CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0470 HISTORY

0470/11 Paper 1, maximum raw mark 60

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.

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- The mark scheme should be read from the bottom of the page upwards.
- When marking a response, the overall criterion to be considered should be – 'How good is this response to this question?'
- The 'Level Descriptor' should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme, and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level 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

The Assessment Objectives being tested in each part of a question are:
(a) recall, description
(b) recall, explanation
(c) recall, explanation and analysis.

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1 (a) Describe the role of Kossuth in the Hungarian Revolution, 1848–49.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Kossuth was a leading figure in the revolution.'
'In 1848, he addressed the Hungarian Diet.'
'He demanded independence for Hungary.'
'Kossuth was a brilliant speaker and able to inspire people into action.'
'He demanded the immediate implementation of the 1847 reforms which had already been agreed by the Diet.'
'Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in the new Hungary.'
'Kossuth declared Hungary an independent republic with himself as president.'
'The Croats reacted angrily to Kossuth's suggestions.'
'The Croats invaded Magyar territory supported by the Austrians.'
'The Austrians asked the Russians to help defeat Kossuth's forces.'
'Kossuth's forces could not resist the troops of Tsar Nicholas I.'
'After the Hungarian surrender to the Russians, Kossuth fled.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was Louis Philippe overthrown in 1848?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Louis, the government and businessmen seemed to be becoming richer, while most were in poverty. The government did not seem to be doing anything to spread the wealth.'
'There had been a series of poor harvests and food prices were high. With poor employment because of the economic depression, many struggled to afford the high prices.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'People feared a return to 1789.'
'There had been high food prices.'
'There was much unemployment.'
'The rich seemed to get richer and the poor poorer.'
'Guizot banned a Reform Banquet.'
'The Chamber of Deputies did not feel appreciated.'
'Louis was uninspiring.'
'He had a lack-lustre foreign policy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The government had done nothing to help ordinary people.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) '**Liberalism influenced the Revolutions of 1848–49 more than nationalism.' How far do you agree with this statement? Explain your answer.**

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Many wanted the freedom to vote, worship and own land. They wanted freedom of speech and freedom of the press. People wanted a say in how their country was governed.'
OR
e.g. 'Nationalism was significant but in different ways. In Hungary, the national groups were seeking independence from an empire whilst in Germany and Italy national groups wished to unite with other states to form a larger nation.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'There was a demand for more say in how the country was governed.'
'There was unrest with the existing methods of government.'
'Royal absolutism seemed to be out of date.'
'Nationalism existed in different disguises.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Many people wanted more freedom.'

Level 0 No evidence submitted or response does not address the question **[0]**

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2 (a) Describe Austrian power over Italy at the beginning of 1848.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Congress of Vienna gave Austria control over most of northern Italy.'
'Austria had direct control over Lombardy and Venetia.'
'Through marriages, Austria had influence over Parma, Modena and Tuscany.'
'Austria had considerable military power centred around the Quadrilateral.'
'The Quadrilateral was four fortified towns on the border of Lombardy and Venetia.'
'The towns were Mantua, Verona, Peschiera and Legnago.'
'The value of the Quadrilateral lay in the great natural strength of Mantua.'
'Troops and supplies could be poured into Verona from Austria to the north.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was Mazzini important in the struggle for a united Italy?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Mazzini was able to promote the idea of an Italian state before the efforts of Charles Albert, Garibaldi and Cavour. He was able to spread his ideas through his 'Young Italy' movement, which had over 60 000 members, and through numerous writings and attempted insurrections. His 'Friends of Italy' attracted international support from liberals in many countries including Britain.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Mazzini founded 'Young Italy'.'
''Young Italy' was formed to promote Italian unification.'
'Mazzini spread his ideas through various failed uprisings.'
'Mazzini formed the Roman Republic in 1849.'
'In London, he formed the 'Friends of Italy'.'
'Mazzini kept the Italian cause in the news throughout Europe.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Mazzini was a prophet for Italian unity.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How successful were Piedmont's military campaigns against Austria? Explain your answer.

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In 1848, Charles Albert of Piedmont launched an attack against the Austrian-held Quadrilateral. Charles charged the fortresses and won the battle of Goito. Later, Charles launched another attack but was defeated at Novaro because of the experience of Radetsky and his troops.'
OR
e.g. 'In 1859, the Piedmontese joined with French forces to drive the Austrians out of Lombardy. Although it was mainly French troops which won the battles of Magenta and Solferino, the Piedmontese troops, numbering 70 000, tied up Austrian forces and went on to hold Tuscany, Modena and Parma.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)
e.g. 'Charles Albert's troops and commander were inexperienced.'
'They faced hardened veteran Austrian soldiers.'
'General Radetsky was an experienced soldier.'
'The Quadrilateral was impenetrable.'
'The Piedmontese were better trained in 1859.'
'They had shortages of maps and guns.'
'They held important areas on the battlefields.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'The Piedmont army was unsuccessful in 1848, but successful in 1859.'

Level 0 No evidence submitted or response does not address the question **[0]**

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3 (a) Describe events at Lucknow during the Indian Mutiny of 1857.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'When the Mutiny broke out, the British Commissioner, Sir Henry Lawrence, began to fortify the Residency in Lucknow.'
'Large numbers of British citizens made their way to the Residency from the outlying districts.'
'On the 30th of May, most of the Oudh and Bengal troops at Lucknow broke into open rebellion.'
'Lawrence drove the rebels away from the city with the British 32nd Regiment of Foot.'
'Lawrence led a reconnaissance force to the north of Lucknow. It met stiff resistance and retreated back to Lucknow.'
'In the siege which followed, Lawrence was killed.'
'Over 8000 sepoys attacked the Residency against 1500 soldiers.'
'The defence was heroic and several Victoria Crosses were awarded.'
'A relief force under Havelock lost over 500 men out of 2000 troops.'
'The first siege had lasted 87 days.'
'A second relief force under Sir Colin Campbell was necessary.'
'He ordered the evacuation of Lucknow.'
'The occupants, soldiers, women and children, went to Alambagh, which was easier to defend.'
'The second siege had lasted 61 days.'
'24 Victoria Crosses were earned in a single day on 16th of November during the second relief.'
'The rebels were left in control of Lucknow until its recapture in March 1858.'

Level 0 No evidence submitted or response does not address the question. [0]

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(b) Why did the Chinese resist European influence?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Qing dynasty did not want to change Chinese culture. Attitudes of the ruling elite had not changed since Ming times. It was not to question the cultural superiority of Chinese civilisation and the position of the empire as the hub of the perceived world. To promote the adoption of foreign ideas was viewed as tantamount to heresy.

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'China wanted to remain isolated.'
'China did not want any trade.'
'The Emperor believed China had all it needed.'
'He did not want to corrupt Chinese culture.'
'The Chinese thought their culture was superior to the West.'

