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Cambridge IGCSE™

HISTORY **0470/12**

Paper 1 **May/June 2022**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**What was Pope Pius IX's Allocution of 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'It was a statement by the Pope.' 'It stated that the Papal States belonged to the Catholic Church and that this was not going to change.' 'It was a statement that was against demands being made at the time for reforms.' 'It was a statement against Italian nationalism.' 'It was made after Durando led papal troops to support Charles Albert.' 'It was a statement saying that the Papacy was universal and therefore above all national states.'	
	Level 0 No evidence submitted or response does not address the question 0	
1(b)	**Why was Napoleon III important to Italian unification?**	**6**
	Level 4 Explains TWO reasons 6	
	Level 3 Explains ONE reason 4–5 (Four marks for one explanation, five marks for full explanation) e.g. 'He was important because he met with Cavour at Plombières and agreed to support Cavour in a war against Austria. This took place in 1859 and, although it did not all go well, Piedmont was able to invade the central Italian states and this was a big step towards unification. This was made possible by Napoleon.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'He helped Piedmont take over central Italian states.' 'The French victories at Magenta and Solferino resulted in the liberation of Lombardy from Austrian rule.' 'At Plombières he agreed to help Piedmont.' 'He was responsible for Venetia becoming part of a united Italy.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'He was important because he did a lot to help unification happen. Without him it may have not happened.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
1(c)	**Who contributed more to Italian unification, Mazzini or Garibaldi? 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. 'Garibaldi was much more important because his actions actually led to unification. He led the 'Thousand' to conquer Sicily and he then moved to the mainland and captured Naples. He then handed over all his gains in Sicily and in the south to Victor Emmanuel. This was a massive step towards unification and would not have happened without Garibaldi.' **OR** e.g. 'Mazzini was more important because he spread the idea of a unified Italy. He had a lot of influence on many people such as Garibaldi. He set up Young Italy. This was full of intellectuals who spread his idea of Italian unification. He led several attempted uprisings. These failed, but his main importance was because of his ideas – to remove Austria from Italy, to end the Pope's power over the Papal States, and to create a national government for Italy.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Garibaldi conquered Sicily and Naples.' 'Garibaldi took the initiative by invading Sicily.' 'Garibaldi handed much of Italy over to Victor Emmanuel.' 'Garibaldi helped to make Venetia part of Italy.' 'Garibaldi's exploits helped to whip up the spirit of Italian nationalism.' 'Mazzini spread the idea of a united Italy.' 'Mazzini set up the Young Italy movement which was very influential.' 'Mazzini influenced Garibaldi's ideas a lot.' 'Mazzini's writing was very important and spread the idea of getting rid of Austria from Italy.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'I think Garibaldi contributed more than Mazzini. He was very popular and had lots of support.'	

Question	Answer	Marks
1(c)	**Level 0 No evidence submitted or response does not address the question 0**	

Question	Answer	Marks
2(a)	**Describe what happened in the Frankfurt Parliament in 1848–49.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Representatives from all over Germany were elected to it.' 'It held long debates that often went nowhere.' 'It discussed plans for a united Germany.' 'It attempted to take over the running of the war with Denmark.' 'It produced the constitution for Germany.' 'It proposed a constitutional monarchy.' 'It voted to offer the position of emperor to Frederick William of Prussia.' 'It offered the position of emperor to Frederick William, who refused it.' 'Many of the members were ordered home by their state governments.' 'It moved to Stuttgart with few members left.' 'It was broken up by troops in 1849.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
2(b)	**Why did Frederick William IV react as he did to the disturbances in Berlin in March 1848?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'When revolution broke out in Berlin, Frederick William acted as he did because he did not want to be a despot and did not want to be as reactionary as his father. He rather liked being popular with the people. When the disturbances began, he simply accepted the demands such as a constitution, elections and a united Germany.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He reacted this way because he was not a despot.' 'He reacted that way because he was caught by surprise.' 'He reacted by accepting the demands of the people because of the strength of their fury.' 'He wanted to be popular with his people and at the head of the movement.' 'He eventually recalled the army because the tide was turning in favour of the establishment.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He acted like that because he had no choice. He was in a position of weakness.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(c)	**How surprising was it that Prussia emerged as the dominant power in Germany? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how surprising' 10 As Level 4 plus evaluation.	
	Level 4 Explanation of both sides 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks 4–6 More detailed explanation of one issue to be given two marks. e.g. 'I think this is very surprising because for a long time it looked as if Austria would be the dominant power. When the German Confederation was set up, Austria was probably the leading country in it. It was one of the major powers in Europe and President of the German Confederation.' **OR** e.g. 'This was not surprising because of Prussia's growing economic power. Prussia was the leading member of the Zollverein which included many major German states. This helped Prussia strengthen its economy. Austria was not in the Zollverein and therefore did not grow so economically strong as Prussia. Also, Prussia could trade more easily because of the Rhine, while Austria in southern Germany was more backward and still very agricultural.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Prussia was in the Zollverein, Austria was not.' 'The Austrian defeat against Prussia left Prussia as the dominant power.' 'Prussia was more economically advanced than Austria.' 'Austria lost Russia as an ally, making it internationally weaker.' 'Military defeats against France in 1859 made Austria weaker.' 'Austria was left out of the North German Confederation.' 'The Convention of Gastein helped Prussia manipulate Austria.' 'Austria opposed German unification.' 'The Austrian Empire was huge and very powerful.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'It was very surprising because few people thought that Prussia was strong enough to dominate Germany.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(a)	**What did Lugard achieve in Nigeria?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'He acted against slavery.' 'He ruled through native rulers.' 'He established indirect rule, which was effective.' 'He established British control over Northern Nigeria.' 'He united the north and south into the Protectorate of Nigeria.'	
	Level 0 No evidence submitted or response does not address the question 0	
3(b)	**Why did the Chinese try to resist the British in the Opium Wars?**	**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 Chinese resisted Britain because British merchants were selling opium in China. They sent it to their warehouses in Guangzhou and then sold it to Chinese smugglers. This was against the wishes of the Chinese government because it led to addiction and affected large sections of the Chinese population with what the Chinese government saw as moral decay. The Chinese government wished to stop this.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'This was because the British were importing opium into China.' 'Many Chinese people were becoming addicted to opium.' 'China wanted to stop Britain interfering with its trading system.' 'The Chinese government had told Britain to stop trading in opium.' 'The trade in opium damaged China's balance of trade.' 'China did not want to come under more Western influences.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'China did this because Britain was becoming very aggressive and had to be stopped.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
3(c)	**'The British response to the Indian Mutiny was justified.' 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 British response was not justified and even people in Britain were horrified by it. The response was very violent with thousands of Indians being killed. They fired Indians from cannons and made Muslims eat pork and Hindus eat beef. Many Indians were tortured. When the British army captured towns, they went on a rampage destroying everything and committing atrocities. Far more Indians than British were killed and this was not justified.' **OR** e.g. 'I think the British response was justified. Firstly, the Indian rebels had committed atrocities against British men and women, especially at Cawnpore where, after a siege, women and children were slaughtered. Also, the reforms that followed were justified. The British government took over from the East India Company, which was not running India properly. It introduced some sensible reforms like consulting the Indians more.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'The Indian rebels had committed atrocities and had to be dealt with.' 'The British slaughtered many Indians unnecessarily.' 'The British were very cruel to Indians, for example, making Muslims eat pork.' 'The reforms that were introduced, such as involving Indians more in local government, were sensible.' 'The East India Company was not governing India properly and it was a good move to get rid of it.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'I disagree with this. The British were not justified in responding in the way they did. It was too cruel.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
4(a)	**What was the Triple Entente?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'It was between Russia, France and Britain.' 'It developed from the Franco-Russian Alliance, the Entente Cordiale and the Anglo-Russian Entente.' 'It was not an alliance.' 'It was a friendly agreement between countries.' 'It came into being in 1907.' 'It was meant as a balance to the Triple Alliance consisting of Germany, Austria-Hungary and Italy.' 'It was formed to protect themselves.'	
	Level 0 No evidence submitted or response does not address the question 0	
4(b)	**Why was the launching of the first dreadnought in 1906 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. 'It was important because it was so fast and powerful. It had more powerful guns than ever before and could fire further with more accuracy. It could also fire torpedoes. It was driven by steam turbines. This made it faster than any other warship. It was also protected by thick armoured plating and so was difficult to sink. The dreadnought was a revolution in the development of battleships and no other ships at the time stood a chance against it.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'It was important because it was more powerful than any other ship at the time.' 'It was a great symbol of British national power.' 'This accelerated the naval race with Germany.' 'It was faster than any other battleship at the time.' 'It gave Britain clear naval supremacy.' 'It led to Germany starting to build dreadnoughts in 1907.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'It was important because it was a big event that was known all round the world. It changed the situation completely.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
4(c)	**'The Austrian ultimatum to Serbia was more important than Franz Ferdinand's assassination in bringing about the First World 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. 'The Austrian ultimatum was more important in causing the war. It was deliberately designed to make sure Serbia could not agree to all the demands and made war inevitable. Until this point, it was not inevitable. It led to Russia, who was friendly with Serbia, mobilising and then Serbia rejecting the ultimatum. This immediately led to Austria declaring war on Serbia. Within days Germany had declared war on Russia and the First World War had started.' **OR** e.g. 'The assassination was more important because it started the whole movement to war. The assassination was carried out by Serbs and the Serbian government was probably involved. Franz Ferdinand was the heir to the Austrian throne and so the assassination was seen as a direct attack on Austria and its empire. Serbia had long been a problem for Austria and the assassination gave the upper hand in Austria to those wanting to take tough action against Serbia. Germany then gave Austria the 'blank cheque' allowing it to do what it liked with Serbia. All this made war inevitable and started the July Crisis which directly led to war.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'The Austrian ultimatum was designed to lead to war.' 'Serbia rejected the ultimatum and Austria declared war.' 'The assassination was a direct challenge to Austria and its empire.' 'The assassination gave Austria the chance to engineer war with Serbia.' 'The assassination gave the upper hand to those in Austria who wanted to attack Serbia.' 'Austria blamed Serbia for the assassination.'	

