CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the October/November 2015 series

0470 HISTORY

0470/12 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.

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2015 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

CAMBRIDGE
International Examinations

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.

© Cambridge International Examinations 2015

1 (a) Describe the revolutionary events in Vienna in March 1848.

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

e.g. 'There was rioting by students and their lecturers.'
'Students demanded freedom of the press.'
'Students demanded reform of the German Confederation.'
'On 13 March people stormed the Standehaus (House of Estates).'
'In the suburbs of Vienna machines were destroyed in factories.'
'Metternich had to resign.'

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

© Cambridge International Examinations 2015

(b) Why were the actions of Guizot important in causing the February 1848 Revolution in France?

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. 'Guizot refused to respond to demands to extend the franchise. Supporters of reform organised a Reform Banquet to drum up support for their cause, but this was banned by Guizot. Opposition groups felt their only option now was revolution.'

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

(One mark for each identification/description)

e.g. 'Guizot refused to allow certain reforms.'
'Guizot banned a Reform Banquet planned for 22 February.'
'Guizot did not respond to demands to extend the franchise.'
'Guizot wanted to ensure that middle class domination of the Chamber of Deputies continued.'
'Guizot's actions meant that opposition groups felt that their only option was revolution.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Guizot upset people.'

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

© Cambridge International Examinations 2015

(c) 'The European Revolutions of 1848–49 had similar results.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The results were similar. The Austrians were supreme. In Hungary Magyar nationalists fought Croat nationalists instead of fighting together against Austria and so the Austrians were able to brutally suppress the revolution. In Italy attempts to drive out the Austrians ended in failure when Charles Albert did not get the expected support in Lombardy. He was defeated twice by the Austrians and abdicated.' (5 marks)
OR
e.g. 'The results were different in the long term. By 1867 Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws had been accepted. In France Louis Napoleon ultimately assumed the power of dictator. He limited the powers of the new legislative body and controlled who could stand for election to the Chamber of Deputies.' (5 marks)

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

(One mark for each point)

e.g. 'Constitutions were established in Prussia and Piedmont-Sardinia.'
'Reform was introduced in France and Prussia.'
'The Austrian armed forces suppressed revolutions in Italy and Hungary.' 'Charles Albert granted a constitution to the people of Piedmont-Sardinia.'
'King Frederick William IV of Prussia introduced some liberal reforms.'
'In 1851 Louis Napoleon assumed the powers of a dictator.'
'Mazzini founded a new Roman Republic.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The revolutions had similar results in some ways, but not all.'

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

© Cambridge International Examinations 2015

2 (a) What actions did Mazzini take in Rome during his 'hundred days of power'?

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

e.g. 'Mazzini founded the new Roman Republic.'
'He re-launched his newspaper 'Italia del Popolo'.'
'Mazzini called on all patriotic Italians to unite and confront the enemies of Italy.'
'He appointed a new emergency government.'
'Mazzini's mandate was to prepare for war against Austria.'

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

© Cambridge International Examinations 2015

(b) Why did Cavour meet Napoleon III at Plombières in 1858?

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. 'Cavour knew that Napoleon was sympathetic to the cause of Italian liberation and could help by providing French forces. Napoleon had lived in Romagna as a young man and had joined the Carbonari. Cavour hoped to rekindle Napoleon's desire to help with the Italian cause.'

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

(One mark for each identification/description)

e.g. 'Cavour needed the help of French forces.'
'Cavour knew that Napoleon was sympathetic to the cause of Italian liberation.'
'Napoleon was reacting to Orsini.'
'Napoleon hoped to gain territory.'
'Napoleon wanted influence in northern Italy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They thought they could help each other.'

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

© Cambridge International Examinations 2015

(c) Was Garibaldi a help or a hindrance in unifying Italy? 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
Explanation of both sides 5–6 marks

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

e.g. 'Garibaldi was the unrivalled leader of a guerrilla force, and he inspired great enthusiasm and devotion in his men. In 1860 the King of Naples and his troops were so frightened by Garibaldi's achievements in Sicily they put up little resistance. His conquests in the south played a major part in unification.'
OR
e.g. 'Garibaldi was completely devoted to the cause of Italian unity. He believed fervently that Rome should be part of that union, and in 1862 and 1867 he campaigned for the liberation of Rome from its French garrison. These campaigns were an embarrassment to the Italian government as they could have provoked a major war. This would have hindered the unification of Italy.'

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

(One mark for each point)

e.g. 'Garibaldi liberated Sicily and Naples.'
'Garibaldi supported the King of Italy.'
'Garibaldi campaigned to liberate Rome.'
'Garibaldi caused problems for Cavour.'
'Garibaldi's actions could have provoked a major war.'
'Garibaldi embarrassed the Italian government.'

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

e.g. 'Garibaldi was a help in some ways and a hindrance in others.'

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

© Cambridge International Examinations 2015

3 (a) What was the 'underground railroad'?

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

e.g. 'It was a network of people who helped fugitive slaves escape.'
'Fugitive slaves were moved to the North and to Canada.'
'Escape routes extended through 14 Northern states.'
'It had a system of 'stations' where runaway slaves would rest and eat.'
'It had a system of 'conductors' who were responsible for moving fugitives from one station to the next.'
'The underground railroad was responsible for moving hundreds of slaves each year.'

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

© Cambridge International Examinations 2015

(b) Why was the 1850 Compromise necessary?

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 1850 Compromise was necessary because California was going to be admitted to the Union as a free state. Slave state politicians would object to the imbalance created by adding another free state to the Union. As part of the 1850 Compromise the Fugitive Slave Act was passed, requiring citizens to assist in the recovery of fugitive slaves. This pacified the slave state politicians, who would otherwise have objected strongly to the inclusion of California.' (5 marks)

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

(One mark for each identification/description)

e.g. 'It was necessary to keep the nation united.'
'It was necessary to decide whether there would be slavery in land acquired after the Mexican War.'
'It was necessary because California had petitioned to enter the Union as a free state.'
'The addition of California would cause an imbalance between slave and free states.'
'It was necessary to pacify slave state politicians.'
'It was necessary to address the interests of both northern and southern states.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was necessary to deal with problems.'

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

© Cambridge International Examinations 2015

(c) 'The Missouri Compromise of 1820 was more important than the Kansas-Nebraska Act of 1854 in causing the American 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
Explanation of both sides 5–6 marks

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

e.g. 'The Missouri Compromise stored up problems for the future. Conflict intensified between the north and the south. The north criticised the Compromise for allowing the expansion of slavery, while the south was concerned that the Compromise established the principle that Congress could make laws regarding slavery. Neither region was happy.'
OR
e.g. 'The Kansas-Nebraska Act caused a local civil war in Kansas in 1856 between supporters of slavery and abolitionists. Politicians on both sides wanted to control the territory's legislature. Armed supporters of slavery from Missouri entered Kansas and used violence to ensure pro-slavery delegates were elected to the legislature.'

