Cambridge Assessment International Education

Cambridge IGCSE™

HISTORY **0470/13**

Paper 1 **May/June 2023**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**Describe the attitude of Pope Pius IX towards the struggle for Italian unification.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'When he became Pope in 1846 he saw the need for reforms.' 'When he became Pope he seemed to be in favour of anti-Austrian policies in northern Italy.' 'He soon became a national hero for his sympathies for the national cause.' 'In 1848 he refused to go to war against Austria.' 'He excommunicated the leaders of the Roman Republic in 1849.' 'His army fought against Victor Emmanuel in 1860.' 'Rome had to be invaded in 1870 because of the opposition of the Pope.' 'He always refused to recognise the new Kingdom of Italy.' 'He excommunicated Victor Emmanuel.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(b)	**Why was Austria unpopular in Italy in 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. 'Austria was unpopular because it was not really interested in its Italian possessions in Lombardy and Venetia except as sources of income for itself. These two areas were wealthy and provided the Austrian Empire with one third of its income but it did not spend money in these areas. For example, it built little in the way of public facilities and infrastructure. This made Austrian rule unpopular.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Austrians represented foreign rule in Lombardy and Venetia.' 'Austria took a lot out of its Italian possessions through high taxes.' 'It ignored Italian requests for more civil liberties.' 'The new Pope's proclamation turned Italians against Austria.' 'It levied high taxes on tobacco.' 'Italian nationalism preached by Mazzini and Garibaldi made Austria unpopular.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was not popular because it treated Italy very badly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**How important was the war with Austria in 1859 to the achievement of Italian unification? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how important' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'This war between Piedmont and its ally France with Austria was crucial. Austria suffered several military defeats and in the peace terms in 1859 important moves were made towards Italian unification. Piedmont received Lombardy and an Italian confederation was set up under the Pope. These were all definite moves in the direction of unification and started a process that could not be stopped.' **OR** e.g. 'I do not think it was all that important because Venetia stayed under Austrian control and the Italian confederation was a long way short of unification. Other factors were much more important such as the military victories of Garibaldi's expeditions to Sicily and in the south of Italy. This weakened the power of Naples and made possible the uniting of parts of the north and south of Italy and establishing Victor Emmanuel as the first King of Italy.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Lombardy came under the control of Piedmont.' 'An Italian confederation was set up.' 'The Italians had defeated Austria on the battlefield.' 'Garibaldi's actions in Sicily and the south were crucial.' 'Not all Italy was united in 1859.' 'Venetia stayed under Austrian control.' 'Mazzini's ideas were more important.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was very important and unification would not have happened without it.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**Describe how Austria and Prussia acted together over Schleswig-Holstein in 1864.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1864 they both invaded Denmark.' 'The Prussian needle gun was very effective in the fighting.' 'The Danish army was defeated by Prussia and Austria.' 'The war ended with the Peace of Vienna.' 'Schleswig and Holstein were taken by Austria and Prussia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was Austria able to re-establish its influence in Germany after the 1848–49 revolutions?**	6
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'This was because the ruler of Hesse-Cassel had to flee and he asked for help from the German Diet. Austria and some other powers stepped in and sent an army. Hesse-Cassel was an important state for Prussia but Frederick William did nothing and accepted the Austrian occupation of Hesse-Cassel. This was a big blow to Prussia's prestige.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'This was because Austria revived the German Confederation.' 'Some German states preferred the Confederation led by Austria to the Erfurt plan led by Prussia.' 'This was because of Prussia's humiliation over Hesse-Cassel.' 'Frederick William lost his nerve of Hesse-Cassel.' 'Prussia abandoned the Erfurt Union.' 'Prussia had to accept the return of the Confederation with Austria at its head.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It did this because it was very strong and effective in Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The destruction of Austrian influence in Germany was the most important factor in making German unification possible.' 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. Bismarck would not be able to achieve unification without defeating Austria in war. Prussia and Austria were rivals for the leadership of Germany and this rivalry was splitting Germany and making unification difficult. Bismarck manufactured the war with Austria and Austria's defeat in 1866 meant that it lost all influence in Germany and that Prussia was now leader of Germany. This led to the North German Confederation that was dominated by Prussia and the way ahead was clear for unification under Prussia.' **OR** e.g. 'I think other factors were more important. France was a real obstacle to German unification. Napoleon was trying to restore France's international prestige and he regarded a united Germany as a danger to France. Relations between France and Prussia grew worse with the disagreement over Luxemburg. By this stage Bismarck had decided that France had to be defeated before unification could be achieved. The war with France united the German states behind Prussia and once France was defeated there was nothing to stop full unification.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Austria was Prussia's rival for the leadership of a unified Germany.' 'The Austrian defeat led to the North German Confederation under the leadership of Prussia. This was a big step towards full unification.' 'France was against German unification and had to be defeated.' 'The war with France united Germany behind Prussia.' 'Prussia's growing economic strength was crucial in it being able to unite Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think this was very important and it explains why Germany was unified under Prussia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(a)	**What were the Black Codes?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They were a way of stopping ex-slaves having their rights in the South.' 'They were an attempt by white Americans in the South to keep their power.' 'They meant that black Americans would be arrested, beaten and given forced labour if they broke their labour contracts.' 'They were designed to deprive black Americans from being able to vote.' 'They were designed to maintain white supremacy.' 'They limited the kinds of jobs black Americans could have.' 'They led to racial segregation.' 'They were introduced after the Civil War by many southern states.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why did Lincoln issue the Emancipation Proclamation in 1862?**	**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. 'Lincoln did this because he thought that clearly making abolition of slavery an aim of the war would weaken the Confederacy and strengthen the Union. It opened the door for the Union army to enlist black Americans. This strengthened the Union war effort and these new troops fought bravely. It also meant that countries like Britain were less likely to support the South because it would look as if they were supporting slavery.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was a lot of pressure on him from radical Republicans.' 'To strengthen the Union army.' 'To make the war against the Confederacy a moral one.' 'It discouraged countries like Britain and France from supporting the South.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He did this because he thought it was the right thing to do and that it would help the country.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**'After the Civil War, life in the South changed little.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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. The South stayed as mainly agricultural and a one-crop economy. It also remained far poorer than the North. Many of the cotton plantations survived and black Americans still did all the hard labour. Even those who became sharecroppers struggled, especially in the 1870s, and so they were not much better off than before the war. Black Americans were still discriminated against and suffered from attacks from organisations like the Ku Klux Klan.' **OR** e.g. 