Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **October/November 2018**

MARK SCHEME

Maximum Mark: 60

Published

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

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

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Generic Marking Principles

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

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

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

GENERIC MARKING PRINCIPLE 2:

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

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

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

GENERIC MARKING PRINCIPLE 4:

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

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

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GENERAL INSTRUCTIONS

Applying the Mark Scheme

- When marking a response the overall 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)	**Describe what happened in Vienna during March 1848.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'In March 1848, there was rioting by students in Vienna.' 'This had been encouraged by the successes of demonstrations in Paris.' 'The students and liberals wanted basic freedoms and a liberalisation of the regime.' 'A petition was handed to the Emperor demanding a constitution and freedom of the press.' 'Troops were called out to quell the crowds and shots were fired.' 'The Diet of Lower Austria demanded the resignation of Metternich.' 'Metternich was the Chancellor and Foreign Minister.' 'He was considered the symbol of repression.' 'Austrian armies could not crush the rioting because they were thinly spread around the Empire.' 'Metternich resigned and fled to London.' 'Ferdinand I appointed a liberal government under Count Kolowrat.' 'There was royal agreement to a constitution.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
1(b)	**Why were many countries across Europe facing revolutionary threats in 1848?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'In France, Louis-Philippe was chosen as the "citizen king" in 1830 in the hope that he would tackle the privilege and poverty reflected in the reigns of Louis XVIII and Charles X. Louis-Philippe failed to tackle poverty, hoping wealth would trickle down to all in society. His friends became very rich while significant numbers of ordinary people lived in extreme poverty. This lack of action led to a bloodless coup.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The demand for constitutional government.' 'The demand for self-government.' 'The pressures caused by poor harvests.' 'The failure to address privilege and poverty.' 'The election of a liberal pope in 1846.' 'The failure of government to implement liberal reforms.' 'Revolution was encouraged by the actions in France.' 'It was a reaction to reactionary governments.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It started in France.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
1(c)	**'The revolutionaries of 1848–49 had different aims from each other.' 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. 'A series of economic downturns and crop failures, particularly those in 1846, produced starvation among peasants and the working urban poor. This added to the effect of technological change. These features highlighted the gap between rich and poor and led to revolutionary activity.' **OR** e.g. 'Nationalism was a significant cause of revolutions in 1848–49. In Hungary, national groups were seeking independence from the control of the Austro-Hungarian Empire, while in Italy, individual Italian states wanted to throw off the powers of Austria and form the nation state of Italy.' **Level 2 Identifies AND/OR describes [2–3]** One mark for each point. e.g. 'To gain freedom from foreign domination.' 'To form nation states.' 'To gain freedom of speech and the press.' 'To have a more equal society.' 'To have the wealth spread more evenly.' 'To remove absolutism.' 'To remove unpopular monarchs and ministers.' 'To have a more liberal political regime.'	**10**

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Question	Answer	Marks
1(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Many people wanted more freedom.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
2(a)	**Describe the part played by Austria in the abdication of Charles Albert in 1849.** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'In March 1848, Piedmont declared war on Austria.' 'Charles Albert invaded Lombardy to remove the Austrians.' 'Despite lacking numbers, Charles Albert had some early successes.' 'The Piedmontese army moved slowly allowing the Austrians to regroup.' 'Charles Albert was overwhelmingly defeated at the Battle of Custoza.' 'Charles Albert was persuaded to try again.' 'His army was crushed by Radetsky at Novara.' 'The Austrians had more infantry, more cavalry and more heavy guns.' 'Radetsky had more skill and experience than any of the Piedmontese generals.' 'As a result of his failures against the Austrians, Charles Albert decided to abdicate.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
2(b)	**Why did the friendship between France and Piedmont develop from 1856?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Napoleon had been a member of the Carbonari when young. The Orsini Bomb Plot and the letter from Orsini before his execution re-awakened Napoleon's interest in the Italian cause. Napoleon realised that Piedmont was the state to work with as it was already independent, having a sizeable army and having been an ally in the Crimean War. As a result, Cavour and Napoleon held a secret meeting at Plombieres.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Both were on the victorious side in the Crimean War.' 'Both were involved in the Paris Peace Conference of 1856.' 'In 1857 the Orsini Bomb Plot attempted to assassinate Napoleon III.' 'A letter from Orsini to Napoleon urged him to take up the Italian cause.' 'This led to a secret meeting at Plombieres between Cavour and Napoleon.' 'Napoleon needed Cavour to provoke Austria so that war could be declared.' 'Napoleon agreed to take military action for the transfer of Savoy and Nice to France.' 'Napoleon preferred to have a weak Italian state on his border than a strong Austria.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'They had mutual interests.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
2(c)	**'Cavour's contribution to the unification of Italy was more important than the contribution of any other person.' 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. 'It was Cavour's diplomatic skills which ensured Piedmont dominated Italian politics. He committed Piedmont to fight in the Crimean War so that at the peace conference he gained the ear and support of Napoleon III. With French agreement, Cavour provoked a war with Austria, which removed Austria from Lombardy resulting in a union of states in north-west Italy.' **OR** e.g. 'Garibaldi led an expedition to Sicily and he liberated the whole of southern Italy. Garibaldi was an inspiring and romantic figure who created an interest in the future of Italy. In 1860, Garibaldi recognised Victor Emmanuel II as King of Italy when he willingly surrendered his conquests.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Mazzini set up the "Young Italy" movement.' 'Mazzini shaped thoughts on a united Italy.' 'Cavour worked with France in secret.' 'Cavour persuaded the French to remove the Austrians from Lombardy.' 'Napoleon III spilt much French blood for the Italian cause.' 'Cavour persuaded central states to unify with Piedmont.' 'Garibaldi inspired patriots with his 1000 Redshirts.' 'Garibaldi liberated Sicily and Naples.' 'Garibaldi recognised Victor Emmanuel II as King of Italy.'	**10**