Question	Answer	Marks
4(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'The assassination of Franz Ferdinand was more important because it led to the war breaking out. No other event did this.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(a)	**What were the territorial terms of the Treaty of St Germain?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'It dealt with Austria.' 'The Austro-Hungarian Empire was broken up.' 'The Republic of Austria was set up.' 'Hungary, Czechoslovakia, Yugoslavia and Poland were made independent.' 'Territory from the Austro-Hungarian Empire was transferred to Czechoslovakia, Poland, Yugoslavia, Italy and Romania.' 'Bohemia and Moravia were given to Czechoslovakia.' 'Galicia was given to Poland.' 'The Southern Tyrol was given to Italy.' 'Bosnia-Herzegovina and Croatia were given to Yugoslavia.' 'Union with Germany was forbidden.' 'Austria's overseas possession of Tianjin was handed to China.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
5(b)	**Why did Lloyd George not want to punish Germany harshly?**	**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's main concern was Britain's trade and wealth. For these to prosper, Britain needed to return to the trade it had before the war and for this to happen it was important for Germany to economically recover. This is the reason Lloyd George did not want Germany facing huge reparations, which could stop its recovery.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He wanted Britain to trade with Germany.' 'He wanted Germany to economically recover.' 'High reparations would take money out of Germany.' 'He did not want Germany seeking revenge in a few years' time.' 'He wanted a strong Germany to stand up to Communism and Russia.' 'He wanted to avoid France becoming too powerful.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did not want to do this because it would upset the Germans.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(c)	**Who had to compromise more during the peace negotiations in Paris, Clemenceau or Wilson? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'who had to compromise 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. 'Wilson had to compromise a lot. He had got the League of Nations, but he was disappointed not to get the free navigation of the seas. He also had a big disappointment over self-determination. The German Empire was broken up and, instead of giving the colonies independence, Britain and France were going to run them on behalf of the League. It was also the case that the Sudeten Germans were not consulted about their future.' **OR** e.g. 'I think Clemenceau had to compromise the most. He was still worried about Germany being a future threat. He had wanted a treaty of guarantee where Britain and USA promised to come to France's help if it was attacked by Germany. He did not get this. He was also disappointed that both the Saar Basin and the Rhineland were going to stay as parts of Germany. So overall, Clemenceau thought that France was vulnerable to a future German attack.'	

Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes 2–3** One mark for each point. e.g. 'Wilson was not happy that some German-speaking areas were under the rule of other countries.' 'Wilson thought the Treaty was too harsh on Germany.' 'Wilson was unhappy that the principle of free navigation of the sea was abandoned.' 'Wilson was unhappy that self-determination did not apply to some areas, such as the Sudetenland.' 'Wilson was displeased that Britain, France and Japan gained Germany's colonies.' 'Wilson was pleased that the League of Nations would be included in each of the treaties.' 'Wilson was pleased that the defeated nations should disarm.' 'Wilson was pleased that the Rhineland would remain part of Germany.' 'Clemenceau was pleased that Germany was made weaker by losing a lot of land and resources.' 'Clemenceau was pleased that France regained Alsace-Lorraine.' 'Clemenceau was not pleased that Germany was keeping the Rhineland.' 'Clemenceau was not pleased that there was no treaty of guarantee for France.' 'Clemenceau failed to get the Saar Basin for France.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'The Treaty was a compromise because they had different opinions.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
6(a)	**Describe Germany's relationship with the League of Nations during the period 1920 to 1939.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'At first, Germany was not allowed to join.' 'Germany accepted the result of the 1921 plebiscite in Upper Silesia arranged by the League of Nations.' 'Germany was only allowed to join when it showed itself to be a peaceful country.' 'The League was pleased with Germany's positive attitude in the Locarno Treaties.' 'Later, Germany was allowed to join in 1926.' 'It became a permanent member of the Council.' 'Hitler withdrew from the Disarmament Conference because he wanted Germany to rearm, not disarm.' 'Hitler left the League in 1933.' 'Germany accepted the Saar plebiscite in 1935 arranged by the League.' 'Hitler broke the terms of the Treaty of Versailles, like the demilitarisation of the Rhineland, and this set him against the League.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
6(b)	**Why did Haile Selassie speak to the Assembly of the League of Nations in June 1936?**	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. 'Haile Selassie spoke to the League of Nations in June 1936 pleading for help because in 1935 Italian troops had invaded his country of Abyssinia. Mussolini had wanted to create an Italian empire for years. He used a dispute on the border with Somaliland (which was Italian) as the excuse. The Italian troops had modern weapons, and the Abyssinians did not stand a chance.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Haile Selassie made this speech because Italy had invaded his country.' 'He did this because the League had done little since the Italian invasion.' 'Haile Selassie did this because he wanted help from the League of Nations.' 'He did this because Italy was using chemical weapons against his people.' 'He did this in June because Addis Ababa had just been captured by Italian troops.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He spoke to the Assembly because he wanted them to understand his concerns.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(c)	**'The League of Nations did as much as it could in relation to the Japanese invasion of Manchuria.' 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 the League did as much as it could. It faced several big problems, one of which was the absence of the USA. This made it difficult for the League to implement economic sanctions because the USA, being outside of the League, would continue to trade with Japan, so sanctions would have little impact. It would also be difficult to send an army without the support of the USA.' **OR** e.g. 'The League of Nations should have done much more. It acted far too slowly. By the time the Lytton Commission reached the area, the Japanese had firmly established themselves in Manchuria and were in the process of setting up a puppet state called Manchukuo. The League voted on the Lytton Report 18 months after the Japanese invasion.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'The events took place on the other side of the world and there was little the League could do.' 'The USA was not a member of the League and this made it difficult to use military action.' 'Britain and France could not afford to impose economic sanctions.' 'Britain and France were worried Japan might attack their colonies in the Far East.' 'The League acted far too slowly, letting the Japanese establish themselves in Manchuria.' 'The League failed to impose economic sanctions.' 'If Japan did not like the decision of the League, it could simply leave, which it did in 1933. There was little the League could then do.' 'The League did not have an army.'	