'I disagree. One clear change was the abolition of slavery. They were no longer the property of the plantation owners. Ex-slaves were now working for wages and those that became share-croppers had some independence. In some southern states black Americans were involved in politics and were even voted to national and state office and many black American children received an education.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. ‘There were no more slaves.’ ‘Some ex-slaves became share-croppers.’ ‘The military rule installed over some states did change the lives of people.’ ‘Cotton plantations remained the chief source of work.’ ‘Some black Americans were involved in politics.’ ‘The Black Codes made sure that black Americans’ lives did not change much.’ ‘There was still a lot of racial discrimination.’ ‘The South remained poor.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘I think there were few changes and nearly everything went back to how it had been.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(a)	**Describe the naval race between Britain and Germany.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Before 1906 Britain had always had the strongest navy.' 'Germany passed naval laws designed to ensure that the German navy grew and competed with the British navy.' 'In 1906 Britain launched the first dreadnought, a very powerful battleship.' 'After 1906 Germany started to build dreadnoughts.' 'British public opinion demanded Britain build more dreadnoughts to keep ahead of Germany.' 'The new battleships made earlier warships obsolete.' 'Germany never managed to catch up in the naval race and by 1910 had given up.' 'This naval race made relations between the two countries much worse.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why were relations between Austria-Hungary and Serbia poor even before the assassination of Archduke Franz Ferdinand?**	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. 'Austria regarded Serbia has a real threat to its empire. There were many Slavs living in the Austrian Empire and they were a real problem for Austria because many were nationalists and did not want to live under Austrian rule. Serbia was seen as being at the centre of all this trouble because its government wanted to form a confederation of Slavs. Serbia was a confident and aggressive nation and Austria saw it as a real threat.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Serbia was backed by Russia and this made it dangerous for Austria.' 'In 1908 Austria annexed Bosnia-Herzegovina and Serbia saw this as a threat.' 'Serbia encouraged Slav nationalism which annoyed Austria.' 'Austria constantly frustrated Serbia's attempts to enlarge.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were poor because their interests clashed and they were after the same things.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'Neither of the two Moroccan crises took Europe close to war.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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 second Moroccan Crisis took Europe closer to war. A German gunboat arrived In Morocco and the Germans started to make demands. One aim of Germany was to test how strong the Entente between Britain and France was. Britain saw German actions as dangerous and aggressive and made it clear that it was going to stand by France. The use of a gunboat suggested warlike intentions. This made tensions between Britain and Germany worse and could easily have tipped over into war. The aggressive behaviour of Germany in 1905 also made Britain worry that Germany was looking for an excuse for war. Both crises worsened relations between Britain and Germany and made war more likely.' **OR** e.g. 'I agree with this. In both crises Germany was testing the Entente between Britain and France and was never prepared to go to war. In 1905 Germany was worried about increasing French power in Morocco and wanted an international conference to discuss it. The conference took place but when it was clear that Britain supported France, Germany stepped back. It was certainly not prepared to go to war over it. It was the same in 1911, when Britain stood firm, Germany backed down.'	

Question	Answer	Marks
4(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Germany was merely testing the Entente.' 'Germany backed down.' 'Britain thought there was a real chance of war and made its support for France clear.' 'Sending a gunboat in 1911 was a warlike action.' 'Both crises made relations between Britain and Germany worse and this made war closer.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was never a real chance of war over Morocco because nobody wanted to take the risk.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe the reaction of politicians in the United States to the peace settlement.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Many did not like the League of Nations.' 'Many thought the League would drag the USA into European wars.' 'The Senate rejected the treaty.' 'Some did not like Britain and France rewarding themselves with Germany's former colonies.' 'Some thought it was too harsh on Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(b)	**Why did Clemenceau want a harsh peace?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Clemenceau wanted a harsh peace because he wanted to make sure that Germany could not invade France again. He wanted to weaken Germany's armed forces and strengthen France's borders. Germany had a bigger population than France and the two countries had a common border so Clemenceau was worried that there was always the danger of another attack by Germany. France had been invaded in 1914 and in 1870.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He wanted a harsh peace to punish Germany for starting the war.' 'He wanted a harsh peace for Germany to make up for the damage done to France in the war.' 'He wanted to make sure that Germany could not invade France again.' 'He wanted to weaken Germany so that it would not be a threat to France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He wanted a harsh peace because he thought that was the right thing to do at the time.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**'Lloyd George gained most of what he wanted in the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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. 'Lloyd George did get most of what he wanted. He wanted a peace that would help Britain's economy and he got that. Germany was not punished so harshly that it would not be able to recover. This was important because Britain did a lot of trade with Germany. Lloyd George also wanted a Germany that was strong enough to stand up to communism from the Soviet Union.' **OR** e.g. 'Lloyd George did not get most of what he wanted. He did not want Germany to be punished too harshly but the anger that was created in Germany against the peace treaty showed that Lloyd George would be disappointed. He understood that this anger might lead to a bitter Germany that would want revenge in the future. He was particularly disappointed that German speakers had been put under French and Polish rule.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. ‘He was able to make sure that Germany was not weakened too much.’ ‘The German economy would be able to recover.’ ‘The German navy was greatly weakened.’ ‘Britain gained some of Germany’s colonies.’ ‘Germany would be strong enough to stand up to communism.’ ‘Some German speakers were placed under French rule.’ ‘Germans were very angry with the terms of the treaty.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Lloyd George was pleased with the Treaty of Versailles because he felt that he had achieved most of his aims.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(a)	**What methods could the League of Nations use to deal with international disputes?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It could use verbal moral disapproval.' 'It could vote against actions by countries.' 'It could bring the two sides together for talks.' 'It could impose economic sanctions.' 'It could ask its members to contribute to an army and use force.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(b)	**Why did the Depression make the League's work more difficult?**	**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 Depression made the League's work more difficult because it meant that many countries were struggling economically and that they were not trading as much as they would have liked. This meant that they were more reluctant to agree to economic sanctions because they would damage trade even more. The League then had to rely on moral condemnation which was largely ineffective.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Depression led to extremists coming to power in some countries.' 'The Depression encouraged militarism.' 'The Depression made countries weaker economically.' 'The Depression encouraged countries to annex new lands.' 'The Depression meant that many governments had less to spend.' 'International trade was suffering.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It made it much more difficult for the League to get things done.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'The greatest successes of the League were achieved by its agencies.