Question	Answer	Marks
2(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Cavour, Mazzini, Garibaldi and Napoleon all made a contribution.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
3(a)	**What was the Schleswig-Holstein question?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'It has been described as the most difficult diplomatic situation of the 19th century.' 'Schleswig was Danish in its northern portion and German in the south.' 'The population of Holstein was almost entirely German.' 'Traditionally, the two duchies had been under Danish rule.' 'Danish nationalists wanted Schleswig to be incorporated into Denmark.' 'German nationalists wanted to confirm Schleswig's association with Holstein.' 'The differences led to an uprising of Germans in the duchies supported by Prussia.' 'Prussia drove Danish troops out of Schleswig-Holstein.' 'The Great Powers pressurised Prussia into accepting the London Protocol.' 'Schleswig-Holstein was returned to Denmark, but the Danes undertook not to tie Schleswig more closely to Denmark than Holstein.' 'In 1863, the Danish government attempted to sign a new joint constitution with Schleswig.' 'Prussia and Austria intervened and were ceded the two duchies in 1864.' 'Holstein was ruled by Austria and Schleswig was ruled by Prussia.' 'A dispute over the administration of the duchies partly caused the Austro-Prussian War.' 'The two duchies were incorporated into the North German Confederation.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
3(b)	**Why did Bismarck's attitude towards Schleswig-Holstein alarm many Prussians?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The liberals in the Progressive Party had a long-running argument with Bismarck concerning the budget for the military reforms introduced by von Roon and von Moltke. Bismarck had ignored liberal protests. The liberals feared that Bismarck would allow the Prussian army to use force over the Schleswig-Holstein issue with Austria. They feared that Prussia might lose a war with Austria.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The fear was that Prussia would go to war with Austria.' 'Many Prussians were not confident of victory.' 'Liberals wanted to avoid conflict.' 'Liberals felt Bismarck was using the Schleswig-Holstein issue as practice for the army.' 'Many felt Bismarck was being aggressive.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Prussia could be left in turmoil.' **Level 0 No evidence submitted or response does not address the question [0]**	6

Question	Answer	Marks
3(c)	**'The Ems telegram was the most important reason for war in 1870.' 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 a meeting between the King of Prussia and the French ambassador, a demand was made by the French that Prussia would not in the future put a candidate forward for the Spanish throne. Bismarck released an edited account of the event which made Wilhelm seem abrupt and insulting to the ambassador. The Ems Dispatch was published in the French press and there was a demand for war with Prussia.' **OR** e.g. 'After the Austro-Prussian War, France was opposed to the annexation of the Southern German States which would have created too powerful a country next to its border. In Prussia, a war against France was deemed necessary to arouse German nationalism in those states that would allow the unification of a great German empire.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Prussia wanted the Southern German states to unite with the North German Confederation.' 'France resisted the formation of this large and strong empire on its border.' 'France feared a Prussian prince on the throne of Spain.' 'France feared encirclement by an alliance between Prussia and Spain.' 'France demanded that the Prussians did not put forward in the future a candidate for the Spanish throne.' 'Bismarck's editing of the Ems Telegram annoyed the French.' 'Prime Minister, Emile Ollivier, was eager to distract from French internal political problems.' 'Success for Napoleon III would suppress lingering republican or revolutionary sentiment.' 'Bismarck wanted to exert his military superiority.' 'Bismarck wanted to be the superior power in Europe.'	**10**

