Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/11**

Paper 1 **May/June 2020**

MARK SCHEME

Maximum Mark: 60

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**Describe what Garibaldi did in 1860 to help Italian unification.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He landed in Sicily with the Thousand.' 'He won the Battle of Calatafimi.' 'Defeated the Neapolitan forces on Sicily.' Took control of Sicily in the name of Victor Emmanuel.' He conquered Palermo.' He defeated the Neapolitan army at Volturno.' He gave all his territorial gains to Piedmont.' He proclaimed Victor Emmanuel as King of Italy.' 'He rode into Naples with Victor Emmanuel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(b)	**Why were there uprisings in Italy in 1848–49?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'There were uprisings in Italy because of the hatred of Austrian rule in areas like the Kingdom of Lombardy-Venetia. Austrian rule was oppressive and the Austrians levied high taxes on the Italians. Many people wanted to be free of foreign rule and wanted Italy to be independent. Resentment against the Austrians led to a growth in nationalist feelings and the uprisings. This was why Austrian troops were forced out of Milan and then other parts of northern Italy.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The writings and ideas of Mazzini.' 'The desire for liberal reforms in places like Sicily.' The desire to be independent of foreign rule.' The reforms in Rome stimulated demands for reform elsewhere.' 'Many peasants were living in great hardship.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were uprisings because people were unhappy with how things were.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
1(c)	**'Mazzini contributed little to Italian unification.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Mazzini contributed very little and the revolts he led in the 1830s were easily crushed and failed. He then spent a lot of time exiled from Italy, still trying to stir up revolts, but they also failed. His time in charge of the Roman Republic was short and also ended in failure and exile. Finally, he failed to free Rome in 1862. Mazzini was not practical enough to plan revolts properly. He also did not understand that the Italian peasants just wanted their lives to be made easier and were not interested in ideas like unification or republicanism. Overall, he achieved very little. Unification was achieved by Cavour and Garibaldi, not Mazzini.' **OR** e.g. 'Mazzini made a massive contribution to Italian unification through his ideas and writings. These inspired others like Garibaldi to fight for unification. He spearheaded the revolutionary movement in Italy and his organisation of Young Italy set the example for fighting for revolution and unification. Mazzini set down the basic ideas about uniting Italy and this inspired others. He was also very popular outside Italy and won a lot of support in places like Britain for Italian unification.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Mazzini's attempts at uprisings all failed.' 'Mazzini put too much faith in the idea of a popular uprising to bring about Italian unification.' 'Unification was achieved by the armies and strength of Piedmont.' Cavour and Garibaldi brought about unification not Mazzini.' 'He failed in Rome and lots of other places.' 'He contributed little because he was in exile for a lot of the time.' 'Mazzini drew up the ideas for Italian unification which inspired others.' 'He inspired Garibaldi' 'Young Italy was the first serious organisation working for unification.' 'He was very popular outside Italy and this won a lot of support for Italian unification.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Mazzini contributed little because it was others who really brought about unification.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe the events leading to the war in 1864 over Schleswig-Holstein.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The King of Denmark, Frederick VII, died.' 'Denmark drew up a new constitution for Denmark/Schleswig.' 'Bismarck called for Holstein to be occupied.' 'In December 1863 Saxon and Hanoverian troops marched into Holstein.' 'In January 1864 Bismarck demanded the new constitution be abandoned.' 'Denmark refused to abandon the new constitution.' 'Prussian and Austrian troops invaded Schleswig in February.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was the war with Austria in 1866 important for Bismarck?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The war with Austria was important for Bismarck because Prussia won the war and this left the way open to a united Germany led by Prussia. The war left Prussia dominant in Germany with nothing standing in Bismarck's way to achieving unification. The first stage in this was made possible by the war – Bismarck forming the North German Confederation. This put Prussia in a strong position to fight a war with France with the support of other German states. Victory here led to the establishment of a united Germany in 1871 with King William of Prussia as German Emperor. All this was made possible by the war with Austria.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Bismarck was able to change the balance of power in Germany in favour of Prussia.' 'The war was part of Bismarck's plan to exclude Austria from German affairs.' 'It led to the abolition of the German Confederation that was led by Austria.' 'It led to Bismarck forming the North German Confederation.' 'It was important to him because it was a triumph for his diplomacy.' 'It made Prussia the dominant power in Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important for Bismarck because it helped him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(c)	**Did the 1848 revolutions help or hinder the cause of German unification? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'did the 1848 revolutions help or hinder' **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 1848 revolutions helped the cause of German unification. They involved the German people in the politics of Germany and many more took an interest in politics and the aim of German unification. A groundswell of public opinion now favoured unification and this made Bismarck's achievements in the future possible. The Frankfurt Parliament, by offering the German crown to Frederick William of Prussia showed the way forward – a united Germany led by Prussia and without Austria.' **OR** '1848 did not help German unification because the revolutions were a dismal failure. Frederick William's refusal off the Imperial crown shows that unification was no closer. Events in 1848–9 showed that the supporters of unification had no real power and the individual states reasserted themselves. The disbanding of the Erfurt Union and the reestablishment of the German Confederation under Austria's leadership shows that nothing had been achieved.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The new Prussian constitution of 1840 became the constitution of a unified Germany.' 'The revolutions helped unification by making it an important issue in Germany.' 'They did not help unification because Frederick William of Prussia turned down the offer of the German crown.' 'The Frankfurt Parliament was just a talking shop and disintegrated so German unification was brought no closer.' 'The reestablishment of the German Confederation shows that no gains towards unification had been made.' 'After 1848 and the Frankfurt Parliament the organisation of Germany without a German parliament was out of the question.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The revolutions made German unification more likely because they showed that it was a good idea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(a)	**Describe the terms of the Fugitive Slave Act of 1850.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'All escaped slaves when captured had to be returned to their masters.' 'Officials and citizens of free states had to obey the law.' 'Officials who did not arrest a runaway slave were fined.' 'Suspected runaway slaves were not given a jury trial and they could not testify on their own behalf.' 'Officials who captured a runaway slave were promoted.' 'Anyone who helped a runaway slave was imprisoned and fined.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why was the Freedmen's Bureau 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 Bureau was important because it provided education for freed slaves after the Civil War. Before the war southern states had banned slaves from being given an education but freed slaves now needed to learn to read and write to help them to support themselves. The Bureau confiscated property from planters and used this to set up schools and by 1865 90 000 former slaves were being educated. The schools and colleges set up by the Bureau helped them adjust to their new lives and even after it was closed down they remained the main places for education of Black Americans in the South for many years. This shows the importance of the Bureau.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It helped freed slaves in the South after the Civil War.' 'It was an important part of Reconstruction.' 'It provided education for freed slaves.' 'It helped freed slaves find family members after the war.' 'Bureau agents represented freed slaves in courts.' 'It provided medical provision for freed slaves.' 'It encouraged the rebuilding of plantations so freed slaves could work on them.' 'It helped freed slaves obtain clothing and food.' 'It helped freed slaves adjust to their new freedom.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Bureau was important for all the work it did.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'The main reason why civil war broke out in 1861 was Northern abolitionism.