Level 1 General answer lacking specific contextual knowledge. [1]

e.g. 'China wanted to remain alone.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How similar was the impact on Africans of French imperialism in Senegal compared to British imperialism in Nigeria? Explain your answer.

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In 1848, the French Second Republic extended the rights of full French citizenship to the inhabitants of Senegal. They had the right to vote and could pursue higher education. Senegal was a parliamentary constituency. It was ruled directly from Paris.'
OR
e.g. 'Britain controlled Nigeria by indirect rule. This meant the British ruled using the indigenous chiefs who were encouraged to rule as they had always done, administering justice. The Foreign Office only recommended interference if a chief abused his powers and then he could be removed and replaced.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)
e.g. 'The French practised assimilation.'
'The French undermined traditional rule.'
'Senegal was treated as an equal by the French.'
'The Senegalese had equal rights.'
'In Nigeria, the chiefs ruled the country for Britain.'
'Britain did not have the resources to rule directly.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'One ruled directly and the other indirectly.'

Level 0 No evidence submitted or response does not address the question **[0]**

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4 (a) What were the aims of Kaiser Wilhelm II's Weltpolitik policy introduced in 1890?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Wilhelm wanted Germany to be considered a world power.'
'Wilhelm felt his realm lacked prestige compared to the British Empire.'
'It was to have a more aggressive foreign policy.'
'To create pride in the country.'
'Wilhelm wanted Germany's presence abroad commensurate with her new industrial might.'
'Its aim was to acquire overseas colonies.'
'It meant the development of a large navy.'
'It was to gain a 'place in the sun'.'
'To expand the German Empire.'
'To encourage national pride.'
'To increase trade.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did disputes over Morocco increase European tension?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Kaiser wanted to test the strength of the Entente. He visited Tangiers in 1905 and in a speech stated that Morocco should be independent of France. At a conference in Algeciras, only Austria-Hungary supported the Kaiser. Wilhelm blamed Britain for his defeat as it had supported France.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Kaiser interfered over Morocco.'
'Britain and France stood against the Kaiser.'
'The Kaiser was trying to gain land.'
'The Kaiser was testing the Entente.'
'The Kaiser's speech in Tangiers was inflammatory.'
'The Kaiser sent a gunboat to Agadir.'
'The Algeciras Conference humiliated Wilhelm.'
'The Kaiser wanted a naval base in Morocco.'
'The disputes involved the three major European powers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Because the Kaiser was seen as a threat.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The actions of Serbia were more to blame than the actions of Austria-Hungary for the outbreak of war in 1914.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Serbia had been furious that Austria-Hungary had annexed Bosnia in 1908, but by 1913, after the Balkan Wars, Serbia emerged as the strongest power in the Balkans. Serbia wanted to unite with the Serbs and Slavic people living in the Austrian Empire, including Bosnia.'
OR
e.g. 'Austria was concerned with the growth of Serbia after the Balkan Wars and the establishment of the Balkan League. Austria did not want Serbia encouraging groups within the Empire to attempt to break away. Austria was determined to crush Serbia, especially after the assassination of the Archduke Franz Ferdinand.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)
e.g. 'Austria's seizure of Bosnia in 1908.'
'Serbia attempts to involve Russia over Bosnia.'
'Austria gains support from Germany.'
'Serbia emerges from the Balkan Wars as a powerful state.'
'Serbia's policy to join all Serbs in one larger Serbia.'
'The assassination of Franz Ferdinand by Serbian militants.'
'The reaction of the Austrians to the assassination.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both brought major powers into their disagreements.'

Level 0 No evidence submitted or response does not address the question [0]

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5 (a) What were the main terms of the Treaty of Saint Germain with Austria?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Treaty declared that the Austro-Hungarian Empire was to be dissolved.'
'Austria was to become a republic.'
'Austria had to accept responsibility for causing the war.'
'The Treaty included war reparations to the Allies.'
'Austria's army was to be restricted to 30 000.' (Figure required)
'Conscription was abolished.'
'Austria had to reduce its armaments/had to disarm/had to lose military strength.'
'Austria could not enter into union with Germany.'
'Austria had to recognise the independence of Hungary, Czechoslovakia, Yugoslavia and Poland.' (Max of two marks for countries)
'Austria lost land to Czechoslovakia.' (If Bohemia or Moravia given – another mark)
'Austria lost land to Yugoslavia.' (If Bosnia or Herzegovina given – another mark)
'Austria lost land to Italy.' (If the South Tyrol as far as the Brenner Pass, Trentino, Istria or Trieste is given – another mark)
'Austria lost land to Poland.' (Galicia – another mark)
'Austria had to accept the Covenant of the League of Nations.'
'Austria had to accept war guilt.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were Wilson's expectations of the Peace Settlement of 1919–20 different from those of Clemenceau?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'France had made a greater sacrifice during the War than the USA and Clemenceau realised there was a national desire for revenge against Germany. Wilson took a more detached view of the peace proceedings because America had only been in the War for just over a year and no American territory had been invaded and casualties were relatively light.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Clemenceau wanted security for France in the future.'
'France had been invaded for the second time in fifty years.'
'France and Germany shared a border.'
'Clemenceau wanted to weaken Germany's armed forces and economy.'
'Wilson hoped to produce a fair and lasting peace.'
'Wilson wanted the League of Nations.'
'He wanted his Fourteen Points implemented.'
'His approach was based on ideals and high principles.'
'Clemenceau was interested in 'self-interest'.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The countries' experiences were so different.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The War Guilt Clause was the main cause of German bitterness towards the Treaty of Versailles.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The War Guilt Clause forced Germany to accept full responsibility for the War. Germany thought the clause was particularly unfair as they thought the blame should be shared. They were forced to accept blame and, therefore, had to pay for all the damage through reparations.'
OR
e.g. 'Germany was required to pay reparations to the Allies of £6600 million. The German economy was already in tatters and Germans feared the reparations would totally cripple them. Germans thought the total was too much especially as the Treaty had taken away from Germany industrial areas such as the Saar and Alsace-Lorraine.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. <u>WAR GUILT CLAUSE</u> –'Germany did not accept that it was solely the cause of the War.'
'The WGC left Germany open to reparations.'
'Germany was responsible for loss/damage to the Allies.'
<u>OTHER CAUSES</u> – 'The reparation payments were too much.'
'The military reductions left Germany almost defenceless.'
'Some Germans finished up living in other countries.'
'Germany was divided in the east.'
'The Saar Basin was a major coalfield area lost from Germany.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'In the eyes of Germans, it was clearly not true.'