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Question	Answer	Marks
3(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The telegram was an excuse for war.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
4(a)	**Describe events in Sarajevo on 28 June 1914.** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Archduke Franz Ferdinand visited Sarajevo.' 'He went to review Austrian troops stationed in Bosnia.' 'There were only 120 policemen on duty.' 'Franz Ferdinand was in an open-topped car.' 'There were members of the Black Hand Gang waiting to assassinate Franz Ferdinand.' 'Cabrinovic threw a bomb, which bounced off Franz Ferdinand's car and damaged the car behind.' 'Cabrinovic swallowed poison but it failed to work and he was arrested.' 'Franz's car continued to the Town Hall, but Franz Ferdinand cancelled the rest of the tour.' 'When returning to the railway station, Franz Ferdinand's chauffeur took the wrong route.' 'He stopped to reverse back onto the agreed route.' 'Gavrilo Princip shot the Archduke and his wife.' 'They both died within the hour.' 'Princip was arrested.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
4(b)	**Why did Germany declare war on Russia on 1 August 1914?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'When Austria declared war on Serbia for the murder of Franz Ferdinand, Russia mobilised its army to help defend its long-term ally, Serbia. On the 29th of July, Germany, which supported Austria's action, warned Russia not to intervene and help the Serbs. The Russians ignored the warnings and decided to support Serbia against Austria. As a result, Germany declared war on Russia.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'History of bad feeling between Russia and Germany over the Balkans.' 'Russia was mobilising its army.' 'Russia was an ally of Serbia.' 'Austria declared war on Serbia.' 'Germany supported Austria's actions.' 'Germany warned Russia not to help the Serbs.' 'Russia ignored the warning.' 'Germany moved its army towards France and Belgium on the same day.' 'It was putting into action the Schlieffen Plan.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Relations were poor.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
4(c)	**'It was the Anglo-German naval race rather than the Alliance System that was responsible for raising international tension before 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. 'Germany stimulated the arms race by building up a navy to challenge British supremacy. There was a race to see who could build the most Dreadnought-style battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy.' **OR** e.g. 'The Alliance System was a major source of international tension because it created two heavily armed camps, the Triple Alliance and Triple Entente. The Alliance System meant that members of each camp would support each other in any dispute. A dispute between one of the members of each camp could finish up as a major war involving six countries.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'The Alliance System created two armed camps.' 'Germany, Austria-Hungary and Italy formed the Triple Alliance.' 'Britain, France and Russia formed the Triple Entente.' 'A small incident could pull in six countries.' 'The most powerful military countries in Europe were lined up against each other.' 'The Germans considered they were surrounded by the Triple Entente.' 'Wilhelm wanted a fleet to rival the British navy.' 'Most of the German fleet would be concentrated in the North Sea.' 'A race developed to produce the most battleships.' 'It seemed inevitable these two navies would clash.'	**10**

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Question	Answer	Marks
4(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Both played their part.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
5(a)	**What were the terms of the Treaty of Neuilly?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Bulgaria had to reduce its army to 20 000.' 'The army could not have conscripts.' 'No air force and no warships.' 'The Bulgarians could not possess any heavy artillery/armoured vehicles.' 'It had to pay reparations of £100 million.' 'Bulgaria lost land to Greece.' 'Bulgaria lost Western Thrace to Greece.' 'It lost land to Yugoslavia.' 'It recognised the Kingdom of Serbs, Croats and Slovenes/Yugoslavia.' 'It lost land to Romania.' 'It lost Dobruja to Romania.' 'It lost access to the Aegean Sea/Mediterranean Sea.' 'Bulgaria had to accept war guilt.' 'Bulgaria was not accepted in the League of Nations.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
5(b)	**Why did Lloyd George not want a harsh treaty to be imposed on Germany?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Lloyd George realised that the future economic wellbeing of Britain depended largely upon the economic revival of Europe. This, in turn, depended upon the revival of the German economy. He did not want a harsh treaty which may have hindered Britain and Germany trading again. Before the war, Germany had been Britain's second largest trading partner. Trade with Germany meant jobs for British workers.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'He did not want Germany seeking revenge in the future.' 'Excessive reparations would check Germany's economic future.' 'Before the war, Britain and Germany were trading partners.' 'If Germany lost the Rhineland, German wealth would not be created to buy British goods.' 'He did not want France to become so dominant on mainland Europe.' 'He wanted to maintain a balance of power in Europe.' 'He wanted Germany to be strong enough to resist communism.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Lloyd George was thinking of the British economy.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
5(c)	**How far do you agree with the view that the peace settlements of 1919–20 left the important issues facing Europe unresolved? 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 break-up of the Turkish Empire under the Treaty of Sevres caused outrage among Turkish nationalists. In particular, losing Smyrna to long-time enemy Greece sparked a national movement under Mustapha Kemal. Kemal challenged the treaty for ignoring the principle of self-determination and as a result used force to drive the Greeks out of Smyrna, forcing the treaty to be re-negotiated.' **OR** e.g. 'The peace settlements did provide a decade of relative peace throughout Europe. With the help of the newly formed League of Nations, small border disputes were dealt with effectively in the majority of cases. There was no appetite during the 1920s for sustained major warfare as a result of the lasting horrors of the First World War.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Many Germans felt displaced.' 'Self-determination did not apply to all Germans.' 'Disarmament was not equally applied.' 'The harshness of the Treaty of Versailles meant retaliation was likely.' 'Splitting Germany made Poland vulnerable.' 'Giving Turkish land to Greece was provocative.' 'The League mandates in Iraq, Palestine and Syria brought long-term problems.' 'Czechoslovakia and Yugoslavia had many national groups.'	**10**

