Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is regulated for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

© UCLES 2019

PUBLISHED

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.

© UCLES 2019

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.

© UCLES 2019

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.

Assessment Objectives

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

© UCLES 2019

Question	Answer	Marks
1(a)	**Describe the events leading to the abdication of Louis Philippe.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Economic crisis in 1847 led to much unemployment, price rises and hardship.' 'Liberals turned against Louis Philippe and demanded the franchise to be extended.' 'The Reformists began to hold banquets where toasts were drunk to reform.' 'Banquets were held as a way of getting round the ban on political meetings.' 'The government banned the banquets.' 'Demonstrations and riots mainly against the unpopular chief minister Guizot.' 'Guizot resigned in February 1848.' 'The army shot dead fifty two people leading to barricades going up all over Paris.' 'The demonstrators marched on the royal palace and Louis Philippe abdicated and fled.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
1(b)	**Why did Frederick William IV's refusal of the Imperial German crown matter?**	**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 because it showed how important the princes were and how weak parliaments, like the Frankfurt Parliament, were. Frederick William refused the crown because it was offered to him by a parliament and not by the princes. In his eyes this devalued the offer. He did not think the people had the right to make this offer. The only people that could do this were the princes. This shows that parliaments were not very important or powerful.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It showed the powerlessness of the Frankfurt Parliament.' 'It caused the disintegration of the Frankfurt Parliament.' 'It showed that he did not want a crown offered to him by a parliament.' 'It showed the princes were more important than a parliament.' 'It really meant the defeat and end of the revolution.' 'It showed the power/importance of Prussia.' 'It showed revolution could not be brought about by parliamentary means.' 'It showed the weakness of nationalism, liberalism and democracy in Germany and that they could not achieve unification without power.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It mattered because Frederick William was very important at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**Which was more important in the 1848 revolutions, liberalism or nationalism? 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 growth of liberalism was more significant in the revolutions. The middle classes wanted the freedom to vote, freedom of speech to express their views and freedom of the press. Many in Austria were particularly unhappy with Metternich's repressive way of governing, while in Prussia Frederick William encouraged liberalism by hinting that the country could have a constitution. The Frankfurt Parliament wanted a constitution with a parliament elected by secret ballot and the emperor a constitutional monarch. This shows how important liberal ideas were.' **OR** e.g. 'There was growing nationalism in Germany with a growing sense of German identity, especially among the middle classes. People felt that Germany could never be strong unless it was unified. The importance of nationalism can be seen with the formation of the Frankfurt Parliament. This had representatives from different German states and called for the creation of a German constitution for a united Germany. This shows how central nationalism was to the revolution.'	

© UCLES 2019

Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘There was a demand for a greater say in how the country was governed.’ ‘There was unrest with the existing methods of government.’ ‘Royal absolutism seemed to be out of date.’ ‘People wanted the right to vote and freedom of speech.' 'People were fed up with Metternich's repressive way of governing.' ‘Nationalism had been growing since 1815.' 'Frederick William encouraged liberal ideas.' 'In Prussia the National Assembly drew up a constitution that gave men over 30 the vote and set up a parliament.' ‘The Frankfurt Parliament called for a unified Germany.' 'The Frankfurt Parliament called for a constitutional Germany with an elected parliament.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Many people wanted more freedom, so liberalism was more important.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**What was the North German Confederation?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was formed in 1867.' 'It lasted for three years.' 'It came about after Prussia's defeat of Austria and the dissolution of the German Confederation.' 'It was a move towards German unification under Prussian leadership.' 'It was an organisation consisting of Prussia and many North German states.' 'It had a parliament and a president which was a hereditary office of the Prussian crown.' 'It was dominated by Prussia.' 'It agreed moves towards German unification including free movement of people within the Confederation.' 'It introduced a common postal system and common passports.' 'Member states included Prussia, Saxony, and Hesse.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
2(b)	**Why was Austrian influence in Germany restored by 1850?**	**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. 'Austrian influence was restored because its idea of re-establishing the German Confederation won over the Prussian idea of a confederation of North German states. In May 1850 the Confederation was reconvened by Austria in Frankfurt and all the German states, except for Prussia and a few states supporting it, attended. This was a great victory for Austria as Prussia agreed to drop its idea of the Erfurt Union in the Agreement of Olmütz in 1850. Austria was now the leader of the Confederation.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Attempts by Prussia to gain the leadership of German states backfired.' 'Frederick William withdrew his support for a union of states under Prussian leadership.' 'The fear of revolution in Austria had receded, allowing it to take an interest in Germany again.' 'Austria suggested the re-establishment of the German Confederation.' 'The Elector of Hesse-Cassel asked for help from the Confederation.' 'At a meeting in Olmütz in 1850 it was agreed to dissolve the Erfurt Union which had been Prussia's idea.' 'It was agreed to re-establish the Confederation as Austria had suggested.' 'This was a humiliation for Prussia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Austria managed to regain the position of the leading country in Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(c)	**'The most important reason for the achievement of German unification was Bismarck's opportunism.' 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. 'Bismarck was an opportunist and used situations as they arose. A good example of this is how he dealt with Austria which was Prussia's rival to lead Germany. There was always the potential for disagreement between Austria and Prussia over the duchies of Schleswig and Holstein and Bismarck used this to provoke Austria into a war. By defeating Austria, Prussia was the only possible leader of Germany.' **OR** e.g. 'I do not think that unification was because of Bismarck's opportunism. I think that German unification would have happened anyway. This was because Prussia was by far the strongest country in Germany economically and this made it the leader politically. Germany was also being united economically through the Zollverein and through rail and road networks. This economic union inevitably led to a political union and Prussia was the only country that could lead this.'	

© UCLES 2019

Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'German nationalism.' 'German liberalism.' 'It was achieved by the use of force.' 'It was achieved by defeating the Austrians.' 'It was achieved by defeating the French.' 'It was achieved because of the war with Denmark.' 'It was achieved because of the strength of the Prussian army.' 'It was achieved because Bismarck manipulated the crisis over Schleswig Holstein.' 'German unification was only possible because of Prussia's economic strength.' 'Bismarck made the most of the mistakes of others like those by the French over the Hohenzollern candidature.' 'Bismarck used opportunities such as over the Ems telegram.' 'Bismarck used the situation at the time to draw the French into war.' 'Bismarck used the situation over Holstein to manufacture a war with Austria.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'German unification was achieved because so many people wanted it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**What happened when Missouri applied to join the Union?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Missouri was a slave state.' 'It applied to join in 1817.' 'An anti-slavery amendment was added to the conditions of membership.' 'This amendment banned the introduction of more slaves into Missouri.' 'The amendment said that existing slaves would be freed when they were 25.' 'The Senate was divided over the admission of Missouri as a slave state.' 'Southerners argued that the federal government could not interfere over slavery.' 'Northerners argued that Missouri should be a free state.' 'Its application was linked with that of Maine.' 'The Senate and the House were divided over the compromise.' 'The issue was important because of how it would affect the balance of free and slave states in the House and the Senate.' 'A compromise was proposed that excluded slavery from the Louisiana Territory, except within Missouri.' 'Henry Clay suggested a second compromise that was accepted.' 'Clay's compromise was accepted and Missouri was accepted into the Union as a slave state.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why was the 'underground railroad' important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The underground railroad was important because it led to over 100 000 slaves escaping from slavery in the southern states. This made relations between slave and free states worse. The railroad annoyed the slave owners who claimed the free states were interfering with their property by helping slaves to be free. The slave owners insisted on a more extreme Fugitive Slave Law in 1850. This said that law officials had to arrest anyone suspected of being a runaway slave. This was unpopular with many people in northern states who felt they were being made to support slavery.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was a network of secret routes for slaves to escape to free states.' 'It was made up of safe houses where escaping slaves would be safe as they were fleeing from slavery.' 'It annoyed slave owners.' 'It led to thousands of slaves escaping to freedom.' 'It made relations between free and slave states worse.' 'To keep it secret, no one knew the whole network.' 'It led to the Compromise of 1850.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The underground railroad was important to many black Americans at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
3(c)	**'How far were the divisions between North and South healed by 1877? 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. 'In many ways the divisions were not healed. The discrimination against black Americans that was to last for decades was set during this period. A main failure was that land was not redistributed, meaning that ex-slaves had no economic independence. White Southerners soon re-established their control over black Americans through violence and intimidation. For black Americans, segregation laws were introduced in the South and many black Americans were disenfranchised. This kept the divisions between the North and the South. The South also remained a poverty-stricken backwater with little industry, and the fact that the Democrats continued to dominate the South kept the two parts of the US divided.' **OR** e.g. 'The divisions were healed. Southern states had repealed secession. This was partly due to the generosity of the North after the Civil War. Most Southerner politicians and generals were pardoned and white Southerners and Democrats quickly regained control in the South. This lessened any bitterness from the South. The Union had been preserved and most white Southerners committed themselves to the Union. Southern states accepted the 14th Amendment and when President Hayes ended reconstruction, relations between North and South got better.'	

