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HISTORY **0470/13**

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MARK SCHEME

Maximum Mark: 60

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

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

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

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1 (a) Describe how the Hungarian Revolution had ended by 1849.

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

e.g. 'In 1848, Kossuth addressed the Hungarian Diet.'
'He demanded independence for Hungary.'
'Kossuth demanded the immediate implementation of the 1847 reforms, which had already been agreed by the Diet.'
'Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in the new Hungary.'
'In April 1849, Kossuth declared Hungary an independent republic with himself as president.'
'The Croats reacted angrily to Kossuth's suggestions.'
'The Croats invaded Magyar territory supported by the Austrians.'
'The Austrians asked the Russians to help defeat Kossuth's forces.'
'Kossuth's forces could not resist the troops of Tsar Nicholas I.'
'After the Hungarian surrender to the Russians, Kossuth fled.'
'The Hapsburg regained control of Hungary.'
'Reprisals were taken against the Hungarian army, including executions.'

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

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(b) Why were attempts to unify Germany in 1848–49 unsuccessful?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Frankfurt Assembly struggled to build a nation state and a constitution at the same time. The President, Heinrich von Gagern, supported unification but insisted that the Assembly needed to gain the agreement of the monarchs, who were highly reactionary. When the position of German Emperor was offered to Frederick William IV, he refused it because it had not been offered by his fellow heads of state. He said the offer had come from 'the gutter'.'

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

(One mark for each identification/description)

e.g. 'There were many divisions in the Frankfurt Assembly.'
'The liberals wanted to draft a constitution.'
'The radicals wanted a law making parliament.'
'It needed to decide whether Germany should include Austria.'
'Frederick William IV turned down the crown as German Emperor.'
'Austria was able to re-assert its influence.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Indecision and lack of organisation at Frankfurt.'

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

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(c) 'The revolutions across Europe in 1848–49 failed because revolutionaries were not united in their aims.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Both Croat nationalists and Magyar nationalists wanted to win their independence from Austria. The revolution in Hungary, led by Kossuth, looked as though it would be a success, but the Magyars fought the Croats. As a result, the Austrians with the Russians crushed the revolution.'
OR
e.g. 'The revolutionaries were not militarily powerful enough to defeat the Austrian forces under Windischgratz and Radetsky. This showed itself against Charles Albert and Kossuth. The Tsar was willing to provide forces because he feared the spread of insurrection into his own Polish provinces.'

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

(One mark for each point)

e.g. 'The clash of aims made success impossible.'
'Popular enthusiasm was short-lived.'
'Demands were initially agreed to and then power regained.'
'The armed forces were able to defeat the revolutionaries.'
'Some wanted a new constitution while others wanted a nation state.'
'There were squabbles between Magyar and Croats.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Most revolutionaries lacked support and organisation.'

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

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2 (a) What actions were taken to improve the strength of the Prussian army in the 1860s?

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

e.g. 'Von Roon was appointed as Minister of War.'
'Von Moltke was appointed Chief of Staff.'
'They enlarged and reorganised the Prussian army.'
'They had more regiments and more equipment.'
'They set up a General Staff to organise the army.'
'It also planned its methods of fighting.'
'The General Staff encouraged subordinate commanders to take responsibility for decisions.'
'Prussian soldiers spent 2 years with the colours, 4 years with the reserves and 5 ½ years with the militia.'
'This produced a field army of 500 000.'
'It produced a vast reserve of trained men.'
'They introduced new weaponry including the needle-gun and improved field artillery.'

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

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(b) Why was there a war between Prussia and France in July 1870?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'It was suggested in 1870 that Prince Leopold should take the crown of Spain. France left Prussia in no doubt that this was unacceptable. Gramont, the French foreign minister, wanted to humiliate the Prussians by asking for a guarantee that the claim would not be renewed. Bismarck published a version in German newspapers making the telegram look insulting to the French. Public opinion pushed Napoleon into war.'

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

(One mark for each identification/description)

e.g. 'France believed promises had not been met over rewards for neutrality in the Austro-Prussian War.'
'There was an issue over the candidature for the Spanish Crown.'
'Napoleon did not want a Hohenzollern on the Spanish throne.'
'Bismarck initially withdrew Leopold.'
'Gramont would not let the matter rest and wanted a permanent assurance.'
'Bismarck insulted the French through adjusting the Ems telegram.'
'The French public demanded war.'
'Emotions were stirred up by the French press.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a long running dispute.'

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

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(c) 'Bismarck was successful because he was prepared to use force.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Bismarck supported von Roon's and Moltke's military reforms which meant he had the most powerful army in Europe. Bismarck defeated the Austrians which effectively meant Austria was not part of Germany. He defeated France to unite the southern states with Prussia.'
OR
e.g. 'Bismarck was successful in defeating France because he gave Austria a lenient peace treaty, which meant Austria remained neutral in the war against France. Bismarck had also negotiated neutrality with Russia. This meant Bismarck could fight one country at a time.'

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

(One mark for each point)

e.g. 'Bismarck selected those to fight carefully.'
'He only fought a country if Prussia would benefit.'
'He negotiated neutrality from other leading countries, such as Russia.'
'The military reforms were important.'
'The economic growth of Prussia was important.'
'The opposition did not have the same military strength as Prussia.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Bismarck increased the country's military strength.'

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

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3 (a) What were the terms of the 1850 Compromise?

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

e.g. 'California was admitted to the Union as a free state.'
'The slave trade was abolished in the District of Columbia.'
'Slavery could still exist in the District of Columbia.'
'The Territory of Utah was organised under the rule of popular sovereignty.'
'The Territory of New Mexico was organised under the rule of popular sovereignty.'
'A harsher Fugitive Slave Act was introduced.'
'Texas gave up much of the western land which it claimed and received compensation of $10 000 000 to pay off its national debt.'

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

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(b) Why was the South committed to slavery?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'With the invention of Eli Whitney's 'gin' and the invention of textile machinery in Britain, there was a great demand for cotton. Growing cotton was labour intensive and cotton growers in the South made use of slave labour. Cotton owners said that it would not be profitable if they had to pay their labour.'

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

(One mark for each identification/description)

e.g. 'The slaves were needed in the cotton plantations.'
'Owners said they would not make a profit without slaves.'
'Many white Southerners believed they were superior to black people.'
'Some thought black people were put on earth to be slave labour.'
'Many Southerners believed that black people were like children and incapable of caring for themselves.'
'Slavery was a benevolent institution that kept slaves fed, clothed and occupied.'
'Slaves were needed in tobacco plantations and general farming.'
'They acted as domestic servants.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Slaves had been in the South since the seventeenth century.'