Level 0 No evidence submitted or response does not address the question [0]

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6 (a) Describe what happened in Guernica in April 1937.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Guernica was bombed.'
'Germany used the Luftwaffe/Condor Legion.'
'Over 1500 civilians were killed.'
'The Germans were attacking to support the efforts of Franco.'
'The Germans used blitzkrieg tactics.'
'The town was devastated with waves of bombing.'
'Planes bombed and strafed targets in Guernica.'
'The Germans used thermite as an incendiary to create a firestorm in the centre of the town.'
'The attack took place in daylight.'
'The attack was a test for the German air force.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Hitler want to remilitarise the Rhineland?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'One of Hitler's foreign policy aims was to pursue an aggressive policy in the east, taking over Poland and the west of the USSR. Germany was vulnerable from the west and so to achieve his aims meant he had to make the Rhineland secure.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'To break the Treaty of Versailles.'
'To strengthen Germany's western frontier.'
'To test the desire for war held by the British and the French.'
'He knew many people in Britain thought it was 'his own back yard'.'
'It was part of his foreign policy.'
'He wanted to test the League.' / 'To show that the League did not see his actions as important.'
'He wanted to gain the support of the German public.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'To remove reminders from the past.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The Nazi-Soviet Pact was more advantageous to Stalin than it was to Hitler.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Hitler had avoided the immediate possibility of fighting a war on two fronts. He knew he could invade Poland without having to worry about what action the USSR would take.'
OR
e.g. 'Stalin believed that the USSR would have to fight Germany in the future. The Pact gave him time to build up his military strength. Occupying part of Poland would also give Stalin a buffer between Germany and the USSR.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Hitler could invade Poland.'
'Hitler had avoided a war on two fronts.'
'It gave Hitler confidence.'
'Stalin would delay war with Hitler.'
'Stalin would gain part of Poland.'
'Stalin gained time to re-arm.'
'The Pact stated that they would not attack each other.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave both sides a short term benefit.'

Level 0 No evidence submitted or response does not address the question [0]

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7 (a) What was the 38th Parallel in relation to the Korean War?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It is the line (of latitude) that separates North Korea and South Korea.'
'It was the boundary of the Communist North with the capitalist South.'
'It was chosen as the frontier between the American and Soviet sectors of Korea in 1945.'
'It was intended as a temporary dividing line.'
'The 38th Parallel marks the approximate start of the two sides in the Korean War.'
'It was the finishing position of the two sides at the end of the Korean War.'
'It was the crossing of this boundary which resulted in United Nations action.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did North Korea invade South Korea in June 1950?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Kim Il-Sung wanted to unite Korea under Communist rule. He thought this was possible because he had the support of fellow Communist leaders, Stalin and Mao Zedong, and Kim thought it was unlikely that the USA would respond.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Kim Il-Sung wanted to unite Korea.'
'North Korea thought it was the legitimate government of Korea.'
'Kim had the support of Communist leaders.'
'North Korea's armed forces were stronger than South Korea's forces.'
'Kim thought the USA would not respond.'
'Kim thought that Korea was not a high priority for the USA.'
'Kim wanted to spread Communism.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'North Korea thought it would be successful.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'America was more successful in Korea than it was in Vietnam.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'It appears that the USA used the UN to reinforce its foreign policy over the Korean issue and containing communism. The USA was determined to end the aggression of North Korea in 1950. Although it did not unite Korea under Syngman Rhee, it pushed back the communists to the 38th Parallel.'
OR
e.g. 'The war in Vietnam was a disaster for US foreign policy. The US wanted to stop the domino effect whereby if one country fell to communism then the surrounding ones would follow. As a result of Vietnam becoming Communist, so did Laos and Cambodia.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. Korea – 'The USA persuaded the UN to support their actions.'
'Containment was successful.' (The spread of Communism was halted)
'US forces, under the UN, pushed the North back to its border.'
'America was accused of being expansionist.' (Going into N Korea)
'UN/American forces were pushed back to the 38th Parallel.'
'US accused of missing opportunity to destroy Communism in China.'
'Relations with China and USSR strained further.' (Cold War)
Vietnam – 'The US failed to stop the spread of communism from the north.'
'The USA failed because the whole of Vietnam became communist.'
'As a result, neighbouring Laos and Cambodia became communist.'
'Military personnel suffered psychological effects.'
'Land was left damaged by chemicals.'
'Resulted in Nixon ending containment policy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was some success in Korea.'

Level 0 No evidence submitted or response does not address the question [0]

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8 (a) Describe how Saddam Hussein ruled Iraq.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Saddam ruled as a dictator.'
'He was Chairman of the RCC, Prime Minister and Commander-in-Chief of the Armed Forces.'
'Saddam modelled his regime on his political hero, Stalin.'
'He purged his own party, the Baath Party, of possible rivals.'
'Within weeks of becoming President, 55 were executed or imprisoned.'
'He purged the Army of senior officers.'
'The government was dominated by Sunnis.'
'His government was harsh and repressive.'
'He deported 200 000 Shiites to Iran.'
'He regularly attacked the Kurds, using mustard gas and cyanide.'
'Saddam almost obliterated the Marsh Arabs in south-east Iraq.'
'Saddam set about projecting an image of himself as all-powerful, father-style leader of the nation.'
'Saddam was glorified with statues and portraits.'
'His birthday was a national holiday.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Saddam Hussein invade Kuwait in August 1990?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Saddam hoped to acquire new oil wealth and 120 miles of Gulf coastline. Iraq would also be in an excellent position to dominate Saudi Arabia from the south and west. Saddam hoped to become the most powerful Arab leader in the Middle East.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'In 1922, when boundaries were established, the Iraqi government did not recognise the border with Kuwait.'
'There were historic links between Kuwait and Basra.'
'Iraq wanted a more secure outlet to the sea.'
'Saddam wanted control of Kuwait's oil wells.'
'Saddam blamed the Kuwaitis for over-production causing an oil price drop which hit the Iraqi economy.'
'Saddam did not want to repay the $14 billion loan from Kuwait used to fight the war with Iran.'
'Saddam thought Kuwait was 'slant drilling' under the border.'
'Saddam hoped to achieve prestige.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Saddam thought Kuwait belonged to Iraq.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The greatest impact of the First Gulf War was on the Iraqi people themselves.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Saddam's position had been weakened in that there was possible future international intervention in Iraq unless Saddam fully complied with UN Security Council Resolution 687 which called on him to dismantle his non-conventional weapons.'
OR
e.g. 'The main casualties of the war were the Iraqi people with 100 000 civilian deaths and 20 000 soldiers killed. They had to suffer shortages of food and medical supplies, inadequate supplies of clean drinking water and reduced access to welfare services.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)
e.g. 'Saddam had suffered a humiliating military defeat.'
'Saddam had to comply with a UN Resolution.'
'There were many civilian casualties.'
'There were extreme shortages of food, water and electricity.'
'Sanctions hit the ordinary people most.'
'There was malnutrition and a huge rise in infant mortality.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Most of the Iraqi population lost their basic services.'