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Question	Answer	Marks
5(c)	'There was peace in Europe during the 1920s.' 'The defeated powers were kept in check during the 1920s.' 'The League of Nations helped to solve disputes.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Most problems would show themselves during the 1930s.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
6(a)	**What made it difficult for the League of Nations to act quickly?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'It took too long to make decisions.' 'The Assembly met once a year.' 'It was too large to react quickly to international crises.' 'Votes had to be unanimous in the Assembly.' 'Members were often slow to co-operate.' 'Votes in the Council had to be unanimous.' 'Members of the Council had a veto.' 'It was difficult to take decisive action against a country if there was only a majority vote.' 'The League did not have an army.' 'It took time to recruit troops from member nations.' 'The USA was not a member.' 'The League was slow to impose economic sanctions because the USA would continue to trade.' 'The great powers were exhausted from the First World War.' 'Some of the 'offenders' were powers which Britain and France wanted to remain as allies.' 'Britain and France had other priorities/self-interests.' 'Some conflicts were far away.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
6(b)	**Why did the League fail to deal with Japanese aggression following the invasion of Manchuria?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The League did not apply military sanctions as it would have involved the sending of a naval task force to the other side of the world with little chance of success. If the USA and the USSR had been members of the League, their military forces would have been ideally placed to tackle the Japanese.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'It was a strong country.' 'It was a permanent member.' 'Members did not want to impose trade sanctions.' 'The League was Eurocentric in nature.' 'Britain and France did not want their colonies attacked if they applied sanctions.' 'Military sanctions were impractical/the League had no army.' 'The League thought China needed 'sorting out' because of its state of anarchy.' 'The League took too long to produce the Lytton Report.' 'The League regarded Manchuria as a Japanese sphere of influence.' 'Some members believed there was Chinese provocation.' 'Britain and France were more focused on their own countries because of the Depression.' 'There was a lack of will from the League.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The League was weak.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
6(c)	**'It was the Great Depression that brought about the failure of the League.' 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 Depression brought extremists to power who were often nationalist in nature. They did not believe in democracy and ignored the authority of the League. This extreme nationalism brought with it militarism which meant countries built up their armed forces and used aggression to achieve their aims. The League could not cope with this aggression.' **OR** e.g. 'The League lacked a standing army, but could impose military sanctions when member countries would be asked to contribute towards a fighting force. This created uncertainty as an appropriate army would be difficult to assemble since member states were reluctant to send their army to participate in a dispute in which they were not directly involved.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'During the Depression, countries were reluctant to impose economic sanctions.' 'The Depression resulted in people losing their jobs and turning to extreme parties.' 'Extremists came to power and ignored the authority of the League.' 'Extreme nationalism brought with it militarism.' 'League members lacked the means to deal with aggression.' 'Countries were aggressively trying to find new markets and raw materials.' 'The absence of the USA reduced the League's effectiveness.' 'Britain and France were reluctant leaders of the League.' 'Japan, Italy and Germany left the League.' 'The League did not have a standing army.' 'The Assembly and Council needed unanimous decisions.'	**10**

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Question	Answer	Marks
6(c)	**Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Depression highlighted the failures of the League.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
7(a)	**What was NATO as set up in 1949?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'North Atlantic Treaty Organisation.' 'It was a defensive alliance.' 'Member states agreed to mutual defence.' 'It was an alliance of countries from Western Europe and North America.' 'It included Britain, France, the USA and Canada.' 'It was a reaction to the Berlin Blockade.' 'It was seen as collective security against the USSR/to combat communism.' 'It was a capitalist organisation.' 'It was to enable member countries to consult and co-operate over defence and security.' 'It built on the Brussels Defence Treaty of 1948.' 'If there was an attack, member countries would place their defence forces under a joint NATO command organisation.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
7(b)	**Why was the Warsaw Pact formed?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'In May 1955, West Germany joined NATO and was allowed to rearm. Britain and the USA pledged to maintain forces in West Germany. Eastern European states, such as Poland, East Germany and Czechoslovakia, protested because of the re-militarisation of West Germany. The Warsaw Pact was primarily put in place as a consequence of the re-arming of West Germany inside NATO. The USSR and satellite countries feared Germany being once again a military power and a direct threat.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The Warsaw Pact was formed because West Germany re-armed.' 'It was formed because West Germany joined NATO.' 'The organisation placed satellite states' military forces under USSR's control.' 'It was formed to pledge mutual defence of any member who would be attacked.' 'It was a balance to NATO.' 'The Pact meant the USSR could keep the eastern bloc countries in line.' 'It provided a system of collective security.' 'To provide a defensive alliance.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Tension was rising in Europe.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
7(c)	**'Stalin was right to view the Marshall Plan with suspicion.' 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 regarded the Marshall Plan as a serious threat to Soviet interests. He recognised that the programme would require recipients to bring their economic policies into line with American interests. This would undermine his control over eastern Europe. He regarded it as an act of ideological warfare, through the creation of a US-dominated capitalist alliance directed against the USSR.' **OR** e.g. 'The aim of the Marshall Plan was to help the postwar recovery and stabilise the economies of Europe. The USA was trying to avoid further depression and allow countries to repair the war damage and invest in their industries. Sixteen countries took up the offer to regenerate their economies. Stalin need not have been suspicious of a recovery plan.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'It was a plan to contain communism.' 'It was hoping to provide strong markets for US exports.' 'It was promoting the capitalist system.' 'It was an American bribe.' 'The Plan was helping economies to recover.' 'It was helping reconstruction after the war.' 'Stalin was able to set up COMINFORM to keep communist unity.' 'Communist countries were directed not to take part in the Plan.' 'Stalin did not trust Truman.'	**10**