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

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(c) How beneficial to the South was reconstruction? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. The Basic Reconstruction Act of 1867 allowed military governors to form governments by universal suffrage.'
OR
e.g. 'Carpetbaggers and scalawags were able to take control of the state governments in the South and impose their wishes which were often corrupt and spendthrift. Confederate leaders were disqualified from voting and old Confederate politicians could not stand for office.'

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

(One mark for each point)

e.g. 'Initial representation did not happen.'
'Governments were elected by universal suffrage.'
'Carpetbaggers took advantage.'
'Ex-slaves were now free.'
'White Southerners took the law into their own hands.'
'The Ku Klux Klan would not accept black Americans as equal citizens.'
'Black people were discriminated against and were victims of racial prejudice.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Problems were not overcome.'

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

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4 (a) What economic advantages were gained by European countries from expanding their empires?

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

e.g. 'It established trade.'
'It increased a country's wealth.'
'Colonies produced raw materials and food products.'
'Colonies produced products unable to be grown in European countries.'
'These products included bananas, palm oil, cocoa and tea.'
'Colonies provided a market for manufactured goods.'
'These manufactured goods did not have restrictive import tariffs.'
'It gave an opportunity to invest surplus profits into new projects.'
'They provided coaling stations vital for trade.'
'Colonies provided administrative positions.'

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

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(b) Why did the Indian Mutiny take place?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Mutiny broke out among the 'sepoys' in the Bengal army of the East India Company who believed they were issued with bullets greased with cow or pig fat. This offended those following the Hindu and Muslim religions. The concerns of the sepoys were ignored.'

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

(One mark for each identification/description)

e.g. 'The British were trying to introduce reform.'
'Opposition had been growing for some time.'
'Lord Dalhousie tried to introduce his reforms too quickly.'
'The reforms ignored many Eastern customs and religious practices.'
'The views of Indians had been ignored.'
'Greased bullets brought matters to a head.'
'There were rumours that Indians would be forced to become Christians.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The British were insensitive.'

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

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(c) In Africa, was the nature of British imperialism different to that of other countries? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Britain allowed the establishment of private companies that were granted large territories to administrate in Africa. One of these was the British East Africa Company. Britain used indirect rule. They used indigenous African rulers within the colonial administration.'
OR
e.g. 'The French used direct rule. The French removed traditional political authorities such as chiefs from power. The French stressed policies of assimilation, 'civilising' African societies so that they would be more like European society.'

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

(One mark for each point)

e.g. 'The French wanted equals.'
'The French applied direct rule.'
'The British used indirect rule.'
'The British wanted control.'
'The Belgians wanted assets.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Different countries wanted different things from their colonies.'

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

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5 (a) What features of the Treaty of Versailles were shared by the other peace treaties of 1919–20?

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

e.g. 'The War Guilt Clause.'
'An obligation to pay reparations.'
'A need to reduce armaments.'
'An acceptance of the Covenant of the League of Nations.'
'The defeated countries all lost territory.'
'All the treaties were diktats.'

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

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(b) Why were the German people unhappy with the Treaty of Versailles?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The terms which meant a reduction in armaments brought a loss of pride and resentment. This also contributed to a feeling of insecurity as the proposed size of the army was thought to be too small to defend against a possible French attack.'

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

(One mark for each identification/description)

e.g. 'They were horrified at the harshness and injustice of the Treaty.'
'They did not think they should be treated like a defeated nation.'
'They were forced to sign the War Guilt Clause.'
'They objected to the diktat.'
'They thought the reparation payments were far too high.'
'To be deprived of industrial areas, such as the Saar.'
'They were not happy that many Germans were now in foreign countries, such as Poland.'
'They were not happy at losing their colonies.'
'They were unhappy that Germany was now in two parts.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many thought they had only stopped fighting to make peace.'

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

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(c) Who was more satisfied with the Treaty of Versailles: Clemenceau or Lloyd George? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Clemenceau was pleased that Germany's economic power and military capacity had been reduced, although he failed to get the Saar Basin for France and he failed to get the Rhineland to be an independent state.'
OR
e.g. 'Lloyd George was pleased that the reparations Germany had to pay were not as high as France wanted and this meant Germany was still in a position to trade with Britain. He was not happy, however, that German-speaking people were under the rule of other countries.'

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

(One mark for each point)

e.g. 'Clemenceau was pleased to get back Alsace-Lorraine.'
'He was pleased that France would receive some German colonies.'
'He was unhappy he had to abandon the idea of an independent Rhineland.'
'He was unhappy that he could not split Germany into small states.'
'Lloyd George was pleased he had moderated Clemenceau's approach to Germany.'
'He was pleased that the free navigation of the seas was abandoned.'
'He was pleased to extend the British Empire.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a matter of give and take for both men.'

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

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6 (a) What were the consequences of the Spanish Civil War for peace in Europe?

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

e.g. 'Hitler had tested his armed forces in conflict.'
'The Luftwaffe had practised and perfected dive-bombing techniques.'
'This could be considered a dress rehearsal for a full-scale European war.'
'Hitler succeeded in persuading Mussolini to abandon Britain and France.'
'Mussolini stated that Germany and Italy now formed the 'Rome-Berlin Axis'.'
'The three years of war distracted diplomats and officials from the affairs of central Europe.'
'During this time, Hitler was able to take successful action over Austria and Czechoslovakia.'
'Britain and France started to rearm.'
'The League of Nations was again shown to be ineffective.'

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

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(b) Why did Hitler take Germany out of the League of Nations in 1933?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'When Hitler came to power, Germany had been in the League for six years. Germany was still not treated as an equal because no other country had disarmed to the extent that Germany had been forced to in the Treaty of Versailles. A Disarmament Conference was held, but this was soon after the Manchurian Crisis and almost no progress on disarmament was made. As a result, Hitler decided to leave the League because he stated that Germany was not being treated fairly.'

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

(One mark for each identification/description)

e.g. 'It was linked to the Treaty of Versailles.'
'It failed to deal with general disarmament.'
'Germany was the only country to have seriously disarmed.'
'Hitler did not think the League treated Germany fairly.'
'Hitler was already rearming.'
'Hitler followed the example of Japan.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Hitler did not think the League had been helpful to Germany.'