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides. **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Northern abolitionism was the main cause. The North was becoming more reliant on industry and this meant that many Northerners could not understand the importance of slavery to the economy and way of life of the South which remained an agricultural economy relying on slave labour on the plantations. Many also simply thought that slavery was morally wrong. This led to a growing abolitionist movement in the North which upset the South, especially episodes such as John Brown's attempt to start a slave rebellion at Harper's Ferry. This, and other events like the rise of the Republican Party convinced many people in the South that the North was determined to abolish slavery and so southern states began to secede from the Union.' **OR** **'**More important than the issue of Northern abolitionism was the issue of states' rights. There was much disagreement over which powers belonged to the states and which belonged to the Federal Government**.** Southern states felt that the Federal government was taking away their rights and powers. This was especially important in the expansion to the West where the North wanted new states and territories to be slave free. The election of Lincoln as president made it even worse. The South saw him as a threat to their rights. The war actually started when southern states like South Carolina began to leave the Union. Lincoln sent troops to defend the Union and said that they did not have the right to leave. So this shows the beginning of the war was directly about the right of the states.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The war was caused by the different cultures and ways of life of North and South.' 'The war was caused by the South's determination to keep slavery.' 'Many people in the North felt that slavery was wrong.' 'Actions of abolitionists like John Brown caused the Civil War.' 'States' rights were a more important cause of the war.' 'The war was caused by the election of Lincoln as president.' 'The war broke out in 1861 because the Confederate forces attached Fort Sumter.' 'It was Lincoln's determination to defend the Union that caused the war.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The war started because North and South could not get on with each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(a)	**Describe the rule of Leopold II in the Congo.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Leopold's rule was cruel towards the local inhabitants.' 'Leopold ruled the Congo with personal and total control.' 'He tried to make as much profit as possible out of ivory and rubber.' 'Private companies were given concessions to extract the rubber.' 'The private companies were allowed to treat the local inhabitants as they liked.' 'The local inhabitants were forced into working, extracting rubber.' 'If the local inhabitants refused to work they were whipped and mutilated.' 'Leopold did nothing to combat disease and famine among the local inhabitants.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why did Britain use a policy of indirect rule in Nigeria?**	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. 'Britain was faced with the problem of how to rule colonies like Nigeria without using too many men and where there were lots of different tribal structures and traditions. They decided to use the existing structures and rulers to rule the colony. The local chiefs were the best people to achieve the obedience of the locals, so not many British officials had to be used. The local people would have resented rule of British officials, but did not mind rulers from their own peoples.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The local chiefs had the respect of the local people.' 'It meant that existing and traditional structures and traditions could be kept.' 'It meant that not many British officials or soldiers were needed.' 'Indirect rule was a much cheaper system that direct rule.' 'The local elders tended to be conservative and cautious and encouraged the local people to be obedient to the British.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Britain used this policy because it was the one that worked best.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**How far was the Indian Mutiny a nationalist uprising? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Yes, it was a nationalist revolt. The rebels were acting against the destruction of their national culture and their values. Their nationalism can be seen by the fact that they demanded to be ruled by the Mughal dynasty which was symbol of national unity. The sepoys did not seek to revive small kingdoms in their regions but fought for country-wide rule of the Mughals and for the British to be driven out of India. This shows that it was a nationalist revolt.' **OR** e.g. 'No it was not a nationalist revolt. Religion was a much more important cause. Rumours about pig and cow fat (forbidden in the Muslim and Hindu religions) being used as lubricant on the soldiers' cartridges was an important factor. This can be seen by the fact that many of the leaders of the uprising were religious leaders such as Ahmedullah Shah who called for a Jihad against the British. Many of the rebels thought that the British were trying to convert them to Christianity. It is also significant that the Sunni Muslims did not join the rebellion because they thought that it was a Shiite rebellion. All these factors point to the rebellion being about religion.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was an uprising about the British destroying their traditions and ways of life.' 'It was caused by the British deposing local rulers such as in the kingdom of Awadh.' 'It was a nationalist revolt because the rebels proclaimed Bahadur Shah Zafar as Emperor of the whole of India.' 'It was a widespread revolt in many areas of India showing that it was more than a revolt in the army or from one region.' 'Sikhs did not join the rebellion because they saw it as a Muslim rebellion.' 'It cannot have been a nationalist rebellion because India did not exist at the time.' 'Indian soldiers from the Madras Army helped the British put down the rebellion.' 'The revolt was limited to north and central India.' 'It was about the us of pig and cow fat on soldiers' cartridges which was forbidden by their religions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think it was a nationalist revolt because it was against the British.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe Wilson's purpose in putting forward his Fourteen Points.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **4** e.g. 'He wanted to build a better world.' 'He wanted countries to live in peace.' 'He wanted to make sure that Germany was not punished too harshly.' 'He believed in self-determination for nations and wanted to achieve this.' 'His purpose was to influence the direction of the peace negotiations at Versailles.' 'He wanted a fair peace settlement.' 'He wanted countries to co-operate with each other in the future.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(b)	**Why did Lloyd George favour a moderate peace settlement with Germany?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Lloyd George wanted a moderate peace settlement because he did not want Germany made too weak, especially economically. This was because Germany was an important trade partner of Britain's and he wanted Germany strong enough to be able to trade with Britain. He wanted a Germany that could still buy plenty of British goods. This would be good for Britain and allow it to recover after the war.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He did not want Germany to seek revenge in the future.' 'He thought a moderate settlement would help to keep peace in the future.' 'He wanted Germany to be able to trade with Britain in the future.' 'He wanted Germany to be strong enough to protect Europe from Soviet communism.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Lloyd George wanted a moderate peace settlement because he thought it would be best.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**Which was punished more harshly in the peace treaties, Austria or Germany? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was punished more harshly' 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. 'There is no doubt that Germany was punished more harshly. Germany had to accept that it was guilty for staring the war and its armed forces were strictly limited. It lost 16% of its coalfields and areas where a lot of its iron and steel industry was based. This, the reparation payments, made it very difficult for Germany to recover economically. The harshness of the punishment can be seen by the outraged reaction in Germany where people were starving. Austria did not suffer so much from the peace treaties because its empire had already disintegrated. The Treaty of St Germain tried to sort out the jumble of territories rather than punish Austria.' **OR** e.g. 'Austria was definitely punished more harshly as it was weakened both politically and economically. It was separated from Hungary, its empire was formally dissolved and this meant that it was no longer a major European power. It became a minor European nation because of its vast reduction in population, territory and resources. Despite all the terms against Germany in the Treaty of Versailles it remained a major power. Austria also lost much of its industry in the lands that were used to form the new country of Czechoslovakia. This made Austria economically weal and it had terrible economic problems after the war.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Austria lost much of its industry making it economically weak.' 'Germany remained a major power, but Austria did not.' 