationalists won in the rural areas where fewer votes were needed to win.' 'Malan did a deal with the Afrikaner Party.' 'Black strikes and demonstrations worried the whites.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was not a surprise. Most people thought it would win because of the situation in South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**Describe the part played by Chief Buthelezi in the 1994 general election.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He led the Inkatha Freedom Party.' 'He came third in the election with 10% of the votes.' 'His party helped form a Government of National Unity with the National Party and the ANC.' 'He opposed a one-party state under the ANC.' 'At first he refused to register the party for the election.' 'Buthelezi was persuaded by Mandela to take part in the election.' 'He wanted to stop the election.' 'He won the majority of votes in KwaZulu-Natal.' 'He campaigned for an autonomous Zulu king.' 'He campaigned for equal opportunities for all, a free economy and getting rid of corruption.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(b)	**Why did P W Botha's reforms of 1979 to 1989 fail to satisfy black South Africans?**	**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. 'Botha's reforms were not to help black South Africans but were to give businesses what they wanted. Black people were allowed to move to townships to provide business with more labour. More money was put into black education so that they could provide the skilled labour that business wanted. These reforms may have benefited black South Africans a little but they knew they were only being introduced to help industry and business which were complaining they did not have enough skilled workers.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'His reforms were simply to please business leaders to give them a workforce.' 'His reforms were to give the rest of the world the impression reforms were taking place.' 'The reforms were minor and apartheid still existed.' 'More money was spent on black education but a united education system was not set up.' 'Despite more money, black education remained underfunded.' 'There was a shortage of housing in the cities.' 'Squatter camps with terrible conditions grew in the cities.' 'Some groups such as Indians were to elect their own parliament but not black people.' 'The Group Areas Act remained and forced removals continued.' 'The security police remained as brutal as ever.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'His reforms did not satisfy them because they did not go far enough.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**'By 1990 de Klerk had no choice but to end minority rule.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'De Klerk really had no choice because when he became President in 1989 the situation in South Africa was desperate. A state of emergency had been introduced because of the unrest with the police given sweeping powers. There was even violence between different black groups and necklace killings. By 1989 South Africa was in chaos and almost ungovernable. The government had lost control of the townships where people's courts were taking over and black people were running their own schools. In this situation de Klerk had to do something.' **OR** e.g. 'Although the situation at the end of the 1980s was bad, de Klerk did not have to end minority rule. First of all, the police and the army were still powerful and the ANC could not defeat them. There was also support for no reform from white South Africans who did not want majority rule, as well as from more extreme groups such as the Weerstandsbeweging who threatened to fight if he passed reforms. The ANC was not a mass membership organisation in South Africa and was not that powerful and there were some black leaders like Buthelezi ready to work with him. It is possible de Klerk could have passed reforms that did not go as far as ending minority rule.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. 'There was the elections boycott campaign.' 'There was the Vaal Triangle uprising.' 'South Africa was facing a financial crisis.' 'Foreign businesses like Barclays left the country.' 'The police and army were still powerful.' 'The South African economy was in a terrible state.' 'The country was in chaos with strikes and demonstrations.' 'Black leaders such as Buthelezi who would have agreed to something less than minority rule.' 'International pressure was enormous.' 'There were white parties and leaders who would have supported making no concessions.' 'The National Party was losing support to more right-wing parties.' 'The ANC was ready to talk.' 'Mandela was someone with whom he could work.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The situation by that time was so bad that de Klerk had to do something.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**What was the UNO partition plan?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was an attempt to decide what to do with Palestine after the Second World War.' 'It was a plan for Palestine after the British handed back the mandate.' 'The partition of Palestine into two states, one Jewish and one Arab.' 'There would be economic union between the two states.' 'It gave just over half the area to the Jews when they only formed one-third of the population.' 'Jerusalem would be an international zone run by the UN as a holy city for Jews, Muslims and Christians.' 'It was a plan that led to the Jews declaring the state of Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did the Irgun and the Stern Gang conduct a campaign of violence in Palestine in 1944–48?**	**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 British government rejected the Biltmore recommendations that Palestine should be a Jewish state and instead announced that Palestine should be an independent state that was neither officially Jewish nor Arab. This led Jewish extremist groups to use violence against the British in Palestine. This included blowing up the King David Hotel. They were fighting to drive the British out so that they could turn Palestine into a Jewish state.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To force the British out of Palestine.' 'The British had rejected the Biltmore recommendations.' 'To grab territory to set up a Jewish state when the Arabs rejected the UN plan.' 'To grab as much territory as possible for a Jewish state before the UN changed its mind.' 'They wanted to drive Palestinians out of Palestine.' 'To prevent the proposed Jewish state having an Arab majority.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this to force the rest of the world to give them what they wanted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'Israel won the war of 1948–9 because the Arab nations were divided.