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

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(c) 'The policy of appeasement played a greater part in the outbreak of war in 1939 than did the Nazi-Soviet Pact.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The fact that Britain and France did not stop Hitler from re-militarising the Rhineland encouraged Hitler to continue building up his forces beyond the Versailles limit and also to start demanding more territory such as Austria. Each step taken by Hitler, without action by Britain and France, gave him confidence that they would not intervene over Czechoslovakia and Poland.'
OR
e.g. 'The Nazi-Soviet Pact was bound to lead to war because some of the secret clauses meant that Poland would be taken over by Hitler and Stalin. Britain had warned Hitler that, if he invaded Poland, Britain would declare war.'

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

(One mark for each point)

e.g. 'Appeasement boosted the self-confidence of Hitler.'
'Appeasement encouraged Hitler to make further demands for territory.'
'Britain and France gave away Czechoslovakia.'
'The Pact meant Hitler could fight on one front.'
'The division of Poland in the Pact meant Britain would declare war.'
'Stalin signed the Pact because he thought Britain and France would not stand up to Hitler.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both contributed to the outbreak of war.'

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

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7 (a) What was the 'domino effect' in relation to Vietnam?

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

e.g. 'President Eisenhower thought if Vietnam fell to communism, the surrounding countries would soon fall.'
'With the fall of China and North Korea to communism, the US thought Vietnam would be next.'
'It was important that the US supported South Vietnam so it did not fall to communism.'
'If it fell to communism, then Laos and Cambodia would be next.'
'There was a possibility that after those two, others would follow such as Thailand, Indonesia and Burma.'

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

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(b) Why did Nixon find it difficult to withdraw from Vietnam?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Nixon tried to force the end of the war by bombing Vietnam troop bases in Cambodia. These raids were carried out in secret but the bombing failed. In April 1970, Nixon sent in US troops to complete the mission. This was badly received at home and led to demonstrations, such as the one at Kent State University where four students were killed by National Guardsmen.'

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

(One mark for each identification/description)

e.g. 'Vietnamisation did not work.'
'Nixon had to extend the combat area into Cambodia.'
'Nixon couldn't lose face and admit defeat.'
'He couldn't be seen to be giving in to anti-war protests.'
'In 1965 the US government stated it was a just and vital war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'US forces were losing the war.'

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

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(c) 'In Vietnam, Kennedy was more successful than Johnson.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Kennedy attempted to stem Vietcong attacks by supporting the South Vietnamese army with equipment, such as helicopters, and military advisers. By 1963 there were 16 000 US military advisers in Vietnam. Kennedy did not commit US troops despite Vietcong successes.'
OR
e.g. 'Johnson committed combat troops in 1965 and Operation Rolling Thunder to bomb North Vietnam and the Ho Chi Minh Trail. The use of Agent Orange and napalm showed that the US was struggling to gain any control. The Tet Offensive showed that the communists could still attack Southern cities including Saigon and even the American Embassy. The US was losing the war and Johnson did not seek a second term as president.'

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

(One mark for each point)

e.g. 'Kennedy sent thousands of advisers for the South Vietnamese army.'
'Kennedy sent helicopters and aid to help the South Vietnamese army.'
'Johnson started bombing North Vietnam.'
'Johnson sent in American troops.'
'The Tet Offensive was a major blow to Johnson.'
'The massacre at My Lai made Johnson unpopular.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Kennedy did little to stop the communists.'

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

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8 (a) Describe the methods of control exercised by the Soviet Union over Hungary before the 1956 uprising.

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

e.g. 'The press, theatre, art and music were controlled.'
'There was no freedom of expression.'
'Soviet control of education taught a Communist version of history.'
'There was presence of Soviet troops.'
'The Soviet troops had to be paid for by the Hungarian people.'
'There were Russian street signs.'
'Many of the best goods made in Hungary went to the USSR.'
'The Hungarians were strongly Christian but the Church was persecuted.'
'Cardinal Mindszenty was imprisoned.'
'Any opposition to the Soviets was dealt with by the State Protection Group (AVO), the secret police.'

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

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(b) Why was Solidarity successful?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Solidarity had the support of the Catholic Church. Elsewhere in eastern Europe, Communist governments had tried to crush the Christian churches. In Poland, however, the strength of the Catholic religion meant that the government dared not confront the Catholic Church.'

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

(One mark for each identification/description)

e.g. 'Solidarity was strongest in industries that were the most important to the government.'
'It was successful because of the charismatic appeal of Lech Walesa.'
'Walesa was careful to avoid provoking a dispute which would bring in the Soviet Union.'
'Solidarity was very popular with half of all workers belonging to it.'
'Solidarity had the support of the Catholic Church.'
'Solidarity gained international support, especially in the West.'
'It highlighted inefficiency and corruption.'
'It highlighted the failure of Communism to provide good living standards.'
'It showed there were organisations capable of resisting a Communist government.'
'It showed 'people power' could threaten a Communist government.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Initially, Solidarity only wanted to improve living standards.'

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

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(c) 'The Berlin Wall was more advantageous to the Western allies than to the USSR.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The West used the Berlin Wall for propaganda purposes, asking why, if Communism was such an ideal system, it was necessary to cage people in East Berlin. In the context of the Cold War, this was positive propaganda for the capitalist system of the West.'
OR
e.g. 'Those who were defecting from East Berlin to West Berlin were very often highly skilled workers or well qualified managers. The Communist government could not afford to lose these high quality people and, therefore, built the Wall.'

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

(One mark for each point)

e.g. 'The Wall kept skilled workers in East Berlin.'
'It stopped people fleeing from East Germany to the West via West Berlin.'
'The West used the Wall as a propaganda issue.'
'The West suggested Communism did not work if people wanted to leave.'
'It showed that West Berlin was prosperous.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Both sides used it for their own purpose in the Cold War.'

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

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9 (a) What problems occurred when tanks were first used in battle?

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

e.g. 'They only moved at walking pace.'
'They were not manoeuvrable.'
'They often broke down.'
'Of the first 50 tanks used, 17 broke down before engaging the enemy.'
'The crew suffered from the nauseating stench of gas fumes.'
'Some got bogged down because of their weight.'
'Some got stuck in shell holes and trenches.'
'At least two of the tanks on the Somme fired on their own side.'

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

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(b) Why were aircraft important to military commanders on the Western Front?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The pilots in reconnaissance aircraft watched for signs of enemy troops moving up to the front lines. They took photographs of enemy trenches. These helped the artillery to select their targets. A pilot was the first to detect the gap in the German armies as they approached the River Marne in September 1914.'