Question	Answer	Marks
6(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think it did what it could. There was not much more it could do, given the situation at the time.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
7(a)	**What were the main disagreements at the Potsdam Conference?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'They disagreed over elections in Poland.' 'They disagreed over what to do with Germany.' 'Stalin wanted Germany kept weak, while the Allies wanted it to recover.' 'Stalin wanted access to Germany's industrial heartland.' 'The USSR wanted a role in Japan.' 'There were disagreements over the de-Nazification of Germany.' 'There were disagreements over reparations.' 'There were disagreements over the recognition of East European countries.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
7(b)	**Why did the blockade of Berlin fail?**	**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 main reason why it failed was because Stalin's plan to force Berlin into submission by cutting off food, fuel and other supplies was defeated by the Allied airlift. Stalin might have cut off the road links, but the Allies could still fly into Berlin. The airlift consisted of planes landing every 90 seconds, taking in all the supplies Berlin needed. It was an enormous operation and there were over 300 000 flights. The airlift succeeded.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It failed because of the Allied airlift.' 'It failed because Britain, France and the USA decided not to back down.' 'It failed because the Soviets did not fire on the Allied aircraft.' 'Enormous numbers of planes kept Berlin supplied with the goods it needed to keep going.' 'It failed because Stalin did not risk taking it further. He feared another military conflict.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The blockade failed because it was not properly thought through and stood little chance of success. It also had a lot of opposition.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**'Stalin's policies in Eastern Europe in the period 1945–49 were defensive.' 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 agree that Stalin's policies were defensive in Eastern Europe. The main reason behind all his actions was a concern for the security of the Soviet Union. Russia had been attacked twice by Germany and he was worried about future attacks from the West, especially given Truman's hard-line attitude and the fact that the US had the atomic bomb. What particularly worried him was the fear that Germany would be allowed to recover and become strong again. It would be in a position to threaten Russia again. This led Stalin to plan for a protective ring of friendly states on his western border.' **OR** e.g. 'I do not agree with this. One of Stalin's aims was to spread communism around the world and destroy capitalism. His first step was to control Eastern Europe. He did not keep to the agreements made at Yalta and forced communist governments on Poland and Romania. By 1948, Eastern Europe was under communist control and through COMECON all the countries there followed the Soviet economic model. The Soviet Union had firm control of Eastern Europe and this was the first step in destroying capitalism everywhere.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Stalin wanted to spread communism throughout the world.' 'Stalin imposed communist governments on Eastern Europe.' 'Stalin broke the agreements he made at Yalta.' 'COMECON showed that Stalin wanted to control the countries in Eastern Europe.' 'Stalin felt the Soviet Union was under threat from the West and wanted a protective barrier for the Soviet Union.' 'Stalin felt threatened by Truman's hard-line policies.' 'Stalin felt threatened by the Truman Doctrine and the Marshall Plan.' 'Stalin was worried about a new powerful Germany emerging.'	

Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I do not think that Stalin's policies were defensive. He wanted to take over Eastern Europe and he was very aggressive.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
8(a)	**Describe the opposition to the Shah in Iran.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Many in Iran were dissatisfied with the Shah's modernisation programme.' 'Many in Iran were upset by the growing gap between rich and poor under the Shah.' 'Many demonstrated against his autocratic rule.' 'The Shah's secret police force, SAVAK, was hated because of its brutality.' 'The Shah's lavish lifestyle created much opposition.' 'Socialists and nationalists united in their opposition to the Shah.' 'Khomeini led the religious opposition to the Shah.' 'Khomeini criticised the fact that the Shah had opened Iran up to western influences.' 'Khomeini opposed the Shah while he was in exile.' 'The government's criticism of Khomeini led to mass protests.' 'In 1978 and early 1979 Iran was engulfed by mass protests against the Shah.' 'In 1979 Khomeini returned from exile.' 'Opposition was spearheaded by the mullahs.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
8(b)	**Why did Iraq invade Iran in 1980?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The main reason why Iraq invaded Iran was because Saddam Hussein wanted to dominate the Gulf. Iran and Iraq were the two leading countries in the area and Saddam wanted to make sure that Iraq, and not Iran, emerged as the most powerful country. He thought that increasing his oil revenues by taking Khuzestan would give Iraq the necessary money to become the top country.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Saddam Hussein wanted Iraq to dominate the Gulf.' 'Saddam wanted to increase his oil revenues.' 'Saddam Hussein was worried that Khomeini wanted to overthrow him.' 'Saddam worried that the revolution in Iran would spread to Iraq.' 'Iraq wanted control of oil rich Khuzestan, which was part of Iran.' 'Saddam Hussein wanted control of the Shatt al-Arab waterway.' 'Khomeini was supporting the Kurds, who were resisting Saddam Hussein's rule in the north of Iraq.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because it wanted to be in control in that part of the world.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(c)	**Was Saddam Hussein's invasion of Kuwait in 1990 surprising? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'was it surprising' 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 his invasion of Kuwait was at all surprising. Iraq's rulers had claimed that it was part of Iraq for decades. They argued that Kuwait was an artificial creation by the British. They also argued that the creation of Kuwait meant that Iraq's access to the Gulf was greatly reduced. This meant that it was no surprise that Saddam Hussein decided to conquer Kuwait and make it part of Iraq.' **OR** e.g. 'It was very surprising because he was taking such a risk. The invasion caused a massive storm both in Arab countries and all around the world. An international alliance was soon set up to drive Iraq out of Kuwait. This was the risk he was taking – that he would be driven out and humiliated. It was also surprising that he would take such an action just a couple of years after the end of the war with Iran when Iraq was totally exhausted and bankrupt.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Iraq had an historic claim to Kuwait.' 'Kuwait largely blocked Iraq off from the Gulf.' 'Iraq was suffering terrible internal difficulties and Saddam Hussein needed a distraction from these.' 'It was claimed that Kuwait was extracting oil from one of Iraq's oil fields.' 'Iraq had massive debts and conquering Kuwait would bring it much wealth.' 'Kuwait had increased production of oil which reduced its price, meaning less income for Iraq.' 'Kuwait refused to wipe out Iraq's debts.' 'Saddam Hussein thought that the USA had indicated it would not act if he invaded Kuwait.' 'It was a big risk because it might cause the US to intervene.' 'It might upset and alienate other Arab countries.' 'Iraq was bankrupt and exhausted after the war with Iran.'	