Level 0 No evidence submitted or response does not address the question [0]

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9 (a) Describe conditions that faced soldiers in the trenches.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Thousands of soldiers and horses lived close together.'
'Sanitation arrangements were makeshift.'
'In the summer, the smell of the trenches was appalling.'
'There were rotting corpses, sewage and unwashed soldiers.'
'Conditions encouraged rats and the soldiers could be infested with lice.'
'In wet weather soldiers spent much of their time up to their ankles or knees in water.'
'Thousands suffered from 'trench foot', caused by standing in water for hours or days.'
'In winter, the trenches offered little protection from the cold. Many soldiers got frostbite.'
'Constant fire causing 'shellshock'.'
'Life could be tedious in the trenches between attacks leading to boredom.'
'Food rations were generous even though some complained of only getting tinned beef and jam.'
'Constant noise from the artillery guns.'
'They were in constant fear.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did 'stalemate' develop on the Western Front?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'By early 1915, both sides had constructed continuous lines of entrenchments that stretched from the Channel coast of Belgium to the Swiss border. This made it impossible for either side to outflank the other, so all attacks had to be frontal assaults against well protected enemy entrenchments, which made a decisive breakthrough very difficult.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The halting and failure of the Schlieffen Plan.'
'The Battle of the Marne ended open warfare.'
'Neither side could encircle each other to entrap the other's armies.'
'Both sides were evenly matched.'
'The generals lacked imagination and kept trying the same tactics.'
'Trenches gave protection.'
'The machine gun kept troops pinned down in their trenches.'
'They developed as a defensive tactic.'
'As a response to the 'Race to the Sea'.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The defences had the advantage.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How effective were new technologies in attempts to break the stalemate on the Western Front? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Despite the panic that it caused, the effectiveness of poison gas was limited. Only 4% of war deaths came from gas. Both sides developed gas masks which offered some protection. As the war went on, the Germans ran out of chemicals.'
OR
e.g. 'Although early tanks broke down and often did not get across no-man's land, later tanks became more reliable and quicker. When used in large numbers, such as at Amiens and Cambrai, the German lines could be breached.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)
e.g. 'Gas only accounted for a small number of deaths.'
'Gas masks were created.'
'Tanks scared the Germans but they often broke down.'
'Tanks used in large numbers were effective.'
'Aircraft were useful for spotting the enemy.'
'The machine gun was most effective, accounting for over 90% of deaths.'
'The flame thrower with its petrol was often as dangerous to the user as it was to the enemy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The machine gun was an effective weapon but it did not achieve a breakthrough.'

Level 0 No evidence submitted or response does not address the question [0]

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10 (a) What happened at the Battle of Amiens in August 1918?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'This was an Allied offensive to launch the fight back from the German Spring Offensive.'
'It lasted from 8th to 12th of August.'
'The attack started at 4.20 a.m. and caught the Germans off guard.'
'Allied forces advanced seven miles on the first day.'
'The German Army suffered (30 000) casualties (dead and wounded) on the first day.'
'The battle sapped the morale of the German troops.'
'Large numbers of German troops surrendered.'
'Ludendorff described the first day of the battle as the 'black day of the German Army'.'
'Amiens was one of the first major battles involving large scale armoured warfare.'
'It brought the end of trench warfare on the Western Front.'
'Fighting became mobile rather than static.'
'The battle involved British, French, American, Australian and Canadian forces.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Germany agree to an armistice?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Ludendorff Offensive made much progress in March–April 1918, but a counter attack by the Allies drove the Germans back inflicting 400 000 casualties. This left the German troops exhausted and low in morale. In August, another 400 000 were taken prisoner with 400 field guns. With such losses, the Germans could not fight on.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The German Army was exhausted.'
'The Germans lost 400 000 men in the Ludendorff Offensive.'
'The Offensive failed to reach Paris or the Channel ports.'
'The Germans could not resist the overwhelming number of guns, aircraft and tanks against them.'
'The US army brought in a large number of troops and supplies.'
'The British blockade caused great food shortages and discontent with the German civilians.'
'The U-boat campaign had been defeated by the convoy system.'
'Allied defences and forces were co-ordinated under General Foch.'
'Germany's allies, Turkey and Austria, were talking about surrender.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Germans could not continue fighting.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The main reason revolution broke out in Germany in 1918 was the Kiel Mutiny.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The mutiny was a reaction to a plan to launch a large naval assault on Britain's High Seas Fleet. Tired, hungry and aware that armistice talks were on-going, most of the sailors either refused to return from leave or refused to set sail.'
OR
e.g. 'The main long term cause of the German Revolution was war weariness. In July 1917, the Reichstag demanded a peace without major annexations and reparations, but it was not until late September 1918 that Ludendorff and Hindenburg would consider peace.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'The long term cause was war weariness.'
'The stubbornness of Ludendorff and Hindenburg.'
'The October Reforms transferred power to the Reichstag.'
'Awareness an armistice was close.'
'Influence of Communist ideas.'
'The continuing naval blockade.'
'Reaction to Scheer's plan.'
'Riots broke out across the country against the war and food shortages.'
'In Bavaria an independent republic was established.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Germany was on the verge of defeat.'

Level 0 No evidence submitted or response does not address the question [0]

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11 (a) What problems was Germany facing by the end of 1918?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'A flu epidemic was sweeping the country.'
'Thousands of people, already weakened by rations, died of flu.'
'Many of the German people were surviving on turnips and bread.'
'Could not give (600 000 widows and 2 million children without fathers) state benefit.'
'The country was bankrupt.'
'Industrial production was two-thirds of what it had been in 1913.'
'National income was one-third of what it had been in 1913.'
'The Kaiser had left for Holland.'
'Rising unemployment.'
'There was fear that communism might spread throughout Germany.'
'There was considerable social unrest and violence on the streets.'
'It had to face the prospects of a punitive peace treaty.'
'Some wanted the Kaiser back.'
'The naval blockade.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Spartacist uprising fail?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Spartacists supported a military coup over Ebert's government. Some leaders attempted to persuade state military regiments in Berlin to their side. Their armed presence was supposed to instigate fighting. This was unsuccessful because most soldiers had either gone home or remained loyal to their regiment.'
'Ebert ordered the Freikorps to attack the workers. The former soldiers still had weapons from the War, which gave them a formidable advantage. They quickly re-conquered the blocked streets and buildings. Around 100 civilians died during the fighting. Liebknecht and Luxemburg were captured by the Freikorps and murdered.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'There were internal divisions as to the tactics to use.'
'Regiments in the Army refused to join the Spartacists.'
'Failure to keep the support of the Independent Social Democratic Party.'
'The ruthlessness of the Freikorps.'
'The capture and death of the leaders.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was poorly planned.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Stresemann saved the Weimar Republic from disaster.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation of 'how far' **[10]**

As Level 4 plus evaluation.