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

(One mark for each point)
e.g. 'The 1820 Missouri Compromise intensified conflict between north and south.'
'As part of the 1820 Missouri Compromise slavery would be excluded from any new state north of the line of latitude 36° 30 North.'
'The Missouri Compromise maintained a balance in the Senate between free and slave states.'
'The Missouri Compromise established the principle that Congress could make laws regarding slavery.'
'The Kansas-Nebraska Act allowed each territory to decide the issue of slavery, based on popular sovereignty.'
'The Kansas-Nebraska Act made it possible for Kansas and Nebraska to be open to slavery.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both very important.'

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

© Cambridge International Examinations 2015

4 (a) Describe German actions in Morocco in 1905 which increased European tensions.

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

e.g. 'The Kaiser made a visit to the port of Tangiers.'
'The Kaiser said he would assist the Sultan of Morocco in keeping his country independent.'
'The Kaiser made a speech declaring that Morocco should remain independent of France.'
'In his speech the Kaiser said that Morocco should be subject to no foreign control.'
'The Kaiser demanded an international meeting or conference to discuss Morocco's future.'

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

© Cambridge International Examinations 2015

(b) Why did Germany start the naval race?

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 German government believed that sea power was the key to building a great empire. With this empire Germany's world trade would grow. Germany therefore needed a powerful fleet to protect that trade and her interests against the world's greatest sea power – Britain.'

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

(One mark for each identification/description)

e.g. 'Germany wanted to challenge Britain's navy.'
'Germany needed a bigger navy to protect its growing trade.'
'Germany wanted to protect its empire.'
'Germany wanted more Dreadnoughts.'
'The Kaiser had always had more interest in the navy.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They wanted a big navy.'

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

© Cambridge International Examinations 2015

(c) 'The Bosnian Crisis of 1908–09 played a greater part in causing the First World War than did the Balkan Wars of 1912–13.' 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
Explanation of both sides 5–6 marks

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

e.g. 'In 1908 Austria added Bosnia-Herzegovina to its empire. The Serbs were furious as they had wanted Bosnia to become part of a 'greater Serbian' state. Germany demanded that Russia accept Austria's seizure of Bosnia-Herzegovina; this demonstrated that Germany was now fully committed to supporting Austria even if this ultimately led to war.'
OR
e.g. 'The Balkan Wars increased the chance of war because, having almost doubled in size, Serbia was now a much greater threat to Austria. Austria was more determined than ever to crush the Serbians and Russia was determined to support Serbia. Austria was confident of German support and so tensions between the nations grew.'

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

(One mark for each point)

e.g. 'The Bosnian Crisis meant that Serbia wanted revenge on Austria.'
'Russia was humiliated by Germany in the Bosnian Crisis.'
'Germany was now committed to supporting Austria in the Balkans.'
'Russia drew closer to France and Britain.'
'The Balkan Wars enabled Serbia to almost double in size.'
'The Balkan Wars meant Austria was even more determined to crush the Serbians.'
'The Balkan Wars ensured Russia was determined to support Serbia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both equally important.'

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

© Cambridge International Examinations 2015

5 (a) What were the main terms of the Treaty of Trianon?

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

e.g. 'Hungary had to accept the break-up of the Austro-Hungarian Empire.'
'Hungary had to recognise the independence of Yugoslavia.'
'Hungary had to recognise the independence of Czechoslovakia.'
'Romania gained Transylvania.'
'Yugoslavia gained Slovenia.'
'Czechoslovakia gained Ruthenia and Slovakia.' (2 marks)
'Hungary's army was limited to 35 000 men.' (2 marks)
'Hungary had to pay reparations.'
'Hungary had to hand over war criminals.'
'There was to be a League of Nations.'

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

© Cambridge International Examinations 2015

(b) Why was there discussion about the status of Danzig at the Paris Peace Conference?

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. 'Before the First World War Danzig had been a thriving German sea port. With the recreation of Poland, Germany would lose Danzig to the new state of Poland. This worried the peacemakers because Danzig's population was mainly German, and transfer to Poland could cause great resentment and an unstable situation politically.'

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

(One mark for each identification/description)

e.g. 'Danzig was an important sea port.'
'Germany may lose Danzig to Poland.'
'The population of Danzig was mainly German.'
'Poland needed a sea port.'
'Danzig was important for Poland's external trade.'
'The Allies could not agree what to do, so placed Danzig under the League of Nations.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Danzig was important.'

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

© Cambridge International Examinations 2015

(c) 'The terms of the Treaty of Versailles were surprising.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The terms of the Treaty were surprising because the German armed forces were drastically reduced. Reductions in the army and the navy left Germany vulnerable to future attacks, and the restriction on the German army to 100 000 men meant that Germany would find it very difficult to deal with any armed uprising within Germany.' (5 marks)
OR
e.g. 'The terms of the Treaty were not surprising. France had been attacked by Germany twice within 50 years and there was a need to give France some security from any further attacks. Therefore the Rhineland was demilitarised and the German army was restricted to 100 000 men with no conscription.' (5 marks)

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

(One mark for each point)

e.g. 'It was surprising that reparations were so high.'
'It was surprising that Germany had to accept the War Guilt Clause.'
'It was surprising that Germany was left vulnerable.'
'The terms were not surprising as Germany needed to be punished.'
'The terms were not surprising given the terms of the Treaty of Brest-Litovsk.'
'The terms were not surprising as there was a great desire to prevent another war happening.'

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

e.g. 'The terms were surprising in some ways, but not in others.'

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

© Cambridge International Examinations 2015

6 (a) What did Hitler gain from the return of the Saar to Germany?

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

e.g. 'Hitler gained a vote of confidence as 90% of the Saar's people voted for union with Germany.'
'Hitler had gained control of the Saar through legal means.'
'Hitler gained a propaganda success.'
'Hitler gained the rich coal mines of the Saar.'
'Hitler claimed that all causes of grievance between Germany and France had now been removed.'
'Hitler had reintegrated Saar Germans back into Germany.'

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

© Cambridge International Examinations 2015

(b) Why, by 1937, was Japan a threat to world peace?

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. 'Japan had been a permanent member of the League of Nations when it was set up, but her actions in the 1930s constantly undermined the League and her aggression threatened world peace. In 1931 Japan invaded Manchuria, which was completely against the League's aim to prevent aggression.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Japan invaded Manchuria.'
'Japan took over provinces in north China between 1933 and 1936.'
'Japan refused to obey the League of Nations.'
'Japan left the League of Nations.'
'Japan signed the Anti-Comintern Pact.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Japan was aggressive to other countries.'

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

© Cambridge International Examinations 2015

(c) 'Appeasement was not justifiable.' 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
Explanation of both sides 5–6 marks

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

e.g. 'Appeasement was not justifiable. At Munich Hitler was granted the Sudetenland in Czechoslovakia and he promised that this was the end of his demands on Czechoslovakia. It was not justifiable to give away part of a country to keep the peace, especially as a few months later Hitler took over all of Czechoslovakia.'
OR
e.g. 'Appeasement was justifiable. By the 1930s many people thought that the Treaty of Versailles had been too harsh on Germany and that it was only fair that Germany should have the means to defend herself. Therefore Hitler's actions in rearming, reintroducing conscription and building up an air force went unchallenged.'