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

(One mark for each identification/description)

e.g. 'They were used for observation and reconnaissance.'
'They could detect troop movements.'
'They could spot gaps in the enemy's lines.'
'They could be used to fight opposition planes.'
'They could stop the opposition's reconnaissance aircraft taking photographs.'
'They could be used to bomb the opposition.'
'They could inform the artillery if they were on target.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They helped the army.'

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

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(c) How far does General Haig deserve to be remembered as the 'Butcher of the Somme'? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The first day of the Battle of the Somme was the worst in the history of the British Army with over 20 000 deaths and 40 000 wounded. Haig would not change his tactics and insisted the full-frontal attacks must continue. He was bitterly criticised for throwing men at massed defences.'
OR
e.g. 'Haig had warned politicians that the campaign would result in heavy losses. He believed that the objective of the Somme had been achieved. It saved Verdun. Many of Germany's best troops were killed and injured and overall their losses were greater.'

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

(One mark for each point)

e.g. 'Haig was not capable of changing his tactics.'
'His tactics cost thousands of lives.'
'Haig's artillery bombardment warned the Germans of the attack.'
'Haig's orders meant that they did not achieve a breakthrough.'
'His tactics committed German troops, which saved Verdun.'
'He did use tanks for the first time at the Somme.'
'His war of attrition on the German Army paid dividends later in the war.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was a battle Haig could not afford to lose.'

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

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10 (a) What were the terms of the Treaty of Brest-Litovsk?

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

e.g. 'Russia lost a quarter of its population.'
'Russia lost a quarter of its industry.'
'Russia lost 90% of its coal mines.'
'Russia lost a third of a million square miles of land.'
'Russia lost Finland, Latvia, Lithuania, Estonia, Belarus and the Ukraine.'
'Russia had to return to the Ottoman Empire all Turkish lands gained in the Russo-Turkish War of 1877–78.'
'Russia had to pay a fine of 300 million gold roubles.'

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

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(b) Why did Russia leave the war in 1918?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The Russian Army had suffered some huge losses in battles. This sapped morale and led to mutinies and desertion. Even when an Offensive went well under Brusilov, it soon finished in defeat with half a million casualties. By 1918, Russian forces had suffered enough with poor leadership, lacking food and weapons and heavy casualties.'

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

(One mark for each identification/description)

e.g. 'Russian soldiers were not strong enough to defeat the German military.'
'The Russian Army was badly led by the Tsar.'
'There were numerous mutinies and mass desertions.'
'The Russian forces were short of essential supplies including food and weapons.'
'The Bolsheviks had no intention of continuing the war against Germany.'
'The Russians had suffered numerous heavy defeats.'
'The Russians had suffered massive casualties.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Russia lacked the motivation to fight.'

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

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(c) 'The main reason for British men joining the armed forces was patriotism.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Most British soldiers signed up for 'King and Country'. When the Army called for volunteers in the first two years, hundreds of thousands signed up. Whatever the horrors of war, most believed they were there to do a job for their country and that the job was worth doing well.'
OR
e.g. 'Many men had failed to find employment for long periods of time before the war. This was an opportunity to earn regular money and send it back to their families. In the Army they were taught skills which could be used in employment after the war.'

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

(One mark for each point)

e.g. 'Fighting for King and Country.'
'For those unemployed, it gave them a paid job.'
'Some wanted excitement.'
'Many joined because their friends joined and helped form the Pals Battalions.'
'They enjoyed the comradeship.'
'It meant being able to travel, especially in the Navy.'
'Conscription meant you had to join.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It would be over by Christmas.'

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

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11 (a) What were concentration camps?

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

e.g. 'They were large scale prisons for critics and opponents of the Nazi regime.'
'Other groups were sent there such as beggars, tramps, gypsies and the work-shy.'
'Later Jews, Socialists, Communists, trade unionists and churchmen became inmates.'
'The first camps were in disused factories and warehouses.'
'Dachau, near Munich, was the first purpose-built camp.'
'The camps were usually in isolated rural areas.'
'They were run by SS Death's Head units.'
'Prisoners were forced to do hard labour.'
'It was slave labour in quarries, in agriculture and forestry.'
'Food was limited and prisoners suffered harsh discipline.'
'There were beatings, torture and even deaths.'
'As Germany conquered territory, concentration camps were set up there, such as in Poland.'
'Some concentration camps turned into extermination camps and were used to exterminate the Jews.'

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

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(b) Why did Kristallnacht (Night of Broken Glass) occur?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Although Kristallnacht was caused by the murder of a German diplomat by a Jew, it was part of a sustained and relentless plan to persecute Jews. Every year since 1933, except Olympic Year, had seen legislation or directives against Jews, such as the Nuremburg Laws. In 1938, there was a serious increase in anti-Jewish policies, such as Jewish children were excluded from German schools and universities. This culminated in Kristallnacht in November 1938.'

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

(One mark for each identification/description)

e.g. 'It was caused by the murder of a German diplomat in Paris by a Jew.'
'It was revenge for the murder.'
'It was an anti-Jewish protest.'
'It was a way of destroying Jewish businesses and synagogues.'
'It was an excuse to murder and imprison Jews.'
'It was part of Hitler's anti-Jewish propaganda to turn the German people in favour of his policies.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was part of Nazi policy.'

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

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(c) 'By the end of the 1930s, Hitler's control of Germany was based on oppression.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The Nazis ran a police state. Any opposition or dissent was dealt with by the Gestapo and the SS. If a person did not show their loyalty to Hitler, they could be detained in the concentration camps, the first of which was opened within a year of Hitler taking power.'
OR
e.g. 'There was a genuine sense of patriotism amongst many Germans in the 1930s. Many were proud of the achievements of Nazi Germany, which had full employment and excellent public facilities and road networks. Their pride was shown in the 1936 Berlin Olympics.'

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

(One mark for each point)

e.g. 'It was a one party state.'
'The Nazis used the SS and the Gestapo to keep order.'
'The judges swore an oath to Hitler.'
'There were concentration camps.'
'Hitler had solved unemployment.'
'There was pride in Germany.'
'Workers liked the 'Strength through Joy' scheme.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Many were loyal to Hitler because of his achievements.'

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

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12 (a) What was the 'Final Solution'?

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

e.g. 'It was a Nazi Plan.'
'The plan was to exterminate the Jews during World War II.'
'It was a policy of deliberate and systematic genocide across German-occupied Europe.'
'It was formulated by the Nazi leadership in January 1942.'
'It was made at Wannsee Villa near Berlin in a meeting chaired by Heydrich.'
'With this decision, extermination camps such as Auschwitz and Treblinka were fitted with permanent gas chambers.'
'The extermination was carried out by the SS.'
'Many historians have stated that the Final Solution started with the invasion of Russia in 1941.'
'Then mobile SS units committed mass murders of Jews.'
'Nearly 6 million Jews were exterminated.'