Level 4 Explanation of both sides

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Republic was saved by Stresemann's rescue plan which brought passive resistance to an end, reparation payments to the Allies resumed and the currency stabilised with the introduction of the provisional Rentenmark.'
OR
e.g. 'Stresemann had negotiated loans with the USA, but in Oct. 1929 the US economy went into recession. The loans to Germany were recalled. This meant loans had to be repaid while exports declined causing investment projects to be cancelled and increasing unemployment.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'A loan through the Dawes Plan kick-started the economy.'
'He introduced the (provisional) Rentenmark.'
'A permanent currency, the Reichmark, replaced the Rentenmark.'
'Industry expanded, inflation fell and exports increased.'
'Accepted the Locarno Treaties.'
'Germany was admitted to the League of Nations.'
'The Young Plan reduced reparations to a third.'
'There was a commitment to civil liberties, art, music, and theatre.' (Can be positive and negative)
'The German economy relied on American loans.'
'After 1929 the Republic was under threat because of the Depression.'
'The Nazis and Communists increased their popularity after 1929.' (Political instability)
'Unemployment remained high.'
'Shopkeepers, farmers, small businesses still struggled.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Stresemann brought six years of recovery for the Weimar Republic.'

Level 0 No evidence submitted or response does not address the question **[0]**

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12 (a) Describe the education policies of the Nazis in German schools.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Nazis used education to indoctrinate young people.'
'Schools were to promote the image of Hitler as father of the state.'
'The Nazis dictated which subjects were to be taught.'
'Nazi ideas and racial beliefs were included in the teaching of subjects.'
'The Jews were to be denigrated at every opportunity.'
'Text books were re-written to conform to Nazi beliefs and racial purity.'
'Girls were expected to learn about Domestic Science and other subjects for their roles as wife and mother.'
'Boys were expected to have more sport in preparation for the Army.'
'Teachers trained in Nazi attitudes and beliefs.'
'Biology lessons were to stress the superiority of the Aryan Race.'
'History lessons enforced the Nazi view of the Treaty of Versailles.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the Hitler Youth movement an important part of life in Nazi Germany?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Nazis put a lot of effort into their youth organisations to ensure that young people were prepared for adulthood. The Hitler Youth trained girls to become good wives and mothers, while for the boys it was a training ground for the army. Great emphasis was placed on physical fitness and military training to prepare boys for their adult roles as soldiers.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'To indoctrinate children.'
'To ensure loyalty from young people.'
'To ensure young people were prepared for adulthood.'
'To ensure young people were physically fit.'
'To control the free time of young people.'
'The Nazis wanted to restore traditional values.'
'They wanted to promote the importance of the family.'
'They were the future armed forces.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Nazis wanted to change society.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) Who benefited least from Nazi rule: women or industrial workers? Explain your answer.

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Despite having full employment and the benefits of the Strength Through Joy scheme and the Beauty of Labour movement, industrial workers lost their trade unions and had to join the German Labour Front. They could not strike for better pay and conditions and their wages remained comparatively low.'
OR
e.g. 'The Nazis expected married women to be in the home. This meant women having to give up their jobs for men. Many married professional women, who had trained as doctors, lawyers and teachers, were resentful of this loss of freedom and waste of time training.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Workers lost their main party, the SDP.'
'They lost their trade unions.'
'Workers felt their standard of living was low.'
'The Nazis established a male-dominated society.'
'Most women lost their jobs until 1942.'
'Professional women felt resentful.'
'Women had to work as wife and mother.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Industrial workers had some benefits as well as disadvantages.'

Level 0 No evidence submitted or response does not address the question **[0]**

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13 (a) What was the nature of the Tsar's rule over Russia before the 1905 Revolution?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was an autocracy.'
'The Tsar had absolute power to rule Russia.'
'The Tsar believed that God had placed him in that position.'
'The Russian Church supported the Tsar in that position.'
'The Tsar could appoint or sack ministers at his will.'
'The Tsar often appointed family members and friends from the court to important positions.'
'The Tsar appointed local governors from the ranks of the aristocracy.'
'The local governors controlled the police.'
'The police had a special force with officers whose job was to concentrate on political opponents of the regime.'
'The Tsar had secret police called the Okhrana.'
'The Tsar could rely on the Army before 1905, especially the Cossack regiments.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the Tsar in danger of losing control of the country following Bloody Sunday?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The sailors on the Potemkin protested against the serving of rotten meat. The captain ordered the ringleaders to be shot. The firing squad refused and joined the rest in throwing the officers overboard. The mutiny spread to other units in the army and navy. This event raised the prospect of the Tsar losing control of the army at a time of impending loss in the war with Japan.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'There was a revolution.'
'Peasants attacked the houses of nobles throughout the country.'
'Strikes took place all over the country.'
'Major universities closed down as students walked out.'
'Middle class workers established the Union of Unions.'
'They demanded a constituent assembly.'
'The railway workers went on strike paralysing the railways.'
'The St. Petersburg Soviet was established.'
'Soon after, over fifty soviets were formed all over Russia.'
'There was a mutiny on the Potemkin battleship.'
'He was in danger of losing the loyalty of the navy.'
'There was unrest (strikes).'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Bloody Sunday destroyed the confidence people had in the Tsar.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'By 1914 the greatest problem faced by the Tsar was the influence Rasputin had over the Tsarina.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'After Stolypin's assassination, the Tsar took advice from his wife and Rasputin and ignored his chief advisers. Rasputin was a drinker and womaniser and his name meant 'disreputable'. Many said that taking advice from him showed the Tsar's weakness and unfitness to rule Russia. The Tsar did not notice or did not care about their concern.'
OR
e.g. 'In 1912, the economy took a downturn and conditions for industrial workers worsened. There were 8000 strikes between 1912 and 1914. These were harshly dealt with by the Army and the police. There was much unemployment and hunger.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. Rasputin – 'Relationship with Tsarina.'
'Russian people suspicious of him.'
'Healed Tsar's son.'
'Showed Tsar was out of touch.'
'His advice was accepted instead of the advice of ministers.'
Other – 'There was an economic downturn.' (1912)
'There were many strikes.' (Lena)
'There was much hunger/unemployment in the towns.'
'Lack of power of Duma.'
'Possible reforms were blocked.'
'The revolutionary groups were growing.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Rasputin seemed to have a hold over the Tsar and Tsarina.'