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

(One mark for each point)

e.g. 'Appeasement allowed Hitler to break international agreements.'
'Appeasement encouraged Hitler to make greater demands.'
'Appeasement did not stop a war happening in 1939.'
'Appeasement put too much trust in Hitler's promises.'
'Appeasement was justifiable as Britain's armed forces were not ready for war.'
'Appeasement was justifiable as people believed the Treaty of Versailles had been unfair on Germany.'
'Appeasement was justifiable as Stalin and the USSR were seen as a greater threat.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Appeasement did not help anyone.'

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

© Cambridge International Examinations 2015

7 (a) Describe the Bay of Pigs invasion.

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

e.g. 'Kennedy supplied arms, equipment and transport for anti-Castro exiles to invade Cuba.' (2 marks)
'The invasion happened in April 1961.'
'1400 troops landed on the beaches along the Bay of Pigs.'
'Castro was prepared for the attack.'
'The exiles were met by 20 000 Cuban troops.'
'The invasion forces immediately came under heavy fire.'
'Some of the invasion forces escaped into the sea.'
'Most men in the invasion forces were killed or captured.'
'The supporting air strikes missed many of their targets.'
'Few, if any, Cubans joined the invaders.'

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

© Cambridge International Examinations 2015

(b) Why was the Cuban Revolution seen as a threat to the USA?

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 Cuban Revolution was seen as a threat because it reduced American influence in Cuba. American companies had dominated much of the Cuban economy, but Castro nationalised many industries and this took power and money away from American industries.'

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

(One mark for each identification/description)

e.g. 'The USA had supported Batista.'
'American influence in Cuba was reduced.'
'Castro took over American owned businesses in Cuba.'
'The USA was concerned about the spread of communist ideas close to its shores.'
'Land owned by American companies was given to Cubans.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They thought it would affect the USA badly.'

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

© Cambridge International Examinations 2015

(c) 'The US policy of containment was more successful in Korea than in Cuba.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The US policy of containment was successful in Korea. Acting on behalf of the UN, the US forced the communist forces from China and North Korea to retreat to the 38th Parallel. South Korea had been saved from a communist takeover.'
OR
e.g. 'The US policy of containment was not successful in Cuba. Cuba was still communist and remained an important base for communist supporters in South America. The US had to accept that there was a communist state very close to American shores.'

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

(One mark for each point)

e.g. 'North Korean troops were driven back to the 38th Parallel.'
'Communism did not take hold in South Korea.'
'Central American countries were encouraged to become communist.'
'The USSR maintained considerable influence in Cuba.'
'Khrushchev had to back down.'
'Kennedy demonstrated that he would not accept direct military action from the communist USSR near the USA.'
'North Korea remained communist.'
'There was no unified, independent and democratic government for Korea.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The policy of containment was partly successful in both Korea and Cuba.'

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

© Cambridge International Examinations 2015

8 (a) Describe the reaction of the Western allies to the building of the Berlin Wall.

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

e.g. 'There was outrage in West Germany.'
'The Western allies publicly expressed horror at the building of the Berlin Wall.'
'A foreign office spokesman in London said the Berlin Wall was illegal as it went against the four power status of Berlin.'
'The American Secretary of State called it a 'flagrant violation' of East-West agreements.'
'The reaction was muted as the Western allies did not wish to risk war.'
'The US made it clear that war would only be a possibility if the Soviets and East Germans tried to blockade or invade West Berlin.'
'Kennedy sent Vice President Johnson to West Germany to demonstrate US concern.'
'Kennedy said that the wall was better than a war.'
'They thought the Berlin Wall was excellent propaganda for the West.'
'The Western allies were able to point out that they allowed people freedom, while the communist states denied people freedom.'
'The Berlin Wall was portrayed by the Western allies as a symbol of communist tyranny.'

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

© Cambridge International Examinations 2015

(b) Why did the Communists build the Berlin Wall in 1961?

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 Communists built the Berlin Wall because the large numbers of people leaving East Germany made the communist regime look unpopular. They wanted to stop this mass emigration because it undermined communism and gave the west an opportunity to use this as propaganda against the communist regime.'

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

(One mark for each identification/description)

e.g. 'It was built to stop the mass movement of people from East to West.'
'Highly skilled workers were leaving East Germany.'
'East Germany feared a 'brain drain'.'
'Between 1949 and 1961 over 2 million people had left East Germany.'
'Communism was being undermined.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was built to stop people moving from one country to another.'

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

© Cambridge International Examinations 2015

(c) How different was the Soviet reaction to events in Hungary (1956) and Czechoslovakia (1968)? 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
Explanation of both sides 5–6 marks

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

e.g. 'The leaders were dealt with differently. In Hungary, the leader Nagy had been promised that he would be allowed to leave the country safely. This was not true, as he was hanged in Moscow in 1958. The leader of Czechoslovakia, Dubcek, was dealt with differently. He was replaced as party secretary, expelled from the party and spent the next twenty years working as a clerk.'
OR
e.g. 'The Soviet reaction to events was similar, as both countries were invaded. In Hungary, Soviet tanks moved into Budapest in November 1956, and captured Hungary's airfields, highway junctions and bridges. Similarly, Soviet tanks moved into Czechoslovakia in August 1968.'

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

(One mark for each point)

e.g. 'In Hungary, Nagy was hanged.'
'In Czechoslovakia, Dubcek was expelled from the Communist Party.'
'In late October 1956 the Russian army pulled out of Budapest.'
'The Russian army remained in Czechoslovakia throughout the crisis.'
'There was bitter fighting in Hungary.'
'In both countries the Soviet reaction was invasion.'
'In both countries protest was crushed.'
'In both countries the leaders were removed from power.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was different in some ways, but similar in others.'

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

© Cambridge International Examinations 2015

9 (a) What was the Schlieffen Plan?

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

e.g. 'It was a strategy to ensure Germany did not have to fight France and Russia at the same time.'
'The Schlieffen Plan involved using 90% of Germany's armed forces to attack France.'
'The Schlieffen Plan aimed to defeat France within six weeks.'
'The Schlieffen Plan involved the Germans attacking through Belgium, Luxembourg and Holland.'
'The remaining 10% of the German army would move east to stop the expected advance from Russia.'
'A German plan drawn up by General von Schlieffen in 1905, in the expectation that war in Europe would take place.'
'A German plan to avoid fighting on two fronts.'

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

© Cambridge International Examinations 2015

(b) Why did both sides construct trenches 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. 'At the Battle of the Marne, combined British and French forces were able to force the Germans back to the River Aisne, but could not push them out of France. Neither side could make any progress. Both sides began to dig trenches to hold on to their positions and protect themselves from snipers and shells.'