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

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(b) Why were some women unhappy with life under the Nazi regime?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'During the Weimar years, women had been encouraged to get fully educated and take up fulfilling careers. Now many women doctors, civil servants, lawyers and teachers were forced to leave their jobs and stay at home with their families. Many resented this as a restriction on their freedom and a waste of years of training.'

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

(One mark for each identification/description)

e.g. 'It was a male dominated regime.'
'It was expected that their job was to raise children and run the house.'
'Many women did not like the insistence on traditional dress for women.'
'Many professional women were forced to leave their jobs.'
'Discrimination against women applicants for jobs was encouraged.'
'Schoolgirls were discouraged from going into higher education.'
'Women were deprived of the vote.'
'In the late '30s, the Nazis needed women to work.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The liberal views of the Weimar years were lost.'

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

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(c) 'The standard of living in Germany improved under the Nazis.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Most Germans felt that, until war broke out in 1939, their lives had improved since the days of the Great Depression. The major improvement came with the reduction of unemployment from six million to a few hundred thousand. Those in work had the benefit of the Strength through Joy organisation.'
OR
e.g. 'Those whose standard of living declined were those who were considered to be non-Aryan and those who challenged the Nazi ideology. These included Jews, gypsies, committed Communists and Socialists, Christians and members of most religious sects.'

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

(One mark for each point)

e.g. 'There were huge improvements in employment.'
'There were benefits in the Strength through Joy organisation.'
'Farmers enjoyed price guarantees.'
'Hitler created a 'feel good to be German' factor.'
'Wages did not rise significantly.'
'Trade unions were outlawed.'
'The war led to a steady decline in living standards.'
'Food rationing started in September 1939.'
'By 1945, Germans were scavenging for food from rubbish tips.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'For most, the standard of living did improve until the war broke out.'

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

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13 (a) What part did religion play in the Tsarist autocracy?

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

e.g. 'Much of the population belonged to the official Orthodox Church.'
'The Orthodox Church was closely linked to the Tsar.'
'The Church supported the way the Tsar ruled.'
'It taught that the Tsar was the head of the country and head of the Church.'
'He was considered God's chosen representative on earth.'
'The Church taught that it was a sin to oppose the will of the Tsar.'
'Other churches did not recognise him as head of their church or religion.'

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

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(b) Why was there continuing discontent with Tsarist rule after the 1905 Revolution and up to the outbreak of war in 1914?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Nicholas dismissed early the first two Dumas when concessions were demanded by members. The Tsar often dismissed the elected ministers as he did not agree with what they wanted. The third and fourth Dumas lasted longer but they had no power to make the Tsar change his policies. The limited impact of the Dumas meant Russia was heading back towards its undemocratic past.'

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

(One mark for each identification/description)

e.g. 'The Dumas achieved very little.'
'Nicholas introduced the Fundamental Laws.'
'Stolypin used the 'carrot and stick' approach.'
'There was repression.'
'Opponents were exiled, imprisoned or hanged with 'Stolypin's necktie'.'
'The Okhrana's powers were increased.'
'The influence of Rasputin was considered corrosive.'
'Russia was poorly prepared for war.'
'Conditions for workers in the towns and cities did not improve.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Tsar had not learned the lesson from 1905.'

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

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(c) How important was the First World War in the downfall of Tsar Nicholas II? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'In 1915, Nicholas assumed command of the army on the Eastern Front. This linked the Tsar to the country's military failures and massive casualties. The effects of the war left the Russian people starving, demoralised by the casualties and angry at the government for forced grain requisition and shortages. The war revealed the failings in the Tsar's leadership.'
OR
e.g. 'When the Tsar went to the front, the Tsarina took responsibility for domestic policy. She was an unpopular figure because she was German and she disliked Russia. Rasputin was equally unpopular because of his private conduct and yet served as her adviser. Ministers were dismissed in rapid succession.'

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

(One mark for each point)

e.g. 'There were millions of Russian casualties.'
'The Tsar assumed responsibility for leading the Army.'
'There were mutinies and desertions.'
'There were food shortages and high prices.'
'The Tsarina was left to run the country.'
'Rasputin influenced the Tsarina.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The war highlighted the existing problems in Russia.'

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

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14 (a) What was the 'cult of Stalin'?

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

e.g. 'The propaganda machine pushed Stalin into every aspect of the Soviet people's daily lives.'
'This created an image of Stalin.'
'Portraits, photographs and statues were everywhere celebrating Stalin's image.'
'Regular processions were held in towns praising Stalin.'
'Places were named after him.'
'There were 16 cities named after him in Soviet controlled countries.'
'Stalin was made out to be a super-being, almost god-like.'
'Children were taught that Stalin was the 'wisest man of the age'.'
'His birthday was celebrated by the nation every year.'
'History books were re-written making Stalin and Lenin the only heroes of the Revolution.'
'The cult of Stalin was made greater by success in the Second World War.'

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

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(b) Why were the Purges disastrous for the Soviet Union?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'In the purge of the Red Army in 1937–38, three out of five marshals were purged, fourteen out of sixteen army commanders and 37 000 officers were either shot or imprisoned. As a result, when Hitler invaded in 1941, one of the key problems of the Red Army was a lack of good quality, experienced officers.'

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

(One mark for each identification/description)

e.g. 'They removed experienced officers in the Army.'
'The navy lost every one of its admirals.'
'The leadership of the forces was inexperienced when facing Hitler.'
'Much experience was lost in industry with the loss of many engineers.'
'Many talented lecturers were lost in the universities.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Purges swept away millions of talented people.'

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

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(c) 'It was Stalin's use of his power within the Communist Party that ensured his success in the leadership contest.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Stalin was extremely clever in using his power within the Communist Party. He took on many boring but important jobs such as Commissar for Nationalities and General Secretary. He used these positions to put his own supporters into important posts and even to transfer supporters of his opponents to remote postings.'
OR
e.g. 'Trotsky wanted world revolution, putting all their efforts into supporting the working classes in other countries to stage their own revolutions. Stalin argued for 'Socialism in one country', suggesting that Russia should focus on cementing its own revolution to show what a model communist country would look like. Stalin's idea gained most favour.'

