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Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **October/November 2017**

MARK SCHEME

Maximum Mark: 60

Published

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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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Question	Answer	Marks
1(a)	**What was meant by 'Magyar nationalism' before 1848?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The Magyars were a race of people with their own language and culture who lived in Hungary.' 'Hungary was part of the Habsburg Empire.' 'Hungary was under the control of Austria.' 'It fell under the shadow of Metternich.' 'Poets, writers, artists, clerics, nobles and workers worked towards political liberty.' 'In 1841 Kossuth edited Hungary's first political newspaper.' 'Hungary wanted its independence from Austrian control.' 'Kossuth demanded the implementation of the1847 reforms, which had been agreed by the Diet.' 'Hungary was made up of a number of groups including the Magyars, the Croats and the Slovaks.' 'Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in a new Hungary.' 'Kossuth wanted to proclaim an independent republic of Hungary.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
1(b)	**Why, by 1848, were the people of France unhappy with Louis Philippe?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Louis, the government and businessmen became richer, while most people lived in poverty. Louis and his government did not do enough to spread the wealth. The idea that wealth would cascade down to all classes did not happen. Under Louis' management, the conditions of the working classes deteriorated and the income gap widened considerably.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Louis was uninspiring.' 'He did little to solve poverty.' 'The rich got richer and the poor got poorer.' 'He followed conservative policies.' 'Louis had a lack lustre foreign policy.' 'He promoted friendship with Britain, which was unpopular.' 'His government did little over high food prices and high unemployment.' 'The Chamber of Deputies did not feel appreciated.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Louis had done nothing to help ordinary people.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
1(c)	**'The growth of liberalism after 1830 was the most important cause of the revolutions across Europe in 1848–49.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The growth of liberalism was significant in the revolutions. Many wanted the freedom to vote, worship and own land. They wanted freedom of speech to express their views and freedom of the press. People wanted a say in how their country was governed.' **OR** e.g. 'Nationalism also played a significant part in the revolutions. In Hungary, the national groups were seeking independence from an empire, whilst in Germany and Italy nationalists wished to unite with other states to form a larger nation.'	**10**

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Question	Answer		Marks
1(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. ‘There was a demand for a greater say in how the country was governed.’ ‘There was unrest with the existing methods of government.’ ‘Royal absolutism seemed to be out of date.’ ‘Nationalism was significant but existed in different guises.’ ‘There were a series of economic downturns just before the revolutions.’ ‘There were crop failures with the resulting high prices.’ ‘There was much unemployment.’ ‘The peasants and the working urban poor were semi-starved and often jobless.’		
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Many people wanted more freedom.’	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
2(a)	**What changes were introduced by the Roman Republic during its 100 days in power?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'All religions could be practised freely.' 'The Pope was guaranteed the right to govern the Catholic Church.' 'The Pope lost his temporal power.' 'Capital punishment was abolished.' 'Popular assemblies were formed.' 'Electors were citizens of the state, male and over 21 years.' 'Freedom of the press was established.' 'Secular education was introduced.' 'There were prison and insane asylum reforms.' 'There were lower taxes and increased spending.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
2(b)	**Why was an ultimatum issued to Piedmont in 1859?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The Orsini assassination attempt led to Napoleon III having sympathy for the Italian unification effort. Napoleon was determined to help Piedmont against Austria. At Plombieres, Napoleon signed a secret treaty with Cavour. France would help Piedmont to fight against Austria if Austria attacked Piedmont. It was left to Cavour to provoke Austria by ordering army manoeuvres on the Austrian border.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Napoleon needed an excuse to fight Austria.' 'Napoleon wanted to weaken Austria.' 'Napoleon wanted a weaker ally on his borders.' 'Napoleon wanted to support limited Italian unification.' 'Napoleon would gain Savoy and Nice.' 'Piedmont had to take the risk of provoking Austria.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Piedmont had to take the first move against Austria.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
2(c)	**How successful was the 1859 war with Austria? Explain your answer.** **Level 5 Explains with evaluation of 'how successful'** 10 As Level 4 plus evaluation. **Level 4 Explanation of both sides** 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation OR one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'When Cavour and Napoleon met at Plombieres and agreed a secret alliance against Austria, Cavour had hoped the outcome would be a successful war against Austria which would sweep the Austrians out of Lombardy and Venetia. Cavour was upset that the outcome only ceded Lombardy to Piedmont, leaving Venetia still under Austrian control.' **OR** 'According to the Treaty of Villafranca, the rulers of central Italy, who had been expelled by revolution shortly after the beginning of the war, were to be restored. The central states had been occupied by the Piedmontese and they showed no willingness to restore the previous rulers in Parma, Modena, Tuscany and the Papal States. The French showed no willingness to force them to abide by the terms of the treaty.'	**10**

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Question	Answer		Marks
2(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Piedmont had gained Lombardy.' 'Venetia still remained under Austrian control.' 'The Piedmontese had occupied the central states during the war.' 'The French did not demand that Piedmont hand back the central states.' 'Parma, Modena, Tuscany and the Papal States were annexed by Piedmont.' 'The loss of Savoy and Nice to France led to protests from Garibaldi.' 'As a result, Garibaldi invaded Sicily, which would eventually lead to unification of Italy.' 'The war had acted as a catalyst for unification under the Kingdom of Sardinia.' **Level 1 General answer lacking specific contextual knowledge** e.g. 'The war played a crucial part in the process of Italian unification.' **Level 0 No evidence submitted or response does not address the question**	2–3 1 0	

Question	Answer	Marks
3(a)	**Who was Dred Scott?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'In 1799, Dred Scott was born into slavery.' 'He was owned by Peter Blow in Virginia.' 'Dred was sold in 1831 to John Emerson, a surgeon in the US Army.' 'Emerson and Dred moved to the free state of Illinois.' 'Dred married Harriet Robinson, who was also owned by Emerson.' 'The Emersons and Scotts returned to Missouri in 1840.' 'When John Emerson died, his widow leased out the Scotts as hired slaves.' 'In 1846, Scott attempted to purchase his and his family's freedom.' 'Dred offered $300 but Irene Emerson refused.' 'Dred resorted to legal action in 'Scott v Emerson'.' 'The case eventually went to the Supreme Court.' 'He lost his case.' 'Dred was set free (manumitted) in 1857.' 'Dred died of tuberculosis in 1858.' 'He was survived by his wife and two daughters.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
3(b)	**Why was the Dred Scott case important?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The Dred Scott Case increased tensions between pro-slavery and anti-slavery factions in both the North and the South, further pushing the country towards the brink of civil war. The Court had ruled that black Americans had no claim to freedom or citizenship. The Court ruled that Scott was the private property of his owners and he was subject to the Fifth Amendment, prohibiting the taking of property from its owner.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'It increased tension over slavery.' 'It nullified the Missouri Compromise of 1820.' 'The Court stated that Congress had no control over slavery.' 'Black Americans were declared non-citizens of the USA.' 'Slaves were declared as private property wherever the owner lived or moved to.' 'The newspaper coverage of the case raised awareness of slavery in non-slave states.' 'Abraham Lincoln quoted the case when arguing for the freedom of slaves.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The case highlighted the plight of slaves in the USA.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
3(c)	**'The most important cause of the Civil War was the election of Lincoln.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'In 1860, the South was alarmed with the election of the Republican, Abraham Lincoln, as president. Lincoln was a staunch opponent of slavery. Many Southerners thought Lincoln was unsympathetic to their views and, therefore, they wanted to secede from the Union to keep slavery.' **OR** 'The South felt it needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. Southerners believed that the North did not understand this factor.'	**10**