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

(One mark for each identification/description)

e.g. 'The first Battle of Ypres showed the armies were equally matched.'
'The two evenly matched armies decided to use defensive formations.'
'It was due to the onset of winter weather at the end of the first Battle of Ypres.'
'After months of fighting, armies were exhausted.'
'Trenches meant armies could recover their strength.'
'Trenches developed as a result of the Battle of the Marne.'
'Falkenhayn wanted to keep control of the German occupied parts of France and Belgium.'
'It was due to the failure of the Schlieffen Plan.'
'To protect themselves.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was stalemate.'

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

© Cambridge International Examinations 2015

(c) 'The actions of the French were the main reason for the failure of the Schlieffen Plan.' 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
OR [4–6]
Explanation of both sides 5–6 marks

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

e.g. 'The actions of the French were crucial. After huge losses during their attack on Germany through Alsace-Lorraine, the French abandoned Plan 17 and concentrated on the defence of Paris. Troops were diverted to Paris by rail and then on to the front by taxi and bus. The Germans were unable to take Paris.'
OR
e.g. 'As part of the Schlieffen Plan, the Germans expected to march through Belgium unopposed. The Belgians put up determined resistance using their forts and managed to slow down the German advance. This bought time for the French and the BEF to organise their troops in the defence of Paris.'

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

(One mark for each point)

e.g. 'The French abandoned Plan 17.'
'The French moved their armies northwards to protect Paris.'
'All available soldiers from Paris were used as reinforcements.'
'The Germans encountered fierce resistance from the Belgians.'
'The BEF arrived much more quickly than Germany expected.'
'The German soldiers were exhausted by the end of August.'
'Von Moltke ignored Schlieffen's advice.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The actions of the French were important, but there were other important reasons.'

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

© Cambridge International Examinations 2015

10 (a) What was the impact of the naval blockade of Germany?

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

e.g. 'Daily rations dropped to 1000 calories per person.'
'Many civilians died from malnutrition.'
'The blockade cut off imports of fodder for animals.'
'The blockade cut off supplies of nitrates.'
'The lack of nitrates affected the production of fertilisers.'
'The lack of nitrates affected the production of explosives.'
'There was a shortage of iron and steel.'
'The government had to slaughter one third of all pigs in 1915 as there was no fodder for them.'
'The German people were less keen to support the war effort.'

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

© Cambridge International Examinations 2015

(b) Why did Britain decide to launch an offensive against Turkey in 1915?

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. 'Britain decided to launch an attack against Turkey as a way of helping their ally Russia. A successful attack would mean that a sea route would be opened up to the Russian Front, and the Allies would be able to get supplies to the Russians who desperately needed help.'

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

(One mark for each identification/description)

e.g. 'Britain wanted to help their ally Russia.'
'Britain wanted to knock Turkey out of the war.'
'Turkey was seen as being one of Germany's more vulnerable allies.'
'It was seen as a way to gain a breakthrough in the war.'
'The offensive could open up a sea route to the Russian front.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Previous attempts had failed.'

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

© Cambridge International Examinations 2015

(c) 'The Gallipoli campaign failed because of the Turkish defences.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The Turks were aware that an attack was coming. Their defensive forces had been doubled, and had dug into strong positions on the hills overlooking the beaches where the Allies were most likely to land. The Turks were well prepared for the attack.'
OR
e.g. 'The Gallipoli campaign failed because of the tough conditions faced by the British forces. Sickness and disease spread rapidly amongst the men due to the shortage of fresh water, flies smothering food and the difficulties in burying corpses. The men were in no condition to fight effectively.'

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

(One mark for each point)

e.g. 'The Turks knew in advance about the Gallipoli landings.'
'The Turks had doubled their defensive forces.'
'The Turks had put mines in the water.'
'The British had out-of-date maps.'
'The British had not used proper minesweepers to remove Turkish mines.'
'Troops were affected by the shortage of fresh water.'
'The troops were malnourished.'
'Sickness and disease spread rapidly.'
'The troops had to face the harsh Turkish winter.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Gallipoli campaign also failed because of bad conditions.'

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

© Cambridge International Examinations 2015

11 (a) Describe events in Munich on 8–9 November 1923.

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

e.g. 'Gustav von Kahr, the head of the Bavarian government, addressed a meeting on 8 November.'
'SA men surrounded the hall where von Kahr was speaking.'
'Hitler interrupted the meeting and announced he was taking over the government of Bavaria.' (2 marks)
'Hitler was supported by Ludendorff.'
'Von Kahr was persuaded at gunpoint to say that he supported the revolution.'
'Von Kahr was locked in a room overnight.'
'Von Kahr escaped.'
'Von Kahr went back on his promise to support Hitler.'
'On 9 November Hitler staged a march through the streets of Munich to gain public support.'
'Armed police arrived to confront Hitler and his supporters.'
'Sixteen marchers were killed.'
'Hitler escaped in a car.'

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

© Cambridge International Examinations 2015

(b) Why did Hitler think that the Munich Putsch would be successful?

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. 'Hitler believed the time was right due to the discontent in Germany towards the end of 1923. Hyperinflation was at its height. Many people were furious when Stresemann called off passive resistance in the Ruhr as they thought this meant the government was giving in to the French. Hitler was confident that the German people would flock to support his attempt to overthrow the Weimar government.'

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

(One mark for each identification/description)
e.g. 'The Weimar government was very unpopular towards the end of 1923.'
'Hyperinflation was at its height.'
'Stresemann had called for the end of passive resistance in the Ruhr.'
'It seemed as if the Weimar government was tolerating left-wing state governments in Saxony and Thuringia.'
'Hitler thought Ludendorff would persuade the army to support him.'
'Hitler thought leading members of the Bavarian government would support him.'
'Von Kahr and von Lossow had been plotting against the Weimar Republic.'
'Mussolini had successfully overthrown the Italian government.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler was over confident.'

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

© Cambridge International Examinations 2015

(c) 'Hitler became Chancellor of Germany in 1933 because of the violence of the SA.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The violence of the SA helped Hitler to become Chancellor. Many Germans were extremely worried about the threat of communism, and so they welcomed the actions of the SA in disrupting communist meetings and in fighting against the communists in street battles. They believed the actions of the SA would prevent a communist takeover.'
OR
e.g. 'Hitler became Chancellor due to the economic depression. Germany was in economic chaos, with wage cuts, unemployment and poverty being features of life for many Germans. Hitler's programme offered solutions to all these problems whilst the Weimar republic seemed powerless to help. Support for Hitler grew.'

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

(One mark for each point)

e.g. 'The SA was prepared to fight the communists.'
'The SA disrupted their opponents' political meetings.'
'The SA gave an impression of discipline and order.'
'Hitler became Chancellor due to the economic depression.'
'It was due to Nazi propaganda.'
'The German people were very concerned about the growth of communism.'
'Hindenburg and von Papen offered Hitler the post of Chancellor.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The violence of the SA contributed, but many other factors were equally important.'