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Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'It did not help existing communist countries.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
8(a)	**What actions were taken by the Shah of Iran against the mullahs to suppress opposition?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'The Shah's government censored what mullahs were allowed to preach.' 'The mullahs were not allowed to be involved in political matters.' 'Some mullahs were banned from preaching.' 'Some mullahs were arrested and imprisoned for provoking opposition.' 'Radical mullahs were rooted out by the secret police, SAVAK.' 'SAVAK used brutal tactics and forced confessions.' 'Some mullahs were forced into exile.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
8(b)	**Why did the people of Iran want the Shah to abdicate in 1979?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The Shah seemed to have done little to help the ordinary Iranian person. The richest 10% owned 40% of the country's wealth while the poorest 10% owned 1% of the wealth. This inequality was most obvious in Tehran where the rich lived in luxurious palaces while the poor were housed in shanty town hovels without proper roads or basic services.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The Shah was associated with Britain and the USA, which was disliked.' 'He tried to westernise the country.' 'Many wanted a society based on Islamic values.' 'He imported huge amounts of American foodstuffs, which undercut native tradesmen.' 'Most villages lacked piped water and electricity.' 'The country had high illiteracy and infant mortality rates.' 'The considerable wealth of the country went to a few.' 'Much of the country's wealth was spent on the armed forces.' 'The Shah imposed a one-party state.' 'The people hated SAVAK, the secret police.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'A wealthy country, it still had much poverty.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
8(c)	**'Saddam Hussein was able to hold on to power because he improved the lives of the people of Iraq.' 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. 'Saddam was supported by many Iraqis because he used Iraq's massive oil revenues to carry out an extensive modernisation programme. The modernisation included supplying electricity to even remote villages, having a building programme for schools, houses and hospitals, making hospital treatment free and having a campaign to end adult illiteracy.' **OR** e.g. 'Saddam closely followed many aspects of Stalin's method of governing. He attempted to remove all opposition by using purges. Hundreds of party members and military officers were removed from their positions with many being executed. False accusations, arrests, torture and trials became a regular feature of Saddam's rule by terror.'	**10**

Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Saddam gained support by his modernisation plans.' 'Saddam used oil revenues to provide schools and hospitals.' 'Saddam cut taxes so that wages rose.' 'He subsidised basic foodstuffs.' 'He established a new radio and television network.' 'Saddam cultivated an image of a father-style leader.' 'He glorified himself through articles in newspapers and on television.' 'He had portraits of himself hung on street corners and public buildings.' 'Saddam used purges to remove any potential rivals/opposition.' 'Saddam used a brutal campaign against the Kurds.' 'Saddam took action against the Shiites when they tried to oppose him.' 'Censorship ensured critical views of Saddam were never heard or read.' 'The law courts were under Saddam's influence.' 'He built a power base, which included family members.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Saddam used cruelty and kindness to keep control.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
9(a)	**Describe the part played by the British Expeditionary Force in the first three months of the First World War.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The BEF engaged the German Army in the Battle of Mons.' 'This took place on 23rd August 1914.' 'The massed rifle fire inflicted heavy casualties on the Germans.' 'The British held up the German advance.' 'The BEF had to retreat because of the overwhelming German numbers.' 'The BEF engaged the Germans in the Battle of Elouges.' 'During the retreat, the BEF fought the Battle of Le Cateau.' 'The BEF retreated 400 km in 13 days.' 'The BEF supported the French forces at the Battle of the Marne.' 'This was fought between the 5th and the 10th of September.' 'This battle halted the Schlieffen Plan.' 'The Germans were driven back to the River Aisne.' 'The BEF marched north to protect the Channel ports.' 'The BEF fought in the first battle of Ypres.' 'This battle occurred in October and November 1914.' 'This battle saw the destruction of the remnants of the original BEF.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
9(b)	**Why was the reaction of Belgium important in the failure of the Schlieffen Plan?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The essence of the Schlieffen Plan was to ensure a quick and decisive victory for Germany. It was based on the assumption that Belgium would allow the German Army through Belgium without resistance so that France could be defeated within six weeks. The Belgians put up fierce resistance which slowed the Plan down and allowed British forces to reinforce Belgian and French resistance so that Paris never fell to the Germans.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Belgian resistance slowed down the Plan.' 'Belgian resistance allowed the BEF to meet the Germans at Mons.' 'The resistance allowed the British to bring in men and materials.' 'It took a week for the Germans to capture Liege.' 'Antwerp resisted until October.' 'This tied down German troops, weakening the fist of the Schlieffen Plan.' 'The resistance allowed the French to re-organise after the failure of Plan 17.' 'The resistance meant Germany was fighting a war on two fronts because of the delays caused by the Belgians.' 'The heroism of Belgians inspired others against the Germans.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Belgium refused safe passage for the Plan.' **Level 0 No evidence submitted or response does not address the question [0]**	6