'Austria was not allowed to enter into a union with Germany, thus making it economic recovery more difficult.' 'Austria was separated from Hungary, this meant Austria was no longer a leading power.' 'Defeat in the war did the main damage to Austria, not the Treaty of St Germain.' 'Both Germany and Austria were weakened economically and had economic problems after the war.' 'Both countries had to accept responsibility for starting the war.'' 'Germany lost all of its empire.' 'Both countries had to pay reparations.' 'Both had their armed forces greatly reduced.' 'Austria had already lost its empire.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They both suffered in the peace treaties.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe the takeover of Czechoslovakia in 1938–39.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Nazis in the Sudetenland stirred up trouble among Sudetenland Germans.' 'The Sudetenland Nazi Party began to demand autonomy from Czechoslovakia.' 'German troops moved to the border with Czechoslovakia.' 'In May 1938 Hitler said he would fight Czechoslovakia if necessary.' 'At a meeting with Chamberlain in September, Hitler demanded only parts of the Sudetenland.' 'The Munich Pact was signed on 30 September 1938, giving Hitler all of the Sudetenland.' 'At a second meeting Hitler increased his demands to all of the Sudetenland.' 'In March 1939 German troops invaded the rest of Czechoslovakia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why did Britain react differently to Germany's aggression towards Czechoslovakia and towards Poland?**	**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. 'Chamberlain and other British politicians felt that Germany had a right to the Sudetenland as there were many Germans living there. He also thought that many of them wanted to be part of Germany. After agreeing to Hitler having the Sudetenland, there was little that could be done when Germany invaded the rest of the country. This was a completely different situation to Poland which did not have such a large German population.	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Because the Sudetenland was ethnically German.' 'Chamberlain thought that letting Hitler have Czechoslovakia would appease him and he would have no other demands.' 'Britain had promised to defend Poland's independence.' 'Germany invading Poland was one step too far.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Britain acted differently because circumstances had changed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'The Nazi-Soviet Pact was the reason why Hitler invaded Poland.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Nazi-Soviet Pact was the main reason. Hitler wanted to take over Poland and he felt that Britain and France would do little about it. But he was worried about Russia. He felt that he could not move against Poland until he knew that Russia would not intervene. The Pact with Russia meant that Russia would not attack and in a secret part of the agreement even divided Poland up between the two powers. This made it safe for Hitler to invade Poland. This is shown the by the fact that the Pact was signed on 24 August and Hitler invaded Poland just a week later.' **OR** e.g. 'Hitler decided to invade Poland long before the Nazi-Soviet Pact. It was one of his main aims in his foreign policy from the beginning and was stated in Mein Kampf. He wanted to give Germany living space in the east and Poland was one of the areas he targeted. He believed that Germany needed living space for its survival and planned to deport the Poles to places like Siberia. This means that he would have invaded Poland anyway.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It meant that Russia would not attack Germany.' 'Germany and Russia divided up Poland between themselves.' 'Germany would not have to worry about fighting a war on two fronts.' 'Because of Hitler's desire for living space for Germany in the east.' 'Hitler did not think Chamberlain would keep his promise to Poland.' 'The Poles were persecuting Germans who lived in Poland.' 'The invasion of Poland was a step towards his aim of invading Russia.' 'His aim to invade Poland was in Mein Kampf.' 'His aim to invade Poland was always a central part of his foreign policy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nazi-Soviet Pact was an important reason but there were other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**Describe the North Korean attack on South Korea in June-September 1950.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The North crossed the 38th Parallel on 25 June after a series of border clashes.' 'The North claimed that the South had attacked first.' 'The North made rapid progress and Seoul fell to it.' 'US troops arrived in July.' 'The North defeated the Americans in the battle of Osan and pushed the Americans south.' 'By September, UN forces were hemmed into a small corner of southeast Korea.' 'UN forces recaptured Seoul and the North was retreating.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(b)	**Why was MacArthur dismissed in April 1951?**	**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. 'He was dismissed because he and President Truman disagreed what to do in Korea when the fighting reached stalemate around the 38th parallel. Truman was satisfied with saving South Korea but MacArthur wanted to continue the war and invade China and even use nuclear weapons. Because of this disagreement, Truman sacked him.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Truman wanted to keep fighting and even invade China.' 'Truman wanted to use nuclear weapons against China.' 'Truman was worried that attacking China was too dangerous and might bring the Soviet Union into the war.' 'MacArthur ignored Truman and threatened to attack China.' 'Truman wanted to follow a policy of containment and nothing more.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was dismissed because he wanted to run the war in his own way.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**How far was the Korean War a success for the United Nations? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The war was a success for the UN because UN troops were able to save South Korea. This was an enormous achievement because at first the North was able to invade deep into South Korea and it looked as if was doomed. However the UN asked its member states to defend South Korea and many countries, led by the US, sent troops. This was the first test of the new UN and the fact so many countries backed it up was a huge success.' **OR** e.g. 'Although the invasion by North Korea was defeated by UN troops it was not really a victory for the UN. This was because the war was actually fought by US troops. 90% of the troops sent to help South Korea were American and the overall commander of UN troops was American – General MacArthur. It is also doubtful whether the US joined to support the UN. It is much more likely that it sent troops to Korea as part of its policy to contain communism around the world.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It was a success because it rescued South Korea.' 'It was a success for the UN because sixteen countries sent troops to support it.' 'It was the first test for the UN and it came through it.' 'It managed to achieve an armistice with North Korea in 1953.' 'It was not a success for the UN, it was more a victory for the US.' 'The US provided nearly all the troops.' 'It was a US effort to contain communism and had little to do with the UN.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the Korean War was a success for the UN because it went well for them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe Dubcek's actions in Czechoslovakia in 1968.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He planned a policy of 'Socialism with a human face'.' 'He introduced the Prague Spring.' 'He abolished censorship in Czechoslovakia.' 'He introduced an 'Action Programme' that allowed freedom of speech and movement.' 'He introduced economic policies that put the emphasis on increasing the amount of consumer goods.' 'He said that Czechoslovakia would remain in the Warsaw Pact.' 'When the Soviets invaded he told the Czech people not to resist.' 'He was taken to Moscow but soon returned to Czechoslovakia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why did Hungarians rise up against Soviet control in 1956?**	**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 harsh rule by Rakosi. He was a hard-line communist fully committed to Moscow. He used the secret police to keep control by creating a climate of fear and arresting anyone who opposed communist rule. Many Hungarians disliked his rule and wanted reforms.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Living standards were declining.' 'There was little political freedom and anyone critical of the government was locked up.' 'They had heard of the Poles winning concessions through an uprising and this encouraged them to act.' 'They disliked being under the control of the USSR.' 'The disliked Soviet troops being stationed in Hungary.' 'The disliked the actions of the secret police.' 'They disliked the fact that they were being forced to speak Russian.' 'They disliked that fact that the Catholic Church in Hungary was being persecuted.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they were fed up with Soviet control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**'Gorbachev's unwillingness to use military force brought about the collapse of Soviet control in Eastern Europe. How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. ' I think Gorbachev could have kept Soviet control by using military force but he was worried about the Soviet economy and to save money cut spending on the military. This led to him deciding that he would no longer use the Soviet army to defend the regimes in Eastern Europe. For example, when there were demonstrations in East Germany he made it clear that he would not send Soviet tanks to restore order. He could have stopped the demonstrations then but when he failed to do so East Germans were able to march to the Berlin Wall and destroy it. This then encouraged demonstrations in other Eastern European countries like Czechoslovakia and Hungary which led to the collapse of Soviet control.' **OR** e.g. 