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

© Cambridge International Examinations 2015

12 (a) What role did the SS play in controlling the Nazi state?

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

e.g. 'The SS arrested and detained people without charge.'
'The SS interrogated people.'
'The SS searched and confiscated property.'
'The Death's Head units of the SS were responsible for running the concentration camps.' (2 marks)
'The SS were responsible for destroying opposition to Nazism.'
'The SS were responsible for carrying out Nazi racial policies.'

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

© Cambridge International Examinations 2015

(b) Why did persecution take place in 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. 'Hitler believed that people with disabling conditions and diseases were a drain on the German economy. He persecuted them because he saw them as contributing little to the German economy and costing the state large sums of money in care and welfare costs. He felt they made little or no contribution to German society, and therefore resources would be better spent on the fit and healthy.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Persecution took place to preserve the purity of the German race.'
'Persecution took place due to belief in Aryan supremacy.'
'Some people were viewed as a drain on the German economy.'
'Persecution took place to ensure the Nazi state operated efficiently.'
'It was believed that the Jews were determined to undermine the German state.'
'Persecution took place to deal effectively with any opposition.'
'Persecution took place to ensure people were loyal Nazis.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Persecution took place to help the Nazis.'

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

© Cambridge International Examinations 2015

(c) 'The German people accepted the Nazi regime.' 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
Explanation of both sides 5–6 marks

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

e.g. 'Many Germans accepted the Nazi regime because their lives had improved. Unemployment had been reduced from six million to a few hundred thousand, with jobs created on public works schemes and in rearmament industries. People could now feed their families.'
OR
e.g. 'There were Germans who did not accept the Nazi regime. The Edelweiss Pirates resented Nazi control of their lives. They taunted and attacked members of the Hitler Youth, and some Pirates sheltered army deserters and escaped prisoners, and stole armaments to demonstrate their discontent.'

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

(One mark for each point)

e.g. 'Small businessmen were helped by the Nazi regime.'
'Benefits were provided by the Strength through Joy programme.'
'People were pleased to have jobs.'
'Communists did not support the Nazi regime.'
'The Edelweiss Pirates did not support the Nazi regime.'
'Pastor Niemöller was a critic of the Nazi regime.'

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

e.g. 'Some German people did accept the Nazi regime, but it is untrue to say that all did.'

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

© Cambridge International Examinations 2015

13 (a) Describe events on the battleship 'Potemkin', June 1905.

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

e.g. 'The cooks complained that the meat was riddled with maggots.'
'The ship's doctor said the meat was fit to eat.'
'Sailors protested against the serving of rotten meat.'
'The captain of the Potemkin ordered the shooting of the protest ringleaders.'
'The firing squad refused to obey the captain's order.'
'Giliarovsky was thrown overboard.'
'The captain, the doctor and several other officers were killed.'
'The remaining officers were shut in their cabins.'
'The red flag was hoisted on the Potemkin.'
'A people's committee was chosen to take charge of the Potemkin.'
'Matyushenko was the chairman of the people's committee.'

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

© Cambridge International Examinations 2015

(b) Why did Stolypin introduce agricultural reform?

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. 'Agriculture relied heavily on traditional farming methods, which meant there was not enough food being produced. By introducing agricultural reform Stolypin believed production would be increased and therefore more food would be available for the cities.'

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

(One mark for each identification/description)

e.g. 'The peasants were not producing enough food.'
'More food was needed for the cities.'
'Stolypin needed to restore loyalty to the Tsar.'
'The peasants relied too much on traditional methods of farming.'
'Stolypin wanted to create a new class of 'sober and strong' peasants.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stolypin thought it was needed.'

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

© Cambridge International Examinations 2015

(c) 'The actions of the Tsarina were the main reason for the abdication of the Tsar.' 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
Explanation of both sides 5–6 marks

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

e.g. 'The actions of the Tsarina were the main reason for the abdication of the Tsar. She relied heavily on advice from Rasputin. On his advice, she dismissed able ministers and replaced them with men who were friends of Rasputin. Corruption at the Russian court grew.'
OR
e.g. 'By 1916 there were food shortages for the troops and in the cities. There was enough food, but the transport system was in chaos, and trainloads of food lay rotting in the sidings. The people felt as if the Tsar was ignoring their plight.'

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

(One mark for each point)

e.g. 'The Tsarina depended on advice from Rasputin.'
'The Tsarina dismissed able ministers.'
'The Tsarina appointed friends of Rasputin as ministers.'
'There were food shortages.'
'Large numbers of Russians were killed in the war.'
'There was industrial discontent.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The actions of the Tsarina were partly to blame, but there were many other reasons as well.'

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

© Cambridge International Examinations 2015

14 (a) What were Trotsky's weaknesses as a candidate to succeed Lenin as leader of the USSR?

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

e.g. 'Trotsky was seen as arrogant and aloof.'
'Trotsky did not value the opinions of others.'
'Trotsky offended senior party members.'
'Trotsky's views could lead to splits in the party.'
'Trotsky's belief in world revolution was not popular.'
'Trotsky was too concerned with administration.'
'People were concerned that Trotsky's ideas would involve the USSR in conflict with other countries.'

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

© Cambridge International Examinations 2015

(b) Why did it take until 1929 for Stalin to become undisputed leader of the USSR?

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. 'Stalin was only one possible contender for the leadership of the USSR. It would take time for him to play off one group in the Party against another to ensure his undisputed leadership. He allied with Kamenev and Zinoviev against Trotsky initially, but then formed a new alliance with Bukharin temporarily. Ultimately he would have all of them expelled from the Party.' (5 marks)

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

(One mark for each identification/description)

e.g. 'There were disagreements over policies.'
'Stalin was only one possible contender for the leadership.'
'Trotsky was seen by many as Lenin's natural successor.'
'Lenin's Testament warned against Stalin.'
'In 1925 Zinoviev and Kamenev called for a vote of no confidence in Stalin.'
'Trotsky, Zinoviev and Kamenev formed a 'United Opposition' in 1926.'
'Stalin had to play off one group against another to secure undisputed leadership.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin was not popular with everyone.'

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

© Cambridge International Examinations 2015

(c) Which was the more effective for Stalin in controlling the Soviet Union: fear or propaganda? 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
Explanation of both sides 5–6 marks

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

e.g. 'Fear was effective in controlling the Soviet Union because people were too scared to challenge or even criticise Stalin. Huge numbers of people were imprisoned by the secret police without trial, simply because they were suspected of being disloyal.'
OR
e.g. 'Propaganda was effective in controlling the Soviet Union because it brainwashed people into thinking Stalin was a great leader. Paintings and posters stressed that Stalin was kind and supportive to his people, showing him marching alongside workers and toiling in the fields with peasants.'