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

(One mark for each point)

e.g. 'Lenin's Testament, which criticised Stalin, was not published.'
'Stalin argued for 'Socialism in one country', which was popular.'
'Stalin used his position of General Secretary of the Party.'
'He planted supporters in important posts.'
'Trotsky wanted world revolution.'
'Trotsky underestimated Stalin.'
'Trotsky did not turn up to Lenin's funeral.'
'Stalin appeared as the chief mourner.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Stalin picked off his rivals one by one.'

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

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15 (a) What policies did Republican governments follow in the 1920s to encourage industrial growth?

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

e.g. 'Republicans believed that government should interfere as little as possible in the everyday lives of people.'
'This attitude is called 'laissez-faire'.'
'The job of government was to leave the businessman alone to do his job.'
'The Republicans believed in import tariffs.'
'This made imports more expensive and protected US industries.'
'The Fordney-McCumber tariff made imported food expensive.'
'The Republicans kept taxes low.'
'If people had more money they would spend it on American goods.'
'The Republicans allowed the development of trusts.'
'These were huge super-corporations which dominated industry.'

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

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(b) Why was the development of assembly-line production important for the growth of the economy?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Henry Ford's moving assembly-line revolutionised car production. By 1927, a Model T was coming off the line every ten seconds. This created thousands of well paid jobs directly. It also kept workers in other industries in employment. Glass, steel, leather and rubber were all required to build the new vehicles. It stimulated growth in the oil industry and in road building.'

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

(One mark for each identification/description)

e.g. 'It created employment.'
'It produced cheaper goods.'
'Consumer goods were within the range of more people.'
'It produced a wide range of products.'
'It improved people's standard of living.'
'The moving assembly-line in car production stimulated other industries.'
'Washing machines, fridges and radios became affordable.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It produced goods for the mass market.'

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

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(c) 'The lives of all Americans improved in the boom years.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'Those with money or good jobs prospered from the economic boom. Mass production meant goods such as a car, fridge, vacuum cleaner, washing machine, radio and telephone were within reach of their income. The cost of living was falling with cheaper food and rising wages.'
OR
e.g. 'Many groups did not share the prosperity because of a lack of employment, low wages or discrimination. Many Black Americans worked as sharecroppers, but with the slump in agriculture most were laid off. Many went north to find work, but most got low paid jobs and poor housing.'

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

(One mark for each point)

e.g. 'The upper and middle classes prospered.'
'20% owned a car by 1929.'
'The cost of living fell during the 1920s.'
'60% lived below the poverty line.'
'Many farmers went out of business.'
'Many Black Americans were unemployed or on low pay.'
'Native Americans experienced prejudice and discrimination.'
'New immigrants suffered unemployment, low pay and discrimination.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There was prosperity for some but poverty was rife.'

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

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16 (a) Describe the work of the Civilian Conservation Corps (CCC).

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

e.g. 'It was aimed at unemployed young men.'
'It provided unskilled manual labour jobs.'
'They could sign on for 6 months but this could be extended.'
'They were provided with shelter, clothing and food.'
'They were paid $30 a month but $25 had to be sent to their families.'
'Most of the work was done on environmental projects in national parks.'
'They planted millions of trees.'
'They built a network of service buildings and roadways in remote areas.'
'They made structural improvements to bridges.'
'They built fire look-out towers.'
'They worked on flood control by ditching and channel work.'
'They set up camping and picnic areas for the public.'

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

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(b) Why was there a Second New Deal in 1935?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Roosevelt was concerned that progress was slow in overcoming unemployment and needed more immediate measures, such as the WPA. The Second New Deal was introduced, however, to produce a fairer and more caring society and these measures were more long term. This meant legislation such as the Social Security Act, which provided old age pensions and unemployment benefits based on an insurance scheme funded by taxes levied on workers and employers.'

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

(One mark for each identification/description)

e.g. 'Progress was slower than in Europe.'
'Roosevelt came under heavy criticism.'
'Huey Long suggested he could do much more.'
'Roosevelt wanted a fairer society.'
'Unemployment was stubbornly high.'
'He needed to do more for poor farmers.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Serious problems still existed.'

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

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(c) 'Republican opposition was a greater threat to the New Deal than was the Supreme Court.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5-6 marks

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

e.g. 'Republicans considered the New Deal as undermining the core values of the United States. They believed in minimal government intervention, low taxation, low government expenditure, self-help and individual responsibility. They thought Roosevelt was acting like a dictator.'
OR
e.g. 'The Supreme Court during the 1930s was made up of nine judges who were old, conservative and Republican. They had a natural dislike for the New Deal and declared both the NRA and AAA unconstitutional.'

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

(One mark for each point)

e.g. 'Republicans thought Roosevelt was too powerful.'
'They thought the NIRA and the TVA were like Stalin's economic planning.'
'They believed in as little government interference as possible.'
'The Supreme Court was made up of judges with Republican sympathies.'
'The Court declared parts of the New Deal unconstitutional.'
'Roosevelt failed to pack the Supreme Court with Roosevelt supporters.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'They were both Republican.'

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

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17 (a) Describe the Communist base at Jiangxi.

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

e.g. 'The Jiangxi Soviet was the largest component territory of the Chinese Soviet Republic.'
'It was an unrecognised state set up in 1931.'
'It was set up by Mao Zedong and Zhu De during the Chinese Civil War.'
'Ruijin was selected as the capital.'
'It had its own bank, printed its own money and collected taxes through its own tax bureau.'
'It had its own postal service and stamps.'
'It established schools.'
'It abolished outmoded practices such as arranged marriages.'
'It created peasant councils to help run local areas.'
'It developed a land redistribution policy which appealed to peasants.'
'Mao Zedong was Head of State and Head of Government.'
'It had a population of about 3 million.'
'The Chinese Red Army numbered about 140 000.'
'It was well equipped and trained in guerrilla strategies.'
'It had a strong code of discipline which respected the peasants.'

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

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(b) Why did Chiang Kai-shek plan the extermination campaigns of 1930–34?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Chiang Kai-shek, along with other powerful rich landowners in China, was scared that the growth of Communism in China would be a direct threat to their power. Chiang had killed 300 000 communists in the Shanghai Massacre and in other cities. He now wanted to completely eradicate the Chinese Communist Party.'

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

(One mark for each identification/description)

e.g. 'Chiang wanted to get rid of the Communists in China.'
'The KMT felt threatened by the Soviet republic.'
'The campaign against the Communists had started earlier in Shanghai.'
'Chiang had time to tackle the Communists after defeating the war lords.'
'Chiang did not like the fact that the Communists were more popular with peasants than Chiang's government.'
'The Communists occupied 30 000 square kilometres and controlled 3 million people.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Communists were a growing threat.'