'Problems in Eastern Europe had got so bad that use of the military would not have saved Soviet control. Lack of freedom and low living standards in Eastern Europe were causing great unrest especially when Gorbachev started to introduce reforms in Russia. Through glasnost and perestroika the Russian people were given more freedom and this led to demands for similar freedoms across Eastern Europe. Demonstrations broke out across the whole region – in Poland, East Germany, Czechoslovakia, Hungary and Romania free elections were demanded and borders were opened up. The scale of the troubles were beyond the power of the Soviet military.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Gorbachev decided that Soviet control over Eastern Europe could not be maintained.' 'Gorbachev told Honecker that Soviet tanks would not be used to restore order in East Germany.' 'The Soviet Union could not afford to keep up its military presence in Eastern Europe.' 'Unrest across Eastern Europe was too great for the Soviet Union to control.' 'In places like Hungary and East Germany people began to dismantle border controls.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think this is right. If he had used his army he could have kept control easily.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(a)	**Describe the 'race to the sea' in 1914.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It took place after the battle of the Marne.' 'The Germans tried to outflank the Allied lines.' 'Each side tried to attack the rear of the other's northern wing to surround it.' 'It took place in September and October 1914.' 'It took place towards the Belgian frontier and the North Sea.' 'It was a war of movement using rail to move the troops.' 'It ended in stalemate.' 'Neither side won the race to the sea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(b)	**Why was Belgium's fierce resistance to the German invasion in 1914 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. 'Belgian resistance to the German invasion was important because it did hold up the German army for about a month. This time allowed the French and British forces to prepare for the Marne counteroffensive later in the year.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It gave British and French troops time to mobilise.' 'It gave the BEF time to land in France and attack the Germans at Mons.' 'It meant that The Germans were slowed down and did not get to Paris in the planned six weeks.' 'It slowed down the German advance.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because the Belgians fought very well against Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The most important battle in 1914 was the Battle of the Marne.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It was the most important battle in 1914 because it prevented a quick German victory. The German plan was for a devastating attack on France and getting to Paris and winning victory within six weeks. The battle of the Marne prevented this. The Germans were within 30 miles of Paris when the French attacked and with the BEF managed to separate the German armies. This forced the Germans to retreat, Paris was saved, and the Schlieffen Plan had failed.' **OR** e.g. 'I think that the first battle of Ypres was more important. This was because it showed how much of the rest of the war was going to be like. It showed that deadlock between the two sides was established for years to come. Neither side could break through the enemy lines. This was a great contrast to the war of movement in the race to the sea. The use of artillery and machine guns as defensive weapons dominated and set the pattern for much of the rest of the war. This is why it was such an important battle.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It meant that Schlieffen Plan had failed.' 'It made a stalemate and trench warfare more likely.' 'It stopped the German advance on Paris.' 'It prevented a quick German victory.' 'It slowed the Germans down and they were then faced with a war on two fronts.' 'It led to Moltke being replaced as commander of the German army.' 'The first battle of Ypres established the stalemate.' 'The battle of Mons was important because it showed that the BEF could be effective.' 'At the battle of Mons the BEF stopped the French being outflanked.' 'The battle of Mons allowed the Germans to continue their advance towards Paris.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Battle of the Marne was the most important battle because it had an important effect on the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**What was the Armistice of 1918?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'It was signed between the Allies and Germany.' 'It stopped the fighting on the western front.' 'It led to German troops withdrawing behind the Rhine.' 'The Allies occupied the Rhineland.' 'Germany surrendered its aircraft and warships.' 'Although it was not a surrender, it was really a defeat for Germany.' 'Germany asked for an armistice because its position was hopeless.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(b)	**Why were there mutinies, demonstrations and riots 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. 'One reason was because the Kaiser refused to make Germany more democratic. Germany had clearly lost the war but the Allies would only agree to peace if he did this. When he refused, sailors in Kiel mutinied which was followed by other revolts all over Germany led by the Socialists. Bavaria even declared an independent Republic. This forced the Kaiser to abdicate in November and he fled Germany. The way was open for more democracy.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was widespread unemployment.' 'The British blockade led to widespread shortages of food.' 'Germany was in a terrible state with people having to eat almost anything.' 'In 1918 thousands of Germans died from starvation and disease due to the blockade. This caused great unrest in Germany.' 'Sailors in Kiel refused to go to sea for one last battle against the English navy.' 'Germany had been defeated and people blamed he government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'All this happened in Germany because it was in a terrible state.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'The American entry into the war was the key turning point of the war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It was the failure of the Ludendorff Offensive that was the turning point. Ludendorff decided that the war could be won through an enormous offensive. This was at first successful and the German broke through the Allied lines and were within striking distance of Paris. However, the Germans were not as strong as they looked. The Allied retreat stretched the Germans and the Germans lost a lot of men in the offensive. The new troops were badly fed and ill disciplined. The French brought in their reserve troops and the German advance was stopped. Once it had been stopped the Germans were finished. So the failure of the offensive was the main turning point.' **OR** e.g. 'American entry into the war was crucial because the Americans provided fresh, well-armed troops at the same time that Germany had a shortage of troops. By July 1918 there were a million American troops and by November nearly two million. This was demoralising for the Germans but raised the morale of the Allies. The American troops were particularly important in the Allied offensives after the Ludendorff Offensive failed. These offensives finally defeated the Germans.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Over a million US troops arrived, well equipped and fresh.' 'The arrival of American troops improved Allied morale.' 'The failure of the Ludendorff Offensive.' 'The poor quality of the new German troops.' 'The introduction of the convoy system and dealing with the U-boat threat was an important turning point.' 'The most important factor at the end was that the Allies had far more tanks and heavy artillery.' 'Although the US entered the war in 1917 its troops did not arrive in numbers until the last months of the war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think America entering the war was very important. It was the final blow that finished Germany off.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(a)	**Describe the part played by President Hindenburg in Hitler becoming Chancellor in 1933.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hindenburg at first refused to appoint Hitler as Chancellor.' 'In January 1933 Hindenburg met army leaders, industrialists and politicians and then offered Hitler the position of Chancellor.' 'Hindenburg and von Papen thought they could control Hitler as Chancellor.' 'Hindenburg was very reluctant to appoint Hitler.' 'Hindenburg appointed Hitler after the elections of 1932 had not resulted in the formation of a majority government.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(b)	**Why was the Enabling Act important to 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. 'This was important to Hitler because in the election he had failed to win an absolute majority in the Reichstag. He had to depend on other parties to have a majority of votes, so he had the Enabling Act passed which allowed him to pass laws without having to bargain with smaller parties. This was important as it meant he no longer had to get new laws through the Reichstag but could simply pass any laws he wanted.