© UCLES 2019

Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Southerners were treated leniently after the war which helped.' 'Southerners accepted the Union.' 'The activities of carpetbaggers kept divisions strong.' 'Economic divisions – by 1877 the South was still poor with little industry.' 'Segregation and discrimination in the South meant North and South were still divided.' 'There was military rule in the South and martial law was very unpopular.' 'There were attacks on black Americans and Republicans in the South in the 1870s.' 'There was violence during the 1876 election.' 'Withdrawal of troops by Hayes meant the end of Reconstruction.' 'The formation and activities of the White League.' 'The depression in the South in 1873.' 'Activities of the Ku Klux Klan.' 'The South accepted the 14th Amendment.' 'Hayes tried to reunite the US by withdrawing troops.' 'The Democrats held on to the South which meant the divisions would remain.' 'The 1876 election divided the US. Southerners saw it as the stolen election.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that there were still many divisions left by 1877.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**Describe the arms race before the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The building of battleships by Germany and Britain.' 'The German Naval Law of 1900 called for the doubling of German battleships.' 'In 1903 (1 mark) Britain started to form a North Sea fleet.' 'In 1906 Britain launched the Dreadnought.' 'There was a naval race.' 'Military spending by European powers increased greatly.' 'European countries increased the size of their armies.' 'European countries increased their armaments including artillery and machine guns.' 'Britain ended up with more Dreadnoughts than Germany.' 'The Germans widened the Kiel Canal to take large battleships.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why were Britain and France concerned about Germany's involvement in Morocco?**	**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. 'They were worried about this because Germany was trying to divide Britain and France. In 1905 the Kaiser visited Morocco and declared that Morocco should be independent from France. He was hoping that if France went to war then Britain would not support it and the Entente Cordiale would collapse. Britain did not want a war in Europe and so if Germany picked a war with France, the Entente with Britain would collapse. This was particularly worrying because Germany was getting stronger and Russia was occupied with Japan.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Germany was trying to turn France and Britain against each other.' 'German interference in Morocco could have led to war.' 'They were worried about a German naval base being established there.' 'Germany was using it as an excuse for war with France.' 'German influence in Morocco could have threatened trade routes.' 'Germany was trying to destroy the Entente Cordiale.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were worried that Germany was becoming more aggressive.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
4(c)	**'It was the Alliance System that turned the crisis of July 1914 into a European 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 this is right. The agreements in the alliances meant that if an ally was attacked, then others in the alliance would help them. This was the case in the Dual Alliance between Germany and Austria and in the alliance between France and Russia. Britain had also promised to defend Belgian neutrality. This meant that when there was a crisis, as in July 1914, a dispute between two countries could drag in many others. This happened in July. Austria only took a firm stance with Serbia and forced it into war because it knew that Germany would support it (the blank cheque). When Russia supported Serbia, this brought France in because of its alliance with Russia. This is how the alliances led to war.' **OR** e.g. 'I disagree with this. I think the crisis turned into war because of the mistakes and misjudgements of the leaders at the time. Britain made the mistake of not making its position clear and this led to Germany's misjudgement that Britain would not intervene in a war. This led to Germany giving Austria the blank cheque which encouraged Austria to force a war with Serbia. Austria made the mistake of thinking it could have a quick war with Serbia before Russia could do anything. This gamble that war could be contained was a big mistake by German and Austrian leaders and turned the crisis into a European war.'	

© UCLES 2019

Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It created two armed camps in Europe.' 'The Triple Alliance consisted of Germany, Austria and Italy.' 'The Triple Entente consisted of Britain, France and Russia.' 'In the Triple Entente, Britain was not bound to help Russia.' 'Russia was not allied with Serbia.' 'It was the arms race not the alliances that led to war.' 'It was decisions during the crisis by people like Emperor Franz Joseph of Austria that turned the crisis into war.' 'The crisis led to war because of misjudgements by leaders such as the Kaiser.' 'Germany thought that Britain would not get involved.' 'Austria gambled on Russia not getting involved.' 'Austria knew it had German support and so gambled.' 'Some of the alliances did not bind allies to defend each other.' 'The Russian decision to start mobilisation gave Serbia the confidence to reject Austrian demands.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a big mistake because it brought war much closer.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe the work of the League of Nations' Slavery Commission.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It wanted to abolish slavery.' 'It tried to stop slave trading.' 'It got Ethiopia to agree to abolish slavery.' 'It worked with Liberia to abolish slavery.' 'It fought against forced prostitution.' 'It worked to abolish the trafficking of women and children.' 'It was successful in getting some countries to abolish slavery, e.g. Iraq and Nepal.' 'It reduced the death rate of workers on the Tanganyika railway.' 'It freed 200 000 slaves (1 mark) in Sierra Leone.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
5(b)	**Why did Italy invade Abyssinia in 1935?**	**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. 'Italy invaded Abyssinia in October 1935. This was because the League had done little since the first incident at Wal Wal in December 1934. Abyssinia appealed to the League for help, especially because Italy was amassing troops on its border. The League finally reported that neither side was to blame and even suggested that Italy should be given a part of Abyssinia. All this showed Mussolini that if he invaded, the League would do nothing.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To extend its empire/territory.' 'To avenge Adowa.' 'Because it was not yet under European control.' 'Italy had economic problems.' 'The dispute between Italian and Abyssinian soldiers at Wal Wal gave Mussolini an excuse.' 'Mussolini thought Britain and France had agreed he had a free hand there.' 'He thought he was civilising the Abyssinians.' 'Because it was clear the League was not going to do anything about Italian threats.' 'It was next to Italian colonies like Eritrea.' 'It wanted fertile land and minerals.' 'It would increase Mussolini's popularity in Italy.' 'Italy was disappointed it had not gained much land at the Treaty of Versailles.' 'It would link up Italian Somaliland and Eritrea.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It thought this was a good time for an invasion and that Italy would benefit.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
5(c)	**How far were Britain and France responsible for the failure of the League of Nations? 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 Britain and France were mainly responsible. They had secretly put the Hoare-Laval Plan together which would have given Mussolini most of Abyssinia. This was instead of supporting action by the League and they seriously undermined the League. They then kept the Suez Canal open so Italy could still supply its armies. This undermined the League's sanctions. All this also showed Hitler that the League would do nothing and so he marched troops into the Rhineland. By their actions over Abyssinia, Britain and France had dealt a death blow to the League.' **OR** e.g. 'I do not think it was the fault of Britain and France. The League was not given enough power from the beginning. It had no army to enforce decisions and the USA was never a member. It also had to try and operate at a time when aggressive nationalist governments appeared in Japan, Italy and Germany. These regimes were militaristic and determined to enlarge their territories and there was little the League could have done about this even if Britain and France had been more determined.'	

© UCLES 2019

Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Britain and France did not want the League to act over the invasion of Abyssinia.' 'They negotiated the Hoare-Laval Plan.' 'They kept the Suez Canal open during the Abyssinian crisis.' 'They looked after their own interests first before those of the League.' 'They were afraid to upset Mussolini.' 'Britain and France disagreed about how to react to German aggression.' 'Britain's policy of appeasement.' 'The League had no army.' 'Powerful countries like the USA were not members of the League.' 'The League took too long to make decisions.' 'Economic sanctions were easily broken.' 'The Great Depression had brought extremist groups to power.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think they were both to blame because they did little to help the League.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe how Hitler's policies between 1935 and 1938 broke the terms of the Treaty of Versailles.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany re-armed .' 'Hitler created the Luftwaffe in 1935.' 'Hitler introduced conscription in 1935.' 'Hitler sent troops into the Rhineland in 1936.' 'Anschluss with Austria in 1938 .' 'The signing of the Anglo-German Naval Treaty in 1935.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
6(b)	**Why did Germany become involved in the Spanish 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. 'Germany became involved because Hitler's real plans were to do with expansion in central and eastern Europe such as in Austria, Czechoslovakia, Poland and even Russia. However, he wanted to distract countries such as Britain from these plans and the Spanish Civil War was a good distraction. Hitler was not yet ready for a European war and so did not want to draw attention to what he planned in Europe.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To fight against communism.' 'To try out his new armed forces.' 'Hitler sent planes and soldiers to help Franco.' 'Hitler wanted to distract other countries from his plans in central Europe.' 'Germany wanted a friendly government in Spain.' 'Franco was a Fascist.' 'Hitler wanted a Fascist ally.' 'To train his soldiers.' 'To draw Mussolini closer to him.' 'It strengthened German industry.' 'Hitler gained confidence after the re-militarisation of the Rhineland.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Germany did this to fight against its enemies and make itself stronger.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
6(c)	**'The Nazi-Soviet Pact was responsible for war breaking out in Europe in 1939.' 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 Nazi-Soviet Pact was mainly responsible. After Czechoslovakia, Hitler wanted to invade Poland but he was worried that Russia would intervene. This was why he signed the Pact with Stalin in August 1939. In it, the two countries agreed not to attack each other. They also secretly agreed to carve up Poland between them. This led to the Second World War because Hitler was now confident enough to invade Poland on 1 September 1939. However, Britain and France had agreed to defend Poland if attacked and so a few days later they declared war on Germany and the war started. Without the Pact, this might not have happened.' **OR** e.g. 'I do not think the Pact caused the war because I think it would have happened anyway, although it might have started on a different date and in a different way. Hitler was determined to win Lebensraum in eastern Europe and Russia, defeat communism and eventually to dominate the whole of Europe. He had been rearming massively and his intentions had been clear since he stated them in Mein Kampf. Every move he had made including Anschluss and Czechoslovakia was aimed at these goals. Without the Nazi-Soviet Pact it might have taken Hitler a little longer to act but a war was inevitable because of his aims.'	