Question	Answer	Marks
8(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'Saddam Hussein's invasion of Kuwait was not at all surprising. Many thought that he was going to do it.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
9(a)	**What was 'shell shock'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'It affected soldiers on the front line.' 'It was caused by the constant shelling and it affected the soldiers in the trenches.' 'It was a psychological condition suffered by soldiers.' 'It was a type of mental breakdown caused by the strain of warfare suffered by soldiers.' 'Soldiers suffered from it long after the war ended.' 'It was a panic and an inability to sleep or even talk.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
9(b)	**Why did trench warfare last so long?**	**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. 'Trench warfare lasted so long because it was a defensive system and not offensive. The heavy protection, such as barbed wire, the machine guns and No Man's Land, all made the trenches very difficult to attack. Cavalry charges across No Man's Land could easily be cut down. Also, artillery attacks on the trenches were often inaccurate. There were some new weapons for attacking, like tanks, but it took some time before they were used properly. All this meant that trench warfare lasted for years.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The two sides were often evenly matched.' 'The trenches were reinforced with concrete and heavily defended with machine guns.' 'Men charging across No Man's Land were often shot or got caught in the barbed wire.' 'Artillery attacks were often inaccurate.' 'If soldiers did reach the enemy trenches, they were often not supported by reinforcements.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It lasted for so long because neither side knew what to do about it and so it simply lasted for years.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(c)	**'Gas was the most important new weapon used in the First World 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. 'Gas was a very important weapon. Its effects were horrifying and the soldiers were in great fear of it. It could be added to shells that were fired at the enemy. When the shell landed and exploded, the gas would be released. Its effects on the soldiers could be terrible. Soldiers' breathing systems could be destroyed and mustard gas burned the soldiers, creating blisters inside and outside the body. Thousands of soldiers were killed and injured by gas. It was important because of the fear it struck into the soldiers.' **OR** e.g. 'I do not agree with this at all. Although gas was dangerous and very unpleasant, it was responsible for only a small percentage of deaths in the war – about 4%. Also, a very small percentage of soldiers died from gas and over half were ready to return to fighting after six weeks. As the war progressed, gas masks were developed and this made gas less of a threat. Overall, gas made very little difference to the development and course of the war.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Gas was feared by the soldiers.' 'Gas could produce terrible injuries.' 'Gas was easily sent over to the enemy's side.' 'Gas was not very useful because the wind could change direction.' 'It actually killed few men.' 'Gas masks made it less of a threat.' 'Soldiers could often return to the Front after suffering from gas.' 'Tanks were far more important as was seen at Amiens where they broke through the German front line.' 'Machine guns were very effective in defending the trenches.' 'Tanks often broke down.' 'Tanks were very slow.' 'Machine guns could jam and were heavy.'	

Question	Answer	Marks
9(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think there were many other new weapons that were far more important in the war.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
10(a)	**Describe the impact of the war on civilian populations.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'People's lives were restricted. For example, there was censorship and conscription.' 'There were shortages of food and rationing was introduced.' 'Women did jobs such as on farms and in factories that they had not done before.' 'Towards the end of the war people in Germany were starving.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
10(b)	**Why was the war at sea 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 war at sea was important to Britain because most of its crucial supplies of food and other goods came from the USA across the sea. In 1917 the Germans introduced unrestricted submarine warfare. This involved using U-boats to sink all boats coming to Britain from the USA. So many ships were sunk that within months Britain was short of food and had to introduce rationing. If this had gone on for much longer, Britain could have been defeated. Only the use of the convoy system removed the threat to Britain.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Britain was able to blockade the German coast and stop supplies getting through. By 1917 Germany was on its knees.' 'After the Battle of Jutland Britain controlled the North Sea and was able to blockade Germany.' 'Germany's unrestricted submarine warfare threatened to starve Britain of food.' 'Supplies from the USA across the Atlantic kept Britain going during the war.' 'Britain used the convoy system to protect ships.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The war at sea was very important because both sides would be in terrible trouble if they lost control of the seas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(c)	**'The Eastern Front was more important than the Western Front in the First World 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. 'The Eastern Front was very important. Russia's possible involvement in the war made the Schlieffen Plan necessary and its actual involvement was the reason why the Schlieffen Plan failed – Germany had to send troops to fight Russia. This weakened the Germans in the west. Although much of the fighting did not go well for Russia, the Eastern Front did tie up many German troops that could have been used on the Western Front. Also, early Russian victories against the Austrian army did mean that Germany had to rush troops to the Eastern Front to support Austria. This is the reason the Eastern Front was important.' **OR** e.g. 'The war could only be won and lost on the Western Front. Developments on the Eastern Front were only important because of the effect they had on the Western Front. It was in the west where the main German armies were and it was here where the Americans sent their troops, making a decisive difference in 1918. It was the failure of the German offensive in 1918 on the Western Front that finished Germany off and made the Allied victory inevitable. The Western Front was far more important.'	

Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes 2–3** One mark for each point. e.g. 'The Eastern Front led to the failure of the Schlieffen Plan.' 'The Eastern Front made it necessary for Germany to take troops away from the Western Front.' 'The fact that the Allies attempted the Gallipoli campaign in 1915 shows how important the Eastern Front was.' 'It was the failure of the Ludendorff Offensive on the Western Front in 1918 that was decisive.' 'The arrival of American troops on the Western Front decided the outcome of the war.' 'The success of the Allied offensive in 1918 and the victory at Amiens decided the outcome of the war.' 'Russia left the war in 1918 but the Allies still won. This shows the Eastern Front was not so important.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'I think the Western Front was more important because this was where most of the fighting took place.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
11(a)	**What was the Dawes Plan?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'The Dawes Plan gave Germany a massive loan.' 'The Dawes Plan was a plan in 1924 to restart the German economy.' 'The Plan was arranged by Charles Dawes/American banker.' 'Stresemann negotiated the loan on behalf of the German government.' 'The loan was 800 million marks.' 'The loan helped pay reparation payments.' 'The loan helped pay for public works.' 'The Dawes Plan meant Germany only had to pay reparations which it could afford.' 'France and Belgium agreed to stop their occupation of the Ruhr.' 'Because of the Dawes Plan the German economy had recovered by 1928.' 'The loan stopped in 1929 and this led to economic chaos.' 'As a result of the Plan, the German economy was reliant on American loans.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
11(b)	**Why did Germany introduce a new currency in 1923?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Germany introduced a new currency because it was suffering from terrible inflation. In response to Germany failing to pay reparations, France and Belgium occupied the Ruhr, taking what was owed to them in the form of raw materials and goods. The German workers went on strike and Germany's earnings went down. The German government started to print money, but this led to rapid inflation. Stresemann introduced a new currency to stabilise the economic situation.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The impact of the French and Belgian occupation of the Ruhr.' 'There was hyperinflation.' 'High reparations made the problem worse.' 'Money became worthless.' 'The existing currency was in crisis.' 'To stabilise Germany's economic situation.' 'The German workers and pensioners were faced with high prices and could not afford food.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because it was in real trouble and something had to be done.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(c)	**'The Revolution of 1918 was more important for Germany than the reaction of the people to the Treaty of Versailles.' 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 Revolution of 1918 was very important for Germany. There were naval mutinies and then disturbances and rebellions all over Germany. They were important because they led to the Kaiser abdicating and Germany being declared a Republic with Ebert as Chancellor. This was opposed by extreme groups like the Spartacists who were communists. They tried to lead a revolution and overthrow the government which had to be rescued by the Freikorps. The Revolution of 1918 made fundamental changes to the way Germany was governed that had an impact right through the 1920s.' **OR** e.g. 'The reaction of people to the Treaty was obviously more important because it was responsible for many later events. This is because the Treaty was very unpopular, especially the reduction to Germany's armed forces and the fact that it was a 'Diktat'. This led to many disbanded soldiers joining the Freikorps, which then led to the Kapp Putsch. Kapp was against the Treaty and marched on Berlin and tried to take over the government.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'The Revolution led to the abdication of the Kaiser.' 'The Revolution led to Germany becoming a Republic.' 'The Revolution set up a weak government in Germany.' 'The Revolution led to Germany becoming a democracy.' 'The Revolution led to the Spartacists' bid for power.' 'The Weimar government was hated because of the terms of the Treaty.' 'Opposition to the Treaty led to the Kapp Putsch.' 'Hatred of the Treaty led to Germans being willing to take part in passive resistance in the Ruhr.' 'Hatred of the Treaty helped Hitler win support in the early 1930s.'	