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It meant he was now dictator of Germany.' 'It allowed him to make laws without consulting the Reichstag.' 'It meant he was not dependent on any other parties.' 'It allowed Hitler to ban all parties except the Nazis.' 'It gave Hitler's dictatorship some legality.' 'Hitler could now create the kind of German state that he wanted.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Enabling Act was important because it let Hitler do what he wanted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**How far had Hitler and the Nazis recovered from the failure of the Munich Putsch by 1929? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Hitler and the Nazis had not recovered much by 1929. You could say they were still in the political wilderness. They stood in the Reichstag elections for the first time in 1924 and only won 32 seats. They then lost ground through the 1920s. By 1928 their share oif the vote had actually gone down since 1924 – they had less than 2% of the vote! They were the smallest party in the Reichstag. This shows they had not recovered.' **OR** e.g. 'I think the Nazis had recovered a lot since the failure of the Munich Putsch. The Nazis had been banned and Hitler put in prison. However, since then he had written Mein Kampf which presented to Germany the ideas of the Nazis and he had decided to change tactics. He decided that the Nazis had to win power legally, so he rebuilt the party with a national organisation and branches all over the country which set up recruitment drives and branches of the Hitler Youth. Goebbels was put in charge of Nazi propaganda so that they could appeal to voters and win votes. All of these changes created the base for them to become more popular after 1929.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The lost support through the 1920s.' 'People were prospering under the Weimar Republic and had no need of the Nazis.' 'It was the smallest party in the Reichstag.' 'Its extreme ideas appealed to few people.' 'It built up an organisation across the country.' 'It had a s et of ideas in Mein Kampf.' 'It began to produce lots of propaganda.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hitler and the Nazis had not recovered much by 1929 they still had a long way to go to be popular.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe how Goebbels used the 1936 Olympic Games.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He had a grand new stadium built to hold 10 000 people.' 'He used television cameras for the first time.' 'The stadium had the most expensive and modern facilities possible.' 'He used propaganda to convince people the games were a great success.' 'He used propaganda to use the games to show that Nazi Germany was powerful and great.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(b)	**Why did the Nazis put a lot of effort into controlling the media and culture of Germany?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Control of the media was essential in controlling what people thought and believed. Only officially approved books could be published and newspapers and the cinema was all controlled. This meant that the German people only came across Nazi ideas and beliefs. They were constantly told about the achievements of the Nazis and were being indoctrinated. It made it very difficult for people to see the downside of Nazi Germany and all the dreadful things that were going on in concentration camps.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Torchlight rallies made people feel they belonged to something special.' 'The Nazis made cheap radios available for all homes and workplaces. They used these radios to get across Nazi propaganda.' 'By controlling the media they made sure people never got to hear criticisms of Nazi Germany.' 'Control of German culture meant that people were indoctrinated into Nazi values, beliefs and ideas.' 'Hitler used the media and culture to convert people to anti-semitism.' 'Control of the culture enabled the Nazis to put Hitler across as the saviour of Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because it was very important in controlling Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**'The Nazis were never in complete control of Germany.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'One way the Nazis were never in complete control of Germany was young people. Although the Nazis put a lot of effort into winning young people over they never succeeded with all of them. This can be seen through groups like the Edelweiss Pirates, White Rose and the Swing movement. These were groups of young people who opposed the Nazis. They listened to American music and jazz which the Americans banned. The Edelweiss Pirates attacked groups of the Hitler Youth and during the war helped army deserters and escaped prisoners while White Rose encouraged resistance to the Nazis. These groups make clear that the Nazis were not in complete control.' **OR** e.g. 'The Nazis stayed in complete control by creating a police state in Germany. The state controlled everything that people did. The SS destroyed opposition to Hitler while the Gestapo had informers everywhere spying on and reporting their neighbours. The slightest criticism of the Nazis could land people in trouble. Even children were used to spy on their parents. Anyone not supporting the Nazis was sent to a concentration camp where they were likely to die. This meant that people were afraid to oppose the Nazi regime, allowing the Nazis to control Germany.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Some youngsters refused to join the Hitler Youth.' 'There was passive resistance with people arriving late at cinemas to miss the Nazi propaganda.' 'Youth groups like White Rose resisted the Nazis.' 'Social Democrats and Communists worked underground against the Nazi regime.' 'Some women disliked giving up their jobs and staying at home to look after their families.' 'There was some opposition to the gassing of mentally ill patients.' 'Some Church leaders like Niemoller and Bonhoeffer resisted the Nazis.' 'In July 1944 there was an attempt to assassinate Hitler by army officers.' 'The Gestapo spied on everyone and sent critics to concentration camps.' 'Hitler used the fanatical SS to keep control.' 'Anyone opposing Nazis ideas was sent to a concentration camp.' 'Nazi controlled judges and courts made sure that opponents never had a fair trial.' 'Organisations like the Hitler Youth were used to indoctrinate people in Nazi ideas.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hitler and the Nazis were very powerful because people were afraid of them.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe what happened in Russia in March 1917.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In Petrograd workers, many of whom were women, went on strike demanding bread.' 'There were violent protests and demonstrations in Petrograd with over a thousand people being killed or injured by troops.' 'The Duma set up a Provisional Committee to replace the government.' 'Some soldiers shot their officers and joined the demonstrators.' 'Revolutionaries set up the Petrograd Soviet and took control of food supplies.' By 15 March the Tsar had lost control and abdicated.' 'The Provisional Government took control with Prince Lvov its leader.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(b)	**Why was Rasputin able to become a powerful figure in the Tsarist regime?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Rasputin became a powerful figure because of the hold he had over the Tsarina. This was due to the fact that her son was very ill with haemophilia. Through hypnosis Rasputin seemed to be able to control the disease. She thought he was a miracle worker with supernatural powers and this gave him power over her. She then used his advice on how to run the country.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He could help the Tsar's son who suffered from haemophilia.' 'He became powerful when the Tsar went off to lead the Russian armies.' 'He had enormous charisma.' 'He filled a gap in the royal court when their were no other chief advisers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He became a powerful figure because the royal family were desperate.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'The reaction of the Tsarist regime to the 1905 Revolution was repression.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think that its reaction was repression. In fact the Tsar offered the people the October Manifesto. This gave people an elected Duma, free speech and the right to form political parties. These were some of the things that middle class liberals had been calling for, so this shows that the Tsar was not being repressive.' **OR** e.g. 'The reaction of the Tsarist regime was very repressive after he had made peace with Japan he used his returning army to crush the revolution. Leaders of St Petersburg and Moscow Soviets were arrested and exiled to Siberia. Further demonstrations were then crushed and by 1906 all the leaders of the revolution were dead or exiled. He then made sure that the Duma he had promised had important limits placed on its powers. The Duma turned out to be ineffective because whenever it started to criticise the government, the Tsar closed it down. Because of the Tsar's repression, the revolutionaries had gained nothing.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The Tsar used the army to crush any trouble.' 'The leaders of the revolution were dead or exiled.' 'He made sure the Duma had no real power.' 'The Tsar gave them an elected Duma as a concession.' 'The Tsar issued the October Manifesto which gave the people free speech.'	