© UCLES 2019

Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It made Hitler confident enough to invade Poland.' 'It meant Hitler did not have to worry about Russia.' 'Germany and Russia agreed to divide Poland up between them.' 'Hitler's long term aim was to find living space in eastern Europe.' 'Hitler was determined to re-unite all Germans.' 'Hitler was determined to conquer Europe.' 'Hitler did not think Britain and France would intervene once Russia was not going to.' 'Britain and France were allied with Poland and had promised to support it.' 'British and French policy of appeasement.' 'The terms of the Treaty of Versailles were too harsh.' 'The League of Nations failed.' 'The effects of the Great Depression.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the Pact was the main cause of the war because it sparked off the fighting.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe the achievements of Lech Walesa in Poland.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Lech founded the Solidarity trade union movement in 1980.' 'He led Solidarity.' 'He led strikes in the Lenin Shipyard in 1980.' 'He helped bring about the Gdansk Agreement.' 'He helped bring about free elections in 1989.' 'He won the presidential elections of 1990.' 'He presided over Poland's transition from communism to democracy.' 'He was President of Poland.' 'He was awarded the Nobel Peace Prize.' 'Lech brought media attention to his cause.' 'Membership of Solidarity grew rapidly and there were many supportive figures.' 'Lech managed to get the support of the Catholic Church.' 'He managed to get the 21 Demands and any examples.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
7(b)	**Why did Gorbachev decide not to intervene when countries in Eastern Europe moved towards democracy in 1989?**	**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. 'Gorbachev realised that the Soviet Union had huge economic problems. His perestroika reforms were aimed at allowing some capitalism in the Soviet Union. He realised that in its present state the Soviet Union could not afford to send thousands of troops to support the communist regimes in Eastern Europe. Russian people were living in poverty while huge sums of money were being spent on the armed forces. This had to stop.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Soviet Union had cut back its military spending.' 'In 1988 he declared that the Brezhnev Doctrine was no longer Soviet policy.' 'The Soviet Union had economic problems.' 'He believed that the system in Eastern Europe was unworkable.' 'Intervening would have caused a blood bath.' 'He believed it was up to the people of these countries to decide their own fate.' 'He did not think the regimes in these countries deserved to be saved.' 'Relations between East and West were improving.' 'Gorbachev had his own ideology of Glasnost and Perestroika.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He realised that intervening would be a bad idea and would not help matters.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
7(c)	**'The Soviet Union dealt well with threats to communist control of Eastern Europe in the period 1956 to 1968.' 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 did this very well. In 1956 Khrushchev sent troops to Hungary to put down an uprising. This was very successful because the West was focusing on Suez at the time and Hungary was kept inside the Warsaw Pact. In 1968 when communist rule in Czechoslovakia was being threatened by Dubcek, Soviet troops were sent in again and the uprising was stopped. In both cases the Soviet Union had defended communist control in these countries and had kept them in the Warsaw Pact. This had been achieved without any intervention from the West.' **OR** e.g. 'I do not think this was done very well. In Hungary Khrushchev tried to deal with the trouble by appointing Nagy as a moderate leader but he went too far and threatened to take Hungary out of the Warsaw Pact. Khrushchev had to resort to sending troops in. You could say that the Soviet Union made the same mistake in Czechoslovakia. It let Dubcek introduce reforms but then decided he had gone too far and had to intervene with the military. In both cases, having to use the army in the end had not solved the problem of the unpopularity and failure of communist regimes in Eastern Europe. It merely solved the problem for the time being. More should have been done to introduce some reforms.'	

© UCLES 2019

Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It successfully put down the Hungarian revolt of 1956.' 'In 1956 it sent troops to defeat the Hungarian uprising.' 'It stopped Hungary leaving the Warsaw Pact.' 'It put down the Prague Spring in Czechoslovakia.' 'It managed to deal with these problems without the West intervening.' 'Khrushchev allowed some reforms in Hungary but then had to change his mind.' 'The Berlin Wall stopped the movement of people from East to West.' 'The Soviet Union should have dealt with Dubcek more quickly.' 'Soviet military intervention made clear that communist regimes only managed to exist because of Soviet force.' 'The Soviet use of force did not solve the underlying problems of the communist regimes.' 'The regimes remained unpopular with many people in Eastern Europe.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it dealt with all this very well and was not defeated.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe the rule of the Shah of Iran.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Shah encouraged westernisation.' 'He encouraged secularisation.' 'He lost the support of the Shi'a clergy.' 'He banned the Communist Party.' 'There was suppression of political dissent.' 'There were thousands of political prisoners.' 'His regime was supported by the USA and the UK.' 'There was rapid economic growth in the 1970s.' 'Jews were treated well.' 'There was increased school attendance.' 'He became more autocratic towards the end of his reign.' 'He abolished the two party system.' 'There was much corruption.' 'Demonstrations against his rule towards the end of his reign.' 'He empowered women.' 'He built up the military.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
8(b)	**Why did the West get involved in the Iran-Iraq 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. 'The USA got involved and gave limited support to Iraq. It did this because it was worried that if it won then Iran would dominate in the Gulf. It believed Iran had ambitions to take over the whole area. This was particularly worrying to the USA because of the nature of the regime in Iran, its relations with the Soviet Union and its hostility to Israel.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The West saw Iraq as a counterbalance to Iran.' 'To keep the supply of oil going.' 'The US wanted to protect Gulf states from the danger of Iranian expansion.' 'The US wanted to prevent a victory for either side.' 'They wanted to keep the balance of power in the region.' 'The West sold arms and chemical weapons to Iraq.' 'Fears that a prolonged war would put oil prices up.' 'The USA supported an embargo out of fears that the war would spread to other parts of the Gulf.' 'The US wanted to maintain free navigation and was worried about Iran's mining of international waters.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They got involved because they thought that this would be good for their countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
8(c)	**Which was the more responsible for the outbreak of war in January 1991, Iraq or the USA? 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 Iraq was to blame. Saddam invaded Kuwait because of problems inside Iraq. There had been assassination attempts against him, Iraq had enormous economic problems and there was much unemployment. Saddam needed a great victory to improve his popularity. The invasion of Kuwait, which many Iraqis regarded as rightfully theirs, could have made him much more popular.' **OR** e.g. 'I think the US and its allies were to blame. If the US had made it clear from the beginning that it would not let Kuwait be invaded, then Saddam might not have invaded. In July 1990 April Glaspie, the US ambassador to Iraq, gave Saddam the impression that the US was not particularly interested in Kuwait. This made him think that if he invaded, the US would not act.'	