Level 0 No evidence submitted or response does not address the question [0]

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14 (a) What threats did Lenin's return to Russia in April 1917 pose for the Provisional Government?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Lenin set out the Bolshevik programme in the 'April Theses'.'
'Lenin organised the Bolsheviks.'
'He used money from Germany to make the Bolsheviks more professional.'
'Lenin changed the power base in the Petrograd Soviet.'
'He persuaded the Soviet not to co-operate with the government.'
'Lenin urged people to support the Bolsheviks in a second revolution.'
'Lenin promised 'Peace, Land and Bread'.'
'He proclaimed 'All Power to the Soviets'.'
'Lenin promised what the Provisional Government could not deliver.'
'Lenin's charismatic leadership.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the Provisional Government unable to prevent the October 1917 Revolution?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The one major decision that the Government did take was disastrous. It decided to continue the war. Kerensky rallied the army for a great 'June Offensive'. It was a total disaster. There were wholesale desertions and there was mutiny against the officers. The Government had lost the support of the majority of the Army.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The Government failed to withdraw from the War.'
'It did not control the peasants in the countryside.'
'It did not resolve the land issue.'
'Urban workers still faced food shortages and high prices.'
'The Government existed alongside the Petrograd Soviet.'
'It was a system of 'dual power'.'
'Kerensky had armed the Red Guards to defeat Kornilov.'
'The Red Army kept their weapons after the defeat of Kornilov.'
'The Bolsheviks were credited with the defence of Petrograd.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Government failed to deal with the challenges it faced.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'War Communism was the most important reason for Bolshevik success in the Civil War.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'War Communism meant that the Red Army was well equipped and fed. The State took over all aspects of the economy, nationalising industry and controlling the production and distribution of goods.'
OR
e.g. 'Trotsky's leadership of the Red Army was vital to the Bolshevik success. He enforced strict discipline, but he was also able to inspire and rally his men. He was personally brave, taking his special forces to places where the fighting was fiercest.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'War Communism kept the Red Army supplied.'
'It was government organised with strict discipline.'
'It provided food and equipment.'
'Food was rationed.'
'Trotsky's leadership of the Red Army was crucial.'
'Lenin had a clear aim to establish a communist government.'
'The Whites were not united in their aims.'
'There was indiscipline and corruption in the White armies.'
'The Bolsheviks held the central area, including Moscow and Petrograd.'
'Britain and France withdrew their support from the White armies.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was Lenin and Trotsky who made the difference.'

Level 0 No evidence submitted or response does not address the question [0]

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15 (a) Describe the buying of shares on the stock market before the Crash.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Speculation, a form of gambling, was used.'
'Americans bought shares on the stock market to make a profit.'
'As more shares were bought, share prices kept rising.'
'People bought shares on credit.'
'Speculators did not intend to keep their shares for long.'
'They bought shares with the sole purpose of selling them to someone else at a higher price.'
'Speculators did not even have to pay the full value of the shares. They could buy 'on the margin'.'
'They did this by putting down 10% of the cash needed to buy shares and borrowed the rest.'
'It was risky buying on the margin as the money could be lent by a bank using securities such as the speculator's house as collateral.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Explain why the US economy was affected by the Wall Street Crash.

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'After the first series of business and banking failures, the whole economy had to adjust to a reduction in trade and demand for American goods. Businesses had to reduce their operations by sacking workers and reducing the wages of those who remained. It became a vicious cycle as these actions took even more money out of the economy and further reduced the demand for goods.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The crash in share prices caused a lack of confidence.'
'Many Americans were forced into bankruptcy.'
'There were many bank closures.'
'There was a fall in demand for goods at home.'
'Other countries cut back on buying American goods.'
'Businesses cut back production.'
'This created unemployment.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was a general reduction in trade.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Hoover failed to win a second term as President because he was reluctant to provide government welfare support.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Hoover created an image of being heartless and uncaring by believing that government should stay out of business matters. He believed in 'rugged individualism', the idea that people should work hard for themselves and not expect the government should help them.'
OR
e.g. 'Roosevelt promised a 'New Deal' and this offered some hope. He came over with energy and determination and people felt he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture with relief for the poor and unemployed.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Hoover offered little until it was too late.'
'Hoover supported limited welfare provision.'
'His tax cuts were too little too late.'
'He thought it was up to the individual to get work.'
'He did not believe in state handouts.'
'Hoover treated the Bonus Army poorly.'
'Roosevelt offered a 'New Deal'.'
'Roosevelt promised jobs and state support.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hoover came over as uncaring.'

Level 0 No evidence submitted or response does not address the question [0]

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16 (a) What was the role of the National Recovery Administration within the New Deal?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Its role was to bring industry, labour and government together.'
'To create codes of fair practice.'
'To reduce destructive competition.'
'To help workers by setting minimum wages and maximum weekly hours.'
'To set minimum prices at which products could be sold.'
'To outlaw child labour.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Huey Long oppose the New Deal?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Long supported the New Deal at first but by 1934 he was criticising it for not doing enough. He put forward a scheme called 'Share Our Wealth' which proposed the things he wanted to see which the New Deal was not doing. He wanted to reduce personal fortunes to a maximum of $3 million and a maximum annual income of $1 million. For the over sixties, he proposed a pension and a free washing machine and radio.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'He thought the New Deal did not go far enough.'
'He thought the New Deal was too complicated.'
'He wanted to run for the presidency.'
'Long wanted greater wealth redistribution.'
'He wanted to tax more heavily the large corporations.'
'He wanted tax revenues to be shared out equally among all Americans.'
'He wanted the rich and the banks to pay more.'
'Long wanted a maximum income per year.'
'Long wanted pensions for the over 60s.'
'He wanted ethnic minorities to be treated equally.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The New Deal was only a small move in the right direction.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The New Deal was a failure.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The New Deal was a success because it significantly reduced unemployment from a very high level. The millions of jobs created helped to improve the infrastructure of the country, such as dams, roads and public amenities.'
OR
e.g. 'The New Deal was not a success because, although unemployment was reduced, it was not ended. Many argued the various schemes did not provide real or permanent jobs. In 1937, when Roosevelt cut the spending on the New Deal, unemployment increased. It took the Second World War to finally remove unemployment.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'It helped most of the unemployed.'
'It introduced social welfare.'
'The government became more involved in people's lives.'
'It did not benefit many of the farmers.'
'Most Black Americans saw very little benefit.'
'Many became jobless again during the slump.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a success as it helped many Americans.'

Level 0 No evidence submitted or response does not address the question [0]

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17 (a) Describe co-operative farming in China during the 1950s.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Many families in one village would join their land together.'
'It was to make an efficient and bigger farm.'
'The families still legally owned their plots of land.'
'The land was actually on permanent loan to the co-operative.'
'Each family was paid rent for the use of their land.'
'The families farmed the co-operative together.'
'It was hoped that more machinery, such as a tractor, could be used.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did the Communists introduce health policies during the 1950s?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Killer diseases, such as cholera, typhoid and tuberculosis were commonplace in 1949. These diseases had a great impact, not only on family life, but also the economy of China. Workers could not work efficiently or even died.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Disease was common in old China.'
'Hygiene was not taken seriously.'
'People could not work efficiently because of poor health.'
'It showed they cared about the ordinary person.'
'Healthcare had been expensive for the individual.'
'China had too few doctors.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Healthcare was a luxury in old China.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) How successful were Mao's economic policies up to 1958? Explain your answer.