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Question	Answer		Marks
3(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. ‘There were disagreements about slavery.’ ‘The election of Lincoln provoked the South.’ ‘The South feared the political strength of the North.’ ‘The South threatened to leave the Union.’ ‘Tariffs affected the South.’ ‘The North did not understand the need of the South for slavery.’ ‘The Dred Scott case highlighted the problems of slavery.’ ‘Harriet Beecher Stowe’s ‘Uncle Tom’s Cabin’ helped lay the groundwork for the Civil War.’		
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It must have been slavery because it was abolished.’	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer		Marks
4(a)	**What were the main features of Lord Dalhousie's governor-generalship of India?**		**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail	1–4	
	e.g. 'Dalhousie considered himself as a moderniser.' 'He sought to improve Indian society.' 'He captured the princely state of Punjab.' 'He captured parts of Burma.' 'He implemented the policy of 'lapse and annexation'.' 'This meant if a king did not have sons on his death, the kingdom would be annexed to the British Empire.' 'Dalhousie developed communications, such as roads and railways.' 'He introduced a postal and telegraph service.' 'He outlawed widow burning, female infanticide and the burning of lepers.' 'He improved jails and stopped the branding of criminals.' 'He introduced an open competition for recruitment into the civil service.' 'A department of public works was established.' 'He built canals and constructed massive irrigation works.' 'Europeanisation and consolidation of authority were the keynote of his policies.'		
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
4(b)	**Why did Britain react to the Indian Mutiny in the way that it did?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'British newspapers printed various eyewitness accounts of the rape of English women and girls and the deaths of civilians and wounded British soldiers by Indian rebels. As a result, these reports influenced the British public, who expected severe punishments to be administered, such as hangings and being 'blown from cannon'.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Britain wanted mutineers punished so that further mutinies did not take place in India.' 'Security was improved in other colonies with an Indian population to avoid copycat uprisings.' 'The British press demanded severe action on Indian mutineers and their families.' 'The British Government removed the power of the East India Company because of its corruption and lack of sensitivity over religion and traditional Indian practices.' 'The newly established India Office wanted Indians to feel they could help to run the country.' 'The Secretary of State for India created a new Indian white collar elite in the civil service and education to promote Indian influence.' 'Reforms meant the end of 'Westernisation', which had caused so much ill feeling.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'There was punishment and reform.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
4(c)	**How far was religion the main reason for western imperialism in the nineteenth century? 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Missionaries drew attention to the opportunities presented by hitherto unexplored territories. They wanted to stamp out many of the 'evils' such as sacrifices and heathen rites. They genuinely believed they knew what was best and 'right' for other people. They believed they had to bring civilisation and Christianity to the native peoples.' **OR** e.g. 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products, many of which were unobtainable in the home country. These might be bananas, palm oil, cocoa, rubber and tea. The colonies would also provide markets for home produced manufactured goods.'	**10**

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Question	Answer		Marks
4(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. 'It was important for strategic military purposes.' 'The colonies provided raw materials and foodstuffs.' 'They provided a market for manufactured goods.' 'There were employment prospects in the colonies.' 'It was important to establish secure 'coaling stations' for a powerful navy.' 'Many thought it was a moral responsibility to extend civilisation.' 'Statesmen wanted colonies to balance those acquired by their competitors.' 'Acquiring colonies made people feel proud and gave them a sense of patriotism.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'Many thought it would improve people in the colonies.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer		Marks
5(a)	**What problems were caused by the Treaty of Sèvres?** **Level 1 One mark for each relevant point; additional mark for supporting detail** e.g. 'The Treaty was too harsh / unacceptable / unfair.' 'The Turks challenged the Treaty by force.' 'The Turks felt that the military forces figure was too low.' 'The Turks lost land to Greece.' 'Giving Smyrna and Thrace to Greece would lead to lasting resentment.' 'The Turks felt this was against the principle of self-determination.' 'The Turks were so angry that they overthrew the Sultan's government.' 'A nationalist uprising.' 'It was led by Mustapha Kemal.' 'The Treaty had to be renegotiated.' **Level 0 No evidence submitted or response does not address the question**	4 0	**4**

Question	Answer	Marks
5(b)	**Why did the German people think the Treaty of Versailles was motivated by revenge?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The War Guilt Clause was included in the Treaty at the insistence of the Allied lawyers. They wanted to establish a legal basis for reparations: if you cause damage and it is entirely your fault, then you must pay compensation. The Germans felt this rubbed salt into their wounds and was vindictive. They were adamant that they were not totally responsible for starting the war.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'The Germans felt the Treaty was a 'Diktat'.' 'Many Germans were not aware that Germany had surrendered.' 'They felt they were treated as a defeated nation.' 'The Germans hated having to accept full blame for starting the war.' 'The Germans had to pay reparations.' 'They were deprived of important industrial areas.' 'The Germans claimed the Allies were trying to bankrupt Germany with high reparations.' 'The loss of 7 million subjects and 13% of their territory was too harsh.' 'They resented the losses to Poland.' 'It split Germany in two.' 'The Germans felt the disarmament clauses left Germany defenceless.' 'The Germans felt the Treaty was far too harsh.' 'The Germans resented not being allowed to join the League of Nations.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The Germans did not like the Treaty.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
5(c)	**Who was more satisfied with the Treaty of Versailles: Lloyd George or Wilson? Explain your answer.** **Level 5 Explains with evaluation of 'who was more satisfied'** 10 As Level 4 plus evaluation. **Level 4 Explanation of both sides** 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation OR one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Lloyd George felt that the Versailles Treaty punished Germany without destroying its economy or ability to contribute to the future prosperity of Europe. This was good for British business and reassuring for those who feared the westward spread of communism. Lloyd George returned from Paris in triumph and the House of Commons voted to approve the treaty with an overwhelming majority.' **OR** e.g. 'Wilson was pleased that he had successfully persuaded his partners to accept that the Covenant of the League of Nations should be included in all the peace treaties. This would help to make the new peace keeping organisation become a reality. He was disappointed that the American Congress failed to approve the treaties and the League.'	**10**

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Question	Answer		Marks
5(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. **LLOYD GEORGE** e.g. 'Lloyd George was able to gain colonies.' 'He had persuaded Clemenceau to moderate his approach towards Germany.' 'Germany's economy would be able to contribute to British trading.' 'Germany would still be strong enough to stop the spread of communism.' 'He was not happy that some German speaking areas were under the rule of other countries.' 'He was pleased he had satisfied the British public.' 'He was pleased the Treaty was not too harsh.' **WILSON** e.g. 'Wilson was pleased that the League of Nations would be included in each of the treaties.' 'He had satisfaction in that the defeated nations should disarm.' 'He was pleased that the Rhineland would remain part of Germany.' 'Wilson thought the Treaty was too harsh on Germany.' 'He was unhappy that the principle of free navigation of the sea was abandoned.' 'He was unhappy that self-determination did not apply to some areas such as the Sudetenland.' 'He was displeased that Britain, France and Japan gained Germany's colonies.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Treaty was a compromise which neither was totally satisfied with.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
6(a)	**Describe the role of the League in the Upper Silesia dispute of 1919–21.** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The League was responsible for ensuring the peace settlement was maintained.' 'The dispute was between Germany and Poland.' 'In March 1921, the League organised a plebiscite.' '700 000 voted in favour of Germany, while 480 000 voted in favour of Poland.' 'The League held six weeks of discussions with representatives of the German and Polish governments.' 'The League decided that the territory should be shared.' 'The League decided that Germany should have just over half the territory.' 'The League decided that Poland would receive the mainly industrial area.' 'The League safeguarded minority groups.' 'The League safeguarded rail links between the two countries.' 'The League made arrangements for water and power supplies from one side of the border to be supplied to the other.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
6(b)	**Why did the absence of some countries from the League weaken it?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The USA's absence was a body-blow to the League as the organisation was deprived of the world's most powerful, influential and wealthy country. Without the USA, economic and military sanctions were not effective. This meant that the ability of the League to take action against aggressive countries was much reduced and the general prestige of the League was significantly affected.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'The USA's absence meant the League's sanctions were not very effective.' 'The League missed the USA's influence and power.' 'The absence of Germany made the League seem like a club for the victorious powers.' 'With the absence of Germany, the League could not influence Hitler's foreign policy.' 'Italy and Japan left the League despite both being powerful and influential countries.' 'Not inviting Russia meant the League lacked a world power.' 'Britain and France pursued their own interests.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The League could have been more effective if all major countries had been members.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
6(c)	**'The humanitarian work of the League of Nations was the most successful of its activities 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 OR one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Fridtjof Nansen headed the League's Refugee Organisation and managed to help 425 000 displaced persons either to return home or find new homes between 1920 and 1922. Many of these had been prisoners of war stranded in Soviet Russia, Poland, France, Germany and Turkey. His team found suitable transport, set up temporary camps, taught new trades and skills and issued identity documents. It was a great success.' **OR** e.g. 'The League satisfactorily resolved the dispute between Sweden and Finland over the rival claims to the Aaland Islands in the Baltic Sea. Most of the islanders wanted to be ruled by Sweden, but the League investigated and awarded the islands to Finland with safeguards for the islanders. Sweden accepted the decision.'	**10**