© UCLES 2019

Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘Saddam started it because of problems in Iraq.' 'Saddam needed a great victory.' 'Iraq wanted to be the leader of the region.' 'The US ambassador gave the impression that the US was not bothered about Kuwait.' 'Iraq ignored UN resolutions telling it to withdraw.’ 'Saddam ignored the deadline set for Iraq's withdrawal from Kuwait.' 'The US was determined to defeat Iraq.' 'The US saw it as an opportunity to increase its influence in the area.' 'Iraq launched missiles on Israel.' 'Iraq invaded Saudi Arabia and blew up Kuwaiti oil wells.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I think both sides provoked the other so they are both to blame.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
9(a)	**Describe how the Belgians reacted to the German invasion.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘They reacted fiercely.' 'Belgium refused Germany free passage through their country.' 'They held the Germans up for a month.' 'They resisted the invasion.' 'Some civilians fled to the Netherlands, France and Britain.' 'They demolished bridges and railway lines.' 'There was passive resistance, for example, in factories.' 'There was underground resistance.' 'Liege resisted for two weeks thus holding up the German advance.' 'The forts around Namur put up strong resistance.' 'They delayed the Schlieffen Plan.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
9(b)	**Why was the failure of the Schlieffen Plan important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Its failure meant that Germany was not able to defeat France before Russia entered the war. This was the whole idea of the plan. To avoid a war on two fronts by going through Belgium, surprising the French, and defeating them. The failure of the Plan meant that the Germans had to fight on the Western Front and on the Eastern Front against Russia at the same time and this meant no quick victory for Germany.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Its failure led to stalemate.' 'Its failure stopped a quick German victory.' 'Its failure led to the trenches.' 'It meant that Germany had to fight on two fronts at once.' 'It meant the Germans did not take Paris.' 'It led to the 'race to the sea'.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Its failure was important because it meant that the German plans were not going to work.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
9(c)	**'The British Expeditionary Force failed in 1914.' 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 do not think it failed. At the Battle of the Marne, the BEF, with the French, defeated the Germans and this stopped the German advance into France. This was crucial. The Germans retreated and this led to the race to the sea. This was a crucial defeat because it meant that Paris and France were saved and that German hopes of a quick victory were finished. This is why the BEF did not fail. The eventual victory in the war would not have been possible without the BEF victory at the Battle of the Marne.' **OR** e.g. 'I think the BEF was a failure. It was defeated in the Battle of Mons when it had to retreat. It retreated for two weeks over 250 miles and ended up just outside Paris. So for the first part of the war they were being driven back by the Germans and the Germans were able to advance almost to Paris. The eventual victory in the Battle of the Marne was only because of French reserves arriving.'	

© UCLES 2019

Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘They inflicted heavy casualties on the Germans at Mons.' 'Although outnumbered, they held up the Germans in the Battle of Mons.' 'Mons was a moral victory for the BEF against overwhelming odds.' 'They counter-attacked in the Battle of the Marne.' 'They defeated the Germans at the Battle of the Marne.' 'They slowed down the German advance.' 'They prevented the Germans getting to Paris and conquering France.' 'It helped save Paris and keep France in the war.' ‘They retreated at Mons.’ ‘They were defeated in the Battle of Le Cateau and retreated.’ ‘The BEF’s forces were destroyed at the First Battle of Ypres.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I do not think they failed. I think what they did was very important to the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
10(a)	**What was the Ludendorff Offensive?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It started in March 1918 and continued until August.' 'It consisted of German troops from the Eastern Front.' 'It consisted of four major attacks.' 'It was at first successful.' 'Its aim was to draw Allied forces away from Flanders and push the BEF into the sea.' 'It started with enormous bombardments.' 'The Germans attacked at the Somme, made advances but lost 240 000 men.' 'It used creeping barrages and poison gas.' 'It led to mobile warfare.' 'By August, the Germans had 1 million casualties.' 'It was an attempt by the Germans to win before US troops arrived.' 'It was one last desperate gamble by the Germans to win the war.' 'The Germans overextended themselves.' 'It was a failure.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why was there a revolution in Germany in 1918?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'By 1918 Germany was in a terrible state. The Allied blockade had brought about food shortages, high prices and falling wages. In 1917 there had been the turnip winter when the potato crop had failed and people had to survive by eating turnips. There was malnourishment and starvation. By 1918 there were strikes and riots and something had to change.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'War weariness.' 'The mutiny of sailors at Kiel and Wilhelmshaven set it off.' 'There were riots breaking out across Germany.' 'There was starvation and hardship in Germany.' 'The Russian Revolution made people want to overthrow the Kaiser.' 'The failure of the Ludendorff Offensive.' 'The Allies offered peace on condition that the Germans got rid of the Kaiser.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was a revolution because people were fed up with how things were going and wanted a change.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
10(c)	**How important to the outcome of the war was American intervention? 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 do not think it was the decisive factor. I think this was the failure of the Ludendorff Offensive in 1918. If this had succeeded then Germany would have won the war. It failed because the Germans left their defensive positions and turned the war into one of movement. However, the Allies had more men, tanks and aircraft for this kind of war. When the offensive failed the Allies launched a counter-attack and the Hindenburg Line was breached with the German army in full retreat. This is what decided the outcome of the war.' **OR** e.g. 'American intervention was crucial. As Germany was losing an enormous number of men, the Allies were getting stronger because of the arrival of US troops. By the end of the war over 1 million US troops had arrived. They were fresh and well equipped and were crucial as reinforcements. All of this gave the Allies an enormous psychological boost.'	

© UCLES 2019

Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘Arrival of US troops was a psychological boost to the Allies.' 'US intervention forced the Germans to launch the Ludendorff Offensive.' 'The arrival of US forces allowed the Allies to use their more experienced troops in the offensives against Germany.' 'The US helped in mining the North Sea and in the fight against U-boats.' 'Over one million Americans arrived and these were crucial reinforcements.' ‘It meant that the Allies grew stronger while the Germans were losing enormous numbers of troops.' 'US troops played an important part in the Allied Hundred Day Offensive.' ‘The US soldiers were not prepared for trench warfare and they had little impact.’ ‘At first, few US soldiers arrived.’ 'It was the blockade of Germany that won the war for the Allies.' 'Germany collapsed because of its Home Front where there was starvation and exhaustion.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I think it was very important because without the Americans I do not think the Allies would have won the war.’	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
11(a)	**Describe how the SA contributed to the Nazi Party.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They disrupted meetings of the Social Democrats and Communists.' 'They were Hitler's private army from 1921.' 'They were involved in the Munich Putsch.' 'In elections they intimidated other parties.' 'They led the struggle against the communists.' 'Their intimidation helped the passing of the Enabling Act.' 'It became a vast organisation with over two million members.' 'It beat up opponents.' 'It helped the Nazis rise to power by terrorising opponents.' 'They protected Hitler.' 'They created fear amongst the people.' 'They were thugs and used violence.' 'They were seen as a threat to Hitler.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why was the Munich Putsch important for Hitler?**	**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 important because of the trial. This gave Hitler a national platform. He spoke well and was able to put his views across. This was reported throughout Germany and even across the world. He got his points across about the 'rotten' Weimar system and by the end of the trial he was regarded as the most important leader of the right-wing nationalists in Germany. He was no longer an unknown.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The publicity he gained at the trial.' 'The lenient sentence showed how he had impressed the judges.' 'He became a national figure.' 'He realised he had to change to political tactics.' 'The failure of the Putsch was a setback. The Nazis were banned.' 'It led him to use the methods that eventually got him into power.' 'In the 1924 elections, the Nazis won 32 seats in the Reichstag.' 'It led him to reorganise the party and its methods.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it showed everyone how determined he was.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
11(c)	**'The main reason Hitler became Chancellor in 1933 was the deal between von Papen and President Hindenburg.' 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 the deal was the main reason. No party had an overall majority and so a deal had to be done. When von Schleicher resigned as Chancellor, von Papen persuaded President Hindenburg to appoint Hitler. They both thought that von Papen would be able to control Hitler and stop his more extreme policies. They were worried that if they did not do this there might be a civil war. Without this deal Hitler would not have become Chancellor because his support had fallen in the last election.' **OR** e.g. 'I do not think this was the main reason. The Depression had made Hitler and the Nazis very popular. There was enormous unemployment, growing poverty and increased taxes. The government even cut wages and reduced unemployment benefit. The Weimar government was not providing the strong leadership needed. Hitler promised this strong leadership and also promised to deal with the Communists who were increasing their support. In the elections in 1932 the Nazis became the biggest party. This is why Hitler became Chancellor.'	