Question	Answer	Marks
11(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think the Revolution was far more important to people because it changed things a lot.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
12(a)	**What was the League of German Maidens (BDM)?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'It was for girls.' 'It was a branch of the Hitler Youth.' 'It was founded in 1930.' 'From 1936 membership was compulsory.' 'Girls were taught that their role was as mothers.' 'Girls learned domestic skills.' 'Girls did physical exercise in the BDM.' 'The girls attended summer camps.' 'The girls were between the ages of 14 and 18.' 'The girls did a compulsory year when they worked on farms.' 'The girls were indoctrinated with Nazi beliefs.' 'Girls were taught about Aryan purity.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
12(b)	**Why did the Nazis make changes to the school curriculum?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Nazis made changes because they wanted German children to believe in the Nazi ideas about race. The children were taught about the importance of blood purity and that Germans should only marry Germans to keep the blood pure. They were taught that Germans were Aryan, which was a superior race, and that many other groups like Jews were sub-human.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'To make German children believe that Germany would become the world's greatest nation.' 'To make children believe Nazi ideas about race.' 'To make children support the Nazis.' 'To teach children that Germany had been defeated in 1918 because of Jews and Marxist spies.' 'To make children believe that the Treaty of Versailles was evil.' 'To make girls ready to be perfect German mothers and wives.' 'To teach the boys information about war and weapons.' 'PE was increased to make the girls healthy to be mothers and the boys to be strong soldiers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nazis did this because they had new ideas about what should be taught to children at school.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(c)	**'Racial theories explain why minorities were persecuted in Nazi 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. 'Minorities were punished because of Nazi ideas about race. They believed that Germans were the master race and had to be kept separate from other inferior races. These races had to be destroyed or kept under control. This is the reason Jews were persecuted. They were at first driven out of German society and then the Nazis tried to destroy all Jews in the Final Solution. This was to stop them contaminating the German race.' **OR** e.g. 'Minorities like the mentally handicapped, drunks and beggars were persecuted by the Nazis because they believed they were undesirables who were not contributing to society and were a drain on German resources. In other words, they were weakening the Nazi state. This led to them being sent to camps or sterilised. There was even an attempt to start a campaign of euthanasia.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Jews were persecuted to keep German blood pure.' 'Jews were persecuted because they were regarded as an inferior race.' 'Jews were segregated to keep them separate from Germans.' 'Minorities like beggars and drunks were persecuted to stop them weakening Germany.' 'Beggars and drunks were persecuted because they were a drain on German society, rather than contributing to it.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'Minorities were persecuted because the Nazis did not like them and thought they should be punished.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
13(a)	**Describe how Trotsky contributed to the Communist victory in the Civil War.**	4
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Trotsky organised the Communist forces very well.' 'Trotsky was good at boosting morale and often visited the soldiers at the front.' 'He introduced discipline into the Communist army.' 'He promoted men because they were good soldiers not because of their social class.' 'He used Tsarist officers if they were good and had something to offer.' 'His political Commissars made sure the men stayed loyal.' 'His army chiefs were left to make military decisions.'	
	Level 0 No evidence submitted or response does not address the question 0	
13(b)	**Why was the New Economic Policy (NEP) 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 NEP was important because it helped the Communists solve the problems caused by War Communism. This had helped the Communists win the war but it restricted people's freedoms and led to a lot of hardship with industrial production falling and people returning to the countryside. The NEP allowed some private ownership and peasants were allowed to sell some of their grain for profit. This was important because it led to the economy recovering and people being better off.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'It was important because it stopped trouble like the Kronstadt mutiny.' 'It was important because it reduced dissatisfaction with Communist rule.' 'It was important because it improved people's standard of living.' 'It was important because it increased production and helped the Russian economy to recover.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'It was important because it helped Russia a lot at a very difficult time.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
13(c)	**'The Provisional Government failed because of the Petrograd 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 main reason why it failed was the Petrograd Soviet. This was a very powerful body made up of socialists and the representatives of workers and soldiers. It was probably more powerful than the Provisional Government, but it refused to take over the running of the country. It had a lot of power over the factories, the railways and power supplies. This meant that Russia was really being run by two competing bodies and this undermined the Provisional Government because it was never in complete control and many people listened to and obeyed the Petrograd Soviet instead.' **OR** e.g. 'I think the Provisional Government failed because of its decision to continue with the war and its failure in the war. This was a major mistake and led to the government being blamed for the failures in the war. It launched the Kerensky offensive, which was a terrible failure. Millions of soldiers deserted.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'It failed because the Petrograd Soviet had too much power.' 'The Petrograd Soviet shared power with the Provisional Government.' 'The loyalties of many workers and soldiers were to the Petrograd Soviet rather than the Provisional Government.' 'It failed because of the Kornilov affair.' 'Kerensky made the mistake of arming the communists.' 'Failures in the war made the Provisional Government very unpopular.' 'It failed because people were starving with no jobs.' 'The Provisional Government did not help the peasants in their attempt to gain more land.' 'The Provisional Government failed because it did not hold elections.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'The Provisional Government was a complete failure. It made many mistakes and came to an end quickly.'	