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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 statement. For example, a lot of work was done to help refugees. Fridtjof Nansen headed the League's Refugee Organisation and managed to help 425,000 displaced persons either to return home or find new homes between 1920 and 1922. Many of these had been prisoners of war stranded in Soviet Russia, Poland, France, Germany and Turkey. His team found suitable transport, set up temporary camps, taught new trades and skills and issued identity documents. It was a great success.' **OR** e.g. 'I disagree with this. Some of the greatest successes of the League were to do with sorting out international disputes. The League settled the dispute between Sweden and Finland over the rival claims to the Aaland Islands in the Baltic Sea. Most of the islanders wanted to be ruled by Sweden, but the League investigated and awarded the islands to Finland with safeguards for the islanders. Sweden accepted the decision.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Its agencies helped many refugees to return to their homelands after the 1st World War.' 'The Health Organisation helped Russia deal with a typhus outbreak.' 'The Health Organisation started a campaign to exterminate mosquitoes, reducing malaria and yellow fever.' 'The Slavery Commission freed slaves in Sierra Leone.' 'The International Labour Organisation limited the working hours for young children.' 'The League resolved the Aaland Islands dispute by giving them to Finland.' 'The League organised a plebiscite to resolve the dispute over Upper Silesia.' 'The League successfully resolved the dispute between Turkey and Iraq over Mosul.' 'The League intervened over the border dispute between Greece and Bulgaria.' 'The League settled the differences between Columbia and Peru.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the agencies did much better work. They helped a lot of people all round the world.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**What was agreed at Yalta about the future of Poland?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There would be free elections as soon as possible.' 'A provisional government would be set up.' 'Both members of the Lublin government and exiled Poles would be in the provisional government.' 'The Polish eastern border would follow the Curzon Line.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(b)	**Why was the Marshall Plan important to the United States?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Marshall Plan was a way of establishing US control over western Europe. It made western Europe dependent on the US and drew it into the capitalist system. America needed to sell its goods to keep its economy going. Europe would only be able to buy these goods if it was in good economic condition. So the Marshall Plan was to help Europe recover after the war, and then it would provide markets for American goods.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'For the US it was a way of gaining economic control of Europe.' 'It was important for the USA because it would help keep communism out of western Europe.' 'For the USA it was a way of preventing an economic slump across the world.' 'For the USA it was a way of making western Europe dependent on the US dollar.' 'The USA wanted to create markets for US exports.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it would help the Americans to achieve their aims.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**'Between 1945 and 1948, the United States and the USSR disagreed over the future of Germany.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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 disagree with this statement. They were able to agree on some things at the beginning of this period. When they met at Yalta in 1945, they agreed that Germany should be divided into four zones under Russian, American, French and British control. They also agreed that Berlin would be divided in the same way. They also agreed that unconditional surrender was required from Germany and that it would have to pay reparations, especially to Russia. Even when they met at Potsdam they agreed on some things such as Germany being denazified.' **OR** e.g. 'I agree with this statement because as this period went on they found it harder to agree. When they met at Potsdam there were disagreements over whether they wanted Germany to recover. Stalin was afraid of a strong Germany and so wanted to cripple it so that it could not recover. The USA saw Germany as a future protection against the Soviet Union and so wanted it to recover.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'They agreed that Germany should be divided into four zones.' 'They agreed that unconditional surrender was required from Germany.' 'They agreed that Germany should pay reparations.' 'Stalin wanted to break Germany up but the USA disagreed.' 'Stalin wanted Germany crippled but the USA wanted it to recover.' 'They agreed that Germany should be denazified.' 'They agreed where the Polish/German border should be.' 'They agreed that Germany should be treated as one economic unit.' 'In 1946 the American and British zones were merged into one zone called Bizonia. Russia was angry about this.' 'In the western zones a multi-party system began to emerge but this did not happen in the Soviet zone.' 'The Soviets were much keener than the USA to collect reparations from Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They disagreed about a lot of things over Germany but there were some things they agreed on.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe moves against Soviet control in Eastern Europe in 1989.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In Hungary people began dismantling the fence between Hungary and Austria.' 'In Poland there were free elections.' 'In Poland Solidarity won the elections.' 'In Poland a member of Solidarity became Prime Minister.' 'In June Poland became independent of the USSR.' 'In September Hungary became independent of the USSR.' 'In October there were mass demonstrations when Gorbachev visited East Germany.' 'In November the Berlin Wall was removed and free movement begins.' 'In November Czechoslovakia opened its borders with the West.' 'In December Communist governments fell in Czechoslovakia, Bulgaria and Romania.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why was Dubček 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. 'Dubček was important because he led the Prague Spring which was an attempt to introduce more freedoms into Czechoslovakia. This was important because he remained a Communist and loyal to the USSR but Soviet tanks were still sent in. This shows that the USSR was not going to allow any changes at all.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He was important because he was leader of Czechoslovakia in 1967.' 'He was important because he tried to introduce 'socialism with a human face' into Czechoslovakia.' 'He was important because he tried to introduce reforms into Czechoslovakia.' 'He was important because he refused to back down to the Soviets.' 'He was important because his reforms led to Soviet tanks moving into Czechoslovakia.' 'He was important because he showed that the Soviets were not going to allow any reforms at all.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Dubček was important because he made lots of changes that changed people's lives.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**Which was the more serious problem for the Soviet Union, Hungary in 1956 or Solidarity in 1980–81? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was the more serious problem for the Soviet Union' **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. 'Hungary in 1956 was a bigger problem for the USSR because it was a violent uprising against Soviet control. There were demonstrations against Soviet control and Nagy started to introduce reforms. He even said that Hungary would leave the Warsaw Pact. This was very serious for the USSR because it would weaken the Warsaw Pact and communism generally. The Soviets sent in tanks and troops and there were battles in the streets. Soviet control in Hungary was nearly overthrown which would have also weakened the Soviet Union.' **OR** e.g. 'I think that Solidarity was a bigger problem for the Soviets. In 1980 in Poland, mass strikes and demonstrations started. These were well organised by Solidarity which was a trade union. By August the government had agreed to all of Solidarity's demands and by 1981 its membership was over 9 million. It was strong enough to form a government and it also announced that it was fighting for the rights of people across communist countries. This was a real threat to Soviet control in Poland and could have spread to other Soviet controlled countries. It was so serious that the Soviets ordered the imprisonment of Solidarity leaders and the organisation was crushed.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'There were mass demonstrations in Hungary against Soviet control.' 'The Hungarian government threatened to leave the Warsaw Pact.' 'The Soviets had to send tanks in.' 'There were pitched battles in the streets in Hungary.' 'Solidarity had taken over the Polish government.' 'Solidarity had the support of over 9 million Poles.' 'Solidarity could have spread to other communist countries.' 'The Soviets had to lock up the leaders and crush Solidarity.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that Solidarity was more important because nothing like that had happened before.