Question	Answer	Marks
9(c)	**'The race to the sea was the main reason for the introduction of trenches on the Western Front.' 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 combined strength of the British and French armies successfully stopped the German advance along the line of the River Marne. They then counter-attacked, forcing the Germans back to the River Aisne. Neither side could then push the other back, so the Germans dug shallow trenches to avoid any further potential retreat.' **OR** e.g. 'When the Germans attempted to outflank the enemy, the race to the sea began. The Ypres Salient was vital to the British to stop the Germans taking the Channel ports. The British held important ground and dug trenches to keep control of Ypres. The trenches were extended and reinforced as winter approached in November 1914.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'The Germans dug trenches to stop their retreat near the River Aisne.' 'The British dug trenches to hold ground near Ypres.' 'Trenches were dug in the Ypres Salient and Marne Basin as winter set in.' 'Trenches were first dug to protect land already held.' 'Trenches were dug to protect troops from machine gun fire.' 'Trenches were dug as the war changed to a war of attrition.' 'Trenches were dug as warfare became defensive rather than offensive.'	**10**

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Question	Answer	Marks
9(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Trenches were dug initially because of stalemate.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
10(a)	**What happened at Kiel and Wilhelmshaven in October 1918?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'There was a mutiny by sailors.' 'The sailors were at the naval bases at Kiel and Wilhelmshaven.' 'The mutiny was a reaction to the plan of Admiral Scheer.' 'The plan was for a large naval assault on Britain's High Seas Fleet.' 'It was considered a suicide mission by most sailors.' 'Many sailors refused to sail because armistice talks were underway.' 'Some sailors refused to return from leave.' 'Several hundred sailors were arrested for mutiny.' 'Soldiers' Councils were set up including industrial workers from Kiel.' 'The mutiny was the catalyst for open revolution throughout Germany.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
10(b)	**Why did the policies of Germany push the USA closer to the Entente powers?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'US public opinion was hardened by the publication of a telegram sent by the German Foreign Minister, Arthur Zimmermann, but intercepted by the British. It was sent to the German ambassador to Mexico offering United States territory to Mexico in return for joining the German cause.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The use of unrestricted submarine warfare highlighted the aggressive nature of Germany.' 'President Wilson reacted furiously to US fatalities caused by U-boat attacks.' 'Wilson warned Germany over the US fatalities during the sinking of the Lusitania.' 'Unrestricted submarine warfare resumed in 1917 and the US public demanded war.' 'Many US merchant ships were attacked and lost near British waters.' 'German policies were to offer US land to Mexico if they supported Germany.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'US sailors and passengers became targets.' **Level 0 No evidence submitted or response does not address the question [0]**	6

Question	Answer	Marks
10(c)	**'The superiority of Allied resources was the main reason for the failure of the German Offensive of March 1918.' 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. 'German casualties in all the offensives of 1918 numbered over one million. Crucially the Germans did not have reserves to call upon. By March 1918, there were 300 000 US troops on the Western Front with a further 800 000 by July. These troops came with much new equipment such as guns, tanks and aircraft and this helped defeat the Spring Offensive.' **OR** e.g. 'The failure of Ludendorff's plan can be firmly placed within its initial success. By breaking out from the heavily fortified Hindenburg Line, the Germans changed the war from one of attrition into one of movement. This transformation played into the hands of the Allies, who had more tanks, men and aircraft.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'The USA brought large numbers of men and equipment to the Western Front.' 'The arrival of the US troops was a great morale boost for the Allies.' 'The German Army could not keep up the momentum of the initial successes.' 'Both sides had casualties but the Germans had few reserves.' 'German troop discipline was poor.' 'The German troops lacked food and military equipment.' 'The style of warfare changed and favoured the Allies.' 'There was a serious influenza epidemic within the German Army.' 'Only 2 of 13 divisions were fit for action.' 'Low morale, alcohol abuse and desertion became features of the German Army.'	**10**