Question	Answer	Marks
13(c)	**Level 0 No evidence submitted or response does not address the question 0**	

Question	Answer	Marks
14(a)	**What weaknesses of Trotsky helped Stalin become leader of the USSR?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Trotsky's idea of permanent revolution was unpopular with many ordinary Russians.' 'People thought that Trotsky's ideas could involve the USSR in new conflicts.' 'Trotsky was seen as arrogant by many in the Communist Party.' 'Trotsky was too confident.' 'Trotsky underestimated Stalin.'	
	Level 0 No evidence submitted or response does not address the question 0	
14(b)	**Why was Stalin's 'cult of personality' 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. 'It was important because it made Stalin central to everything in Russia and showed him as representing everything that was good in Russia. He wanted to be worshipped as a great leader and hero of the Revolution. He wanted to be popular and to see pictures and statues of himself everywhere and even have places named after him.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'It was important in making his position as head of Russia secure.' 'It would take away some of the horrors of his rule.' 'It was important because it showed him as a hero of the Revolution.' 'The 'cult of personality' made it more difficult for any opposition to Stalin's rule.' 'It put him beyond criticism.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'It was very important to Stalin, who wanted to be in control of everything.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
14(c)	**'The Purges were a disaster for Stalin and the Soviet Union.' 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. 'They were a complete disaster for the Soviet Union. Senior members of the armed forces were arrested, imprisoned and executed. This took away all the best expertise from the armed forces leaving the army without many good generals. This became a big problem for the army, especially when the Second World War started.' **OR** e.g. 'The Purges were important in keeping Stalin in power. He was worried about opposition to him in the Communist Party and the Purges got rid of these rivals. They also struck fear through the whole population, which made everybody obey Stalin. They were too afraid to criticise him. All of this was good for Stalin because it made his position secure.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'They got rid of Stalin's rivals in the Communist Party.' 'They made people scared to criticise or go against Stalin.' 'They were useful in uniting Russia because of the threat from Nazi Germany.' 'They were helpful in blaming people other than Stalin for failures of government policies.' 'They caused the deaths of over a million people.' 'They left the army without its best leaders.' 'They took away from government and businesses a lot of expertise.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'They were a disaster and it took Russia a long time to recover from them.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
15(a)	**Describe ways in which the lives of many young women in cities changed during the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Many more of them started to work in offices and factories.' 'Women gained more freedom.' 'Women began smoking and drinking in public.' 'More women drove cars.' 'Women's fashions changed with short skirts and short hair.' 'Many women became flappers.' 'There was no longer a need for a chaperone.' 'Women gained the vote in 1920.' 'Homes had many labour-saving devices with washing machines.'	
	Level 0 No evidence submitted or response does not address the question 0	
15(b)	**Why were restrictions on immigration introduced in 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. 'Restrictions were introduced because the Red Scare made many Americans more afraid of immigrants. The rise of communism in Russia made them worry about these ideas coming to America. They thought that immigrants from Eastern Europe were bringing these ideas into the country. These fears were made worse when there were bomb attacks in America by anarchists.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'Americans thought immigrants would take their jobs.' 'Extreme political ideas were associated with immigrants.' 'It was felt that immigrants from Eastern Europe and Asia would not mix into American society and accept its values.' 'This was because of the Red Scare.' 'To make sure that white, northern Europeans stayed in a majority and were in charge.' 'There were racist undertones in society.' 'The KKK had a big following.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'They were introduced because people did not like the idea of lots of immigrants and thought they were a danger.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
15(c)	**'The main problem caused by prohibition was corruption among the police and judges.' 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. 'Corruption was the main problem caused by prohibition. The gangs running the production and selling of alcohol bribed the police and judges with money. This meant that many in the police would turn a blind eye to what the gangs were doing and the judges would let them off if they appeared in their courts. This meant that law and order was in danger of completely breaking down. The gangs controlled whole districts of cities and it was very difficult for the police to go against them.' **OR** e.g. 'The main problem caused by prohibition was the rise of gangsters. In the cities many people wanted to drink alcohol and, because it was illegal, the production and selling of alcohol came under the control of criminal gangs. They were soon fighting each other for control of different parts of the cities and there were killings and even wars. Each gang gunned down rival gangs. This meant that law and order had broken down in the major cities.'	
	Level 2 Identifies AND/OR describes **2–3** One mark for each point. e.g. 'The biggest problem was the rise of gangsters.' 'Corruption led to it becoming impossible to enforce the law.' 'Judges were letting the gangsters off.' 'Prohibition caused a big increase in violence in the cities.' 'It was clear that prohibition could not be enforced, which gave the law a bad name.' 'It turned ordinary Americans into law-breakers.' 'There was a reduction in tax, which depressed government revenues.' 'There were often poisonous dangers in the production of moonshine.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Prohibition caused many problems and one of the most serious was the corruption of the police.'	

Question	Answer	Marks
15(c)	**Level 0 No evidence submitted or response does not address the question 0**	

Question	Answer	Marks
16(a)	**Describe how the New Deal helped farmers.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'The Agricultural Adjustment Act rewarded farmers for cutting production.' 'Farmers were given low interest loans.' 'The TVA did a lot of work to stop erosion, which helped farmers.' 'Farm workers and share-croppers were helped to move to better land.' 'The New Deal made food prices go up and farmers' incomes doubled.' 'The New Deal helped farmers with their mortgages.' 'The Farm Security Agency was able to spread the knowledge of the plight of farmers.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
16(b)	**Why was the banking system one of the first things Roosevelt focused on during the Hundred Days?**	**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 banks were at the centre of the whole system. People had queued to get their money out of the banks and many of them had collapsed. The banks were crucial to any recovery and had to be fixed before anything else. Roosevelt focused on making people have confidence in the banks again. He closed all the banks and only opened those that the government said were sound. This led to people putting their money in banks again.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Many banks had failed.' 'People had been withdrawing money from banks in large quantities.' 'People's confidence in the banks had to be restored.' 'The banking system needed to work properly for the economy to recover.' 'It had been the run on the banks that had caused so much trouble, so this problem had to be dealt with.' 'The banking system fed money into the rest of the system.' 'Banks were needed to invest in the economy.' 'The failure of the banking system caused the downfall of the economy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Roosevelt did this because the banking system was very important and needed to be fixed quickly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(c)	**'The New Deal was opposed because it increased the power of government.' 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. 'Republicans opposed the New Deal because it increased the power of the government. They believed that people should support themselves and that the government should not intervene to help them or to control the economy. Roosevelt's New Deal did this. It gave the unemployed, farmers and industry a lot of help and schemes like the TVA gave the government a lot more power.' **OR** e.g. 'There were other reasons why the New Deal was opposed. Some people did not think it was going far enough in giving people enough help. Huey Long wanted to redistribute wealth by taking money away from the very rich. Other people thought that the New Deal was not helping the poor enough while others thought that there should be old age pensions and started Townsend Clubs to organise this.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Republicans did not believe that the government should have more power.' 'Republicans believed that people should stand on their own two feet and look after themselves and their families.' 'Republicans disliked the extra powers that schemes like the TVA gave to government.' 'Business leaders believed that they should be left alone to run their own companies.' 'Father Coughlin believed the New Deal was not doing enough to help the poor.' 'Huey Long thought that wealth should be redistributed.' 'Some people thought that the New Deal should have provided old age pensions.' 'Some people thought the New Deal should have gone further to help people.'	