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

(One mark for each point)

e.g. 'The secret police spread fear.'
'People were scared of being imprisoned in labour camps.'
'The purges frightened people.'
'A cult of personality was developed.'
'Stalin acquired an almost god-like status.'
'Paintings and posters showed Stalin as a man of the people.'

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

e.g. 'Fear and propaganda were equally important.'

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

© Cambridge International Examinations 2015

15 (a) What was the Jazz Age?

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

e.g. 'The Jazz Age was the name given to the 1920s in America.'
'The Jazz Age was a time when some Americans broke away from traditional values.'
'The Jazz Age was the time of the flappers.'
'It was the time when jazz music became a national phenomenon.'
'The Jazz Age was a time when jazz appealed to young white Americans because they thought it was exciting and modern.'
'The Jazz Age was a time when jazz became linked with dance music.'
'It was a time when nightclubs became popular, such as the Cotton Club of Harlem.'
'The Jazz Age was the same time as the Roaring Twenties.'

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

© Cambridge International Examinations 2015

(b) Why did the cinema become increasingly popular in 1920s America?

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. 'Some people had more disposable income and they spent some of this on entertainment like the cinema. The cinema provided cheap entertainment and watching films allowed people to escape from the monotony of everyday life.'

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

(One mark for each identification/description)

e.g. 'Cinema provided escapism.'
'The arrival of 'talkies' made cinema increasingly popular.'
'People were keen to see the new cinema celebrities.'
'Some people had increased leisure time.'
'Some people had more disposable income.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave people something to do.'

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

© Cambridge International Examinations 2015

(c) 'The "Red Scare" was the most important example of intolerance in America in the 1920s.' 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
Explanation of both sides 5–6 marks

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

e.g. 'People in 1920s America were scared by the idea that communism could take hold in their country. This 'Red Scare' meant immigrants, anyone with extreme political views and anyone who was not a WASP could be targeted. Trade unionists, African Americans, Jews, Catholics and almost all minority groups were accused of being communists.'
OR
e.g. 'The Ku Klux Klan was an important example of intolerance in 1920s America. It was an organisation that believed in white supremacy. The Klan regarded African Americans as inferior, and used violence to intimidate them. Many African Americans were beaten and lynched.'

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

(One mark for each point)

e.g. 'Americans thought eastern European immigrants were all communists.'
'The 1919 General Strike was seen as evidence of a communist plot.'
'Socialist organisations were raided.'
'Socialist books and pamphlets were seized.'
'Sacco and Vanzetti were victims of the Red Scare.'
'The Monkey Trial highlighted religious intolerance.'
'Immigration laws discriminated against certain national groups.'
'The Ku Klux Klan fuelled intolerance.'
'There was discrimination against African Americans.'
'Prohibition showed intolerance to some groups in society.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Red Scare was important, but there were many other examples of intolerance in 1920s America.'

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

© Cambridge International Examinations 2015

16 (a) What did Roosevelt do to help industry in his first hundred days in office?

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

e.g. 'Roosevelt set up the NRA (National Recovery Administration).'
'Codes were drawn up for each industry to fix prices for goods.'
'The NRA aimed to help the factory owners make more profit.'
'Businesses that signed up were allowed to display the NRA Blue Eagle badge. The American public were encouraged to buy goods from members of the scheme.' (2 marks)
'Industry was given a boost through the formation of the PWA (Public Works Administration).'
'The construction industry was given government money to build facilities such as schools, hospitals and airports.'
'Roosevelt ordered all the banks to close until they had been checked over.'

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

© Cambridge International Examinations 2015

(b) Why were Roosevelt's radio broadcasts important?

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. 'Roosevelt's radio broadcasts were important because they were a way for Roosevelt to appeal to Americans for their help in reviving the economy. These broadcasts meant he could explain what he was doing and why.'

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

(One mark for each identification/description)

e.g. 'The radio broadcasts were important to restore the nation's confidence.'
'The radio broadcasts made the American people feel Roosevelt cared about them.'
'They were important because they educated the American public.'
'They were important because Roosevelt told the nation about his plans for the future.'
'They were important because Roosevelt appealed to Americans to work with him.'
'Roosevelt wanted to gain the trust of the American people.'
'The broadcasts encouraged people to support the New Deal.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The American people could listen to Roosevelt.'

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

© Cambridge International Examinations 2015

(c) 'Roosevelt tried to do too much.' How far do you agree with this explanation of the limited success of the New Deal? 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
Explanation of both sides 5–6 marks

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

e.g. 'The New Deal had limited success because Roosevelt did too much. He interfered in business, with the NRA introducing many new codes and regulations. Business leaders felt that all the rules and regulations plus the government encouragement of trade unions made it difficult to run their businesses profitably. This could mean job losses and even some businesses closing down.'
OR
e.g. 'The New Deal had limited success because Roosevelt did not do enough. Many of the jobs provided through the New Deal were temporary and the moment government funding was removed the jobs would disappear. There were still 9 million unemployed in 1936 and by 1938 the number of unemployed was over 10 million.'

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

(One mark for each point)

e.g. 'Roosevelt behaved like a dictator.'
'Roosevelt spent too much money.'
'Roosevelt interfered too much in people's lives.'
'Roosevelt introduced too many codes and regulations.'
'Roosevelt did not do enough to help those who were suffering most.'
'Roosevelt did not do enough to help African Americans.'
'Few of the New Deal programmes were aimed at women.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Roosevelt did not do too much. Some people said he did not do enough.'

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

© Cambridge International Examinations 2015

17 (a) Describe Communist China's relations with India before the early 1990s.

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

e.g. 'Border clashes developed when India published new maps of the boundaries of India with China.'
'In 1959 the Chinese sent a letter to the Indian leader saying that the India-China borders shown on the maps were incorrect.'
'The Chinese said that 104 000km² of territory shown as Indian was Chinese land.'
'In 1962 there was a brief war between India and China. A ceasefire was declared after a month of fighting.' (2 marks)
'China provided support for groups in India who were against the Indian government.'
'China supported Pakistan during the 1965 war between India and Pakistan.'
'In 1967 Mao gave backing to a peasant uprising in India.'
'China accused India of assisting rebels in Tibet.'
'Political and cultural exchanges between China and India were almost non-existent.'
'Trade between China and India of wool, furs and spices stopped.' (2 marks)

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

© Cambridge International Examinations 2015

(b) Why did the death of Stalin change relations between China and the USSR?

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. 'When Stalin died, the new leader of the USSR was Khrushchev. Khrushchev denounced Stalin, stating that Stalin's rule as a dictator in total control of the USSR had been wrong. Mao was appalled at this public repudiation of a socialist hero, and also saw this statement as a personal attack on his method of ruling China. Relations worsened.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Mao did not like Khrushchev.'
'Khrushchev was friendlier to the West.'
'Khrushchev denounced Stalin.'
'The USSR would not help China militarily.'
'The USSR wanted to improve relations with the USA.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The new leader of the USSR was not popular in China.'