Question	Answer	Marks
13(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The Tsarist regime did not react in a very sensible way and many people were upset.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What were the aims of the Stakhanovite movement?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They were workers who aimed to produce more than was required by working hard.' 'They wanted to copy Alexey Stakhanov who mined enormous amounts of coal.' 'They wanted to make the Communist state stronger.' 'They aimed at helping the socialist reconstruction of the national economy.' 'They wanted to help develop the Soviet Union's industrial and transport systems.' 'Its aim was to increase outputs in Russian industry.' 'It trained foremen so they could get their workers to work harder.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did the Purges damage the Soviet Union?**	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 Purges were harmful to the Soviet Union. One of the groups Stalin feared were army officers and he had over 25 000 removed from their jobs, including the Supreme Commander. This meant the army lost many of its best and most experienced officers. This weakened the army and was a real problem when Germany invaded in 1941. The officers that were left were unable to think for themselves because of Stalin's reign of terror.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The army lost many good officers making it weaker.' 'Many engineers, miners and managers were purged, all of whom could have contributed to the development of the Soviet Union.' 'The purges created such fear that independent thinking in industry and science was killed off.' 'They created a climate of fear and suspicion across the Soviet Union.' 'There was little point to the Purges except Stalin's paranoia and his need to protect his own power.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The purges damaged the Soviet Union because they were very destructive.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'Trotsky's personality rather than Stalin's abilities decided the leadership contest after Lenin's death.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Trotsky's personality was key in the power struggle. Although Trotsky had helped organise the Bolshevik Revolution and although he was a brilliant speaker and thinker, he was also enormously arrogant. He didn't mind offending Party members, no matter how important they were, and he did not take any opposition to him seriously. He was so arrogant and convinced of his superiority that he did not bother to build up any support in the Party. This meant that when he was attacked by Stalin he had no way of fighting back. It was his own fault.' **OR** e.g. 'I don't agree with this. It was Stalin's abilities that allowed him to win the power struggle after Lenin's death. He tricked Trotsky over Lenin's funeral which led to him missing it while Stalin appeared to be Lenin's closest friend. This was quite an achievement when Lenin did not want him to succeed him. However, Stalin got his allies into important jobs in the Party and won over senior members. This meant that after Lenin died, his scheming and plotting had put him in a powerful position to takeover.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Trotsky's idea of spreading permanent revolution around the world was not popular.' 'Trotsky was too arrogant.' 'Trotsky made no effort to build up support.' 'Stalin plotted to increase his support within the Party.' 'Stalin managed to trick Trotsky over Lenin's funeral.' 'Stalin's idea of 'Socialism in One Country' was popular with the Party.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stalin had the ability to lead Russia while Trotsky did not. This is why Stalin won the power struggle.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(a)	**Describe changes to the work of women in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Middle-class women started to have jobs and not just stay at home.' 'Women took on jobs in the new industries.' 'Women began working in the new department stores.' 'Women started to do more secretarial work in offices.' 'Women became telephone switchboard operators.' 'Many more women became nurses.' 'More women than men were employed in the radio industry.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why did the Ku Klux Klan attract support during the 1920s?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'One reason for the KKK becoming popular in the 1920s was the general atmosphere of intolerance in America at this time. People were worried by immigration especially of people who had 'un-American' ideas like communists. The KKK supported the idea of white, Protestant supremacy and was anti-communist, anti-black and anti-Catholic and against all foreigners. So it fitted in with the fears and mood of the time. The KKK represented the fears of many Americans at the time, especially in the South and in small towns.	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'General and widespread fears at the time against foreigners and anything or anybody seen as anti-American.' 'People feared that immigrants were bringing communism into the country and the KKK opposed this as well.' 'Prejudice in southern states against black Americans.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The KKK had support because some people agreed with its ideas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'How successful was Prohibition? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how successful' **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. 'Prohibition was not successful. The problem was that when making and selling alcohol became illegal in 1920 criminals took over. There were huge profits to be made from supplying alcohol and soon the gangs were in open warfare with each other. This led to gangland murders. It also led to corruption among judges, the police and Prohibition agents all of whom could be bribed by the gangs to turn a blind eye. People were still drinking alcohol but there was now a national crime wave, so Prohibition had been a failure.' **OR** e.g. 'Drinking alcohol caused many problems in the USA. It led to people committing crimes and broke up families with men spending money on drink that should have gone on their families. After Prohibition was introduced it did work in some places, especially in rural areas where there were fewer deaths from alcoholism and fewer arrests for drunkenness. Prohibition agents were appointed to stop the illegal trade in alcohol and some agents like 'Two-gun' Hart were successful.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘It worked in some rural areas.’ ‘In some places the prohibition agents were effective.’ ‘In some areas it did lead to fewer deaths from alcoholism.’ ‘It was ended in 1933 because it was a failure.’ ‘It led to gangsters and more crime.’ ‘People carried on drinking in speakeasies than sprang up all over the place.’ ‘Many people got round it by making their own alcohol at home by using illegal stills.’ ‘It turned ordinary people into criminals.’ ‘It led to massive corruption of the police and judges.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Prohibition was mainly a disaster and failed to achieve what it was meant to do.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(a)	**What was 'Black Thursday', 24 October 1929?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'This was when the prices of stocks and shares on Wall Street fell sharply.' 'People panicked and there was a wild scramble to sell shares.' 'The stock market lost 11% of its value.' 'The huge volume of sales led to the ticker tape machines that reported prices breaking down.' ' By the end of the day the slide was halted by bankers buying large blocks of shares.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(b)	**Why did Hoover lose the 1932 Presidential election?**	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 lost the election because he did not do enough to help people in the Depression. There was massive unemployment and homelessness with people starving. Although Hoover's government did pass some measures to help people the general view was that he did not care and did too little. Hoover believed that it was not the job of the federal government to provide housing or food. He also believed in people looking after themselves and their families. He did not want them to become dependent on government. When he did do something, it was too little and too late, and this attitude meant that people did not want to vote for him.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hoover did little to help the unemployed and homeless.' 'He believed that people should support themselves.' 'He thought that the country would soon return to prosperity and so did little.' 'He was regarded as uncaring about people's problems.' 'He set the army on the Bonus Marchers.' 'He believed in self-help and rugged individualism. They were not enough in the Depression.' 'Roosevelt promised government schemes to create jobs.' 'Roosevelt seemed to care about people's problems.' 'Roosevelt promised to get rid of Prohibition.' 'Roosevelt offered hope for the future.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Hoover lost the election because he had become very unpopular and so people did not vote for him.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'A reduction in demand for American goods caused the Depression'.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'This was an important reason for the Depression. There was much poverty in America and many people (probably about 50% of the population) could barely afford to buy the bare necessities of life. They certainly could not afford to buy the consumer goods that were being produced in enormous numbers. Nor could America sell its good abroad. This was because other countries could not afford them because they were paying America back for war loans in the First World War. All this led to factories having to cut production, lower wages and sack workers. This meant that they could afford to buy even fewer goods, making the situation worse.' **OR** e.g. 'I think the Depression was caused by speculating on the stock market. Wall Street had been doing very well for years and more and more people bought shares, even when they could not afford to. Prices went up and up until they were too high and people began selling their shares. When others saw this they panicked and all ruched to sell their shares. This led to a complete financial collapse, with people losing all their money and becoming destitute.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Factories were overproducing consume goods that no one could buy.' Countries abroad could not afford to buy American goods.' 'Farmers were overproducing food and prices fell.' 'Workers' wages fell and many lost their jobs.' 'Speculation on the stock exchange caused the Depression.' 'Buying shares on the margin was the real problem.' 'People panicked and sold their shares all at once.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was one reason for the Depression but there were others.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(a)	**Describe the tactics used by the Communists in the Civil War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They went on the Long March to escape being surrounded.' 'They set up new bases in Yenan.' 'Mao built up support among the Chinese peasants.' 'They won peasant support by promising land reform.' 'They made good use of propaganda making themselves look like the defenders of the nation.' 'The Communists used guerrilla tactics.' 'They won support because they fought against the Japanese invaders.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(b)	**Why did the Shanghai Massacre of 1927 take place?**	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 took place because Chiang Kai-shek wanted to end his alliance with the Communists. He did not trust them and thought that one day they would turn on him and destroy him. He could see that they were winning support from Chinese peasants and were growing stronger, so he decided to act first. His attack on the Communists started in Shanghai.	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To suppress the communists.' 'Chiang Kai-shek wanted to destroy the communists before they destroyed him.' 'The communist were getting stronger and were a threat to the Nationalists.' 'It was the start of a campaign to crush the Communists across China and unite the country under Chiang Kai-shek.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This took place to kill people they didn't approve of.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The most important reason for the growth in Communist support after 1934 was the establishment of the Yenan Soviet.