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**Describe the impact of tanks in the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'At first they had little impact because they kept breaking down.' 'When first used, they caused panic amongst the enemy.' 'They had an impact at Cambrai in 1917 when they broke through enemy lines.' 'At Amiens they had an important impact by breaking through the German front line.' 'There was no major breakthrough on the Western Front until tanks were used.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(b)	**Why were the French determined to defend Verdun?**	**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 French were determined to defend Verdun because I think it was crucial to the outcome of the war. If the Germans had won, they would have gained a clear strategic advantage because the accessible route to Paris would have been exposed, making the city vulnerable. Taking the French capital would probably have given the Germans victory, so defending Verdun at all costs was the priority.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'A German victory would have been a terrible blow to French morale.' 'The Allied effort in other parts of the Western Front would have been seriously weakened.' 'French defeat would threaten the route to Paris.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought Verdun was very important in the war and knew that it had to be defended at all costs.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**How far did Haig mismanage the Battle of the Somme? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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. 'Haig did badly mismanage the Battle of the Somme. He planned that heavy artillery fire would destroy German defences and make it easier for his troops to advance. He got it wrong. Haig hoped that seven days of heavy shelling would destroy the German defences. He hoped that the shells would blow huge gaps in the defensive wire protecting the German trenches. Haig over-estimated the impact of the shells. The German dugouts were deep underground and reinforced by concrete and, as a result, the shells had little effect. The wire was tangled into a dense mass rather than having huge holes blown in it.' **OR** e.g. 'Haig was right to fight the Battle of the Somme as he did. The Western Front was fought through trench warfare. There was no choice about that, as it was a new type of warfare. He, like everyone else, was trying to find new tactics for fighting this type of warfare. His methods did work to some extent. Many Germans were killed, Verdun was relieved and as a result of the Somme in 1917 the Germans retreated to the Hindenburg Line.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'The heavy artillery did not destroy the German defences.' 'Many of the shells were poor quality and some did not explode.' 'The wire was not cleared from in front of the German defences.' 'British intelligence had not discovered the depth and fortification of German dugouts.' 'Heavy cloud meant reconnaissance aircraft could not tell what damage had been done by the artillery.' 'When the artillery firing stopped, it gave the Germans warning of an imminent attack.' 'German machine gunners concentrated their fire on the gaps in the wire.' 'The British troops were walking slowly, giving the Germans time to regroup.' 'After the failure of the first wave, the attacks continued, causing massive casualties.' 'Haig did not use tanks on the first day of the battle.' 'He kept on using the same tactics even when it was clear they were not working.' 'Haig wanted to attack in Belgium but he attacked at the Somme because that was where the French wanted to attack.' 'Trying to use overwhelming force was a tactic that made sense in trench warfare.' 'A more professional and effective army emerged from the battle because of this experience of fighting large-scale war.' 'Some new tactics were developed in the war such as the use of tanks and creeping barrages.' 'The battle relieved pressure on the French at Verdun.' 'The German army had an enormous number of casualties, especially officers, and never recovered from the battle.' 'As a result of the Somme in 1917, the Germans retreated to the Hindenburg Line.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Yes, he was using the wrong tactics and they were disastrous.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(a)	**Describe what happened to British and ANZAC troops at Gallipoli in 1915.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They landed on the beach and were directly in the line of fire of the Turkish machine gunners.' 'They suffered heavy casualties on the beach.' 'They were dropped off at the wrong place and were faced with steep cliffs.' 'They suffered from the great heat and shortage of water.' 'They were trapped on the beaches.' 'Disease quickly spread through the troops.' 'They suffered floods and very cold weather.' 'They attempted a second attack in August but little progress was made.' 'They withdrew in November after suffering heavy casualties.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why was Russia's participation in the First World War 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. 'Russia's participation was important because it meant that Germany had to fight on two fronts – in the east as well as the west. Russia mobilised very quickly and Germany had to declare war on it much earlier than it had planned. This increased the pressure on a quick victory over the French which was not achieved. Germany had planned on defeating France first and then fighting with Russia, but Russia's early entrance into the war spoiled the German plan and it ended up fighting on two fronts.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The danger from Russia meant the Germans leaving more troops in the east.' 'The threat from Russia led to a change and weakening of the Schlieffen Plan.' 'Russia entering the war quickly put more pressure on Germany advancing quickly in the west.' 'Germany had to fight on two fronts.' 'Early Russian advances meant Germany had to send reinforcements to the east.' 'Russia's participation in the war led to much suffering and dissatisfaction in Russia.' 'Russia's participation led to the fall of the Tsar and the Bolshevik Revolution.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Its participation was important because it meant the enemy had more countries to fight against.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'The blockade of Germany by the British navy was more effective than the German unrestricted U-boat campaign.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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 blockade of Germany was more important. This was because Germany was not able to feed its people very well. The blockade stopped food supplies getting through to Germany and people had less and less to eat. They ended up having to eat turnips. This caused food riots across Germany. This put pressure on the German government to ask for an armistice.' **OR** e.g. 'The U-boat campaign was very important. Britain depended on food and other supplies from the USA. These came on ships across the Atlantic. However, in 1917 Germany started unrestricted warfare using its U-boats. Hundreds of merchant ships were sunk and supplies for Britain started to run out. Britain even had to introduce rationing because it had so little food.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'The blockade of Germany led to food riots in Germany.' 'The blockade of Germany led to Germany running out of food and supplies for its armaments.' 'The blockade of Germany forced Germany to ask for an armistice.' 'The U-boat campaign was defeated by the use of convoys.' 'The U-boat campaign led to Britain having little food.' 'The U-boat campaign led to Britain having to introduce rationing in 1917.' 'The U-boat campaign was defeated by the use of mines in the North Sea.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the blockade of Germany was more successful because it worked really well.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(a)	**Describe cultural developments in Weimar Germany.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There was free expression and so the arts flourished.' 'New painting styles emerged like that of George Grosz.' 'In architecture the Bauhaus style appeared.' 'The German cinema with stars like Marlene Dietrich flourished.' 'Night clubs and dance bands became very popular.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(b)	**Why was the Treaty of Versailles important to the Weimar Republic?**	**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 to the Weimar Republic because the Republic was blamed for the Treaty of Versailles. Many Germans did not believe that Germany had been defeated and when they heard the terms of the peace treaty in 1919, they were disgusted. Germany had been blamed for the war, had to pay reparations and had lost most of its armed forces as well as land. Ebert who headed the first government of the Republic had to sign the treaty but as the first act of the new Republic this was a disaster. The treaty was important to the Republic because it led many people to oppose the Republic.