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

© Cambridge International Examinations 2015

(c) 'Access to trade was the main reason for improved relations with the United States from 1970.' 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
Explanation of both sides 5–6 marks

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

e.g. 'By the 1970s economic growth was slowing down. China's increased isolation during the Cultural Revolution meant that China had not had access to the advanced technologies of the West. Improved relations with the United States were vital to gain greater access to trade. This would bring investment into China, and give China the money needed to develop new technologies in both industry and agriculture.' (5 marks)
OR
e.g. 'As the Chinese relationship with the USSR deteriorated, Mao believed that it was a good idea to cultivate a relationship with the USSR's traditional enemy, the USA. Mao believed in the principle that his enemy's enemy should be his friend, and the provocative behaviour of the USSR made a positive relationship with the Americans even more attractive.'

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

(One mark for each point)

e.g. 'After the failure of the Great Leap Forward China needed economic help.'
'China needed export markets for industrial goods.'
'By the 1970s China had reached an economic plateau.'
'China was fearful of isolation.'
'China joined the UNO.'
'The Chinese government invited the American table tennis team to Beijing.'
'Relations between China and the USSR were deteriorating.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Relations improved because China was friendlier to the USA.'

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

© Cambridge International Examinations 2015

18 (a) Describe the 'cult of Maoism'.

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

e.g. 'Based on propaganda.'
'Often through imagery, e.g. statues, posters.'
'Simplistic so as to communicate with the millions of Chinese peasants.'

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

© Cambridge International Examinations 2015

(b) Why was the Cultural Revolution disastrous for China?

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 Cultural Revolution was disastrous for China because the education system was badly affected. Teachers were dismissed and tortured, and schools and colleges closed. A whole generation missed out on a proper education, and industry was affected by the lack of skilled workers.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Education suffered severely.'
'Teachers were dismissed.'
'Production in factories fell.'
'By 1967 China was on the verge of civil war.'
'The transport system was disrupted.'
'The Chinese were encouraged to be fearful of other countries.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It caused chaos.'

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

© Cambridge International Examinations 2015

(c) How successful was the Deng Xiaoping regime in changing China? 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
Explanation of both sides 5–6 marks

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

e.g. 'During the Great Leap Forward industry was inefficient, and during Mao's Five Year Plan industry was nationalised. Few consumer goods were available. Deng changed this by allowing people to have their own small businesses. Record numbers of consumer goods such as bicycles, sewing machines and watches were produced.'
OR
e.g. 'Under Mao all opposition was crushed. Deng adopted the same approach. Students occupied Tiananmen Square in 1989 demanding democratic reforms, and refused to leave even when ordered to do so. Deng used force to remove them. Hundreds of students were killed, and thousands more arrested and imprisoned. Nothing had really changed – opposition would still not be allowed.'

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

(One mark for each point)

e.g. 'Deng introduced profit sharing.'
'People were allowed to own their own small businesses.'
'Deng reversed the educational reforms of the Cultural Revolution.'
'Wages remained low.'
'There was little movement towards democracy.'
'Any opposition was still ruthlessly crushed.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Deng Xiaoping was successful in changing some parts of Chinese life, but much stayed the same.'

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

© Cambridge International Examinations 2015

19 (a) What was the impact by 1940 of housing policies on the non-white population?

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

e.g. 'There was segregated housing in town and city areas.'
'Black townships were built.'
'Black Africans had houses constructed of mud or corrugated iron.'
'Towns were to be regarded as white areas only.'
'Blacks would only be allowed into towns when required as domestic servants or factory workers for white people.'

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

© Cambridge International Examinations 2015

(b) Why was gold mining important to South Africa by 1945?

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. 'Gold mining was important to South Africa because it stimulated growth in other industries. Gold mining meant that machinery, electrical equipment, explosives, wire cables and miners' boots had to be produced in great quantities, and this resulted in more jobs being made available.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Gold mining accounted for 70% of exports.'
'Gold mining stimulated growth in other industries.'
'High taxes were levied on the gold mining industry.'
'Gold mining created jobs.'
'Foreign capital was drawn to South Africa.'
'Gold mining meant that banking and financial services expanded.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was good for the economy.'

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

© Cambridge International Examinations 2015

(c) 'The National Party was successful in the election of 1948 because of the failings of Smuts and the United Party.' 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
Explanation of both sides 5–6 marks

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

e.g. 'Smuts and his United Party were viewed as being out of touch with the Afrikaner community. Black people now outnumbered white people in many towns, and the United Party said that the blacks were going to stay in the cities and that complete segregation was totally impracticable. This horrified many in the Afrikaner community, as they thought this could mean increasing rights for black people, which Afrikaners did not want.'
OR
e.g. 'The National Party was successful because they told the Afrikaner community what they wanted to hear. The Sauer Report favoured total segregation – apartheid. This was exactly what most Afrikaners wanted from their politicians.'

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

(One mark for each point)

e.g. 'Smuts was seen as being too old and out of touch.'
'Smuts had supported the ideas of equal human rights and liberty.'
'The United Party failed to address the concerns of most Afrikaners.'
'In 1948 there was an increased sense of Afrikaner nationalism.'
'The National Party advocated total segregation.'
'White South Africans were worried by groups of black people participating in boycotts and strikes.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The failings of Smuts and the United Party contributed, but there were many other reasons for the National Party's success.'

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

© Cambridge International Examinations 2015

20 (a) What was the Black Consciousness Movement?

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

e.g. 'It started as a university student movement.'
'It was a movement that arose due to the political frustrations of black South Africans.'
'It was a movement founded by Steve Biko.'
'It was a movement that encouraged people to be proud of being black, and proud of black history and culture.' (2 marks)
'The movement argued that black people had lost confidence in themselves as the result of living for so long in a white-dominated society.'
'The movement encouraged black people to try to break free from the oppression of apartheid.'
'It centred on the idea that black people should gain confidence in their ability to change things for themselves, end their dependence on white people and win their own freedom.' (2 marks)

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

© Cambridge International Examinations 2015

(b) Why did the Black Consciousness Movement increase in popularity in the late 1960s and the 1970s?

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 Black Consciousness Movement increased in popularity because it stressed that black South Africans should have pride in themselves and their ability to change the situation in South Africa. Black South Africans began to believe their actions could bring change, and in the 1970s an increasing number of black workers took part in strike action. The Black Consciousness Movement appealed because it gave black people more confidence.' (5 marks)

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

(One mark for each identification/description)

e.g. 'From 1968 black people were not allowed to vote in elections for the National Assembly.'
'The Separate Representation of Voters Amendment Act completed the abolition of non-white political representation.'
'There was a blossoming of black culture with the publication of literature with a strong liberationist message.'
'It set up Black Community programmes.'
'People admired the founder of the movement, Steve Biko.'
'The movement stressed the ability of black people to change things for themselves.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave hope to black South Africans.'