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

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(c) 'It was the war with Japan that weakened the Nationalist government.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation **[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]**
One explanation of both sides 5–6 marks

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

e.g. 'The KMT lacked the determination to take positive action against the Japanese and this affected the views of Chinese peasants. The KMT lost control of significant parts of China which they had controlled in 1937. Chiang adopted scorched earth tactics and this brought misery to millions of Chinese peasants.'
OR
e.g. 'It was the support for the Communists which weakened the KMT. The Communists fought hard using guerrilla tactics against the Japanese showing they cared for their country. During the war, the Communists took care to help peasants and this had an impact in the Civil War which followed.'

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

(One mark for each point)

e.g. 'The KMT took foreign aid but used little of it against the Japanese.'
'The KMT did not significantly oppose the Japanese but withdrew.'
'The KMT lost peasant support because of their cruelty.'
'The Communists fought against the Japanese, showing their patriotism.'
'They treated the peasants well which gained popularity.'

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

e.g. 'The National Government was weakened by its lack of commitment.'

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

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18 (a) In what ways did China's relations with India between 1951 and 1965 affect Tibet?

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

e.g. 'In 1951, India stated to China that it had no political claim over Tibet.'
'An agreement was signed between China and India recognising Chinese rule over Tibet.'
'In 1954, India and China signed an eight year agreement on Tibet.'
'The agreement was called Panch Shila.'
'It was founded on Five Principles of Peaceful Co-existence.'
'It was meant to promote understanding between China and India over Tibet.'
'During a border dispute between India and China in 1959, the Dalai Lama accused China of spreading communism in Tibet.'
'The Dalai Lama fled to India.'
'In 1965, China accused India of assisting rebels in Tibet.'
'As a result, cultural exchanges between China and India ceased to exist.'

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

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(b) Why was there a tense relationship between China and the USA before 1970?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'With US support, China's seat at the United Nations was occupied by Chiang Kai-shek's Taiwan. Several times it was proposed that China should be admitted to the UN, but each time the USA and its allies voted against it. It was not until 1971 that the majority voted for the admission of China and the expulsion of Taiwan.'

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

(One mark for each identification/description)

e.g. 'The US supported Chiang Kai-shek.'
'The US did not favour the spread of communism.'
'The US did not recognise the People's Republic of China.'
'The US blocked China's seat in the UN.'
'They were on opposing sides in the Korean War.'
'In Vietnam, China and the USA supported opposing sides.'
'A trade embargo was imposed on China.'
'CIA agents encouraged a rising in Tibet in 1959 against Chinese control.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The US did not support communist regimes.'

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

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(c) 'The most important reason for China becoming a world power by 1976 was its admittance to the United Nations.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'China had struggled to become a member of the UN because its place had been taken by Taiwan. The fact that it was given its place in the UN at the expense of Taiwan was a recognition that China was a world power.'
OR
e.g. 'The sheer size of China made it a world power if not a superpower by 1976. With a population of nearly a billion, it was larger than India and four times larger than the USA or the USSR. The world's largest country as regards population could not be ignored.'

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

(One mark for each point)

e.g. 'It had a population of 1 billion.'
'Its population was four times bigger than the USA or the USSR.'
'It had tested its first hydrogen bomb.'
'It was capable of producing nuclear weapons.'
'It dominated most of Asia.'
'It had shown it could support its allies in Korea and Vietnam.'
'It defeated India in a brief clash over territory.'
'It could influence the world stage being in the UN.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'There were many reasons why it should be considered a world power.'

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

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19 (a) What changes during the Second World War were resented by some white people?

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

e.g. 'Factories employed more black labourers.'
'Some black people took over skilled and semi-skilled jobs.'
'This meant more blacks moved to the towns.'
'Black people often settled in squatter camps around the major urban centres.'
'Some laws and regulations were relaxed, such as the Pass Laws.'
'Black people pressed for further improvements in their conditions of work.'
'This led to boycotts, passive resistance and strikes.'
'Many whites thought these changes suggested cracks were appearing in the policy of segregation.'

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

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(b) Why were National Party policies appealing to Afrikaner voters in 1948?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'The policies were appealing to Afrikaners because apartheid strengthened segregation. This coincided with the Afrikaners' viewpoint, supported by the Dutch Reform Church, that Afrikaners were a chosen people destined to rule over black people and non-whites. These policies reinforced this belief.'

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

(One mark for each identification/description)

e.g. 'Apartheid was stronger than segregation.'
'Apartheid was more coherent, far-reaching and intense in its objectives.'
'It implied white control over the state.'
'It implied the greater importance of white interests over black interests.'
'The state felt no obligation to provide equal facilities for white people and non-whites.'
'Afrikaners thought they were a chosen people to rule over non-whites.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It gave them all the advantages in society.'

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

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(c) How far had segregation been established by 1940? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'South Africa was highly segregated by 1940. White rule was exclusively for the benefit of whites and black people were treated as inferiors in every department of life – political, social and economic.'
OR
e.g. 'Segregation and racial discrimination was not as complete as it was to become under apartheid. Although housing was segregated in the towns, during apartheid there was an attempt to force all black people to live in Bantustans or native rural areas.'

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

(One mark for each point)

e.g. 'Membership of parliament was restricted to white men.'
'Black people were not allowed to buy or rent land outside their reservations.'
'There was segregated housing for white people and black people in town and city areas.'
'The freedom for black people to move at will was limited by the pass system.'
'Bantustans had not been established.'
'The pass system did not apply to women.'
'Marriage between black people and white people was not illegal.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It was not as segregated as under apartheid.'

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

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20 (a) In what ways did Desmond Tutu show his opposition to apartheid?

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

e.g. 'He denounced apartheid as 'evil and unchristian'.'
'He campaigned in favour of equal rights for all South Africans.'
'He spoke in favour of a common education system.'
'He campaigned against the pass laws and the forced relocation to the Homelands.'
'He preached against apartheid from the pulpit as an Anglican priest.'
'He used his position as Bishop of Johannesburg and Archbishop of Cape Town to attack apartheid.'
'He spoke as Secretary-General of the South African Council of Churches against apartheid.'
'Tutu had a world-wide audience when expressing his views in favour of economic sanctions.'
'He stated that there should be reconciliation between all parties involved in apartheid.'
'He was awarded the Nobel Prize for Peace.'
'He played a major role in persuading the white community that they would not become the victims of revenge if apartheid ended.'