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The establishment of the Yenan Soviet was very important. It became the communists' largest base and headquarters. It was here that Mao was able to consolidate his leadership. It was a safe base and it gave Mao time to develop his ideas of how to win over the hearts and minds of the Chinese peasantry. While at Yenan they won over the Chinese peasants by living simply and by re-distributing land to the peasants and providing them with health care and education. This made a big contrast with the corruption and brutality of the Nationalists. This led to a large growth in party membership.' **OR** e.g. 'The most important reason for the growth in Communist support was the behaviour of the Nationalists. They did not put a lot of effort into defeating the Japanese. When they were sent supplies by Britain and America they stored them up to use against the Communists rather than for fighting the Japanese. Chiang Kai-shek was obsessed with the Communists. Many Chinese were suffering terribly under Japanese occupation and they were angry that the Nationalists were not helping them. This contrasted with the Communists who led the fight against the Japanese, leading to increased support for the Communists.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Chiang's rule in Nationalist-held areas was harsh and corrupt losing him support.' 'The Communists won support because of they led the struggle against the Japanese.' 'The Red Army lived in villages with the peasants and won their support.' 'The Yenan Soviet gave the Communists a safe base from which they could win support.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Communists became stronger because they had the support of the people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**What did Britain and China agree about the future of Hong Kong in December 1984?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hong Kong would belong to the People's Republic of China in 1997.' 'The principle of 'One country, two systems' was agreed.' 'The socialist system of China would not be practised in Hong Kong.' 'Hong Kong's political system and way of life would remain unchanged for 50 years.' 'Hong Kong would become a special administrative region of China.' 'The Chinese government would have control of Hong Kong's foreign affairs.' 'Hong Kong would be run according to the Hong Kong Basic Law.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why were relations between Communist China and Vietnam generally poor in the period to 1990?**	**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. 'Relations became poor after 1975 because Vietnam became closer to the Soviet Union and a 25 year friendship treaty was agreed between the two countries. This worried China because amongst communist countries the Soviet Union was a rival. It was worried that whenever Vietnamese influence in the region spread, this meant that the influence of the Soviet Union was also extended.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The 25 year friendship treaty between Vietnam and Russia in 1975.' ' China was worried that Vietnam was becoming too powerful in the region.' 'Vietnam controlled Laos and sent troops to Cambodia.' 'China invaded Vietnam to draw Vietnamese troops away from Cambodia.' 'China and Vietnam too different sides over the Pol Pot regime in Cambodia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Relations between the two countries were poor because they could not get on with each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**'Relations between China and Russia were good during the period 1950 to 1976.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Relations were good for much of this period. When the Chinese Communists took control of China in 1949, they immediately looked to Russia for support. The Treaty of Friendship was signed between them in 1950 in which they agreed to consult each other over international issues. Russia helped China by giving it credit of over 100 million pounds and Russia helped design much of China's First Five-Year Plan such as steam-turbine plants. When there were rebellions in Eastern Europe in 1956, China made its support for Russia clear. This mutual support shows that they had good relations. **OR** e.g. 'Relations were particularly poor between Mao and Khruschev because they had different ideas about the way Communism should develop. Mao did not approve of Khrushchev's policies of de-Stalinisation, or Russia's peaceful co-existence with the West. In turn, Russia was critical of the Great Leap Forward and the communes and in 1960 it withdrew its technical experts from China. These differences led to the Sino-Soviet split, showing that relations were not good between the two countries.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The 1950 Treaty of Friendship.' 'Initially, Russia was china's closest ally.' 'Russia supported China's First Five Year Plan.' 'Mao resented Russia's assumed superiority and leadership of Communism.' 'Mao criticised Russia's handling of Eastern Europe.' 'Mao wanted to encourage unrest and revolution in western countries but Khruschev feared this would lead to a world war. He preferred co-existence.' 'In 1970 Russia withdrew technical experts from China.' 'Russia criticised the Cultural Revolution.' 'In 1969–70 there were border clashes between Russia and China over the Amuri and Ussuri rivers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'On the whole relations have been good, but there have been bad periods.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**Describe the consequences of the Bantu Education Act of 1953 for black South Africans.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Racially separated schools and universities were enforced.' 'The schools for native South Africans had poor facilities with little financial support.' 'The education was designed to direct black youths to the unskilled labour market.' 'The education provided in the Bantu system was inferior.' 'Black schools often had no electricity or running water.' 'The teachers in the Bantu schools were poorly trained.' 'Classes in the Bantu schools were huge with often over 50 in each class.' 'Black students were taught practical subjects while mathematics and science were neglected.' 'Many missionary schools closed down rather than be segregated.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(b)	**Why was the state of emergency that was declared after the Sharpeville massacre important for opposition groups?**	**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 for opposition groups because when the ANC and PAC were banned they were forced to change tactics. They went underground and Umkhonto We Sizwe was formed by Nelson Mandela and others. They could see that peaceful methods were not working and turned to more violent methods. Electricity pylons and other government installations were blown up. Mandela himself had to go into hiding and spoke at secret meetings. So the state of emergency led to a new direction for the opposition groups.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was important because groups like the ANC and the PAC were banned.' 'New underground organisations like Umkhonto We Sizwe sprang up.' 'They changed to more violent methods of opposition.' 'It led to Mandela and others like Sisulu being arrested and put on trial because of their illegal activities.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it put lots of barriers in their way.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**'The Defiance Campaign of 1952 was the most important example of opposition to apartheid before 1966.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Defiance Campaign of 1952 was particularly important because it showed the new methods of opposition to apartheid, using actions, and not just words. The Campaign consisted of huge illegal marches and demonstrations. In many major cities, protestors such as Mandela and Sisulu defied apartheid laws. For example, they used 'European Only' areas. The Campaign spread across Africa and thousands were arrested. Although the Campaign did not overturn the apartheid laws, it was important because it brought the issue to international attention and the UN set up a Commission to investigate the situation.' **OR** e.g. 'I think the Sharpeville Massacre of 1960 was more important. People were gathering in Sharpeville to protest against the Pass Laws. They were ordered to go home but besieged the police station. Fighting broke out and then the police started to shoot the demonstrators. Over 50 were killed and many more wounded. This was important because there was condemnation from around the world. The UN called for sanctions against South Africa. Commonwealth countries criticised South Africa so much that it left the organisation. Therefore, Sharpeville was key because it started international actions against South Africa.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Campaign brought the situation in South Africa to an international audience, including the UN.' 'The Campaign led to the membership of the ANC increasing by tens of thousands.' 'The Campaign demonstrated the power of African leadership and organisational skills.' 'It was not important because it didn't lead to changes in the apartheid laws.' 'It showed black and white South Africans joining together to resist apartheid.' 'It led to the formation of the Congress Alliance in 1954 and to the Congress of the People.' 'Sharpeville brought about international condemnation of South Africa and started sanctions.' 'The Freedom Charter laid down basic ideas that later were used as the foundations of a free and equal South Africa.' 'The actions of Umkhonto We Sizwe were important because they saw violence being used for the first time.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was very important because it changed everything.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(a)	**Describe the security measures introduced by the South African government in 1966–67.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Military service for all white young men was made compulsory.' 'The Terrorism Bill was passed allowing suspects to be detained by police officers.' 'South African police operated in Rhodesia against terrorists.' 'The Suppression of Communism Act was extended for a further year.' 'The General Laws Amendment Bill allowed police to detain someone suspected of a security offence for fourteen days.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(b)	**Why were the Bantustans (Homelands) 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 Bantustans were important because when they were introduced by Verwoerd in 1959, they led to 3.5 million people being relocated. These were forced removals, the people had no choice and this completely disrupted their lives with them being taken from areas where they had lived for years to areas miles away. Here they often lived in poverty in overcrowded conditions.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They were important because they uprooted people from their homes.' 'They gave the South African government the chance to claim that they were giving black South Africans a chance to run their own affairs.' 'They took black labour away from areas where it was needed.' 'They led to black South Africans losing their citizenship.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were important because they had a big effect on people's lives.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**How far did the nature of the opposition to apartheid change in the period 1966 to 1980? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'One important way in which it changed was the emergence of the Black Consciousness Movement. It attacked white values, especially what it saw as the condescending values of white liberal opinion. It believed that black people should have the confidence to change things themselves and not depend on white people. Steve Biko was one of its leaders. He argued that black people should be aware of their own identity. It was very much a grass roots movement and rejected the traditional leaders who, it said, were far way from the people. It influenced many young people and led to the Soweto riots, where young black people protested against an announcement by the government that some subjects in schools would only be taught in Afrikaans. A boy of 13 was shot by the authorities and the government was condemned around the world.' **OR** e.g. 'In many ways the opposition did not change much, as opposition from students continued throughout this period. The South African Students Movement led opposition to school books being written in Afrikaans for black students, and members refused to attend school. There was also the South African Students' Organisation, led by Steve Biko, which was part of the Black Consciousness movement. Education was still a key issue, and opposition from students in this period culminated in the protests at Soweto.'	

Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. 'With the imprisonment of Mandela and other leaders a new movement of opposition was needed.' 'Young people got much more involved as at Soweto.' 'The emergence of the Black Consciousness Movement.' 'There was still refusal to obey apartheid laws.' 'There were still protests and demonstrations.' 'The ANC was in exile.' 'The crackdown by the security police led to less resistance.' 'There was more guerrilla activity from outside South Africa.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'There were many important changes that meant the type of opposition used was different.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(a)	**What were the immediate results of the Six Day War?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The militaries of Egypt, Syria and Jordan were crippled.' '300 000 Palestinians fled the West Bank and Gaza.' 'Nasser resigned.' 'In Arab countries, Jews faced persecution.' 'Egypt started clashes along the Suez Canal, called the War of Attrition.' 'Israel incorporated East Jerusalem and areas of the West Bank.' Israel gained the Gaza Strip.' 'Israel had Sinai and the Golan Heights.' 'Over one million Palestinian Arabs were living under Israeli control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did the Organisation of Petroleum Exporting Countries (OPEC) introduce an embargo on oil supplies in 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. 'The embargo was introduced against countries that supported Israel in the Yom Kippur War, including Britain and America. America, in particular, had sent a large number of tanks to Israel, since many of the Israeli tanks had been destroyed at the start of the war. It thought that these countries, because of their dependence on oil from OPEC, would change their policies towards the Middle East.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It did this because countries such as America, the Netherlands and Denmark were sending arms and military assistance to help Israel.' 'It did this to force Israel to withdraw from lands it had gained.' 'It thought it could force some western countries to change their support of Israel.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this to put pressure on some countries.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'Israel survived in the period 1956 to 1973 because Arab states often failed to act together.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other.) This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think that that failure to act together by the Arab states has been a main reason. In the Six Day War they acted together. Jordan and Egypt had signed a defence pact and after the war Arab leaders met and agreed that there should not be any recognition of Israel or any negotiations with it. In the Yom Kippur War Syria and Egypt acted together in a surprise attack on Israel, and other Arab states supported them when Arab members of OPEC started an embargo against countries supporting Israel. This shows that there has been a lot of joint action between Arab states.' **OR** e.g. 'No, I think that Israel has survived mainly because it has had the support of the USA. Successive Presidents such as Eisenhower and Johnson provided US aid through military loans, and after the Six Day War the US sold Phantom fighters to Israel. Since that time, the US has ensured that Israel was always militarily stronger than its Arab neighbours. In the Yom Kippur War, the US sent arms and supplies that were crucial. This help from the USA has enabled Israel to survive through military superiority.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Some Arab states have tried to reach agreements with Israel by themselves.' 'Syria and Lebanon did not help in the 1948-49 war.' 'It has been military help from the US that has helped Israel to survive.' 'The quality of the Israeli military and military leadership.' 'The Arab states have often acted together as in the Six Day War.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Israel has survived because it has been stronger and better at fighting.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(a)	**What were the consequences of the First Intifada.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It showed that the Palestinians could act independently of the Arab states.' 'It broke the idea of Jerusalem as a united Israeli city.' 'Israel received a lot of criticism because of its reaction.' 'The success of the Intifada gave Arafat confidence to moderate his political programme.' 'The PLO accepted a two-state solution and recognised Israel's right to exist.' 'It had a negative effect on the Israeli tourist industry.' 'Rabin was forced to start negotiating with the PLO.' 'It led to the Oslo Accords.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why have divisions between Palestinian groups been important in hindering attempts to reach a negotiated peace?**	**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 Palestinian movement has been split between Fatah and Hamas. They have ideological differences but are also divided geographically, one stronger in the West Bank and the other in Gaza. They agree on very little and find it difficult to act together. This means that peace is difficult because it has been impossible to get them to agree on anything. One example of this is that Hama has preferred armed resistance while Fatah has wanted to use diplomacy. If there is to be peace, then a unified Palestinian movement is needed.	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hamas and Fatah have different aims and are rivals for Palestinian support.' 'They differ over their methods – force and diplomacy.' 'There has been violence between them.' 'Fatah has been more likely to reach agreements with Israel.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'These divisions have been very important and have stopped peace being achieved.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**Which has done more in attempting to bring about peace in the Middle East, the United Nations or the USA? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which has done more' **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 USA has made several attempts at achieving peace in the Middle East. For example in 1979 at Camp David in the USA a peace treaty was signed between Israel and Egypt ending war between the two countries. This was organised by President Carter. Israel agreed to withdraw from Sinai and agreed to a self-governing authority for the Palestinians. There have been other attempts by the US to help peace. For example, the Camp David Summit of 2000 with Clinton and the Madrid Conference of 1991 that the US helped organise. All of these show that the USA has made many attempts to achieve peace.' **OR** e.g. 'The UN has helped bring about peace in the Middle East, and UN activity was encouraged by the USA and the USSR between 1956 and 1973. For example, in 1967 its Resolution 242 was the basis for peace after the Six Day War and led to peace treaties between Israel and Egypt and later Jordan. Additionally, the UN has often worked in a peace-keeping capacity, including during the 1982 Israeli invasion of Lebanon. In 2003 the UN was involved in the road map for peace. Whilst it can be said that the UN has played a less significant role since the end of the Cold War, it has still attempted to help the situation throughout the conflict.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The USA was involved in the Camp David talks in 1979.' 'President Clinton organised the Camp David Summit of 2000.' 'The UN helped the countries reach a peace settlement after the Six Day War.' 'The UN acted as a peace-keeper in 1956, 1967, 1973 and 1982.' 'Count Bernadotte presented a partition plan in 1948.' 'The UN helped to supervise the armistice agreements in 1949.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'I think that both have made several attempts at achieving peace in the Middle East.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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