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Question	Answer		Marks
6(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. 'Thousands of refugees were returned to their homelands after the First World War.' 'The Health Organisation helped Russia deal with a typhus outbreak.' 'It worked hard to defeat leprosy.' 'It started a campaign to exterminate mosquitoes.' 'Over 200 000 slaves were freed.' 'The League black-listed large international companies involved in illegal drug selling.' 'The League banned poisonous white lead from paint.' 'It limited the working hours for young children.' 'The League devised a plan to stabilise the Austrian currency.' 'The League made recommendations for the marking of shipping lanes.' 'The League produced an international highway code for road users.' 'The League resolved the Aaland Islands dispute by giving them to Finland.' 'The League organised a plebiscite to resolve the dispute over Upper Silesia.' 'The League successfully resolved the dispute between Turkey and Iraq over Mosul.' 'The League intervened over the border dispute between Greece and Bulgaria.' 'The League settled the differences between Columbia and Peru.' 'The League successfully resolved the dispute between Bolivia and Paraguay.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'There were considerable successes in political disputes and humanitarian matters.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
7(a)	**What issues that affected Germany were addressed at the Yalta and Potsdam Conferences?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'Was the surrender of Germany to be conditional or unconditional?' 'How and by whom was Germany to be controlled after its defeat?' 'Was Berlin to be ruled differently from the rest of Germany?' 'What was to happen to Nazi war criminals?' 'What was to happen to the Nazi Party?' 'How would Germany be reconstructed?' 'Would Germany pay reparations and, if so, how much and to whom?' 'Were there to be any boundary changes, especially in the east of Germany?' 'The exchange of prisoners in Germany and across Europe.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
7(b)	**Why was Poland a cause of tension between the Great Powers in 1945?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'At Yalta it was agreed that in Poland a provisional government was to be established comprising pro-Soviet Lublin Poles and exiled London Poles who had fled in 1939. It was agreed there would be free elections. By Potsdam, the Allies could still not agree over the future government, but the Soviet-controlled government at Lublin continued to run the country and free elections had not taken place.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'It was in the Soviet 'sphere of influence'.' 'The Soviets wanted a sympathetic government in Poland.' 'Stalin wanted a barrier between the West and the USSR.' 'There was still a Soviet army of occupation.' 'The Lublin government did not appreciate those who fled the country in 1939.' 'Truman did not want to see Stalin spreading his influence across eastern Europe.' 'There had been no free elections as agreed.' 'Stalin wanted the border of the USSR to move westwards into Germany. Churchill did not approve.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The agreement on Poland at Yalta was not carried out.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
7(c)	**How justifiable is the view that the Soviet Union was responsible for the start of the Cold War? Explain your answer.** **Level 5 Explains with evaluation of 'how justifiable'** 10 As Level 4 plus evaluation. **Level 4 Explanation of both sides** 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation OR one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Stalin did not abide by the agreements made at Yalta. It had been agreed that, following the liberation of countries formerly occupied by Germany, there would be free elections to decide how they were to be governed. Stalin had not allowed this to happen, especially in Poland where he had installed a communist government.' **OR** e.g. 'Truman lacked experience in international affairs in comparison with Roosevelt. He believed Stalin should keep to the agreements made at Yalta. Truman was aggressive in his dealings with officials from the Soviet Union and felt that as a powerful, atomic power he should be able to dictate terms at the Potsdam Conference.'	**10**

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Question	Answer		Marks
7(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. **STALIN** e.g. 'The communist ideology was expansionist .' 'Stalin failed to abide by the agreements made at Yalta.' 'The creation of COMECON.' 'The creation of COMINFORM.' 'Stalin had concerns for Soviet security.' 'The Berlin Blockade was provocative.' **TRUMAN** e.g. 'The USA kept the atomic bomb testing secret.' 'Marshall Aid was set up to provide markets for American goods.' 'Marshall Aid was promised to countries standing up to communism.' 'The creation of Bizonia and the new currency.' 'Truman was very aggressive towards Stalin.' 'NATO was set up.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'Both the USSR and the USA contributed to the start of the Cold War.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
8(a)	**In what ways did Saddam Hussein's rule benefit some of the Iraqi people?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The oil revenues were used to raise wages, cut taxes and subsidise foodstuffs.' 'Electrification was extended throughout the country.' 'Remote villages were connected to the national grid.' 'Some poor families received gifts of refrigerators / televisions.' 'More employment was available.' 'A network of railways was constructed.' 'A radio and television network was established.' 'There were major building programmes.' 'Schools, houses and hospitals were built.' 'There was a major campaign to end adult illiteracy.' 'Hospital treatment was provided free.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
8(b)	**Why did Saddam Hussein introduce purges?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Saddam became president when Bakr stood down because of health problems and probably some threats and bullying. Mashhadi, the RCC's Secretary-General, demanded a vote on the validity of the process. He was relieved of his duties and accused of being part of a plot to overthrow the Baathist regime. Saddam did not want anyone questioning his authority.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Saddam admired Stalin's use of terror.' 'The previous regime had used similar methods.' 'To remove potential rivals from the Baath Party.' 'To remove disloyal Army officers.' 'To punish those who had left the Baath Party and joined another party.' 'To act as an example to those who thought of opposing him.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Saddam wanted to show his authority.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
8(c)	**'The most important reason for Saddam Hussein being able to come to power in Iraq was the influence of Khairallah Tulfah.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'If it had not been for his uncle, Khairallah, Saddam could have spent his life as an unknown Iraqi peasant. Saddam lived in his household and Khairallah instilled in Saddam an appreciation of Arab nationalism and a hatred of the monarchy that ruled Iraq supported by the British. Khairallah ensured Saddam went through primary school and attended high school. He inspired Saddam to join the Baath Party.' **OR** e.g. 'Saddam was fortunate that Prime Minister Bakr was both from Tikrit and a kinsman, the cousin of Khairallah Tulfah. Saddam lost no time in joining his faction of the Baath Party and proving he was indispensable. In 1964 Bakr appointed him to the Regional Command. He was put in charge of security and the Party's military organisation.'	**10**