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 **[4–6]**
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'When Mao took over China, industrial production was down 50% on the best pre-war figure and there was rapid inflation. In 1953, the First Five Year Plan was introduced concentrating on heavy industry such as coal, iron, steel and oil. Output increased dramatically, such as steel 400%, coal 200% and iron 300%.'
OR
e.g. 'The Five Year Plan did little to improve the standard of living of the Chinese who were desperate for consumer goods such as bicycles and radios which were not being produced because of the concentration on heavy industry.'

Level 2 Identifies AND/OR describes **[2–3]**

(One mark for each point)

e.g. 'Output increased under the First Five Year Plan.'
'Inflation was stopped.'
'The experience of the Soviet advisers helped to organise the Chinese economy.'
'The propaganda of the Communists helped to motivate the workforce.'
'The Plan transformed China with rapid growth in the size of cities.'
'There was rapid progress in the development of infrastructure such as railways.'
'Cement and fertilisers failed to reach their targets.'
'There was a lack of consumer goods.'

Level 1 General answer lacking specific contextual knowledge **[1]**

e.g. 'Overall, the First Five Year Plan was a success.'

Level 0 No evidence submitted or response does not address the question **[0]**

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18 (a) Describe relations between China and Hong Kong between 1949 and 1997.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'When the People's Republic of China was proclaimed in 1949, many migrants fled to Hong Kong.'
'Many felt safe there from the persecution of the Communist Party.'
'As the Communist Party took control of the economy, many businesses in major Chinese cities moved to Hong Kong.'
'During the 1980s, Hong Kong started to work with China on a series of joint projects, such as trade, that brought the two closer together.'
'In 1984, Britain and China reached an agreement that Hong Kong would revert back to Chinese authority in 1997.'
'On 1st of July 1997, Hong Kong became China's Special Administrative Region.'
'It was to follow the principle of 'one country, two systems'.'
'Deng Xiaoping suggested that Hong Kong could retain its capitalist economic and political systems.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why were China's relations with India poor in the period 1950–88?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The border in north-eastern India with China had never accurately been defined. When Indian map makers, in 1954, produced a map with definite borders, the Chinese objected stating that over 100 000 square kms of territory shown as Indian was in fact Chinese. This led to clashes at the border and even a brief war in 1962.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'There were border disputes.'
'China wanted to build a highway into Tibet on the border.'
'The Dalai Lama was given refuge in India.'
'In 1962 there was a brief war on the border.'
'There were small communist risings in India, supported by China.'
'China supported Pakistan in the war with India.'
'Trade almost stopped because of the tension.'
'China accused India of supporting rebels in Tibet.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were inaccurate maps of the border.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'China was striving to become a superpower by 1976.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In 1964, China exploded a test nuclear bomb to join a limited number of countries with this capability. This was impressive because it had been done without outside help as the USSR had withdrawn its experts from China in 1960.'
OR
e.g. 'The Cultural Revolution caused chaos in all walks of life and resulted in a drop in production both in industry and agriculture. This was hardly the symbol of a superpower. It took years to put right the damage done to the economy.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'China was an atomic power.'
'It was recognised by the United Nations.'
'Large sums had been invested in education.'
'In theory, women had been given equal rights.'
'By 1976, China was not a great trading nation.'
'Its economy was undeveloped.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not as strong as the USA or the USSR.'

Level 0 No evidence submitted or response does not address the question [0]

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19 (a) What was the Population Registration Act, 1950?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'It was one of the apartheid laws.'
'It was an act to identify to which race every person belonged.'
'This Act attempted to define or classify every South African as White, Black or Coloured.'
'There were problems with the classification of children of mixed marriages.'
'When the Act was introduced, the racial group was determined by considering the community into which the individual had been accepted.'
'Later, greater stress was placed on the individual's appearance.'
'Occasionally, sibling members of the same family with the same parents were classified differently.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the Bantu Education Act of 1953 introduced?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'The Act was introduced to separate the education of white pupils and black pupils. It would allow black children to be taught a different curriculum from white children. Its aim was to prepare the black children for the unskilled labour market.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'It legalised aspects of the apartheid system.'
'Its major provision was enforcing racially separated educational facilities.'
'All black schools would be brought under the control of a government department.'
'Black children would be taught inferior to whites.'
'The education prepared blacks to be a permanent underclass.'
'The National Party would have the power to employ and train teachers as they saw fit.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was part of a number of acts to enforce apartheid.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'By the mid-1960s the government had successfully crushed resistance to the apartheid state.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'Under the state of emergency, the ANC and PAC were banned in 1960. Militant wings were formed but their bases were discovered at Rivonia. Seventeen MK leaders, including Mandela, were put on trial and found guilty. The leadership was locked up.'
OR
e.g. 'There was mounting criticism of apartheid within Africa. In the mid-60s, Lesotho, Botswana and Swaziland gained their independence and were a refuge for ANC and PAC members, while Tanzania, under the OAU Liberation Committee, held a military training school for freedom fighters.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Suppression of Communism Act interpreted communism liberally.'
'The Public Safety Act allowed the government to declare a state of emergency and suspend all laws.'
'The General Laws Amendment Act allowed the police to detain for 90 days without charge or a lawyer.'
'Mandela was given a life sentence with seven other opposition leaders.'
'Sharpeville awakened the international community.'
'Banning MK and Poqo drove resistance underground.'
'The UN set up a Special Committee on Apartheid in 1967.'
'The OAU had a Liberation Committee and military training in Tanzania.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Opposition was still bubbling beneath the surface.'