Question	Answer	Marks
16(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'There were many people who opposed the New Deal. They opposed it for many different reasons but an important one was the increase in the power of the government.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
17(a)	**What happened at the Marco Polo Bridge in July 1937?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'A battle between China's army and the Japanese army.' 'The Japanese wanted to search for a missing soldier, but the Chinese refused permission.' 'The Japanese attacked Wanping but were pushed back.' 'Both sides called up reinforcements.' 'The Chinese attacked the Japanese at the bridge.' 'An agreement was reached, and China apologised to Japan.' 'There was further fighting, and the Chinese withdrew.' 'It is seen as the beginning of the Second Sino-Japanese War.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
17(b)	**Why did the Communists go on the Long March?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'They did this because of the onslaught on them by Chiang Kai-shek's forces. He began the five extermination campaigns against them. The communist Chinese Soviet Republic was overrun and Communists were in danger of being wiped out. They went on the Long March to retreat to safety. They marched 8000 miles to Yenan where they were safe from the KMT.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They were in danger of being wiped out by the KMT.' 'This was because of the fifth encirclement campaign.' 'They planned to regroup at Yenan.' 'Chiang had amassed an enormous number of troops to defeat the Communists.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they thought it was the best thing to do as they were in danger.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(c)	**'It was the Second World War that brought about the Communist victory in the Civil 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. 'I think the Communists won because of the Second World War. This was mainly because of the mistakes made by Chiang Kai-shek. He was more worried about the Communists than the Japanese and so concentrated on defeating the Communists. This was very unpopular with the Chinese people who were more worried about the invading Japanese army. It looked as if the Nationalists were doing nothing about this invasion that threatened their country.' **OR** e.g. 'I think that other factors were more important. The use of guerrilla tactics by the Communists against the KMT was important. They avoided fighting the KMT in big battles and so avoided defeats against forces that were larger. Instead, they planned attacks on smaller targets and disrupted the KMT supply lines. This gradually wore the Nationalists down.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'The Nationalists failed to deal with the threat from the Japanese.' 'It was the Communists who put up the strongest resistance to the Japanese.' 'The Nationalists focused on trying to defeat the Communists.' 'The Nationalists were corrupt.' 'The Nationalists did not treat the Chinese peasants well; the Communists did.' 'The Nationalists had failed to solve the country's economic problems and so lost the support of the people.' 'The Communists' use of guerrilla tactics was important.' 'The Communists concentrated on winning the rural areas.' 'The Nationalists depended on foreign support and this made them unpopular.'	

Question	Answer	Marks
17(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think the Second World War was very important for the Communists. It helped them win the Civil War.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
18(a)	**How did the Chinese people respond to the Hundred Flowers campaign?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Millions of letters poured in making criticisms of the government.' 'People held meetings and erected posters criticising the Communist Party.' 'The Chinese people criticised low living standards and the privileges enjoyed by party officials.' 'People complained about a lack of freedom and the copying of Soviet models for the economy.' 'Intellectuals complained about the constraints placed on them.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
18(b)	**Why did Deng Xiaoping think change was necessary in China?**	**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. 'Deng believed that, if China was to become a major world power, it had to modernise and reform its economy to make major progress. He thought that China had to use some western ideas and have more to do with the West. Foreign trade was increased and foreign investment was used to modernise China's industries. He moved away from a communist model of the economy and encouraged private enterprise. China's economy became one of the fastest growing in the world, which was what he had been aiming at.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He thought that China's economy had to be modernised.' 'He wanted China to become a modern major power in the world.' 'He wanted to restore order in China after the disorder created by Mao's ideas.' 'He wanted to give people more freedom.' 'He improved the education system to produce skilled workers.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He thought this because China was stuck in the past and needed reforms if it was to move forward.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**How far was the Cultural Revolution a success? 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 Cultural Revolution was a success for Mao. He had been worried that his power was not as secure as he would like and that he had rivals like Liu Shaoqi. The Cultural Revolution was designed to get rid of Mao's rivals and it did this. Mao claimed that bourgeois elements had infiltrated the government and society to try to restore capitalism. Many people were expelled from the Party, punished and re-educated. Mao ended the Cultural Revolution when he was sure that his position was strong and secure.' **OR** e.g. 'I think the Cultural Revolution was a disaster for China. Schools were closed and the literacy rate went down. Universities were no longer producing the skilled people China needed, like engineers, and many intellectuals and students were either imprisoned or sent to labour in the countryside. Museums and historical sites were destroyed and everybody had to learn Maoist propaganda. All this set China back by decades and the politicians that followed Mao had to put it right.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Mao was able to get rid of any rivals or threats to him.' 'Mao strengthened his hold over China.' 'Mao revived the revolutionary spirit.' 'Mao managed to stop elements of capitalism creeping into China.' 'China's education system was set back by years.' 'Educational standards fell.' 'China was no longer producing the skilled workers it needed.' 'It made China very unstable and little progress could be made.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'The Cultural Revolution was not a success. It did not help China or the Chinese Party and ended in failure.'	

Question	Answer	Marks
18(c)	**Level 0 No evidence submitted or response does not address the question 0**	

Question	Answer	Marks
19(a)	**Describe the growth of manufacturing industries in South Africa up to 1945.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'The government introduced tariffs to help South African industries.' 'Public corporations were set up to stimulate the economy and help manufacturing industries.' 'Cheap electricity was provided for manufacturing businesses.' 'The steel industry's production went up steeply.'	
	Level 0 No evidence submitted or response does not address the question 0	
19(b)	**Why did the South African government support agriculture in the 1930s?**	**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 government supported agriculture in the 1930s because it was facing many problems at the time. There were droughts and a fall in prices for farm produce. The government decided that farmers badly needed help and gave them loans and grants and other help.'	
	Level 2 Identifies AND/OR describes reasons 2–3 (One mark for each identification/description) e.g. 'This was because agriculture was the biggest industry in South Africa and so had to be helped.' 'Agriculture was facing many difficult problems.' 'Farmers suffered from drought and falling prices.' 'One third of the population in South Africa was dependent on agriculture.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'It did this because it thought it was very important and had to be supported.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
19(c)	**'Land ownership was the most important issue facing black South Africans up to 1945.' 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. 'Land ownership was very important for black South Africans. This was because the Native Land Act allocated a very small amount of the land in South Africa to the black population. This meant that farming collapsed for black South Africans. They were not allowed to buy land outside their reserves and there was not enough land in the reserves for all the black South Africans to support themselves. The land was exhausted through over-use and the standard of living went right down.' **OR** e.g. 'I think there were other issues that were more important. Segregation mattered a lot to black South Africans. The Native Urban Areas Act introduced segregated housing in towns so that there were white only areas. The pass system was also very unpopular and was used to control the movement of black South Africans. There was also segregation in employment where white South Africans were paid more and treated better.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Black South Africans were given the poorest land.' 'Black South Africans were given very little land to share between them.' 'On the reserves their land had soil erosion and little water supply.' 'The pass system was very unpopular with black South Africans.' 'Towns were segregated with the best areas reserved for white South Africans.' 'The gap in the standard of living between black and white South Africans was big and growing.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'The issue of land ownership was very important for black South Africans because it was central to their lives.'	