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was important because the politicians of the Republic became associated with the unpopular treaty.' 'This was because it caused many people to dislike the Republic.' 'Many people blamed the Republic for the Treaty of Versailles.' 'Dislike of the treaty led to opposition to the Republic by Kapp.' 'It turned right wing politicians against the Republic.' 'It was the first treaty signed by the government of the Republic.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it made great changes to Germany which caused lots of problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(c)	**'The Weimar Republic solved its economic problems.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Yes, I agree with this statement. Stresemann brought economic stability and confidence back by ending hyperinflation, introducing a permanent currency, the Reichsmark, and by reducing government spending. Stresemann had worked closely with the Americans in securing loans under the Dawes Plan, which was invested in German industry. Stability was brought back, and industrial production went up as did wages.' **OR** e.g. 'To a greater extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, and if the loans were recalled Germany would be in serious trouble again. As it was, agriculture never fully recovered, unemployment remained stubbornly high and small businesses continued to struggle. When the Depression hit the USA and it wanted its loans back, Germany was in trouble. It became clear that its so-called recovery depended on these loans.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Hyperinflation ended.' 'The new currency worked well.' 'Industrial production reached pre-war levels by 1928.' 'People's wages went up and their working conditions improved.' 'Reparations were being paid.' 'The economy was built upon foreign loans.' 'The problem of unemployment was never solved.' 'Peasant farmers did not prosper as they were overproducing.' 'The middle classes were not doing well.' 'As soon as the USA recalled the loans, Germany was in trouble.' 'German businesses went bankrupt and unemployment shot up.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I do not think all the economic problems were solved. There were plenty of things that still needed to be sorted out.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(a)	**Describe Nazi racial theories**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Aryan race was the superior race.' 'The German race had to be kept pure and perfect.' 'Races like gypsies and Jews were inferior.' 'The Jewish race was inferior and should not be allowed to mix with pure Germans.' 'The Jewish race should be exterminated.' 'Everything that had gone wrong in Germany such as the defeat in the war was because of the Jews.' 'The inferior races were a drain on Germany.' 'Only pure Germans could become German citizens.' 'Gypsies were 'undesirables'.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why did dissatisfaction with the Nazi regime increase during the 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. 'Some young people became more dissatisfied with the Nazis during the war. This was because the Hitler Youth became stricter and more geared towards training young men to become soldiers in the war. It was less fun and largely consisted of military drills. Some young people joined groups like the Edelweiss Pirates. They rebelled against the Nazis and even attacked members of the Hitler Youth.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Hitler Youth became stricter and less enjoyable.' 'This was because the regime introduced food rationing.' 'People had to work long hours and give up lots of things.' 'The regime closed down many forms of entertainment.' 'Women were drafted into the labour force even if they did not want to be.' 'The SS's control kept increasing.' 'People were saturated with propaganda.' 'The German people had to endure bombing raids.' 'People had less freedom.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Life became much harder and people blamed this on the Nazis.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**How far did women accept Nazi policies towards them? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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. 'Many women accepted the Nazi policies. They were bribed to do the things the Nazis wanted like get married, have lots of children and stay at home and look after the family. They were given rewards for having children. They were also bombarded with propaganda about their 'proper roles'. This happened at school, in the German Maidens' League and everywhere around them. They were conditioned into thinking the Nazi policies were the right ones.' **OR** e.g. 'Some women did not accept Nazi policies. In peacetime, some were very unhappy when they were forced out of the professions and discouraged from being in the workplace. These women had enjoyed the freedom brought about by having their own careers. This had all been introduced during the Weimar Republic and these women did not want to lose their new independence and freedoms.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'Women in rural areas agreed the woman's role was to have children and look after the family.' 'Women were indoctrinated in the German Maidens' League to think Nazi policies were right.' 'Many women accepted the Nazi policies because they were given rewards for having children.' 'Some women resented having to give up their jobs in the 1930s.' 'Some women hated losing the freedoms they had gained under Weimar.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nazis' role for women in wartime became confused.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(a)	**Describe the agricultural reforms introduced by Stolypin.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Wealthier peasants were allowed to buy land.' 'Peasants were encouraged to leave the mir communes and farm for themselves.' 'The reforms increased agricultural production.' 'New farming methods were used on the larger farms.' 'They set up a peasants' land bank.' 'They began to create a middle-class peasantry who owned their own farms.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(b)	**Why was the October Manifesto 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 Tsar issued this during the 1905 Revolution. There was a possibility that if he took no action he would be overthrown. To prevent this, Nicholas needed to reform Russia and satisfy some of the discontented groups. In his October Manifesto, the Tsar offered the people reforms. The middle-class liberals were delighted that their voices would now be heard and supported the Tsar in putting down the revolution.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It helped the Tsar end the revolution.' 'Nicholas produced the October Manifesto, which was a move towards democracy.' 'Nicholas offered the people a Duma.' 'It divided the Tsar's opponents.' 'It won the Tsar the support of the middle classes.' 'It offered people reforms such as free speech and political parties.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because it gave a lot of help to the Tsar.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'The rioting in St Petersburg was the main reason for the abdication of the Tsar in March 1917.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation '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 would disagree with this. I think it was the First World War that forced the Tsar to abdicate. In 1915 the Tsar took personal command of the army. He was no good as a military commander and the war went from bad to worse for Russia with millions of casualties and soldiers deserting. The Tsar was personally blamed for these disasters and they made him very unpopular.' **OR** e.g. 'The rioting in St Petersburg had got very bad by March 1917. There were strikes all over the city and industry came to a standstill. The workers rioted and demanded bread. When the Tsar ordered his army to put down an alternative government set up by the Duma, it refused. Soldiers then joined the demonstrators and they marched to the Duma demanding it took over the government. At the same time, revolutionaries were setting up the Petrograd Soviet to control the city. It was clear that the Tsar was finished.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'The rioting led to an alternative government being set up.' 'The rioting brought St Petersburg to a standstill.' 'The army refused to put the demonstrations down.' 'The Tsar was very unpopular because the war was going badly.' 'The Fundamental Laws meant the early Dumas achieved very little.' 'He upset many liberals by his repressive policies.' 'Rasputin was very unpopular and this rubbed off onto the Tsar.' 'The Petrograd Soviet meant he lost control of the city.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The rioting was very serious but there were other factors that made the Tsar unpopular and forced him to abdicate.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**What were the terms of the Treaty of Brest-Litovsk?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Russia lost some of its best agricultural land and industrial areas.' 'Russia lost 34% of its population.' 'Russia lost most of its coalmines.' 'Russia had to pay 300 million gold roubles.'	