Level 0 No evidence submitted or response does not address the question [0]

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20 (a) What did Botha mean by 'Total Onslaught'?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'Botha believed South Africa was under siege.'
'He thought there were enemies abroad and within.'
'Botha thought threats could only be countered by a 'Total Strategy' against subversive elements.'
'There were challenges from liberation organisations with Marxist leanings coming to power in neighbouring states.'
'Internally, there were the grievances of a subordinate black population that was poor and without rights.'
'Improving socio-economic conditions in the townships was seen as essential to keep order.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was there an upsurge of violence in South Africa by the mid-1980s?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'Community violence increased after civil liberties were suspended under the State of Emergency. The authorities could arrest without warrants, detain people and hold treason trials. There were widespread reports of torture, beatings, electric shock treatment and even strangulation. The reaction was to attack police stations and government buildings and to assassinate black councillors as collaborators with the apartheid system.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Disappointment at Botha's constitutional reforms.'
'Blacks still did not have access to the ballot box. Violence was an alternative.'
'The call by the ANC to 'Make apartheid unworkable! Make the country ungovernable!''
'A reaction to the violence of the security forces.'
'The suspension of civil liberties under the State of Emergency.'
'The ANC attacks from Zimbabwe, now under black rule.'
'There was tribal violence between the Xhosa and the Zulu tribes.'
'There were increased rents and electricity charges.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The underlying cause was opposition to apartheid.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'The contribution of Mandela was more important than the contribution of de Klerk to the ending of white minority rule.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'De Klerk worked to end apartheid and establish a new political system, based on non-racial democratic principles. He wanted to avoid civil war and he persevered with the peace discussions in the face of some provocation from those on the extremist wing of the ANC.'
OR
e.g. 'Mandela had a vision to end apartheid and establish a new constitution. He worked for one person, one vote. In the peace discussions, he said he wanted whites to remain in the country so that they could continue to apply their managerial and technical skills.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'De Klerk was important because he brought change.'
'He accepted that apartheid had to be dismantled.'
'He ended the ban on the ANC and released Mandela.'
'De Klerk worked to avoid civil war despite provocation from extremists.'
'Mandela worked for one person, one vote within a united South Africa.'
'Mandela sought reconciliation between the different ethnic groups.'
'He wanted whites to remain in the country.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They both played a vital role.'

Level 0 No evidence submitted or response does not address the question [0]

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21 (a) Describe the role of the United States in the Suez crisis.

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The USA condemned the military action of Britain and France.'
'The USA was furious that Britain and France had used force.'
'The US was angry that this had led to the halting of oil supplies to the West.'
'The Americans believed the Anglo-French action would lose the support of Arab states.'
'The USA was keen to win and make friends in the Arab world.'
'The US government threatened to cut off financial aid to Britain.'
'The US was involved in getting the UN to declare a ceasefire and ordered the British and French to withdraw.'
'The US helped to send a UN emergency force to the Canal.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why did Egypt turn to the Soviet Union for assistance in 1956?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'In 1955, Nasser bought arms from Czechoslovakia. This shocked the West. In 1956, Nasser then recognised communist China at a time when the UN did not allow China to take its place in the UN, but recognised Taiwan as representing China. In July 1956, the USA and Britain decided to cancel their loans to Egypt for building the Aswan Dam. Later, the Soviets provided the money.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'Nasser wanted to break the dominance of Britain and France in the Middle East.'
'Egypt became anti-Western because of the Suez Crisis.'
'Nasser wanted to shock Britain, France, Israel and the USA.'
'Egypt needed funds to pay for the Aswan Dam.'
'It took time for the Canal to be cleared and earn revenue.'
'Egypt needed weapons to modernise its armed forces.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Nasser had some expensive projects to finance.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) Who benefited more from the 1956 Suez conflict: Egypt or Israel? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'The Egyptian leader, Nasser, was treated as a great hero by the Arab world for standing up to the British and French, who had dominated the Middle East for so long. He now had complete control over the Canal and even had US aid to clear it so that it reopened in April 1957.'
OR
e.g. 'The Israelis showed that the speed of their victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were still the strongest in the Middle East.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Nasser became the hero of the Arab world.'
'Egypt had complete control of the Suez Canal.'
'Egypt had a large quantity of British military stores.'
'Nasser could claim that Egypt was only defeated by Israel with British and French help.'
'The Israeli forces proved to be the strongest in the Middle East.'
'UN forces were to guard the border between Egypt and Israel.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They both gained from the Suez Crisis.'

Level 0 No evidence submitted or response does not address the question [0]

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22 (a) What did UN Resolution 242 (November 1967) state?

Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]

e.g. 'The Resolution called for a permanent peace.'
'The withdrawal of Israeli armed forces from the territories occupied in the recent conflict.'
'Respect for the right of every state in the area.'
'The recognition of the state of Israel.'
'States to live in peace within secure and recognised boundaries.'
'The states should be free from threats or acts of force.'
'There was to be freedom of navigation through international waterways in the area.'
'There was to be a just settlement of the refugee problem.'
'Member states had to recognise that Article 2 of the Charter of the UN had been applied.'

Level 0 No evidence submitted or response does not address the question [0]

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(b) Why was the influence of the United Nations in the Middle East never strong?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(One mark for an explanation, additional mark for full explanation)

e.g. 'By the early 1990s, increasing American intervention in the Middle East, either through the invasion of Iraq in 1991 or the intervention of a major US statesman relying on his own lines of communication, such as Kissinger, Carter or Clinton, had eliminated the UN's peace-making role.'

Level 2 Identifies AND/OR describes reasons [2–3]

(One mark for each identification/description)

e.g. 'The special UN mediator was assassinated.'
'The Arabs would not accept the Partition Plan of Palestine.'
'Neither Syria nor Israel wanted to keep the peace despite the UN buffer zone.'
'Egypt ordered UN forces from Egypt in the run up to the Six Day War.'
'Israel ignored the UN's declaration of Israel's occupation of eastern Jerusalem to be illegal.'
'Israel has not followed Resolution 242 and left the Occupied Territories.'
'The US's intervention in the Middle East has lessened the UN's influence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The UN failed to get co-operation.'

Level 0 No evidence submitted or response does not address the question [0]

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(c) 'Labor has been more to blame than Likud for Israel's limited progress towards peace.' How far do you agree with this statement? Explain your answer.

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 [4–6]
OR
One explanation of both sides 5–6 marks

More detailed explanation of one issue to be given two marks.

e.g. 'In the 1992 negotiations, the Palestinians argued that talks should lead to the creation of an independent Palestinian state. The Likud-led Israeli delegation argued that the Palestinians were a people with no national rights and certainly without a claim to independence.'
OR
e.g. 'After the Labor victory in the 1992 election, Yitzhak Rabin agreed a settlement with the PLO which included the potential for withdrawals from parts of the Occupied Territories. This overturned the previous attempts of Likud to create a 'Greater Israel'.'

Level 2 Identifies AND/OR describes [2–3]

(One mark for each point)

e.g. 'Likud have pursued the goal of creating a 'Greater Israel'.'
'Likud deny the claims of Jordan or the Palestinians to the West Bank.'
'Labor believed that Israel's security would be preserved with a resolution of the Arab-Israeli conflict.'
'Labor negotiated with Jordan over the West Bank in 1947 and 1967.'
'Likud will not recognise Palestinians' rights to an independent state.'
'Likud believe in expanding the settlements in the Occupied Territories.'
'Labor recognised the PLO and its leader Yasser Arafat.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both parties have held a hard-line stance in their negotiations with their Arab neighbours.'

Level 0 No evidence submitted or response does not address the question [0]

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