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Question	Answer		Marks
8(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Khairallah insisted Saddam had an education.' 'Khairallah got Saddam interested in Arab nationalism.' 'Saddam joined the Baath Party.' 'The Prime Minister was Khairallah's cousin.' 'Saddam was put in charge of security.' 'He built up a power base.' 'Saddam collaborated with senior officers.' 'He carried out a coup.' 'Saddam became Deputy Chairman of the Revolutionary Command Council.' 'Saddam worked to eliminate anyone who might pose a threat.' 'Saddam appointed friends to the Revolutionary Command Council.' 'Saddam spent money on hospitals and schools which gained popularity.' 'Saddam 'encouraged' an ailing Bakr to resign.' 'Saddam had influential relatives.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Saddam was ambitious.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
9(a)	**Describe what happened at the First Battle of Ypres.** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The Germans tried to outflank the British and French armies.' 'The Germans were under their commander, Falkenhayn.' 'The charge began in October 1914, when the Germans and British clashed at Ypres.' 'The British and French moved troops to block them.' 'The first Battle of Ypres was the key battle in this 'race to the sea'.' 'The Allies held a 35 mile long front line.' 'The British were led by Lt.-Gen. Haig.' 'His aim was to protect the ports of Calais, Dunkirk and Boulogne.' 'There was fierce fighting for a month.' 'The BEF lost 50 000 men and the Germans lost 100 000 men.' 'The British held this important ground and kept control of the ports.' 'A result of the battle was that the BEF was decimated.' 'Britain would have to rely on volunteer recruits.' 'The battle marked the end of a mobile war.' 'Troops started to dig trenches before the winter set in.' 'The battle ended on November, 1914.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
9(b)	**Why did conditions in the trenches cause illness and disease?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The soldiers were often crowded together in unhygienic conditions causing many to have lice. Lice would be in their hair, on their body and thriving in their clothing. Occasionally, men were deloused behind the lines, but the lack of washing facilities meant that lice reappeared after a few days.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Decomposing bodies spreading infections.' 'Rats contaminated food.' 'There was no piped water or piped sewers.' 'Food and water arrived at the front in cans and it was difficult to keep them germ free.' 'Men rarely washed for days and toilet facilities were limited.' 'Trenches often flooded.' 'Men often stood in water and mud.' 'Men lived under shellfire.' 'There was a lack of protection against the cold.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Trenches were unhygienic places to live and fight.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
9(c)	**'Haig's over-estimation of the effectiveness of artillery fire was the main reason for the high loss of life on the first day of the Battle of the Somme.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Haig hoped that seven days of heavy shelling would destroy the German defences. He hoped that the shells would blow huge gaps in the defensive wire protecting the German trenches. Haig over-estimated the impact of the shells. The German dugouts were deep underground and reinforced by concrete and, as a result, the shells had little effect. The wire was tangled into a dense mess rather than having huge holes blown in it.' **OR** e.g. 'The British soldiers had been ordered to walk across no-man's land and to walk through the holes in the wire. By walking, it gave the Germans time to emerge from their dugouts and set up their machine guns. The wire remained undamaged in some places, making British troops funnel through the gaps. They were sitting targets for the German machine gunners.'	**10**

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Question	Answer		Marks
9(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. 'The heavy artillery did not destroy the German defences.' 'Many of the shells did not explode.' 'The wire was not cleared from in front of the German defences.' 'British intelligence was inadequate.' 'Heavy cloud limited reconnaissance aircraft.' 'When the artillery firing stopped, it gave the Germans warning of an imminent attack.' 'The British troops were walking slowly.' 'After the failure of the first wave, the attacks continued causing massive casualties.' 'Haig did not use tanks on the first day of the battle.' 'There was inflexibility in tactics.' 'Machine gun fire was deadly.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Germans fought well.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
10(a)	**What was the intended purpose of the Gallipoli campaign?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'To knock Turkey out of the war.' 'To capture Constantinople.' 'To open up another front in the south-east.' 'To defeat Germany's allies.' 'To provide assistance to Russia.' 'To open up a sea route to the Russian Front.' 'To enable Allies to get supplies to Russia.' 'It could encourage the neutral countries to join the Allied side.' 'To attack the 'soft under-belly' of Europe.' 'To shorten the war.' 'By defeating Turkey, the allies could attack Austria-Hungary through the Balkans.' 'It could reduce pressure on the Western Front.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
10(b)	**Why was there more resistance than expected when the Allies attacked Gallipoli?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The Turks had been well aware that an attack was coming because of the earlier Naval attack. A German commander, Otto Liman von Sanders, had doubled the defensive forces and dug them into strong positions on the hills overlooking the beaches on which the Allies were likely to land. He had given the Turkish forces lessons in defending trench positions, especially using machine guns, grenades and bayonets.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'The Germans had sent military advisers to the Turks.' 'The Naval attack lost the Allies the element of surprise.' 'The Turks occupied all the high ground.' 'The Turks were dug in and well equipped with machine guns.' 'The power of the Turkish army was seriously underestimated.' 'The Turks considered this a Holy War.' 'The Turks expected their arrival.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The Turkish Army was not weak.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
10(c)	**'The main reason why Russia lost the war was the failure of the Brusilov Offensive.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Brusilov did considerable intelligence gathering and large-scale reconnaissance before his Offensive. It was initially a great success destroying half the Austrian Army, but the reluctance of other Russian generals to follow up the Offensive and German reinforcements allowed the Alliance to push the Russians back to where they started and inflict half a million casualties on the Russian Army. Most Russians were dismayed at the news.' **OR** e.g. 'There was chaos in the Russian command structure. The staff headquarters resembled a gentlemen's club rather than a military headquarters. The Tsar had appointed many of his loyal courtiers as senior army commanders, who were more concerned with their dining arrangements than military planning. They assumed the bravery of their men would win the war even though this might cause mass casualties.'	**10**

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Question	Answer		Marks
10(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'There were not enough trained officers and NCOs.' 'There were not enough modern weapons for the Russian soldiers.' 'The home industries could not supply the soldiers with enough food, uniforms and ammunition.' 'The Russian soldiers could not compete with their well trained and well equipped opponents.' 'The Brusilov Offensive was not followed up quickly enough.' 'The decision of the Tsar to assume the role of Commander-in-Chief.' 'There were desertions and mutinies in the Russian Army.' 'There were too many courtiers appointed as senior commanders and who had no experience of army life.' 'The overthrow of the Tsar and the Provisional Government meant political instability.' 'The Bolsheviks withdrew Russia from the war.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The enemy was too strong for the Russian Army.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
11(a)	**Describe the activities of Rosa Luxemburg in the early months of the Republic.** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'Luxemburg led the Spartacists.' 'Luxemburg proclaimed the 'Free Socialist Republic' in Berlin in November 1918.' 'She set up and edited a newspaper called the 'Red Flag'.' 'She wrote an essay called 'Against Capital Punishment'.' 'In it she demanded the amnesty for political prisoners and the end of capital punishment.' 'She founded the Communist Party of Germany in January 1919.' 'She set up soviets.' 'The Party took part in the Weimar National Assembly.' 'Being constantly outvoted, Luxemburg suggested boycotting the elections.' 'She was against Ebert's democratic government.' 'Luxemburg encouraged a revolution in Berlin in January 1919.' 'Her attempts at revolution were halted by the Freikorps.' 'She was killed.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
11(b)	**Why was the existence of the Weimar Republic under serious threat in 1923?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Germany had to send large quantities of goods to France and Belgium as part of the reparations payment. In response to the failure to pay reparations, French and Belgian troops invaded the Ruhr taking what was owed to them in the form of raw materials and goods. The government responded by calling for passive resistance. As a result, the workers went on strike.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'There was political instability.' 'Democracy was under threat.' 'There had been many political assassinations.' 'Reparations had not been paid.' 'There was the occupation of the Ruhr.' 'There was hyperinflation.' 'Money became worthless.' 'The Nazis attempted a coup.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'It faced challenges.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
11(c)	**'For the Weimar Republic, the years 1924–29 were a period of recovery.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Stresemann brought economic stability and confidence back by ending hyperinflation, introducing a permanent currency, the Reichmark, and by reducing government spending. Stresemann had worked closely with the Americans in securing loans under the Dawes Plan, which was invested in German industry.' **OR** e.g. 'To a greater extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, and if the loans were recalled Germany would be in serious trouble again. As it was, agriculture never fully recovered, unemployment remained stubbornly high and small businesses continued to struggle.'	**10**