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Question	Answer	Marks
10(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The Germans ran out of men and equipment.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
11(a)	**Describe events following the November 1932 election which resulted in Hitler becoming Chancellor.** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Despite losing votes and seats, the Nazis remained the largest party in the Reichstag.' 'Hitler demanded to be Chancellor. Hindenburg refused.' 'Von Papen could not form a stable government.' 'Von Schleicher was appointed Chancellor.' 'Von Schleicher could not command a Reichstag majority without Nazi co-operation.' 'Von Papen played the role of power broker to displace von Schleicher.' 'Von Schleicher resigned.' 'At the end of January, von Papen persuades Hindenburg to appoint Hitler as Chancellor.' 'The agreement was that von Papen would be Vice-Chancellor.' 'Hitler was to be offered three cabinet positions from a total of 12 ministers.' 'The calculation was that without a majority, the extreme Nazi policies could be resisted.' 'Hitler was appointed Chancellor in January 1933.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
11(b)	**Why was the Munich Putsch not a total failure for Hitler and the Nazis?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The failure of the putsch convinced Hitler that his tactics had been wrong. He realised it was unlikely that he could gain power by force. He now decided to achieve power by constitutional means. That meant developing and expanding the organisation of the Nazi Party, contesting seats at general elections and building up a power base in the Reichstag.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Hitler gained publicity.' 'He became known nationally.' 'Hitler had some sympathy and support from important figures in the legal system.' 'Hitler gained the attention of important figures in the Army.' 'Hitler wrote "Mein Kampf" while in prison.' 'Hitler was able to clarify and present his political beliefs.' 'Hitler realised he could not seize power by force.' 'It allowed Hitler to re-think his tactics.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'There were positive outcomes.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
11(c)	**'Control over the Reichstag was the most important reason Hitler was able to establish a dictatorship.' 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. 'To get complete control of the Reichstag Hitler needed to pass an Enabling Act, but to gain this required two-thirds of the votes of the Reichstag members. To gain this level of votes, he expelled the communist members from the Reichstag and ordered the SA to continue their intimidation of the opposition. The Act passed and Hitler was now virtual dictator of Germany.' **OR** e.g. 'Hitler needed to send a clear message to army leaders that they were central to his plans and not the SA. If he did not, there was a danger that they would launch a coup against him. After the Night of the Long Knives, the army could no longer be in doubt that Hitler favoured them in preference to the SA. When Hindenburg died in 1934, Hitler became Head of State and Commander-in-Chief of the Army.'	**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. 'The Reichstag Fire resulted in giving Hitler emergency powers.' 'Hitler banned the Communist Party members in the Reichstag.' 'The SA intimidated political opponents.' 'Hitler passed the Enabling Act.' 'He could now pass laws for four years without consulting the Reichstag.' 'Hitler banned all other political parties.' 'All trade unions were abolished and workers had to belong to the German Labour Front.' 'The civil service was purged of all Jews.' 'The Night of the Long Knives removed the threat of Ernst Rohm and the SA.' 'The army gave Hitler their support.' 'With the death of Hindenburg, Hitler made himself Reich Fuhrer.' 'Hitler was Head of State and Commander-in-Chief of the Army.' 'Goebbels worked as Minister of Propaganda.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Hitler wanted to pass legislation through the Reichstag legally.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
12(a)	**In what ways did large businesses benefit from Nazi rule?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Government contracts were handed to large businesses with an example.' 'Most of the economy was put in the hands of private enterprise.' 'Big business made substantial profits.' 'There were contracts for steel and armaments production.' 'There were contracts to make explosives and fertilisers.' 'Large companies such as I.G.Farben and Krupp benefitted.' 'Businesses were seized from Jews.' 'The lack of trade unions helped businesses.' 'No strikes were allowed.' 'The German Labour Front worked with employers.' 'Large businesses used forced and slave labour.' 'The communist threat had been eliminated.' 'Allowed businesses to pay low wages and expect long working hours.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
12(b)	**Why were the lives of most Germans changed by the war?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The German economy was put on a war footing in 1939 and this affected nearly every German civilian. Goebbels redoubled his censorship efforts. He tried to maintain people's support for the war by involving them in it through asking them to make sacrifices. This meant women, pensioners and older children being asked to work in the factories and on the farms because all able adult males were away fighting.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Conscription called up most adult males.' 'Food rationing was introduced.' 'Civilians had to cut back on heating.' 'Women were recruited to work in factories.' 'German Jews became part of the Final Solution.' 'All places of entertainment were closed except cinemas.' 'There was allied bombing.' 'Cities like Dresden were destroyed.' 'There were massive casualties.' 'There were more widows and orphans.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'War disrupted civilian life.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
12(c)	**'The Nazis were popular with Germany's industrial workers.' 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 popular with the industrial workers because they kept their election promise of reducing unemployment. In 1933, there were 6 million unemployed but by 1938, there was a shortage of labour. Workers were employed on public works schemes, such as the autobahn-building project. Rearmament created employment for the supply industries, such as armaments, engineering and chemicals.' **OR** e.g. 'The industrial workers lost their trade unions and for many workers this remained a source of bitter resentment. All workers had to join the German Labour Front, an organisation which kept strict control of workers. Workers could not strike for better pay and conditions and they were often prevented from moving to better-paid jobs.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'There was a drastic reduction in unemployment.' 'There were public works schemes which improved the workers' environment.' 'Support for the Nazis came with benefits such as the 'Strength Through Joy' organisation.' 'There was a state scheme to buy a Volkswagen Beetle.' 'The 'Beauty of Labour' movement improved working conditions.' 'There were washing facilities and low-cost canteens.' 'Workers lost their trade unions.' 'Workers could not strike for better pay and conditions.' 'Wages remained relatively low.' 'The standard of living was lower than it had been before the Depression.'	**10**