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Divisions between the Arabs were a real problem. They were more interested in what was good for their own country than in helping the Palestinians. The kings of Jordan and Egypt both wanted to be seen as the leader of the Arab world and could not agree on tactics. King Abdullah of Jordan's army was the strongest army on the Arab side, but he only let it fight in the West Bank which he wanted for Jordan. He had no intention of creating a Palestinian state as he was against Palestinian nationalism. He was playing a double game and was in touch with the Israelis. He also disagreed with the original Arab plan which he thought would only benefit Syria. Divisions between the Arabs and the fact that each country was only looking after its own interests were major weaknesses throughout the war.' **OR** e.g. 'One of the main reasons Israel won was the strength of the Israeli forces. It was well equipped because Ben Gurion had been secretly building up its arms since 1946. Czechoslovakia supplied enormous amounts of arms as well as fighter aircraft and in other countries, such as the USA and Europe, Israeli agents bought planes and modern equipment. It ended up with a far superior air force. The Haganah had been an organised force since the 1920s and was well trained. Some Israelis had military experience from fighting in the British Army in WW2.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'There was constant friction between Egypt and Jordan.' 'Many Israelis had experience of fighting in the Second World War.' 'The Israeli army was better armed than the Arab forces.' 'Israel had total air superiority.' 'Israeli military leadership was far superior to that of the Arab nations.' 'The Israelis were fighting for their survival.' 'The Israelis had a desire to protect what they had been fighting for since 1945.' 'The Israelis' morale was boosted by the support of the USA.' 'The Israelis had financial support provided by Jews in Europe and the USA.' 'The Arab military forces were inexperienced and poorly led.' 'Arab leaders did not trust King Abdullah, their supreme commander.' 'King Abdullah had his own aims that were not always the same as those of the other Arab leaders.' 'Both King Abdullah and King Farouk wanted to be seen as the leader of the Arab world.' 'Arab lines of communication were stretched, causing problems with supplies.' 'Syria and Lebanon did little fighting and provided a small number of troops.' 'The Palestinians and the Arab countries did not always agree.' 'The Israelis were able to increase the size and power of their army during the first truce in June.' 'The Israelis introduced conscription.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Arab countries' efforts to defeat Israel were half-hearted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**Describe the actions of Palestinian terrorists in the 1970s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The PLO tried to assassinate King Hussein of Jordan.' 'In 1970 the PFLP hijacked three planes at Dawson's Fields.' 'In 1971 Black September assassinated the Jordanian Prime Minister.' 'They were involved in the Lebanese Civil War.' 'The Munich Olympics massacre of 1972.' 'The Savoy Hotel attack in Israel.' 'The Entebbe hijacking.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why were there so many Palestinian refugees by 1970?**	**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 biggest cause of Palestinian refugees was the 1948 war between Israel and the Arab states and Palestinians. Over 700 000 fled or were expelled from their homes. Some Arab villages were burnt down by Israelis making others flee in fear. Some claim that the Israelis made them leave because they wanted a pure Jewish state. Others claim that some left because they did not want to live with Jews or because they thought the Arabs would win and they would soon return.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'During the 1948 war, over 700 000 Palestine Arabs fled from what became Israel.' 'The Israelis were burning Palestinian villages.' 'There were so many refugees because of the Israeli victory in 1948.' 'This is because the Arabs refused to accept the 1947 UN resolution giving them an independent state.' 'They were expelled by the Israelis in 1948.' 'They were encouraged to leave to make way for invading Arab armies.' 'They were expelled or fled during the Six-Day War.' 'Arab states have denied them citizenship.' 'After the Six-Day War, the whole of historical Palestine came under Israeli rule.' 'In 1967 many fled to the East Bank of the Jordan.' 'They had not been resettled by Arab countries.' 'After the 1948 war, Israel refused to let the refugees return home.' 'Arab states did not want to solve the refugee problem. They wanted to keep it as a weapon against Israel.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because they had lost their homes and had nowhere to go.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(c)	**'The Arab states gave little support to the Palestinian cause.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Arab states have given little support to the Palestinian cause. One example of this is the way in which they have treated the refugees. There are many Palestinian refugees living in Arab countries but many have remained in squalid camps. They also remain stateless because the Arab countries will not give them citizenship. The Arab countries claim that the only solution to the refugee problem is for Israel to let the Palestinians have their own state. Some Arab countries want to keep the refugees as a way of keeping the pressure on Israel.' **OR** e.g. 'There have been times when Arab states have supported the Palestinian cause. For example, when the PLO and Jordan were in conflict in 1970, they tried to negotiate a peaceful settlement. Several of the Arab countries sympathised with Arafat. In 1974 the Arab League agreed to admit the PLO to full membership. Overall, Arab countries have supported Arafat when he was being pressurised by Israel. Some helped the PLO recover in the 1980s.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Arab states have done little because the existence of the refugees is useful for them as a weapon against Israel.' 'They have generally refused to give the refugees citizenship.' 'After the Gulf War, Kuwait expelled many Palestinians.' 'Countries like Saudi Arabia have refused to give them jobs.' 'In Lebanon the refugees are not allowed to own property.' 'In Lebanon refugees have limited access to jobs.' 'Many Arab countries have refused to give the refugees basic human rights.' 'In 1971 Jordan expelled Arafat and the PLO.' 'In the 1980s the PLO received financial assistance from Iraq, Libya and Saudi Arabia. This helped the PLO recover and enabled the PLO to conduct the first Intifada in 1987.' 'Some rich Arab states have been indifferent and could have supported the Palestinians with much more money.' 'In 1974 the PLO was admitted into the Arab League as a full member.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Arab states have not always supported the Palestinians as much as they wanted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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