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Question	Answer		Marks
11(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. 'Hyperinflation ended.' 'Industrial production reached pre-war levels by 1928.' 'International relations improved.' 'Germany was accepted into the League of Nations.' 'There was a cultural revival.' 'The democratic republic was committed to civil liberties.' 'Censorship was lifted.' 'Artists, writers, film and theatre directors and designers were all encouraged.' 'Night clubs, dance halls, cafes and restaurants increased.' 'There was employment for cabaret artists, film stars, singers and dance bands.' 'Part of the cultural revival was the Bauhaus style of architecture.' 'The right wing of German politics saw artistic development as a sign of decadence, corruption and moral decay.' 'The economy was built upon foreign loans.' 'Political instability remained.' 'Some did not approve of the changes in the arts.' 'Peasant farmers were poor.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'Life did improve for most Germans.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
12(a)	**In what ways did the curriculum in German schools reflect Nazi ideas?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'Chemistry was taught to develop an understanding of chemical warfare and explosives.' 'Mathematics helped to understand artillery, calculations and ballistics.' 'In Biology, a student was taught that they were special as one of the Aryan race.' 'In Race Studies, students were taught that Jews and Slavs were sub-human.' 'In History, students were taught that the Germany Army had been 'stabbed in the back'.' 'They were taught that the hardships of the 1920s came from the Jews.' 'The girls were taught Domestic Science so they could be good wives and mothers.' 'Both sexes did much PE to be strong for the Army or to be fit to have children.' 'Only the German language was taught.' 'There was no RE on the syllabus.' 'Pupils were taught about the greatness of Hitler and the Nazis.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
12(b)	**Why did some young people not join the Nazi youth groups?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The Edelweiss Pirates, made up of groups such as 'The Roving Dudes' and the 'Navajos', all shared the strong distaste for the strict regimentation and sexual segregation of the Hitler Youth. The Pirates believed in freedom of expression and they collected in gangs at street corners to sing anti-Nazi songs, to taunt members of the Hitler Youth and they painted graffiti on walls and public buildings.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Some young people were anti-authority/anti-Nazi.' 'Many believed in freedom of expression and values.' 'Members of the 'Swing' movement felt the Nazis did not appreciate their style.' 'They liked long hair, jazz music and dancing the jitterbug.' 'They wanted to dress as they liked.' 'They preferred to copy English and American culture.' 'They did not agree with Nazi views on Jews.' 'The Edelweiss Pirates did not like the regimentation of the Hitler Youth.' 'Many young people wanted to 'do their own thing in their own way'.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Some young people rejected the Nazi ways.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
12(c)	**'The most important role of women in Nazi Germany was to have lots of children.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The Nazis were determined to boost the birth rate because, if Germany went to war, then more German men would be required to replace losses at the battlefront and work in the war-supporting industries. There had to be enough members of the master race to occupy defeated territories. Hence, Nazi policy encouraged marriage and child-bearing.' **OR** e.g. 'In peacetime, women were forced out of the professions and discouraged from being in the workplace. After 1937, the Nazi regime performed a u-turn because of the increasing demands of German industry, especially those firms involved in rearmament. Labour could not be met by the pool of unemployed men, which was becoming exhausted. Women were persuaded back into work to support the war effort.'	**10**

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Question	Answer		Marks
12(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'The Nazis wanted to increase the birth rate.' 'The Nazis thought they would need more men for the armed forces.' 'The Nazis believed they would need more Aryans to occupy conquered territories.' 'The Nazis believed in traditional values.' 'The Nazis believed the central role of women was to be a wife and mother.' 'The Nazis wanted women to stick to the 'three Ks' – Kinder, Kirche und Kuche.' 'The Nazis believed in the traditional family because it brought stability to society.' 'The Nazis, at first, thought women should give up their jobs for men to be employed.' 'As war developed, the Nazis wanted women back into work.' 'The Nazis gave women incentives.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Nazis' role for women in wartime became confused.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
13(a)	**At the turn of the century, what were the most serious problems facing the Tsar?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'Russia was a vast empire.' 'It had 20 different nationalities.' 'Peasants' living and working conditions were poor.' 'There were regular famines, and starvation was common.' 'Russian peasants still used ancient farming techniques.' 'There was resentment that the aristocracy, the Church and the Tsar owned most of the land.' 'Industrial workers suffered wretched living and working conditions.' 'No government regulations on child labour.' 'Opposition groups were growing.' 'The rising middle classes wanted greater democracy in Russia.' 'The Social Revolutionaries believed a revolution was the answer to the people's troubles.' 'The Social Democratic Party regularly discussed the possibility of a revolution.' 'There were increasing waves of strikes, demonstrations and protests causing unrest.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
13(b)	**Why was the Tsar able to remain in power during 1905 despite the Revolution?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'There was a possibility that if Nicholas took no action another revolution would follow. To prevent this, Nicholas needed to reform Russia and satisfy some of the discontented groups. In his October Manifesto, the Tsar offered the people a Duma (an elected parliament), the right to free speech and the right to form political parties. This divided his opponents. The middle-class liberals were delighted that their voices would now be heard.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'The Army stayed loyal to the Tsar.' 'Nicholas produced the October Manifesto, which was a move towards democracy.' 'Nicholas offered the people a Duma.' 'There was a promise of future reforms.' 'Leaders of the St. Petersburg and Moscow soviets were arrested and exiled.' 'There was a lack of coordinated opposition.' 'Nicholas' troops returned from the war in Japan and crushed the revolt in western Russia.' 'The rebellions in the countryside were ruthlessly put down.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Nicholas produced a mix of reforms and violence.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
13(c)	**'The Tsarist regime dealt effectively with the difficulties of ruling Russia between 1906 and 1914.' How far do you agree with this statement? Explain your answer.** **Level 5 Explains with evaluation of 'how far'** 10 As Level 4 plus evaluation. **Level 4 Explanation of both sides** 7–9 A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8. **Level 3 One-sided explanation OR one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'For most of this period, Stolypin was the Tsar's chief minister. He wanted moderate reform in agriculture, industry and education, but he believed that the power should still rest with the Tsar. He adopted a 'carrot and stick' approach. He created a peasants' land bank so that they could buy more land and make bigger units. On the other hand, he hanged over 1000 people and exiled 20 000 and kept control.' **OR** e.g. 'The granting of the Dumas seemed to put off serious difficulties for the Tsar, but he also issued the 'Fundamental Laws'. These gave the Tsar a veto over laws, the power to appoint and dismiss ministers and to dissolve the Duma when he saw fit. This meant that the two Dumas which met before 1914 achieved very little and it seemed that Russia was heading back towards its undemocratic past.'	**10**

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Question	Answer		Marks
13(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'The work of Stolypin dealt with many difficulties.' 'He introduced reforms in agriculture.' 'He introduced health and insurance schemes.' 'He crushed opposition.' 'The October Manifesto granted the Duma.' 'The Fundamental Laws meant the early Dumas achieved very little.' 'This upset many liberals.' 'The Social Revolutionaries and Social Democrats said force was needed to bring change.' 'The death of Stolypin in 1911 was a serious setback for control and reform.' 'The influence of Rasputin at court created difficulties.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The work of Stolypin only postponed serious trouble for the Tsar.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
14(a)	**What were Stalin's objections to Trotsky's idea of 'permanent revolution'?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'It was not seen as a priority for the USSR.' 'Stalin saw that Trotsky's idea worried many ordinary Russians.' 'He realised Trotsky's ideas could involve the USSR in new conflicts.' 'The people were weary of years of war and revolution.' 'Stalin believed in 'Socialism in One Country'.' 'Stalin wanted Russia to focus on its own revolution.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
14(b)	**Why did Stalin create a cult of personality?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Stalin wanted to be considered to be central to everything in Russia and to be perceived as the embodiment of everything good in the country. He wanted to be worshipped as a great leader and hero of the Revolution and Second World War. He wanted to be popular and to see pictures and statues of himself everywhere and even having places named after him. Artists and musicians were expected to produce works which praised Stalin's rule and achievements.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Stalin wanted to be worshipped as a great leader.' 'Stalin wanted his image everywhere.' 'It would distract from some of the horrors of his rule.' 'The state could tell people what to think.' 'To show him as a hero of the Revolution.' 'After the Second World War, to show him as the saviour of the country.' 'The 'Cult of Personality' made it more difficult for opposition to Stalin's rule.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'To gain popularity.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
14(c)	**'Stalin's dictatorship over the Soviet Union was not as total as it appeared.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Stalin found it difficult to control people's personal lives. Petty crime and hooliganism were common in the cities; divorce and abortions were rising fast. There is plenty of evidence that people in their private lives behaved as they wanted rather than as the government wished. Although open opposition was rare, local officials and managers would often fail to cooperate with orders that they did not like.' **OR** e.g. 'Over 500 000 party members were arrested on charges of anti-Soviet activities and were either executed or sent to gulags. Over 25 000 army officers were removed from office. Stalin made sure no-one became too powerful and, therefore, did not undermine his authority.'	**10**