Question	Answer	Marks
19(c)	**Level 0 No evidence submitted or response does not address the question 0**	

Question	Answer	Marks
20(a)	**What new steps did the South African government take to tighten security in the period 1966 to 1980?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'BOSS was set up to improve state security.' 'The State Security Council was set up.' 'The Terrorism Act made terrorism a crime equal to treason and punishable by death.' 'Suspects could be detained for 12 months without being charged and witnesses could be confined for six months.' 'Conscription was introduced, police numbers were increased and they were better armed.' 'The government had a monopoly of radio and TV broadcasting.' 'There was a great deal of censorship of books and media.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
20(b)	**Why did the economic improvements of 1966 to 1980 not benefit all sections of South African society?**	**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 economic improvements benefited white South Africans and were actually built on paying black workers much lower wages. Even when white and black workers were doing the same job, the white workers were paid much more. This was the case with mineworkers where white workers were paid 21 times more than black workers.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Black workers were hit by high unemployment in the 1970s.' 'Black workers were paid very low wages.' 'Overcrowding made farming impossible in the homelands.' 'The land in the homelands suffered from deforestation and dust bowl conditions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Not all parts of South African society benefited because the economic improvements affected different people in different ways.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(c)	**'Black consciousness was the most important part of the anti-apartheid movement in the period 1966 to 1980.' 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. 'Black consciousness was very important. It was led by Steve Biko and made black people proud of being black and proud of their history and culture. It also insisted that black people should stand up for themselves and not rely on white people in the struggle against apartheid. These ideas gave black South Africans a feeling of solidarity that made them stronger. It was black consciousness that inspired the students in the Soweto riots. This made the movement very important because it gave the struggle a new driving force.' **OR** e.g. 'I disagree. I think the most important part of the anti-apartheid movement was the external opposition. The United Nations passed resolutions against South Africa and declared that apartheid was a crime against humanity. The OAU gave South Africans military training and the countries around South Africa became independent. This put pressure on South Africa. Sanctions were also beginning to happen with sporting sanctions in the 1970s. All this isolated South Africa and meant it could not carry on its policies for much longer.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'It made black South Africans more united and determined.' 'It made black South Africans proud of their culture and history.' 'It helped inspire the Soweto riots.' 'It had a great impact on young black Africans.' 'In 1973 thousands of black workers went on strike.' 'Many South Africans fled to neighbouring countries and trained as guerrilla fighters.' 'International sanctions started against South Africa.' 'There was condemnation of apartheid from the UN.'	

Question	Answer	Marks
20(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'Black consciousness was a new development and was very important in the struggle against apartheid.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
21(a)	**What were the Jewish objections to the United Nations' partition plan for Palestine?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'They would not get total control of Jerusalem.' 'The land awarded to the Jews was not united in one block.' 'Many of the people in the new Jewish state would be Arabs.' 'There were only two areas where Jews would be in a majority of the population.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
21(b)	**Why was the future of Palestine important for Arabs at the end of the Second World War?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'At the end of the war Arabs thought they would be given a homeland in Palestine. They were very hopeful of this because of the British White Paper which was published in 1939. There was also talk of an Arab state during the Second World War. The Arabs had long hoped for their own country and they believed that they now had a real chance of achieving it, especially since, after a long hard war, Britain was no longer in a position to keep a large empire.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They wanted a homeland.' 'They thought there were signs that they would be awarded Palestine as a homeland.' 'The issue of Palestine was bound to reach a climax after the war: would there be an Arab state or a Jewish one?' 'The Arab League was founded to run a campaign for an Arab state.' 'There was a danger that Palestine might be split up and a Jewish state established.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because they cared about it a lot and were concerned about what was going to happen to it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(c)	**'It was the Jewish insurgency in Palestine that persuaded Britain to withdraw.' 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 agree with this. Jews mounted a campaign of terror during 1946–48 in Palestine against the British and Arabs. Hundreds of British soldiers were killed and there were attacks on transport systems and airfields. Jewish organisations, like Irgun, kidnapped British soldiers and laid mines. The worst incident was in 1946 when the King David Hotel was bombed and 92 people were killed, including Britons, Arabs and Jews. The British government could not let this go on and there was pressure in Britain to leave Palestine. As a result of the terror campaign, Britain handed the issue of Palestine over to the UN in 1947 and British troops left in 1948.' **OR** e.g. 'I think the main reason Britain left Palestine was pressure from the USA. Britain's decision to stay in Palestine after the Second World War was unpopular in the USA and when Britain started to limit Jewish immigration into Palestine, pressure from America on Britain to leave increased. There was a strong Jewish lobby in the USA and elections were due so Truman had to take notice of Jewish demands. He put pressure on the British government to accept a two-state solution and get out.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Jewish organisations such as Irgun and the Haganah conducted a terror campaign in Palestine killing many British soldiers.' 'The attack on the King David Hotel killing nearly 100 people turned public opinion in Britain in favour of Britain leaving Palestine.' 'Britain had tried to hold talks to find a solution in Palestine but had failed.' 'There was pressure from the USA for Britain to leave.' 'American politicians were under pressure to persuade Britain to leave Palestine.'	

Question	Answer	Marks
21(c)	**Level 1 General answer lacking specific contextual knowledge 1** e.g. 'I think this was the main reason why Britain withdrew, although there were other important reasons that the British government had to take notice of.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
22(a)	**Describe the impact of the 1967 war on the issue of Palestinian refugees.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail 1–4 e.g. 'Hundreds of thousands of Palestinians fled areas captured by Israel in the war.' 'Palestinians fled from the West Bank, Gaza and the Golan Heights.' 'Palestinians fled into Jordan, Egypt and Syria.' 'Israel destroyed Palestinian villages and the homeless Palestinians had to flee.' 'Refugee camps were set up in neighbouring countries like Jordan.' 'The refugee problem was made much worse.' 'Some of the Palestinian refugees joined resistance groups and used terrorist methods against Israel.'	
	Level 0 No evidence submitted or response does not address the question 0	

Question	Answer	Marks
22(b)	**Why did the Palestine Liberation Organisation (PLO) use violent tactics?**	**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 PLO argued that it was legitimate to use violent tactics because its attempts at using peaceful methods had not achieved much. By 1967, it was still a little-known organisation. The use of terror led to the PLO attracting international attention to the plight of the Palestinians. It began to carry out violence outside Israel such as airplane hijackings to create even more media coverage. Soon, Arafat was invited to speak to the UN General Assembly.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The PLO argued that it had no other methods at its disposal.' 'The PLO argued that these tactics would put pressure on other countries to change their policies towards Palestinian refugees.' 'The PLO started to use violent tactics after the 1967 war.' 'It did this after Yasser Arafat became Chairman of the organisation.' 'It did this because peaceful methods had not been very effective in winning attention to its cause.' 'The PLO argued that since violence had been used against Palestinians, it was therefore justifiable to use violence in response.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did this because they wanted to bring about some changes in Palestine.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(c)	**'The Palestinian refugee crisis of 1948–49 was caused by Israel expelling Palestinians.' 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 this is true. During and shortly after the war, Israel drove Palestinians from their villages. They attacked hundreds of villages and caused the Palestinians to panic and flee. The people fled to refugee camps and Israel said that they could not return home unless Israel was allowed to keep all the land it had won in the war. Therefore, the refugees were forced to stay in the camps, which soon became permanent.' **OR** e.g. 'I disagree. Palestinians did flee from their villages during the war but the Arab Liberation Army was mainly to blame for this. During the war, Palestinians were forced to leave their villages by Arab countries. This let them blame the exodus on Israel and gave them excellent anti-Israeli propaganda. The Arab states also claimed they would enjoy a quick victory and so the Palestinians agreed to leave because they thought they would be back very soon.'	
	Level 2 Identifies AND/OR describes 2–3 One mark for each point. e.g. 'Palestinian villagers feared another Deir Yassin massacre.' 'Palestinians did not want to live under Israeli control, so they left.' 'Palestinians were driven out by the Israelis who destroyed their villages.' 'Israel passed a series of laws preventing Arabs from returning.' 'The Arab armies forced the Palestinians to leave their villages.' 'The Arabs wanted propaganda to use against Israel.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'I think this was a major cause, although there were several other important factors that help explain it.'	
	Level 0 No evidence submitted or response does not address the question 0	