© UCLES 2019

Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Von Papen was too unpopular to become Chancellor so a deal had to be made.' 'In the election at the end of 1932, support for the Nazis went down.' 'Hindenburg and von Papen both thought they could control Hitler.' 'Hindenburg and von Papen thought they had no alternative because otherwise there would be a civil war.' 'They had to do a deal because Schleicher resigned.' 'The Nazis had become the largest party.' 'The Weimar government was weak and unable to deal with the Depression.' 'The Depression gave Hitler the chance to show himself as a strong leader.' 'The Nazis promised jobs and to restore profits and higher prices for the farmers.' 'The Nazis used propaganda successfully.' 'The Nazis had the benefit of negative cohesion.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think this was a really important reason why Hitler became Chancellor but there were also other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe how the Nazi regime used informers.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Nazi Block Warden watched a group of homes and wrote reports on them.' 'Members of the Hitler Youth were used to inform on their parents.' 'The Nazis used people to spy on their next door neighbours.' 'It was the Gestapo that used informers.' 'The Nazis had a network of informers across the country.' 'Informers were used to report on people who were telling anti-Nazi jokes or not flying a Nazi flag.' 'The Nazis used informers to find out who their opponents were.' 'There were approximately 150 000 informers.' 'Informers were used to catch opposition.' 'Informers were used to spy on people.' 'They were used to create fear.' 'They were used to help change behaviour.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
12(b)	**Why did the Nazi regime make extensive changes to the school curriculum?**	**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 wanted to control what children thought and believed and the best way to do this was to change what children were taught. They were taught Nazi ideas. In History, for example, they were taught how dreadful the Treaty of Versailles was. In Biology they were taught that Aryans were superior and what was wrong with inferior races. All the textbooks were rewritten so that they reflected Nazi beliefs. Hitler realised how important young people were for the future and wanted to mould their thinking and ideas.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was changed so that girls were taught how to look after a home and how to cook.' 'It was changed so that girls were taught how to choose an ideal Aryan partner.' 'It was changed so that children were taught Nazi ideas about race.' 'It was changed to make sure children were taught Nazi ideas.' 'PE and sport became more important so the boys would be strong enough for the army.' 'History lessons were changed to teach the injustices of the Treaty of Versailles.' 'It was changed so that children could be taught how great Germany was.' 'The curriculum was changed so girls could learn to be good mothers and wives.' 'It was changed so that future generations were Nazi supporters.' 'It was changed to ensure that the Third Reich survived.' 'It changed to remove any anti-Nazi ideas.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It thought that the curriculum was wrong and needed to be improved.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**How much opposition was there within Germany to the Nazi regime? 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 do not think there was much opposition. This was not because everyone supported the Nazis but because of the ways in which the Nazis kept control. The Gestapo tapped telephones and spied on people. If anyone was suspected of not supporting Hitler they were arrested. The SS frightened the German people into obedience. They could arrest anyone they wanted and put them in concentration camps where they were tortured and made to do hard labour. People were simply afraid to oppose the regime.' **OR** e.g. 'There was some opposition especially among young people and especially during the war. The Edelweiss Pirates carried out acts of sabotage and hid army deserters. They even distributed Allied war leaflets. Another group, White Rose, were made up of university students, opposed the Nazi slaughter of Jews and tried to get people to oppose the German war effort. So during the war the amount of opposition increased.'	

© UCLES 2019

Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Some young people were anti-authority and anti-Nazi.' 'Members of the 'Swing' movement resisted the Nazi attempt to control their lives.' 'The Edelweiss Pirates did not like the regimentation of the Hitler Youth.' 'Opposition increased during the war especially by the Edelweiss Pirates.' 'During the war the Hitler Youth became less fun and more young people refused to join it.' 'Some religious leaders like Dietrich Bonhoeffer opposed the Nazis.' 'There was an attempt to blow Hitler up by army leaders in 1944.' 'There was much passive opposition like telling anti-Nazi jokes.' 'Communists were rounded up and sent to concentrations camps.' 'Members of other political parties like the Social Democrats were arrested.' 'Nazi propaganda indoctrinated a lot of people.' 'The SS and the Gestapo intimidated a lot of people into obedience.' 'People were too afraid to oppose the regime because of all the spies and informers.' 'People were worried that they would lose their jobs or end up in a concentration camp.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was not a lot of opposition to the regime. The Nazis made sure of that.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe Rasputin's role in the Tsarist regime.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was a close adviser to the Tsar and the Tsarina.' 'He was used to 'cure' their son of haemophilia.' 'He had a leading role in running the country when the Tsar went to lead the troops.' 'He advised on who should be in the government and even where troops should be sent.' 'The Tsarina had complete faith in him.' 'He was very unpopular and this helped to make the government unpopular.' 'He advised the Tsarina who was running the country.' 'He got the Tsarina to appoint his friends to top jobs in the government.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
13(b)	**Why did opposition to the Tsar continue in the period 1906 to 1914?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'I think the main reason was the repressive policies of Stolypin. He came down hard on opponents. He had over a thousand people hanged and exiled many more. He used the Okhrana, the secret police, to arrest anyone who was an opponent. He also used informers. Everybody had to carry internal passports and newspapers were censored. These policies may have kept things fairly quiet but they were very unpopular and did not win the support of the people. The opposition and revolutionary groups continued, especially in the countryside because the repression made them hate the regime even more.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Tsar did not allow the Dumas to operate properly.' 'Stolypin's repressive measures.' 'The Tsar did not keep his promises such as a free press.' 'He dissolved the first Dumas.' 'The growth of industrialisation led to more strikes.' 'People were working in dreadful conditions for low pay in the mines and industrial cities.' 'The value of the wages of industrial workers was actually going down.' 'Poorer peasants had to sell their land and become labourers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was opposition because people were not happy with their living conditions.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
13(c)	**'Social and economic distress was the main cause of the 1905 Revolution.' 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. 'Social and economic distress was the main reason. Many people were suffering badly because of increased taxes. These were being increased on everyday items that people needed to live. The government wanted the money to invest in developing industry. At the same time workers' wages were kept low. When there was an industrial slump in 1902 and thousands of people lost their jobs, strikes and demonstrations broke out across the country. Then there was a poor harvest which made things worse. By 1903 Russia was suffering from demonstrations and the situation was ripe for revolution.' **OR** e.g. 'I think the defeats for the Russian army and navy by Japan were the main reason. The Tsar was hoping that a victory would help him but the defeats made things worse. The war led to higher prices and shortages of food. The defeat itself was humiliating because Japan was a smaller and less powerful country. It showed the government to be incompetent and in June sailors mutinied.'	

© UCLES 2019

Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘There were heavy taxes on grain.' 'There were increased taxes on everyday items.’ 'There was an industrial slump in 1902.’ 'There were poor harvests in 1900 and 1902.' 'There was considerable unemployment.' 'Wages were going down while taxes were going up.' ‘The actions of the Cossacks on Bloody Sunday.’ 'The defeat in the war with Japan.' 'The repressive measures taken against strikes and demonstrations.' 'Bad rule by the Tsar.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘There were many reasons for the 1905 Revolution and I think social and economic distress was one of the most important.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What methods were used to encourage industrial workers to work hard during the 1930s?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Workers were inspired to work hard by the great task of transforming the USSR.' 'Workers were persuaded that they were building a better society for their children.' 'There was a huge propaganda campaign.' 'Awards and honours were given for hard work.' 'Groups of workers were encouraged to compete with each other.' 'The Stakhanovite Movement.' 'Hard workers were given housing and free holidays.' 'Wages were paid according to how much was produced.' 'Lazy workers were sent to labour camps.' 'Saboteurs were sent to labour camps.' 'Absenteeism was punished by fines or getting the sack.' 'Records were kept on how hard a worker was working in his labour book.' 'Many workers were forced labour who had to work hard.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(b)	**Why did the First Five-Year Plan focus on developing heavy industries like coal and steel?**	**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 USSR was a backward country and a long way behind other countries in terms of its industrial production. Stalin wanted to transform it into a modern, powerful industrial nation. To be able to provide the machinery he needed for this he needed the basics of coal, oil, iron and steel. Once he had these he could build and power new factories. The second and later Five-Year Plans were only possible after the country had enough coal, steel and iron. Once the USSR had these it could develop into an industrial superpower.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The USSR was a backward country and Stalin wanted to transform it into a modern industrial country.' 'To lay the foundations for future industrial growth.' 'So that the USSR could become less dependent on the West for industrial goods.' 'This was because he wanted to develop a strong industry that could produce armaments so that the USSR could defend itself.' 'To lay the basis for further Five-Year Plans when the chemical industry, transport and communications would be developed.' 'To turn the USSR into a superpower.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because the USSR badly needed more coal and steel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
14(c)	**How far were Stalin's industrialisation policies a success? 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. 'One of Stalin's aims was to make the USSR stronger in military terms. In this, his policies worked really well. When the USSR entered the war in 1941 it was a powerful, well-armed nation. Without Stalin's policies, the USSR would probably have been defeated by Germany. It was also part of Stalin's policies that much of the industry had been built deep inside the USSR so that it did not fall into German hands.' **OR** e.g. 'I do not think his industrial policies were that successful. This is because the Five-Year Plans did not meet their targets. The production figures claimed by the Soviets cannot be trusted. In production of electricity, coal, iron and steel, although production was increased, Stalin's targets were not met. This was partly because of central planning which led to inefficiency, duplication and waste. In some factories there was overproduction, while in others there was a lack of essential parts and the factories were idle for weeks. Also many of the workers were unskilled and worked slowly or wrecked the machines by mistake.'	