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

© Cambridge International Examinations 2015

(c) How far do you agree that apartheid had almost collapsed by 1980? 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
Explanation of both sides 5–6 marks

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

e.g. 'Apartheid was under threat in the 1970s due to an increase in industrial militancy amongst black people. In 1973 nearly 100 000 black workers were involved in strike action calling for improved wages and conditions, and for improvements in housing, healthcare and political rights. It was clear that they were not prepared to accept apartheid.'
OR
e.g. 'It is not true to say that apartheid had almost collapsed by 1980. International condemnation took the form of words rather than actions. Wealthy nations were not prepared to impose sanctions when so much of their capital was invested in South Africa. They did not wish to damage their own national interests so took no effective action to force the South African government to end apartheid.'

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

(One mark for each point)

e.g. 'The Defiance Campaign had begun to make apartheid unworkable.'
'Events in Soweto in 1976 caused international outrage.'
'The ANC encouraged resistance to apartheid.'
'South African sports teams were boycotted.'
'In 1973 the General Assembly of the United Nations had declared apartheid to be a crime against humanity.'
'Most wealthy nations continued to trade with South Africa.'
'The government upheld apartheid with the full force of the law.'
'Opposition newspapers were censored.'

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

e.g. 'In some ways it seemed close to collapse, but in other ways nothing had changed.'

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

© Cambridge International Examinations 2015

21 (a) In what ways did tension increase in the Middle East in the months leading up to the Six Day War of June 1967?

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

e.g. 'In April the Syrians opened fire on an Israeli tractor ploughing land in the demilitarised zone.'
'There was an air fight between Syrian and Israeli planes.'
'Six Syrian planes were shot down.'
'In May an Israeli general threatened to occupy the Syrian capital, Damascus.'
'Egypt moved troops into Sinai.'
'Israel began to mobilise its armed forces in May.'
'Nasser closed the Straits of Tiran to Israeli shipping.'
'Jordan signed a defence agreement with Syria and Egypt.'
'The Israelis approved plans for a pre-emptive strike against the Arab states.'

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

© Cambridge International Examinations 2015

(b) Why was Israel able to accept the UN ceasefire of 10 June 1967?

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. 'Israel was able to accept the UN ceasefire because her borders were now more secure. There was now a buffer zone between Israel and each of its three main enemies, as Israel controlled the Golan Heights, the West Bank of the River Jordan and Sinai. Israel felt safer than before the Six Day War.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Israel's borders were more secure.'
'There was now a buffer zone between Israel's land and each of its three main enemies.'
'Israel now controlled the Golan Heights.'
'Israel now controlled land on the West Bank of the River Jordan.'
'Israel had gained control of Sinai.'
'Israel now had control of the Old City of Jerusalem for the first time in nearly 2000 years.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They had been successful in the war.'

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

© Cambridge International Examinations 2015

(c) How significant was superpower influence in the Yom Kippur War, 1973? 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
Explanation of both sides 5–6 marks

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

e.g. 'Superpower influence was significant in the Yom Kippur War. The USSR supplied Egypt and Syria with surface to air weapons and anti-tank weapons. When Egypt and Syria first attacked Israel they used these weapons to good effect, destroying 300 Israeli tanks and preventing the Israeli army from fully mobilising for three days.'
OR
e.g. 'Superpower influence was limited because the Arab states used the weapon of oil to influence the actions of the USA. The USA wanted to help Israel but could not afford to upset the Arab states further, as Saudi Arabia had banned all oil exports to the USA. If this continued it would cause considerable disruption to the American economy, and so the USA had to work towards a prompt ceasefire.'

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

(One mark for each point)

e.g. 'The USSR sent arms to Syria.'
'The USSR provided Egypt with surface to air missiles.'
'The USA organised a large scale airlift to Israel.'
'The USA prevented Israel from advancing on Cairo or Damascus.'
'American and Soviet leaders met together and demanded a ceasefire.'
'Saudi Arabia banned oil exports to the USA.'
'The economies of Western Europe and the USA would be disrupted if the Yom Kippur War went on too long.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Some superpowers were very influential during the Yom Kippur War.'

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

© Cambridge International Examinations 2015

22 (a) Describe the developing Palestinian refugee crisis prior to 1967.

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

e.g. 'During the fighting in 1948–9 over 700 000 Arabs fled from their homes in Palestine.' (2 marks)
'Most Palestinian refugees in 1948–9 went to the West Bank or the Gaza Strip.' (2 marks)
'Some Palestinian refugees in 1948–9 went to Syria, Jordan and Lebanon.' (2 marks)
'The Israelis refused to allow the refugees to return to their lands.'
'In 1950 the United Nations Relief and Works Agency established refugee camps across the Arab states.' (2 marks)
'Many refugee camps were not fit for human habitation.'
'Most refugees were unemployed and therefore very poor.'

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

© Cambridge International Examinations 2015

(b) Why was the Six Day War (1967) important for the Palestine Liberation Organisation (PLO)?

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 Six Day War was important because the outcome convinced the PLO that they would have to fight for their homeland alone. Jordan and Egypt had both provided vital support for the PLO, but were now weakened by their heavy losses in the war. The PLO could no longer rely on support from these countries and needed to devise their own plans for regaining their homeland.' (5 marks)

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

(One mark for each identification/description)

e.g. 'Jordan and Egypt had been weakened by the Six Day War.'
'Egypt and Syria were more concerned about the lands they had lost to Israel.'
'All the original land of Palestine was now under Israeli rule.'
'The Palestinians decided they would have to fight for their homeland alone.'
'Over 350 000 Palestinians fled from the West Bank in 1967.'
'The PLO now believed armed struggle was the only way to regain their homeland.'
'The PLO decided to use terrorist methods.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The PLO decided to change its policies.'

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

© Cambridge International Examinations 2015

(c) How far were actions of the PLO responsible for the difficulties Palestinians faced? 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
Explanation of both sides 5–6 marks

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

e.g. 'The PLO was responsible for the difficulties faced by Palestinians because the PLO tried to terrorise Israel into giving up conquered lands. The hijack of an Israeli passenger plane in 1968 and the attack on Israeli athletes at the 1972 Olympics shocked the world and lost sympathy for the Palestinian cause. They viewed the PLO as terrorists.'
OR
e.g. 'The PLO was not responsible for the difficulties faced by Palestinians. The Palestinians were the victims of war, forced to flee their homes during the 1948–49 war and forced to live in unhealthy refugee camps year after year. All they wanted was to be allowed to return to their homelands.'

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

(One mark for each point)

e.g. 'The PLO tried to terrorise Israel into giving up conquered lands.'
'In February 1970 a Swiss plane was blown up on its way to Israel.'
'The Black September group killed Israeli athletes at the 1972 Olympics.'
'The Palestinian people were the victims of war.'
'The Israelis refused to allow Palestinian refugees to return to their lands.'
'The PLO was ignored by Egypt, Israel and the USA in the 1978 and 1979 agreements.'

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

e.g. 'The PLO caused some of the difficulties faced by Palestinians but some difficulties were not their own fault.'

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

© Cambridge International Examinations 2015