	Level 0 No evidence submitted or response does not address the question **0**	**0**

Question	Answer	Marks
14(b)	**Why was Kornilov important in 1917?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'Kornilov was important because he made the Provisional Government ask the Bolsheviks for help and this really showed how weak it was compared to the Bolsheviks. He led troops towards Moscow to restore order and get rid of the Bolsheviks and the Provisional Government. The Provisional Government was too weak and had to ask the Bolsheviks for help and they organised the Red Guards.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'He led troops towards Moscow.' 'He showed how weak the Provisional Government was.' 'He showed how strong the Bolsheviks were.' 'His actions prepared the way for the Bolsheviks to seize power.' 'He showed that the army was not going to defend the Provisional Government.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He was important because his actions influenced events a lot in 1917.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**Which was more important for the Bolsheviks, War Communism or the New Economic Policy (NEP)? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was more important for the Bolsheviks' **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. 'War Communism was more important for the Bolsheviks because it helped them win the Civil War. It gave them total control over the economy. They took over factories, banned strikes and made the workers work very hard. As a result, industrial production went up, which meant that lots of armaments were produced for their army. They also forced peasants to hand over surplus food to feed the army. Without all of this, the Bolshevik army would have struggled to win the Civil War.' **OR** e.g. 'I think that the NEP was more important. War Communism was very unpopular. It caused food shortages and a famine. This led to a mutiny by sailors at the Kronstadt naval base. This was a real threat to the Bolsheviks because the sailors were their natural supporters. It persuaded Lenin to change tack and introduce the NEP. This got rid of War Communism, introduced some private ownership and allowed peasants to keep their surplus produce. This increased food production and saved the Bolsheviks. Without the NEP they may have been overthrown by strikes and riots.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'War Communism helped the Bolsheviks win the Civil War.' 'War Communism allowed the Bolsheviks to take control of factories and the food surplus of peasants.' 'War Communism helped the Bolsheviks feed and arm their army.' 'War Communism led to famine and unpopularity for the Bolsheviks.' 'The NEP rescued the Bolsheviks when they had become unpopular.' 'The NEP increased food production and helped feed the Russian people.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think War Communism was more important because without that, the Bolsheviks would not have been able to survive.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(a)	**Describe the impact the motor car had on the lives of Americans in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It provided hundreds of thousands of people with well paid jobs.' 'It helped create the boom in the USA.' 'It was cheap to make and so many people could afford one.' 'It led to people living in suburbs.' 'It meant people could travel more and drive to holiday resorts.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why was the 'Monkey Trial' important to many Americans?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'This was a disagreement over Darwin's theory of evolution. A teacher broke the law by teaching the theory and was put on trial. It was important because it showed the difference in beliefs and way of life between those living in towns and those living in rural areas. People in the country tended to be very religious and believed what the bible said literally. They believed God made humans to be like him. Some people in the cities believed in the theory of evolution and thought that the rural dwellers were backward.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It demonstrated the great gap between the beliefs of town and country dwellers.' 'It was damaging to Fundamentalists.' 'It damaged the cause against evolution.' 'It was over how much the bible should be believed literally.' 'It was about people's strongly held religious beliefs.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because people had strong views about it on one side or the other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'Prohibition achieved its aims.' How far do you agree with this statement? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'I do not think that prohibition achieved its aims. It was meant to make the USA a better place by stopping people drinking alcohol which some people believed was damaging family life and people's lives. It failed in this. When alcohol was made illegal, gangsters stepped in and started to provide it illegally. This led to violence between gangs and to ordinary people breaking the law by buying the drinks. It also led to officials, police and judges taking bribes from the gangsters. It made the USA a more violent place with corruption and more crime.' **OR** e.g. 'I think it was successful. Alcohol, making and selling it, was banned. It had done a lot of damage to people and their families. This was a big success and it lasted from 1920 to 1933. The amount of alcohol drunk by Americans fell by 30 per cent in the 1920s and in many rural areas it was popular and strictly enforced. People were arrested for breaking the law and many illegal distilleries were seized and closed.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'It led to much gang violence.' 'It made people break the law by making their own alcohol.' 'Many people kept drinking by using speakeasies.' 'It led to police, judges and government officials being corrupted.' 'The amount of alcohol consumption did go down.' 'In rural areas it was supported and was popular.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Prohibition did not achieve its aims because it was a complete failure.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Who was Huey Long?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was a Democrat politician who had been Governor of Louisiana.' 'In Louisiana he had taxed big business and used the money to help the poor.' 'At first, he supported the New Deal.' 'He criticised the New Deal for not doing enough for the poor.' 'He wanted to take money from the very rich and share it between all Americans.' 'He wanted pensions for everyone over 60.' 'He wanted to redistribute wealth.' 'He had a 'Share our Wealth' scheme.' 'He believed in free education and minimum wages.' 'He was assassinated in 1935.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(b)	**Why did the Supreme Court oppose some parts of the New Deal?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'The Supreme Court opposed the New Deal because they thought that it interfered with the rights of the individual states. A company had been found guilty of breaking regulations of the National Recovery Administration because it sold diseased chickens and exploited workers. The Supreme Court judged that the national government had no right to prosecute the company because the NRA was unconstitutional and was undermining the rights of local states.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Supreme Court was dominated by Republicans who opposed the New Deal.' 'The Court thought that the National Recovery Administration was unconstitutional.' 'The Court thought that the Agricultural Adjustment Administration was unconstitutional.' 'The Court thought the New Deal was undermining the power of local states.' 'The Court thought that the New Deal was undermining the authority of individual states.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Supreme Court opposed the New Deal because it thought it was wrong and should not be allowed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**'The Second New Deal had more impact on the lives of Americans than the First New Deal.' 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 statement. The Second New Deal was introduced because many people thought the First New Deal was not doing enough. The Second New Deal affected the day-to-day lives of ordinary Americans more. This is because it provided pensions for the elderly and work for the sick and disabled. It also set up a scheme that insured workers if they became unemployed. These changes made a real difference. People were also given more rights because employers were forced to allow trade unions to operate.' **OR** e.g. 'I disagree with this. The First New Deal changed the lives of millions of people. Many got jobs in the Civilian Conservation Corps and farmers were helped a lot when farm production was reduced to increase prices and the incomes of farmers. It also built schools, dams and bridges which provided work and changed people's lives.'	

Question	Answer	Marks
16(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'The Second New Deal helped old and disabled people.' 'The Second New Deal gave old people pensions.' 'The Second New Deal helped tenant farmers to buy their farms.' 'The Second New Deal introduced unemployment insurance for workers.' 'The First New Deal provided millions of jobs.' 'The First New Deal helped farmers.' 'The First New Deal rescued many banks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think that the Second New Deal had a bigger effect on people because it changed their lives more.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**Describe what happened in the Marco Polo Bridge Incident of 1937.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'A Japanese soldier was missing from his unit and his commanding officer insisted he be allowed to enter Wanping to search for the soldier.' 'Troops from both sides began to arrive outside the town.' 'Both sides began firing and a battle began.' 'The Chinese were able to hold the bridge but with high losses.' 'Negotiations started in Beijing between the Japanese and the Chinese Nationalist government.' 'An agreement was reached that included the Chinese apologising and punishing those responsible.' 'The incident eventually led to the Sino–Japanese War.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why was the war against Japan important for 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. 'The war was important for China because it greatly weakened the Nationalists and Chiang Kai-shek. He did not take the Japanese invasion seriously enough because he thought that the Communists were a greater danger. He left them to do much of the fighting against the Japanese. This did not impress the Chinese people. He also was corrupt. He and his colleagues misused money from the USA. This made the Nationalists unpopular in China and when the Second World War was over, they were too weak to fight the Communists for control of China.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'It was important because it strengthened the Communists.' 'It put the Communists in a strong position in the civil war that followed the Second World War.' 'It was important because it weakened the Nationalists and Chiang Kai-shek.' 'It made the Nationalists unpopular in China.' 'It was important because China could have lost much valuable land.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was important because the Japanese had to be defeated for the good of China.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The main reason why the Long March was important was because it strengthened Mao's position as leader of the Communist Party.' 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 disagree with this statement. It was important because it gave the Communists a lot more support. During the Long March the Communists lived and worked with the Chinese peasants. They got to know them and they gave them land and armed them. This helped win over many peasants to the Communist cause, especially because the Nationalists treated them so badly.' **OR** e.g. 'I agree with this statement. Before the Long March the Communists were in danger of being wiped out. The Long March saved them and the person who got the credit for this was Mao. His organisation of the march and his leadership won him the support and loyalty of the Communist Party members. It was during the march that he was elected leader and the success of the march cemented his position as the dominant figure in the Party.'	
	Level 2 Identifies AND / OR describes **2–3** One mark for each point. e.g. 'It saved them from being destroyed at Jiangxi.' 'During the march Mao was elected as leader.' 'It gave the Communists time to recover and rebuild.' 'It gained them a lot of support.' 'It enabled them to win the support of the peasants.' 'It provided useful propaganda for the Communists.'	