© UCLES 2019

Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The production of iron and steel rose enormously.' 'The output of coal went up by five times.' 'Russia was much stronger militarily when the Second World War started.' 'Russia was turned into a modern state with new modern machinery and chemicals.' 'The industrialisation led to other developments such as a better education and a higher standard of living in towns.' 'More skilled jobs were created and this led to higher living standards.' 'The USSR transport systems were greatly improved.' 'The USSR became the second biggest country in the world in terms of industrial output.' 'His policies led to dreadful working conditions.' 'Many forced workers died because of the terrible conditions, as on the building of the Belomor Canal.' 'Few consumer goods were produced so people's standard of living did not improve much.' 'So many people moved to cities that there was bad overcrowding and poor living conditions.' 'The emphasis on quantity and speed meant that the quality of the goods produced was often poor.' 'Although there were great increases in production, the targets of the Five-Year Plans were often not met.' 'Central planning was not efficient and sometimes factories lay idle for weeks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stalin's policies were a great success. They achieved what he wanted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**What were the beliefs of the Ku Klux Klan?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘White, Protestant supremacy/WASP.' 'A belief that foreigners were overrunning the country.' 'To protect the principles and ideals of a pure Americanism.' 'It believed that the USA was suffering from moral degeneracy.' 'They believed that Communism was threatening the country.' 'They believed that black Americans were inferior.' 'They believed that black Americans should not be allowed to vote.' 'That white power should be maintained.' ‘American values were threatened by Catholics and Jews.’	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
15(b)	**Why was America gripped by a 'Red Scare' after the First World 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. 'Before the First World War the USA had welcomed immigrants but after the war many Americans believed that American values and its Anglo-Saxon and white nature were under threat from foreigners migrating to the USA. They were worried that they would be swamped by people from south and eastern Europe who would bring with them un-American ideas such as communist and anarchist beliefs. This was brought about by the Russian Revolution of 1917. In the post-war depression, immigrant ghettos were appearing in the big northern cities where there was a lot of crime and drunkenness. All this was blamed on foreigners.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because of the Russian Revolution of 1917.' 'This was because they thought foreigners were bringing in communist ideas.' 'They thought that American values were under threat.' 'They thought that communists would destroy their way of life/damage American society.' 'A general strike in Seattle in 1919 was seen as a communist plot.' 'This was because of some bomb scares in 1919.' 'The press whipped up anti-communist hysteria.' 'The bomb attack on Attorney-General Palmer.' 'Attorney-General organised the Palmer Raids after his home was attacked.' 'The killing of two men at a shoe factory and the trial of Sacco and Vanzetti.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Americans thought their country was under threat.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
15(c)	**Is it surprising that Prohibition failed? 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 do not think this is a surprise. It was never going to work in large cities where many people liked to drink. These were very different places to small town rural America where there were more traditional values. It was never against the law to buy alcohol and so speakeasies grew up everywhere in the large cities like New York. Here, behind closed doors, people could carry on drinking. Criminal gangs supplied the speakeasies and this led to murder and corruption. All this was bound to happen, so it was not a surprise that prohibition failed.' **OR** e.g. 'I think it was very surprising. This is because there was great support for it when it was introduced. Organisations like the Anti-Saloon League campaigned for it. Many people thought that alcohol was the cause of poverty, crime and much misery. There were also many politicians who supported it such as Nelson Rockefeller. Many politicians supported it to win votes. So it is surprising that it failed and had to be repealed.'	

© UCLES 2019

Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It is surprising because when it was first introduced it had a lot of support.' 'Many politicians such as Nelson Rockefeller supported it.' 'Many people thought that alcohol caused misery and broke up families.' 'The Protestant churches supported prohibition.' 'It was very popular in small town rural America.' 'There was a very strong temperance movement in the USA.' 'Many brewers in the USA were of German descent. They were unpopular because of the First World War.' 'Alcoholism was leading to much absenteeism at work.' 'It was not all that popular in the large cities.' 'Speakeasies opened up for people who wanted to drink alcohol.' 'Crime, corruption and gangsters all increased because of prohibition.' 'Rich people had wine and spirits delivered to their houses.' 'It became impossible to enforce.' 'At a time of growing unemployment many people could have been given jobs in the drinks industry.' 'The government was spending enormous amounts of money trying to enforce it.' 'People were making alcohol at home using illegal stills.' 'It was seen as responsible for a crime wave.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many people still wanted to drink alcoholic drinks.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**What was the Dust Bowl?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘Land was being over-farmed and lost its fertility.' 'In the 1930s there were years of hot summers and driving wind. The top soil turned to dust.' 'By 1936 large parts of Kansas, Oklahoma and Colorado had become like a desert.' 'Farmers were ruined when the land on their farms turned to dust.' 'Dust storms destroyed the land.' 'Farmers had to move away from their farms and many went to California.' ‘Many animals were killed and crops lost.’	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
16(b)	**Why was Hoover accused of not doing enough to deal with the consequences of the Depression?**	**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. 'Hoover was accused of not doing enough because he was doing very little to relieve the suffering of the people. Although he did a few things like set up the Farm Board to buy surplus farm produce, this was not nearly enough. Hoover believed that the Depression would not last and that the country would recover. However, this did not happen and unemployment grew and wages fell. There was much poverty and homelessness. When Hoover did do something such as provide money for building programmes, it was nowhere near enough.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hoover did not deal with rising unemployment.' 'Hoover did not deal with falling wages.' 'People became homeless because they could not pay their mortgages.' 'There were many people living on the streets.' 'Hoover believed it was the job of private charities to help people, not the government.' 'Hoover did a little, like finance building programmes, but it was not enough.' 'Hoover had the Bonus Marchers dispersed.' 'Protests, strikes and riots broke out across the country and Hoover took little action.' 'Hoover believed that business would bring an end to the Depression if it was left alone.' 'Hoover believed that too much help would make people less self-reliant.' 'Hoover did not seem to care about people's suffering.' 'Hoover's soup kitchens only helped a small number of people.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was accused because he was the President and many people were suffering.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(c)	**How far did the Wall Street Crash cause the Depression? 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 Wall Street Crash was to blame. The Depression was brought about by the greed of speculators buying shares. They were doing this simply to make a profit. Buying on the margin made things worse. All of this pushed share prices beyond what they should have been and when prices fell, people and businesses were bankrupted. People lost confidence in banks and took their money out and many went bust. Other businesses cut production. Soon, millions of people were losing their jobs. The Depression had started.' **OR** e.g. 'It was not just the Wall Street Crash. There were serious weaknesses underneath. The boom had been kept going by debt. Banks had lent money too easily. Businesses had borrowed too much. This was all fine as long as the economy prospered but factories were producing goods they could not sell and there were not enough people who could afford to buy them. As soon as there were problems, nobody could repay their debts. Many people had borrowed money to buy shares. When the value of shares fell, then they had nothing left and banks did not get their money back so they were in trouble as well.'	

© UCLES 2019

Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The price of shares was far too high.' 'Speculation on Wall Street was the problem.' 'Thousands were bankrupted because of the fall in the price of shares.' 'People began to sell their shares because they thought the US economy had long-term weaknesses.' 'It was all caused by a lack of confidence and panic, not long-term problems.' 'When share prices plummeted, banks called in outstanding loans.' 'People lost confidence in the banks and took their money out.' 'Unemployment was caused by businesses collapsing or reducing production.' 'The American economy was built on debt.' 'Everybody had borrowed too much.' 'Too many goods were being produced in the USA.' 'American factories could not sell their goods.' 'Agriculture remained depressed throughout the period.' 'Farmers were producing too much food.' 'There were already many poor people such as farmers and workers in old industries.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Wall Street Crash was the main thing that caused the Depression. Without it, the Depression would not have happened.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**Describe the Communist reforms of education and health in the 1950s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'A massive campaign was organised to teach the Chinese to read and write.' 'In 1949, only 20% were literate.' 'Teachers were sent to the villages.' 'They taught the children by day and adults in the evening.' 'This allowed workers to operate machinery and play their part in industrial development.' 'Students received an education in Communism.' 'The books they read were the works of Marx, Lenin and Mao.' 'No-one receiving education was allowed to forget the importance of manual work.' 'Pupils worked part-time in factories, students for two months a year in communes.' 'Professors were expected to spend one month per year in factories or communes.' 'By the 1960s, 90% could read and write.' 'Health care became free.' 'There was an emphasis on prevention of disease.' 'The number of doctors in rural areas was increased.' 'Illness rates were reduced.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why did Mao think it was necessary to introduce cooperative farms from 1953?**	**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 thought this was necessary because China's population was rising quickly and food production was not. Mao thought that cooperative farms would be more efficient than the small peasant farms which still depended on horses and manual labour. The cooperatives could share their resources and buy new equipment and increase production. He hoped they would use new methods and be more efficient and produce more food.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Peasants' plots of land were too small.' 'Mao wanted new methods of farming to be used.' 'Mao wanted more machinery to be used.' 'Farm production was not increasing fast enough.' 'He wanted to move away from private ownership of land.' 'It would make farming more efficient.' 'To increase food production.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mao thought this would be a good move and would help improve agriculture.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
17(c)	**'Mao's attempts at industrial development in China were successful in the period 1953 to 1960.' 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 first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy and the propaganda of the Communists helped to motivate the workforce. Production of steel, coal and iron exceeded the targets. The plans transformed China with rapid growth in the size of cities and the development of infrastructure such as railways.' **OR** e.g. 'In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the 'backyard' iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much-needed expertise and money.'	