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

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(b) Why were the actions of Chief Buthelezi controversial?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Buthelezi was a Zulu nationalist and hoped to make KwaZulu an independent state. This was at odds with Mandela's ambitions for a unified South Africa. Friction between Inkatha and the ANC sometimes escalated into violence that threatened to destroy the fragile relationship between Mandela and de Kerk. Mandela eventually persuaded Buthelezi to participate in the elections.'

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

(One mark for each identification/description)

e.g. 'He left the ANC and became Chief Minister of the Zulu homeland.'
'He was criticised as being a collaborator of the National Government.'
'In the 1970s, he called for the peaceful pursuit of political change.'
'He called for a Bill of Rights.'
'After 1990, he represented the Inkatha Freedom Party.'
'He supported the idea of a federal republic to protect the ethnic rights of the Zulus.'
'Some thought he was trying to protect his own personal political position.'
'He refused to take part in the negotiations leading up to the 1994 elections.'
'This caused violence between the ANC and IFP supporters.'
'Buthelezi changed his mind at the last moment.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'He was a divisive member of the anti-apartheid movement.'

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

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(c) 'De Klerk introduced changes in 1990 because he did not have any choice.' How far do you agree with this statement? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'De Klerk took the view that apartheid was effectively finished in South Africa. He thought this because of the appalling violence in the townships, the deteriorating economy and the absence of friends and allies abroad.'
OR
e.g. 'In the 1989 general election, the Conservative Party polled 31%. It was to the right of the National Party and wanted a return to full apartheid. Even within the National Party, there were members who believed that de Klerk was betraying the white people and wanted the government to fight for a military victory over the opposition.'

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

(One mark for each point)

e.g. 'The Conservatives wanted apartheid to continue.'
'Some in the National Party wanted limited apartheid.'
'The security forces were happy to enforce apartheid.'
'De Klerk realised there was increasing violence.'
'He realised the economy was deteriorating.'
'There was no international support for apartheid.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'De Klerk was a political realist.'

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

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21 (a) Describe how Nasser took over the Suez Canal.

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

e.g. 'Nasser announced that the Suez Canal was 'our Canal'.'
'Nasser decided that Egypt would nationalise the Canal and Egyptians would run it themselves.'
'Britain and France withdrew their Canal pilots, but the Egyptians kept the Canal running.'
'Egyptian forces occupied key positions in the Canal zone.'
'Nasser froze the assets of the Suez Canal Company and announced the compulsory purchase of its shares.'
'The Canal was closed to Israeli shipping.'
'The Straits of Tiran were closed to Israeli shipping.'
'Nasser ordered that the Gulf of Aqaba be blockaded.'

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

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(b) Why was Israel concerned about Nasser becoming President of Egypt?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'There was concern by Israel about Nasser becoming President of Egypt because he stated that he hoped to unite the Arab states under Egypt's leadership and that he wanted to avenge Egypt's and the Arab states' defeat in the 1948 war against Israel and return Palestine to the Arabs. Nasser's intentions seemed to threaten Israel.'

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

(One mark for each identification/description)

e.g. 'Nasser wanted revenge for an earlier defeat by Israel.'
'He brought leadership and some unity to the Arab states.'
'Nasser wanted arms from the USSR.'
'He allowed the Fedayeen to attack from Egypt.'
'He wanted to remove foreign powers from Egypt.'
'He wanted to take over the Suez Canal, hindering Israeli trade.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Nasser was considered a strong leader.'

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

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(c) How successful was Israel during the Suez Crisis? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The speed of the Israeli victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were the strongest in the Middle East. It had proved that it was able to inflict heavy defeats on its Arab rivals.'
OR
e.g. 'The Suez Crisis made many of the Arab states more anti-Western than ever. Britain and France had used Israel to try to overthrow Egypt's government. Now Israel looked like an outpost of Western imperialism. The Arabs became more willing to seek Soviet aid.'

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

(One mark for each point)

e.g. 'It had defeated the strongest military Arab nation.'
'The bases of the Fedayeen had been destroyed.'
'All Sinai had been occupied.'
'The blockade of the Tiran Straits had been removed.'
'The Arab states became united in their opposition to Israel.'
'Israel's actions had persuaded Egypt to ask USSR for weapons.'
'Nasser retained power and was the figurehead for Arab opposition to Israel'.

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'Israel proved its strength.'

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

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22 (a) To where, in 1948–49, did Palestinian refugees flee?

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

e.g. 'To refugee camps.'
'To other Arab states.'
'To the Gaza strip and the West Bank.'
'To Jordan.'
'To Egypt.'
'To Lebanon.'

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

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(b) Why would Israel not allow Palestinian refugees to return to their homes in Israel?

Level 4 Explains TWO reasons [6]

Level 3 Explains ONE reason [4–5]

(Four marks for one explanation; 5 marks for full explanation)

e.g. 'Around 700 000 Palestinian Arabs fled their homes by 1949. This gave the new nation of Israel considerable areas of land and houses for its increasing population of Jews. The Jews wanted as few Palestinian Arabs as possible within Israel so that it was a Jewish state with its own language and culture.'

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

(One mark for each identification/description)

e.g. 'Jews had occupied their homes.'
'It meant more land for the Jews.'
'It meant Jewish dominated settlements.'
'Jews were trying to make it their homeland.'
'They thought there would be continued fighting.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'The Jews wanted Israel for themselves.'

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

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(c) How important was the first Intifada? Explain your answer.

Level 5 Explains with evaluation [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]
One explanation of both sides 5–6 marks

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

e.g. 'The Intifada did not improve the Palestinian's miserable living conditions or end the occupation. Its leaders realised that there had to be a political solution such as recognising Israel and persuading the Israeli government to accept a Palestinian state.'
OR
e.g. 'Worldwide publicity was given to the tear-gassing of demonstrators and the beatings of men, women and children. The world saw a powerful army let loose against civilians who were fighting for the right to govern themselves.'

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

(One mark for each point)

e.g. 'The Intifada took everyone by surprise.'
'It was spontaneous and unplanned.'
'Television and newspapers showed teenagers being shot by Israeli troops.'
'It brought much sympathy for Palestinians, even in the USA.'
'It did not bring any improvements in Palestinian living conditions.'
'The USA recognised the PLO.'

Level 1 General answer lacking specific contextual knowledge [1]

e.g. 'It showed the problems faced by the Palestinians.'

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

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