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Question	Answer	Marks
17(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'I agree with this. It benefited Mao more than anyone else.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(a)	**Describe the relationship between China and India in the 1950s and 1960s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They signed an eight-year agreement in 1954 setting out the Five Principles of Peaceful Coexistence.' 'They agreed that they would respect each other's territorial integrity.' 'They agreed on non-aggression between them.' 'They agreed not to interfere in each other's internal affairs.' 'They agreed to cooperate with each other.' 'They agreed on peaceful co-existence.' 'There were border clashes in the 1950s after disputes over the borders between them.' 'There was a short war in 1962.' 'China supported Pakistan in its war with India in 1965.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(b)	**Why did relations between China and Vietnam change during the 1970s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'One reason was that tension resulted when China wanted Vietnam to copy it and try to spread communist ideas to people abroad as China did. Vietnam was not very keen on this. It did not like being told what to do by China and it wanted to concentrate on developing its own type of nationalism and communism within Vietnam.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Both countries claimed the islands in the South China Sea.' 'Both countries claimed the rights to the oil deposits in the Gulf of Tonkin.' 'China wanted Vietnam to spread communist ideas to other countries.' 'Vietnam invaded Cambodia.' 'Vietnam signed a friendship treaty with the USSR.' 'In 1979 China's army attacked North Vietnam.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because the two countries could not get on with each other.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(c)	**'China's relations with the United States were better than those with the USSR in the period 1950 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. 'I agree with this statement. Although not very good before, in the 1970s relations between the USA and China improved. The USA saw that relations between China and the USSR were getting worse and saw the chance to divide the two Communist countries from each other. In 1971 Kissinger visited China and this led to a trade agreement and a peace treaty. Relations between the USSR and China soured as Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached. Mao disapproved of Khrushchev's suggestion that Russia and the capitalist West could follow peaceful co-existence.' **OR** e.g. 'I disagree with this statement. In the 1950s the USA and China disagreed over the Korean War. In the 1960s during the Vietnam War, relations between the USA and China were very poor as China supported North Vietnam. The USA also blocked China from joining the United Nations. Meanwhile, in the 1950s economic aid continued to flow into China from Russia. This helped with Chinese economic reforms. Later, once Mao and Khrushchev had left power, relations improved.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. ‘Mao did not like Khrushchev.’ ‘Mao thought Khrushchev was betraying Marx and Lenin.’ ‘Khrushchev wanted better relations with the West.’ ‘The USSR would not help the Chinese militarily.’ ‘Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.’ ‘There were border disputes between China and the USSR in 1969.’ ‘Economic aid from the USSR continued for 7 years after Stalin’s death.’ ‘Both countries followed communism in their own way.’ ‘With the appointment of Gorbachev, relations improved slightly between China and the USSR.’ ‘The USA and China had poor relations during the Korean and Vietnam Wars.’ ‘The USA at first blocked China’s entry into the United Nations.’ ‘In 1971 Kissinger visited China.’ ‘In 1972 China and the USA signed a trade agreement.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘Relations between China and the USSR kept changing. This is also true of relations with the USA.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**What security measures did Vorster introduce after he became prime minister in 1966?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Bureau of State Security was set up.' 'The State Security Council was set up to advise the PM on security matters.' 'The Terrorism Act made terrorism a separate crime. Convicted terrorists could be given the death penalty.' 'Suspects could be detained indefinitely.' 'More money was spent on the military and every young white man was conscripted into the army for two years.' 'Greater censorship was introduced.' 'The South African Broadcasting Corporation was used to pump out government propaganda.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(b)	**Why did black South Africans benefit little from the economic prosperity enjoyed by South Africa between 1966 and 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. 'One of the reasons for this was that the majority of black South Africans lived in the Homelands where there were too many people for too few jobs. The land suffered from deforestation and dust bowl conditions so there was little farming and little food produced, causing people to live below the poverty line.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The wages of black workers remained low.' 'The income gap between black and white workers increased.' 'There was high unemployment for black workers in the 1970s.' 'Many black South Africans were in the Homelands where there was little work.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They benefited little from the prosperity because they were discriminated against.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**Which was more important in opposing apartheid, the Black Consciousness Movement or opposition from outside South Africa? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was more important in opposing apartheid' **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 Black Consciousness Movement was very important. It was created by Steve Biko in 1969. It encouraged black South Africans to be proud of being black and of their culture. They believed that they should lead the struggle against apartheid instead of relying on white people. In 1976 thousands of students, inspired by Biko, started protests in Soweto which then spread across the nation. The police shot hundreds of them, and this made the demonstrations and the shootings known around the world. This reduced the support for the South African regime. The violence started in Soweto never really ended until apartheid was ended.' **OR** e.g. 'Opposition from outside South Africa was important. Opposition from the United Nations gradually increased and apartheid was declared a crime against humanity. There were also sporting sanctions against South Africa. However, it was economic sanctions that increased in the 1980s that really hurt South Africa. Both the USA and Europe took economic action and US banks began to refuse South Africa loans. This all harmed the South African economy.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'It made black South Africans determined to carry on the struggle against apartheid for themselves.' 'The uprisings in 1976 were impossible to put down because they were widespread.' 'The Soweto riots spread across the country.' 'The Soweto protests led Botha to start introducing reforms.' 'The Soweto protests started a string of violence that never ended.' 'Steve Biko inspired many people.' 'The UN gradually increased opposition to apartheid.' 'The Organisation for African Unity set up bases outside South Africa to train terrorists.' 'In the 1980s economic sanctions increased.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Black Consciousness Movement was very important and led to a lot of people opposing apartheid.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(a)	**What was the Inkatha Freedom Party?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was founded in 1975 by Buthelezi.' 'It was mainly a political party for Zulus.' 'It was a rival to the ANC.' 'In the early 1990s there was violence between Inkatha and the ANC.' 'It campaigned for an independent and sovereign Zulu king.' 'It took part in the 1994 elections and won most of the votes in KwaZulu-Natal.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why was there an increase in violence in South Africa during the 1980s?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) e.g. 'There was an increase in violence because of the disappointment amongst black South Africans because of Botha's reforms. His constitutional reforms excluded black people from national politics. This made it quite clear that the government had no intention of moving towards a genuine democratic political system. Black South Africans decided that the only way they were going to get change was to turn to violence.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There were increased rents and electricity charges.' 'There were school boycotts because of substandard educational provision.' 'Outrage at Botha's constitutional reforms which excluded black South Africans.' 'Reaction to the violence and murder by the security forces.' 'Raids could be launched from Zimbabwe.' 'Black South Africans had no way of expressing their opinions except through violence.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This was because the situation was getting much worse and something had to be done.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**Who did more to end white minority rule, F W de Klerk or Nelson Mandela? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'who did more to end white minority rule' **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 de Klerk did more. He was president and so could make things happen. He was also the first South African President to accept that minority rule was not working and had to change. He also accomplished the difficult job of taking most white South Africans with him as well as winning the trust of Mandela and black South Africans. He got rid of the ban on the ANC, released Mandela from prison and then started negotiations with him and the ANC. This was all a tremendous achievement.' **OR** e.g. 'Mandela was more important. He had stood firm in prison and would not be released until de Klerk agreed that there would be no conditions. He then led the negotiations with de Klerk. This was difficult because there were some members of the ANC who wanted to continue the armed struggle rather than talk. Mandela realised this would end in a blood bath. He also had to deal with Chief Buthelezi, who was refusing to take part in negotiations. However, he did end up reaching an agreement and this led to the first democratic elections in South Africa.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'De Klerk realised that fundamental reforms were necessary.' 'De Klerk managed to keep most white South Africans on his side.' 'De Klerk released Mandela and lifted the ban on the ANC.' 'De Klerk was prepared to accept democracy and power sharing.' 'Mandela managed to keep most black South Africans on his side.' 'Mandela forgot any feelings of revenge and gave de Klerk concessions.' 'Mandela managed to achieve what he wanted without the country descending into civil war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think Mandela did more because he was the one who wanted to end white minority rule.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(a)	**Describe the events leading up to the Six-Day War of 1967.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The PLO was established by Nasser in 1964.' 'Syria had supported PLO raids into Israel from 1965 and there were small clashes between Syria and Israel.' 'In May 1967 Nasser learned of large Israeli troop movements close to the Syrian border.' 'Egypt moved troops into Sinai.' 'Nasser made the UN peacekeeping troops in Sinai withdraw.' 'Israel started to mobilise its forces.' 'Nasser closed the Straits of Tiran.' 'Jordan signed a mutual defence agreement with Syria and Egypt.' 'The Israeli government approved a plan for a pre-emptive strike against the Arab states.' 'The Israeli air force destroyed the Arab air forces before they could leave the ground.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why was the Six-Day War a disaster for the Arab countries?**	**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 a disaster because they lost so much land to Israel which tripled in size. The Arabs lost Gaza, the West Bank, part of Jerusalem and the Golan Heights. In fact, all three of the Arab countries, Egypt, Syria and Jordan, lost land.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'They lost land such as Gaza and the Golan Heights.' 'Israel launched a surprise attack and the Arab forces never recovered.' 'The Arab air forces were destroyed on the ground and never took off.' 'The Egyptians were pushed back to the Suez Canal and the Syrians lost the Golan Heights.' 'The Arab countries were defeated in six days.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was a disaster because it did not go well and the Arab countries came off worse.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**Which was more important, the Suez War of 1956 or the Yom Kippur War of 1973? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was more important' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Suez War was important because it was a disaster for Britain and France. It showed everybody that they were not great powers any longer. They acted because Nasser nationalised the Suez Canal. The USA had warned them not to invade, but they did. They had to withdraw because of the pressure from the USA, the USSR and the UN.' **OR** e.g. 'The Yom Kippur War was more important because oil was used as a weapon for the first time. Saudi Arabia increased oil prices by 70% and reduced supply to any country which supported Israel in the war. When the USA increased its support for Israel, Saudi Arabia and other members of OPEC introduced a complete embargo of oil supplies which had a damaging impact on the West.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'After the Suez War the British Prime Minister had to resign.' 'Suez helped cause the end of the French Fourth Republic.' 'Suez showed that Britain and France were not great imperial powers anymore.' 'Nasser had a great victory and became leader of the Arab countries.' 'In the Yom Kippur War oil was first used as a weapon by the Arabs.' 'OPEC announced an oil embargo on countries that supported Israel in the war.' 'The Yom Kippur War made the Israelis realise that a diplomatic solution was needed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'I think the Suez War was more important because of the consequences it had which were greater than those for the Yom Kippur War.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
22(a)	**Describe the use of terrorism by Palestinian organisations in the 1970s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1970 the PFLP hijacked airliners and landed them at Dawson's Field in Jordan. The planes were blown up.' 'In 1971 the Jordanian Prime Minister was assassinated by Black September.' 'In 1972 Black September kidnapped Israeli athletes at the Olympic Games in Munich. The hostages were killed.' 'In 1972 Black September hijacked a German plane and wanted fellow terrorists to be released.' 'In 1976 a French plane was hijacked and flown to Uganda. They wanted Palestinian prisoners to be released. The hijackers were killed by Israeli forces.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why have wars had an important impact on the Palestinian refugee issue?**	**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. 'Wars have had an impact on the issue of Palestinian refugees because in each war many of them had to flee their homes. In each war, the Arab countries lost land and this led to people being displaced. In the 1948–9 war, Jewish military organisations created terror and forced Arabs to flee from their villages. Hundreds of thousands fled to the West Bank and the Gaza Strip and they became refugees. Arabs claim that these people were expelled by the Israelis.'	
	Level 2 Identifies AND / OR describes reasons **2–3** (One mark for each identification/description) e.g. 'After the 1948–9 war Arabs were expelled by the Israelis.' 'After the 1948–9 war Arab leaders encouraged a mass exodus to gain support for their cause.' 'After the 1967 war more Palestinians had to flee because Israel gained Gaza, the West Bank and East Jerusalem. This created more refugees.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'This is because the wars were very destructive and did a lot of damage to a lot of people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**'Palestinian refugees have received little help.' 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 United Nations has helped the Palestinian refugees. It set up a special organisation just to help Palestinian refugees in 1948. Since then, it has set up camps for refugees in Jordan, Lebanon, the West Bank and the Gaza Strip. Altogether, there are 68 camps. It provides much educational help, providing free education to over 500 000 children. It also provides food aid, childcare and help with shelter repairs. There is also an important health programme with free primary health care, as well as helping with hospital costs and controlling the quality of drinking water, as well as providing sanitation.' **OR** e.g. 'I do not think that the Palestinian refugees have been given much help. For example, Arab states have not done much for the Palestinian cause. In 1979 they promised financial support for the PLO, but only Saudi Arabia paid its share. The Arab states also contributed little to help fund UNRWA, with the USA paying a lot of the money. Each of the Arab states used the Palestinians to help their own national interests, rather than helping the people who needed help. Even back in 1948, some Arab countries did not help the Palestinian refugees to return home because the existence of refugee camps was a useful propaganda weapon.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND / OR describes** **2–3** One mark for each point. e.g. 'In 1948 the United Nations Relief for Palestinian Refugees was set up.' 'In 1948 the UN passed a resolution for Palestinians to be allowed to return home.' 'In 1949 it set up UNRWA to provide work for the Palestinian refugees.' 'They built the first refugee camps in 1950.' 'The UN camps set up in 1950 provided education, health care and help with farming.' 'The UN built more camps after the 1967 war.' 'The UN still funds refugee camps across the Arab nations.' 'The UN provides formal identification for all Palestinian refugees.' 'Some Arab states wanted to keep the refugee issue alive as a propaganda weapon.' 'Arab states have done little to support the refugee camps.' 'PLO terrorism turned many countries against the Palestinian cause.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Palestinian refugees have had little help. That is why they still live as refugees today.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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