© UCLES 2019

Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘The first Five-Year Plan exceeded the targets set in heavy industry.’ 'Production of steel, iron and coal was increased dramatically.' ‘China was helped by Soviet expertise.’ ‘Roads and railways were built across the country.’ ‘Inflation was brought under control which helped continual planning.’ ‘The second Five-Year Plan, known as the Great Leap Forward, was a distinct failure.’ ‘There was less central planning and more local responsibility.’ ‘The ‘backyard’ blast furnaces produced worthless materials.’ ‘Soviet technicians returned to Russia.’ 'The backyard furnaces led to a shortage of coal.' 'Industrial production fell under the Great Leap Forward.' ‘On Mao’s resignation, new ‘capitalist-style’ policies were adopted.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Mao's industrial policies brought mixed results.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What were the terms of the 1984 agreement over Hong Kong between Britain and China?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hong Kong would revert back to China in 1997.' 'Hong Kong's commercial, social and legal aspects remain independent of China until 2047.' 'In 2047 China will have full authority over Hong Kong.' 'It created an island of capitalism within a communist state.' 'China gained control of the city's defence and foreign affairs in 1997.' 'It established 'one country, two systems'.' 'In 1997 a Provisional Legislative Council led by Tung Chee-hwa and picked by Beijing was sworn in, replacing the previous elected body.' 'Hong Kong remained a free port and can continue a free trade policy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(b)	**Why did relations between China and India deteriorate in the period 1954 to 1971?**	**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 1954, India published new maps that included the boundaries of India with China, but in 1959, the Chinese stated in a letter to the Indian leader that their borders were incorrect and that over 100 000 square kilometres of territory shown on the Indian maps was, in fact, Chinese land. These border disputes led to a brief war in 1962, which the Chinese won, and to sporadic outbreaks of violence along the borders for the next decade.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'China did not honour the 1951 agreement to guarantee the social system in Tibet.' 'The disagreement over the precise borderlines between Tibet, India and China.' 'China wanted to build a highway into Tibet over disputed territory.' 'The attempt by the Chinese to eliminate Buddhism in Tibet.' 'The exile of the Dalai Lama to India.' 'China encouraged Pakistan's aggressive nature towards India.' 'India complained that China was encouraging the Communist party in India.' 'China accused India of assisting rebels in Tibet.' 'India published new maps of the borders with China in 1954. China claimed they were incorrect.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were numerous border disputes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(c)	**'Mao Zedong and Deng Xiaoping had different ideas about China's relationship with the rest of the world.' 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 they mainly had different ideas. Mao thought that China was superior as a communist country to the Soviet Union. He tried to replace the USSR as the leader of the world communist movement. He said that other communist movements should follow China's model of peasant revolution. Mao did not like Khrushchev's policies. He did not regard them as communist and relations grew worse. On the other hand, Deng was more interested in using foreign policy to develop China economically rather than to lead world communism or export revolution. Deng was keen to open China up to ideas from around the world. He sent thousands of Chinese around the world to learn from their experiences. Deng also had little interest in trying to export revolution to Southeast Asia. Basically, Deng wanted China to keep a low profile and use foreign policy to aid China's economic development.' **OR** e.g. 'They did not have completely different ideas. Both were concerned about the Soviet Union. Mao broke with Russia in 1960 because Russia had deviated from true communism. In the 1980s, Deng was also anxious about the Soviet Union, especially after the invasion of Afghanistan and their differences over Vietnam's occupation of Cambodia. Another similarity relates to relations with the USA. In 1979 Deng visited the USA and relations improved dramatically. However, in 1972 relations between the two countries had improved when Nixon visited Mao.'	

© UCLES 2019

Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Mao did not like Khrushchev.' 'Mao saw China as the leader of the battle against capitalism.' 'Deng wanted to advance China economically and technologically through foreign relations.' 'In 1979 Deng visited the USA and relations improved dramatically.' 'Deng improved relations with Japan because it saw it as a good example to China of an economically expanding power.' 'In 1984 Deng reached an agreement with Britain over Hong Kong.' 'Deng wanted export-led growth instead of Mao's economic self-reliance.' 'Deng wanted an economic policy that supported economic development.' 'Deng normalised relations with the USA and USSR.' 'Deng wanted China to keep a low profile and join the international system.' 'At first Mao wanted solidarity with the Soviet Union and the Eastern Bloc. He signed the Sino-Soviet Treaty of Friendship in 1950.' 'Under Mao, China and Russia competed for leadership of international communism.' 'Mao thought Khrushchev was betraying Marx and Lenin.' 'The Russians did provide technical help in China's Five-Year Plan.' 'Deng did not want to export revolution; he wanted to develop China technologically and economically.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They had many differences including how China should deal with the rest of the world.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**Describe how the Group Areas Act of 1950 affected the lives of black South Africans.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Each town and city was divided into white and black areas.' 'Many black South Africans had to leave their homes and live in a black area.' 'Black South Africans were forcibly moved from Sophiatown.' 'The close community in Sophiatown was destroyed.' 'Between 1960 and 1963 three and a half million black people were forcibly removed from their homes and communities.' 'Their houses were demolished and their belongings destroyed during the forcible removals.' 'They were moved to areas where there were no communities.' 'They were moved to places like Soweto.' 'Black South Africans were moved to Homelands where all that was waiting for them were rows of corrugated iron toilet shacks.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why did nearly all Afrikaners support apartheid?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Afrikaners supported apartheid because they believed in separateness. They believed that different races could not live in the same area peacefully. They said that if the different groups lived apart and developed separately, there could be peace and progress for all races.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They believed that the different races were fundamentally different and should be kept apart.' 'They believed black South Africans were inferior to white people.' 'They believed that South Africa could not develop if the races were integrated.' 'They were fearful of black South Africans who outnumbered them five to one.' 'They wanted to keep white South Africans in power and in control.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They supported the policy of apartheid because they thought it was the right policy for South Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
19(c)	**'Sharpeville was the most important factor in the development of opposition to apartheid in the period between 1948 and 1966.' 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 Sharpeville was the most important factor in the development of opposition to apartheid. It persuaded the ANC that peaceful methods of protest were not enough and it turned to violence. Mandela and others set up Umkhonto we Sizwe to carry out an armed struggle. It targeted electricity pylons and other targets where people would not be harmed. This was an important change of direction in the development of opposition to apartheid.' **OR** e.g. 'I think the Defiance Campaign was the most important factor. This was organised by the ANC in 1952 and involved people all over South Africa defying the apartheid regulations. They used white only compartments on trains and used white only counters at post offices and defied the law in many other ways. It was very effective. They were arrested in their thousands and they got publicity all over the world. It was important because it increased the membership of the ANC from 7000 to 1 000 000 and made the ANC the voice of black resistance.'	

© UCLES 2019

Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The ANC and the PAC abandoned non-violence.' 'Africans burnt pass books all over South Africa.' 'The UN called for sanctions against South Africa.' 'Young Africans left South Africa to train as guerrillas.' 'Anti-apartheid groups were set up in many countries.' 'The government banned the ANC and the PAC.' 'There was international condemnation of what happened at Sharpeville.' 'The Defiance Campaign of 1952.' 'The Freedom Charter of 1955.' 'Women's anti-Pass Law demonstrations of 1956.' 'The bus boycotts of 1957.' 'The Black Sash organisation.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Sharpeville was very important and changed the minds of lots of people about apartheid.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**Describe the part played in the struggle against apartheid by the Organisation of African Unity.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘One of its main aims was to end apartheid.' 'It issued the Lusaka Manifesto of 1969.' 'It gave weapons and training bases outside South Africa to the ANC.' 'It closed African harbours to South Africa.' 'It banned South African aircraft from flying over most of Africa.' 'It persuaded the UN to expel South Africa from bodies like the WHO.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
20(b)	**Why was the release of Mandela from prison in 1990 such an important event?**	**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. 'Mandela's release meant that apartheid and minority rule were bound to end. His speech just after being released made clear that he was ready to work with white South Africans but also that the ANC would not compromise and would carry on with the armed struggle if necessary. This made clear that there was going to be only one outcome – the end of apartheid and black South Africans being given the vote. He set the agenda for the next few years.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It led to discussions between the ANC and the South African government.' 'It leads to the repeal of apartheid legislation like the Separate Amenities Act.' 'It leads to a new constitution for South Africa being agreed.' 'It leads to democratic elections in South Africa.' 'It showed that the South African government was desperate for a settlement.' 'It showed that de Klerk was serious in his promises to bring about change.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was important because it meant that Mandela was now free to get involved in politics again.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
20(c)	**Which was more responsible for the ending of minority rule, international pressure or the chaotic situation inside South Africa by 1989? 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. 'Opposition to apartheid inside South Africa increased in the 1980s. Black South Africans boycotted the elections under the new constitution and protests then broke out. There were school protests and rent strikes. Violence escalated and spread across the country. The government called a State of Emergency because the country was descending into chaos and a blood bath. This led to de Klerk being appointed as President. He realised that reforms were needed and started the process that led to the ending of minority rule. This was all brought about by the chaos in South Africa.' **OR** e.g. 'I think international pressure was the most important factor. In the 1980s international businesses like Barclays Bank began to pull out of South Africa. Foreign banks refused to roll over South African loans. There had been international sanctions for some time and foreign investment in South Africa had dropped by 30%. The South African economy was in a dreadful state as a result and foreign businesses began to demand political reforms.'	