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Question	Answer		Marks
14(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. ‘Stalin gained control by his ‘purges’.’ ‘Millions were executed or sent to the gulags.’ ‘The ‘Great Terror’ removed opposition.’ ‘The new constitution gave total power to Stalin.’ ‘The kulaks were removed for disobeying Stalin.’ ‘Stalin used the ‘Cult of Stalin’ to gain control over the people.’ ‘Many ordinary citizens admired Stalin and wanted to obey him.’ ‘Stalin controlled all areas of life.’ ‘Local officials often ignored instructions.’ ‘People’s private lives were not always controlled by Stalin.’		
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Stalin exerted almost total control over Russian life.’	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
15(a)	**What was the Fordney-McCumber Tariff?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The Fordney-McCumber Act was passed in 1922.' 'It was passed by a Republican government.' 'It raised tariffs on many imported goods.' 'Its aim was to protect US factories and agriculture.' 'The tariff was part of the policy called 'Protectionism'.' 'By passing the tariff, it was thought Congress was showing a pro-business attitude.' 'The tariff added, on average, 14% to imported goods.' 'The President was given the power to increase the tariff on a particular product by up to 50%.' 'This made imported goods less attractive to the US consumer.' 'The imported goods cost more, making home produced goods cheaper.' 'It led to a tariff war.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
15(b)	**Why did many American farmers find it difficult to make a living in the 1920s?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The underlying problem was overproduction. During the 1st World War, more and more land was farmed to produce foodstuffs for Europe. Improved machinery, especially the combine harvester, and improved fertilisers made US agriculture very efficient. After the War, Europe imported less food from the US because Europe was poor and as a response to US tariffs. The result was that the US farmer was producing surpluses which nobody wanted and this resulted in lower prices for their products.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Food exports to Europe were reduced.' 'There was overproduction of foodstuffs.' 'Prices fell which caused hardship for the farmer.' 'There was competition from Canada and Argentina.' 'Farmers had borrowed from banks and, with lower prices, they could not pay their debts.' 'Banks seized farms if debts had not been paid.' 'In the South, there was too much reliance on one crop.' 'Crops were lost to pests such as the boll weevil.' 'European nations would not take US farm products as US had placed tariffs on imports.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The good times came to an end with the end of the 1st World War.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
15(c)	**'Electricity created the boom in 1920s America.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The widespread availability of electricity meant that homes and industry now had a clean, cheap and efficient power source. Domestic appliances powered by electricity, such as fridges, washing machines and vacuum cleaners became affordable to ordinary Americans. The demand for these appliances created companies and employment.' **OR** e.g. 'The motor car was central to America's economic success. The car industry, which employed up to half a million workers, stimulated road and hotel construction, the building of roadside filling stations and the development of suburbs and holiday resorts. It also boosted a range of other associated industries such as plate glass, rubber, steel, leather and upholstery.'	**10**

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Question	Answer		Marks
15(c)	**Level 2 Identifies AND/OR describes**	2–3	
	One mark for each point. e.g. 'The USA was rich in natural resources.' 'The American economy emerged strong and reinvigorated from the First World War.' 'Republican policies of high import tariffs favoured US businesses.' 'Low taxes meant that consumers had more money to spend.' 'There were advances in chemicals and synthetics.' 'Cheap electricity.' 'Mass advertising.' 'The invention of 'talking pictures' boosted the film industry.' 'Hire purchase allowed consumers to buy goods and pay for them in instalments.' 'The motor industry was a huge employer and boosted numerous other industries.' 'Mass production methods led to a fall in prices.'		
	Level 1 General answer lacking specific contextual knowledge e.g. 'Numerous economic factors combined to produce the boom.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
16(a)	**How did US governments control immigration?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'In 1921, The Emergency Quota Act was passed to set an annual limit on immigrants.' 'The limit was fixed at 357 000 per year.' 'It set up an annual quota from any one country.' 'This was restricted to 3% of the numbers from that same country living in the USA in 1910.' 'This reduced immigration from southern and eastern Europe by more than 75%.' 'In 1924, the National Origins Act was passed to reduce the total limit and the quotas.' 'The total annual limit was reduced to 150 000.' 'The quota limit was reduced to 2% of 1890 figures.' 'Immigrants from Asia were completely barred.' 'There were literacy tests.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
16(b)	**Why was the Sacco-Vanzetti case controversial?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Sacco and Vanzetti, who were Italian Americans and self-confessed anarchists, were arrested on suspicion of armed robbery and murder. The evidence was flimsy but the prosecution turned their trial into one on their radical ideas. The judge said that they might not be guilty of the offence but were morally to blame because they were enemies of the US's existing institutions. They were found guilty and executed.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Sacco and Vanzetti were convicted on flimsy evidence.' 'The trial took place at the height of the 'Red Scare'.' 'The prosecution played on racist slurs and stirring up fears about their radical beliefs.' 'The judge was biased.' 'After the trial, the judge called them 'those anarchist bastards'.' 'There were 6 years of legal appeals before their execution.' 'The trial attracted world-wide protests.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The verdict was unsafe.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
16(c)	**'The most important change for women in the 1920s was increasing employment opportunities.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The number of women in employment increased by 25% to 10 million by 1929, although women continued to be paid less than men for precisely the same work. Office work and manufacturing accounted for much of the increase and in some new industries, such as electronics, women were preferred to men.' **OR** e.g. 'The lifestyle of many women changed in the 1920s. Before the war, women were expected to be modest, polite and discrete. This meant no drinking or smoking and, if unmarried, no male company without a chaperone. In the '20s, it was not unusual for women to drink, smoke and kiss in public. It was thought respectable by those living in towns and cities to have no chaperone.'	**10**

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Question	Answer		Marks
16(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'The number of women in employment increased by a quarter in the 1920s.' 'Office work and jobs in manufacturing were the most popular.' 'Women got the vote in all states.' 'Women's fashions changed.' 'New fashions and materials, such as rayon.' 'Short hair and make-up became symbols of the new freedom.' 'Women drove cars.' 'Ford introduced colour cars in 1925 for the female market.' 'Women acted with more independence.' 'The changes brought in by the 'flappers' did not affect the majority of women.' 'Women in small communities and rural areas tended to continue their traditional roles.' 'Labour-saving devices, such as washing machines, were still only owned by a minority.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The role of the average woman changed very little during the 1920s.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
17(a)	**Describe the reforms to education introduced by the Communist government in the 1950s.** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'Education for all was improved.' 'A massive campaign was organised to teach the Chinese to read and write.' 'In 1949, only 20% were literate.' 'Teachers were sent to the villages.' 'They taught the children by day and adults in the evening.' 'This allowed workers to operate machinery and play their part in industrial development.' 'Students received an education in Communism.' 'The books they read from were the works of Marx, Lenin and Mao.' 'No-one receiving education was allowed to forget the importance of manual work.' 'Pupils worked part-time in factories, students for two months a year in communes.' 'Professors were expected to spend one month per year in factories or communes.' 'By the 1960s, 90% could read and write.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

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Question	Answer	Marks
17(b)	**Why did the Communist government encourage equality for women?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Mao saw the role of women as crucial to the development of the Chinese state and wanted to move the focus from women producing for the home to producing for the state. If China was going to be a great industrial power, he needed women to be educated, to become engineers, teachers and doctors. This meant giving women the same pay and status as men and providing workplace nurseries.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Mao wanted to produce a true communist society.' 'Mao genuinely thought women had been poorly treated.' 'Mao saw women as a wasted resource.' 'Mao thought women's abilities were untapped.' 'Mao wanted to make China a great industrial state.' 'Mao wanted women in the labour market.' 'He needed women to become skilled workers.' 'To encourage this he needed equality for women.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Mao wanted to change Chinese society.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
17(c)	**'By 1962, Communist attempts at developing an industrial society had been successful.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy and the propaganda of the Communists helped to motivate the workforce. The plans transformed China with rapid growth in the size of cities and the development of infrastructure such as railways.' **OR** e.g. 'In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the 'backyard' iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much needed expertise and money.'	**10**