© UCLES 2019

Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Foreign investments in South Africa fell.' 'South Africa was excluded from the Olympics.' 'South Africa was increasingly isolated by the pressure of international anti-apartheid groups.' 'Foreign businesses began to pull out of South Africa.' 'South Africa had enormous foreign debts.' 'South African morale and confidence were hit by the sporting boycotts.' 'The Nelson Mandela 70th Birthday Tribute Concert in London in 1988 was watched by a billion people around the world, putting more pressure on South Africa.' 'The elections of 1984 were boycotted.' 'There were uprisings in 1984–5 in the townships around Johannesburg.' 'There were strikes, school boycotts and rent strikes.' 'A State of Emergency was declared in 1985.' 'There was violence between black groups.' 'By 1989 law and order had broken down and South Africa was heading for a bloodbath.' 'The chaos led to de Klerk being appointed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think these were both important. The ending of minority rule was inevitable because of them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**Describe the events of the Suez War of 1956.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Nasser nationalised the Suez Canal.' 'Britain, France and Israel decided to attack Egypt and win the Canal back.' 'Israel attacked and then Britain and France issued an ultimatum to intervene if Egyptians and Israelis did not withdraw from the Canal.' 'British and French troops captured the Canal.' 'Israel defeated the Egyptian army and swept through Sinai.' 'The UN condemned the invasion.' 'The Soviet Union threatened to attack Israel.' 'The USA threatened to cut off oil supplies to Britain and France.' 'Britain and France agreed to a cease-fire.' 'The USA forced Britain and France to withdraw.' 'Israel had to give Sinai back to Egypt.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
21(b)	**Why did Egypt and Syria launch an attack on Israel on 6 October 1973?**	**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. 'Egypt attacked Israel because President Sadat needed a war. Egypt was in a terrible state. It was demoralised and its economy was in a dreadful state. Sadat felt that the shame of the Six Day War still hung over Egypt and that this had to be removed. He knew that economic reforms were badly needed but that these would be unpopular. He needed a military victory to make him strong enough to introduce the reforms.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Egypt wanted to regain control of the Canal and Sinai.' 'Egypt and Syria had patched up their quarrel.' 'Yom Kippur was a Jewish religious festival and soldiers were on leave.' 'The Soviet Union had provided Egypt with surface to air missiles.' 'President Sadat of Egypt had put together support from a lot of countries.' 'Syria wanted to retake the Golan Heights.' 'The Egyptian economy was in a dreadful state and Sadat needed a military victory.' 'Egypt was in a demoralised state and Sadat needed a military victory.' 'There were protests in Egypt for a war against Israel.' 'Sadat had become convinced that Israel had no intention of giving back Arab lands.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did it then because they thought it would be a good time to attack Israel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
21(c)	**Who was to blame for the Six Day War of 1967? 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 Israel was to blame. It had sent settlers into the demilitarised zone by the Golan Heights and then pounded Syria with artillery, tanks and aircraft. Egypt had a defence alliance with Syria and Nasser's reputation was going down in the Arab world because he had done nothing. To put this right he moved 100 000 troops into Sinai. He would not have done this if the Israelis had not occupied the territory near the Golan Heights and fired on Syria. He had no choice.' **OR** e.g. 'Nasser was to blame. He seemed to be determined on war. He got rid of the UN troops standing between him and the Israelis and sent 100 000 troops into Sinai. Then he threatened to sink Israeli ships in the Straits of Tiran. This cut off Israel's oil supplies. Nasser then got Jordan to join an alliance with Syria and Egypt. All this forced Israel to attack first.'	

© UCLES 2019

Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Israel moved settlers into the demilitarised zone near the Golan Heights.' 'Nasser told the UN to withdraw its troops.' 'Nasser moved 100 000 troops into Sinai.' 'Nasser cut off oil imports to Israel.' 'Nasser threatened to sink Israeli ships that entered the Straits of Tiran.' 'Nasser announced he was ready for war.' 'Nasser got Jordan to join an alliance with Egypt and Syria.' 'There was enormous pressure in Israel for war with the Arab countries.' 'Israeli troops attacked Syria, Egypt and Jordan.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that both sides were to blame. They were both ready to fight each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**What were the Oslo Accords of 1993 and 1995?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. ‘They were the start of a peace process between Israel and the PLO.' 'They were started by secret negotiations in Oslo.' 'They were between Israel and the PLO.' 'The PLO recognised Israel.' 'Israel recognised the PLO as the representative of the Palestinian people.' 'They created a Palestinian Authority that had limited self-government of the West Bank and the Gaza Strip.' 'Israel agreed a withdrawal from the Gaza Strip.' 'Palestinian prisoners were to be released by Israel.' 'There was a five-year transitional period.' 'Elections to the Palestinian Legislative Council.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
22(b)	**Why have divisions within Israel affected the peace process?**	**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 peace process has been on and off since the 1970s. One of the reasons it has had limited success is the divisions within Israel. Many in Israel think that peace should be negotiated on the basis of giving up some of the occupied territories in return for an end to violence and a recognition of Israel's right to exist. However, others in Israel do not think that peace is possible. They think that Israel should annex much of the Palestinian territory. They think this because of Palestinian terrorism. These divisions in Israel have affected the peace process by making its chances of success less likely.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There are divisions in Israel over whether a peace with the Palestinians is possible.' 'Israelis were divided over the Oslo agreement in 1993. The right wing thought Rabin had conceded too much.' 'In 1995 Rabin was assassinated by an opponent of the Oslo agreements.' 'Israeli settlers in the occupied territories do not want concessions to the Palestinians.' 'Right-wing opinion in Israel has prevented the government from reaching an agreement.' 'The Camp David negotiations in 2000 were criticised in Israel for conceding too much.' 'Sharon's right-wing government was not keen to revive the peace process.' 'Some want to maintain the original Zionist vision of Israel.' 'Netanyahu slowed the peace process down.' 'Some want peace so that Israel's economy can be developed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘They have had the effect of not always helping the peace process.'	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019

Question	Answer	Marks
22(c)	**'The UN has done little to help bring peace to the Middle East.' 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 UN has done quite a lot to help the peace process The UN sent troops in 1956 to keep Israel and Egypt apart and this helped the situation until 1967. In 1967, after the war, it passed Resolution 242 calling for Israeli withdrawal from occupied territories. This later led to negotiations and peace treaties. Since the 1970s, it has supported the two-state solution and it also helps on the ground through its officials in peacekeeping and humanitarian roles.' **OR** e.g. 'I do not think the UN has done much. Others have done more. Some of the most important attempts at peace have not been organised by the UN. The USA has done more in trying to get peace. In 2000 Clinton organised the Camp David talks between Arafat and Barak. Israel offered most of the West Bank and all of the Gaza Strip but Arafat rejected it. In 2002 the US was at the head of the 'Road Map' for peace which offered an independent Palestinian state. President Obama also organised talks in 2010 and later in 2013. So the US has done more than the UN in trying to bring peace. Also the Oslo talks were organised by Norway and not the UN.'	

© UCLES 2019

Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The UN passed Resolution 242 in 1967 calling for Israeli withdrawal from occupied territories. This later led to negotiations and peace treaties.' 'Meetings were organised by Obama in 2010.' 'In 2013 John Kerry got the peace talks started again.' 'The Road Map for peace was helped by both the US and the UN.' 'The US organised the Camp David talks in 2000.' 'The Oslo talks were hosted by Norway.' 'UN peacekeepers kept peace between Egypt and Israel from 1956 to 1967.' 'UN peacekeepers left in 1967 when told to do so by Nasser.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I think that the UN has helped in the peace process. There have been some advances and the UN was involved.’	
	Level 0 No evidence submitted or response does not address the question **0**	

© UCLES 2019