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Question	Answer		Marks
17(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'The first Five-Year Plan exceeded the targets set in heavy industry.' 'China was helped by Soviet expertise.' 'Roads and railways were built across the country.' 'Inflation was brought under control which helped continual planning.' 'The second Five-Year Plan, known as the Great Leap Forward, was a distinct failure.' 'There was less central planning and more local responsibility.' 'The 'backyard' blast furnaces produced worthless materials.' 'Soviet technicians returned to Russia.' 'On Mao's resignation, new 'capitalist-style' policies were adopted.' 'After the Great Leap Forward, China reverted to having professional advisers and managers.' 'Bonuses were awarded to increase output.' 'Production figures started to rise after the Great Leap Forward had finished.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Changes in methods brought mixed results.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
18(a)	**Describe Communist China's relations with Vietnam up to c.1990.** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'During the Vietnam War, China provided arms, military training and supplies to the North.' 'This support was dependent on the North Vietnamese refusing all Soviet aid.' 'China wanted to see Vietnam as a similar Communist movement.' 'China wanted to see Vietnam spreading the Communist ideas abroad.' 'The Vietnamese Communist Party wanted to develop its own brand of nationalism.' 'Tensions arose as both sides claimed sovereignty of islands in the South China Sea.' 'They both claimed the oil deposits in the Gulf of Tonkin.' 'Tensions arose when Vietnam invaded Cambodia in 1976.' 'When Vietnam signed a friendship treaty with the USSR, relations with China worsened.' 'In 1979, fighting broke out when China attacked North Vietnam.' 'Fighting continued into the 1980s as China tried to force Vietnam out of Cambodia.' 'Relations improved when Vietnam withdrew from Cambodia after peace talks in 1990.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
18(b)	**Why did Communist China have a hostile relationship with India between 1950 and 1965?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'In 1954, India published new maps that included the boundaries of India with China, but in 1959, the Chinese stated in a letter to the Indian leader that their borders were incorrect and that over 100 000 square kilometres of territory shown on the Indian maps was in fact Chinese land. These border disputes led to a brief war in 1962, which the Chinese won, and sporadic outbreaks of violence along the borders for the next decade.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'China did not honour the 1951 agreement to guarantee the social system in Tibet.' 'The disagreement over the precise borderlines between Tibet, India and China.' 'China wanted to build a highway into Tibet over disputed territory.' 'The attempt by the Chinese to eliminate Buddhism in Tibet.' 'The exile of the Dalai Lama to India.' 'China encouraged Pakistan's aggressive nature towards India.' 'India complained that China was encouraging the communist party in India.' 'China accused India of assisting rebels in Tibet.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'There were numerous border disputes.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
18(c)	**How far did the death of Stalin change relations between China and the Soviet Union? 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'Relations soured as Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached. Mao disapproved of Khrushchev's suggestion that Russia and the capitalist West could follow peaceful co-existence.' **OR** e.g. 'Despite Mao's and Khrushchev's disagreements, economic aid continued to flow into China from Russia until 1960. This helped with Chinese economic reforms. Once Mao and Khrushchev had left power, relations improved. With the appointment of Gorbachev, relations improved slightly between China and the USSR.'	**10**

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Question	Answer		Marks
18(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Mao did not like Khrushchev.' 'Mao thought Khrushchev was betraying Marx and Lenin.' 'Khrushchev wanted better relations with the West.' 'The USSR would not help the Chinese militarily.' 'Mao disapproved of the Soviet invasion of Czechoslovakia in 1968.' 'There were border disputes between China and the USSR in 1969.' 'Economic aid continued for 7 years after Stalin's death.' 'Both countries followed communism in their own way.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao disapproved of what Khrushchev was doing.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
19(a)	**What were the main features of the Bantu Self-Government Act of 1959?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The Act created eight Bantustans.' 'These were based on the original African reserves or homelands.' 'These Bantustans were intended to be the homelands for all black people.' 'The newly established regions were eventually intended to become self-governing.' 'In 1963, Transkei became the first Bantustan to have its own parliament elected by black people.' 'The policy of Bantustans provided a way for the government to eject all black people from white areas.' 'The exceptions were those helping on white farms and those needed for the economy to function fully.' 'The total area of land given to Bantustans was 13% of the area of South Africa.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
19(b)	**Why did the newly-created Bantustans create problems?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'Bantustans failed to provide the final answer for apartheid as black people continued to live outside their homelands in squatter camps outside the cities and other illegal residences. By 1980, only just over half of those who should have lived in Bantustans actually did so.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Bantustans only occupied 13% of South Africa.' 'Much of the land was infertile so it would not sustain the population.' 'Mainly men had to leave the Bantustan to gain work.' 'The Bantustans were often fragmented.' 'KwaZulu was divided into 26 different parts.' 'Many black Africans lived in illegal squatter camps.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Bantustans were viewed as part of the policy of apartheid.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
19(c)	**'The Freedom Charter had more effect on opposition to apartheid than the actions of Umkhonto we Sizwe (MK).' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The Congress of the People met to discuss the Freedom Charter. It pulled together the ANC with anti-apartheid groups representing whites, Indians, Coloureds and trade unionists. The Charter set out a new vision for the future of South Africa, calling for an end to apartheid and the introduction of democracy, human rights, land reform and equality before the law.' **OR** e.g. 'The failure of peaceful means and the banning of ANC drove the organisation to go underground. The MK decided on a policy of violent resistance, sabotaging government and police buildings, and power installations. This resulted in the imprisonment of Nelson Mandela, who became a symbol of the fight against apartheid.'	**10**

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Question	Answer		Marks
19(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'The Freedom Charter set a vision for the future.' 'It brought together all anti-apartheid groups.' 'It wanted to see a peaceful change to a new South Africa.' 'It wanted to see equality for black people, white people and Coloureds.' 'The state of emergency after Sharpeville banned the ANC.' 'The ANC's underground military wing, the MK, turned to violence.' 'Peaceful methods had not worked so the MK tried to draw attention to the evils of apartheid.' 'The MK used violence against the police and government.' 'The MK did joint operations with the Poqo, the military wing of the PAC.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Charter showed what the MK was trying to achieve.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

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Question	Answer	Marks
20(a)	**How did (i) the Terrorism Act of 1967 and (ii) the Internal Security Amendment Act of 1976 assist the South African government in suppressing opposition?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'The Terrorism Act made terrorism a separate crime equal to treason.' 'Murder and possession of arms and explosives were terrorist acts.' 'The receiving of military training was considered a terrorist act.' 'Convicted terrorists could receive the death penalty.' 'The Security Act allowed suspects to be detained without charge for 12 months.' 'The 12 months detention was renewable.' 'Potential witnesses could be detained for six months in solitary confinement.' 'This enabled the state to detain indefinitely anyone who was a threat to law and order.' 'It allowed the state to detain anyone acting against the policy of apartheid.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

Question	Answer	Marks
20(b)	**Why was the South African government's legislation of 1971 in relation to the Homelands effective in maintaining apartheid?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The Bantu Homelands Constitution Act of 1971 confirmed a previous Act, the Bantu Self-Government Act of 1959, which gave the government the power to grant independence to any Homeland. This, in effect, restricted black Africans to the Bantustans under African chiefs who were willing to collaborate with the South African government.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'The independent Homelands were run by those working with the government.' 'Many of the new political leaders in the Homelands were corrupt.' 'Black people were expected to live in the Bantustans.' 'Citizens of the new states were deprived of their South African citizenship.' 'The South African government no longer had to provide facilities for black people in mainly white areas.' 'The money saved was spent on white facilities, which reinforced apartheid.' 'There was a lack of schools, houses and hospitals for black people.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The independent Homelands reinforced the separation of black and white.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

Question	Answer	Marks
20(c)	**Before 1980, how far did external opposition to apartheid affect the situation in South Africa? 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'There was much verbal criticism of apartheid, but very little action. Comprehensive international trade sanctions could have brought a rapid change in government policy but the world economy depended on South Africa for a broad range of minerals such as chromium, platinum and gold. In addition, it was a major producer of diamonds, coal, asbestos, copper, nickel, iron and zinc.' **OR** e.g. 'There was mounting criticism of apartheid within Africa. With the independence of Lesotho, Botswana, Swaziland, Angola and Mozambique, the membership of the Organisation of African Unity rapidly increased. The OAU set up a Liberation Committee with its headquarters in Tanzania providing education and military training for refugees from South Africa.'	**10**

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** 2–3 One mark for each point. e.g. 'The United Nations passed annual resolutions against apartheid.' 'The General Assembly set up a Special Committee on Apartheid.' 'In 1973, the General Assembly declared apartheid to be 'a crime against humanity'.' 'In 1977, the Security Council passed a resolution for an arms embargo against South Africa.' 'The OAU set up a Liberation Committee to train 'freedom fighters'.' 'There were successful sanctions against South Africa in sport.' 'The 1970 South African cricket tour was cancelled by the MCC.' 'In 1977, the Gleneagles Agreement banned sporting contacts between South Africa and Commonwealth countries.' 'Economic sanctions did not work because the rest of the world needed South Africa's minerals.' 'There were massive investments in South Africa by US, Japan and Europe, which meant there was a reluctance to impose economic sanctions.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The international opposition to apartheid was half-hearted.' **Level 0 No evidence submitted or response does not address the question** 0	

Question	Answer	Marks
21(a)	**What was the role of the United Nations in Palestine during 1946 and 1947?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'In 1946, the UN held discussions about the violence in Palestine.' 'It began early discussions about a one or two state solution.' 'Britain handed over the Palestinian problem to the UN to resolve in February 1947.' 'The UN established a Special Committee on Palestine to prepare a report on the future of Palestine.' 'The Committee was to gather evidence from all sides and report back to the UN by September 1947.' 'The Arabs refused to cooperate with UNSCOP believing it to be biased.' 'In its report, UNSCOP suggested a two state solution.' 'It suggested a common currency and customs area.' 'It suggested that Jerusalem should be under international trusteeship.' 'The plan needed a two thirds majority in the UN.' 'The USA and the USSR supported the plan and it was passed.' 'The UN Palestine Commission was given responsibility for implementing the partition plan.' 'The British refused the Commission access to Palestine.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

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Question	Answer	Marks
21(b)	**Why did British attempts to limit Jewish immigration into Palestine at the end of the Second World War result in international opposition?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The effects of the Holocaust had created considerable sympathy for the Jews and increased the support among political leaders for a Jewish homeland. President Truman believed that European Jews should be able to establish a homeland in Palestine. As a result, the 10 000 Jewish immigrants suggested by Britain in the first year was considered about a tenth of what the international community considered reasonable.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'International political leaders thought Britain did not have enough sympathy for Jews considering their experiences at the hands of the Nazis.' 'Britain's deportation to Cyprus of illegal Jewish immigrants in Palestine seemed harsh.' 'The US press witnessed the 'Exodus' being refused entry to Palestine.' 'There was strong Zionist pressure on the Congress and President Truman to put pressure on Britain to accept more Jews in Palestine.' 'Truman supported Ben Gurion's request for 100 000 Jewish immigrants to Palestine.' 'Many of the international community thought Britain should leave Palestine.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'The Second World War encouraged sympathy for the plight of Jews in Europe.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
21(c)	**'Israel's success in the war of 1948–49 was because of the strength of their fighting forces.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'About 25 000 Israelis had fought in the British Army in the Second World War and gained valuable experience in training, organisation and technology. The Israelis were better equipped having stockpiled British supplied weapons from the war and bought heavy artillery and tanks from Czechoslovakia. The Israelis had total air superiority and had strong military leadership.' **OR** e.g. 'Few of the Arab leaders trusted King Abdullah even though he was considered by the Arab League as the supreme commander of the Arab forces. It emerged that he had been secretly negotiating with Israeli leaders over a plan to take over parts of Palestine. Abdullah's Arab Legion did not invade the territory of the new Jewish state.'	**10**

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Question	Answer		Marks
21(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Many Israelis had experience of fighting in the Second World War.' 'The Israeli Army was better armed than the Arab forces.' 'Israel had total air superiority.' 'Israeli military leadership was far superior to that of the Arab nations.' 'The Israelis were fighting for their survival, they were determined to win.' 'The Israelis had a desire to protect what they had been fighting for since 1945.' 'The Israelis' morale was boosted by the support of the USA.' 'The Israelis had financial support provided by Jews in Europe and the USA.' 'The Arab military forces were inexperienced and poorly led.' 'Arab leaders did not trust King Abdullah, their supreme commander.' 'Arab lines of communication were stretched, causing problems with supplies.' 'Arab forces were outnumbered at the start of the war by 7 000.' 'Syria and Lebanon did little fighting and provided a small number of troops.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Arab countries' efforts to defeat Israel were half-hearted.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
22(a)	**After the rejection of the 1947 Partition Plan where did many Palestinian refugees flee to?** **Level 1 One mark for each relevant point; additional mark for supporting detail** 1–4 e.g. 'They went to neighbouring Arab countries.' 'They went to hastily built refugee camps.' 'Many went to the Gaza Strip and the West Bank.' 'Large numbers went to Lebanon.' 'Syria and Jordan took sizeable numbers of refugees.' 'Egypt took a relatively small number.' 'Small numbers of refugees managed to make their homes in Europe and the USA.' **Level 0 No evidence submitted or response does not address the question** 0	**4**

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Question	Answer	Marks
22(b)	**Why had the Fedayeen become a problem for Israel by 1955?** **Level 4 Explains TWO reasons** 6 **Level 3 Explains ONE reason** 4–5 e.g. 'The early incursions into Israeli territory by the Palestinian Fedayeen between 1951 and 1953 were mainly for economic reasons. Palestinians crossed the border to harvest crops in their former villages. Gradually, they developed into deliberate terrorist attacks and this resulted in over 400 Israeli deaths and over 900 wounded. The Israelis attacked bases in Syria, Egypt and Jordan, but this led to further terrorist acts.' **Level 2 Identifies AND/OR describes reasons** 2–3 e.g. 'Early Fedayeen raids were for food.' 'The Fedayeen, from 1953, attacked Israeli homes across the border.' 'There were over a thousand Israelis killed and injured by 1955.' 'The Arab host countries did not stop the Fedayeen.' 'The Egyptian government actively sponsored the Fedayeen.' 'The commander of Egyptian army intelligence helped to create Fedayeen units.' 'In 1955, President Nasser talked about despatching heroes to cleanse the land of Palestine.' 'The UN rarely condemned the host nations, but often condemned Israeli retaliation.' **Level 1 General answer lacking specific contextual knowledge** 1 e.g. 'Terrorists were crossing borders to kill Israelis.' **Level 0 No evidence submitted or response does not address the question** 0	**6**

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Question	Answer	Marks
22(c)	**'Violent action by the Palestine Liberation Organisation was the main reason why it was difficult for Palestinians to gain international support for their cause.' 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 one explanation of both sides 5–6 marks** 4–6 More detailed explanation of one issue to be given two marks. e.g. 'The PLO used terrorism to gain publicity for their cause. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Munich Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe in Uganda. These terrorist acts gained publicity but alienated international support for the PLO because the incidents took lives and involved western powers.' **OR** e.g. 'The formation of Hamas offered an Islamist-nationalist alternative to the secular PLO. Hamas rejected peace with Israel, claiming that Israel did not recognise the right to an independent Palestinian state, and pledged that violence and the destruction of Israel were the only way for the future of Palestinian people. As a result, international support is lacking.'	**10**

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Question	Answer		Marks
22(c)	**Level 2 Identifies AND/OR describes** One mark for each point. e.g. 'Terrorism is not acceptable to the international community.' 'Some acts of terror by the PLO took place on Western powers' land.' 'Some acts of terror by the PLO blew up or damaged Western powers' property.' 'The PLO attracted much hostility from Arab states because of their actions.' 'Both Syria and Jordan expelled the PLO and Egypt abandoned it when making peace with Israel in 1978–9.' 'The PLO's support for Saddam Hussein's invasion of Kuwait brought criticism from the international community.' 'Hamas' aim to destroy Israel has not gained international support.' 'Many in the international community have left negotiations to the USA instead of the UN.' 'International support has been lacking because of the extremists on both sides.' 'Many countries wanted to support a strong Israel in the region.'	2–3	
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was more international support for the Palestinians when the PLO renounced violence to achieve their objective.'	1	
	Level 0 No evidence submitted or response does not address the question	0	

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