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Question	Answer	Marks
12(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Industrial workers appreciated life had improved since the Depression years.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
13(a)	**Describe Kornilov's attempt to impose order in Petrograd in September 1917.** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Kornilov sent his troops to Petrograd.' 'Kerensky wanted to end the revolutionary threat and enlisted the help of Kornilov.' 'Kornilov decided that action was needed against the Petrograd Soviet.' 'He mobilised his troops to address the revolutionary threat soon after he was appointed commander-in-chief.' 'Kerensky panicked when he realised a popular and well supported army leader was marching on the capital.' 'Kerensky realised Kornilov could go further than his demands and set up a military dictatorship.' 'Kerensky released Bolsheviks from prison and armed them to stop Kornilov's advance on Petrograd.' 'Within a few days, the Bolsheviks had enlisted 25 000 armed recruits.' 'Kornilov's troops did not reach Petrograd through the actions of railway workers and telegraphers.' 'Kornilov's troops refused to fight against the Petrograd Soviet.' 'Kornilov failed because he faced opposition.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
13(b)	**Why was the decision to continue the war a disaster for the Provisional Government?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The fall of the Tsar can be attributed to problems that stemmed from the war. By not removing Russia from the war, the Provisional Government in effect allowed these problems to continue. Kerensky rallied the army for a great offensive in June, but it was a disaster. The army began to fall apart in the face of a German counter-attack. As a result, there were mass desertions.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The June Offensive was a failure.' 'There were massive casualties.' 'Kerensky, as Minister of War, took the blame for the failure.' 'There were mutinies and desertions in the army.' 'The soldiers wanted to go home to take part in the land grab.' 'It gave the Bolsheviks the opportunity to gain popularity by demanding peace.' 'The war caused problems at home as people lacked the basics to live.' 'The food shortages threatened famine.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The decision led to failure.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
13(c)	**'Lenin, and not Trotsky, was the key to the Bolshevik success in November 1917.' 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. 'Lenin was the overall planner of the revolution, the master strategist. It was Lenin who realised that, immediately after the collapse of Kornilov, the time for action had come. He dealt with the internal divisions within the Bolshevik party and the opposition of Kamanev and Zinoviev to the timing of the revolution. The will of Lenin prevailed.' **OR** e.g. 'The detailed planning of the insurrection fell to Trotsky. It was Trotsky who organised the forces of the Military Revolutionary Committee to occupy all the strategic points in the city, such as the railway stations, the telephone exchange and the State Bank. Trotsky used the Red Guards to surround all government buildings and eventually storm the Winter Palace.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Lenin promised "Bread, Peace and Land".' 'Lenin planned the revolution.' 'Lenin guided the Party's Central Committee.' 'He took the decision when to act.' 'He made inspiring speeches to Party organisations, workers and soldiers.' 'Trotsky planned the use of the Red Guards.' 'Trotsky gave brilliant speeches in the build-up to the revolution.' 'He was a great tactician and inspiration for his troops.' 'He led the revolution on the ground.'	**10**

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Question	Answer	Marks
13(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Both played a major part in the success of the revolution.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
14(a)	**What were 'Stakhanovites'?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Stakhanovites were named after Aleksei Stakhanov.' 'He mined 102 tons of coal during his six-hour shift.' 'This represented 14 times his quota.' 'Stakhanovites were workers who set production records.' 'They developed new techniques of production to achieve outstanding results.' 'The piece-rate system meant Stakhanovites earned much increased earnings.' 'They often had a high standard of living.' 'The achievements of Stakhanovites encouraged officials to raise the "norm" for a quota.' 'As a result, Stakhanovites were not always popular with fellow workers.' 'Stalin raised the status of Stakhanovites to that of hero of the state.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
14(b)	**Why did Stalin's first Five-Year Plan have ambitious targets?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Stalin stated that Russia was 50 to 100 years behind the advanced countries in industrialisation. He said that Russia either makes good the difference in ten years or the advanced nations will crush Russia. Stalin, therefore, set ambitious industrial targets to try to catch up with Germany, Britain and the USA so that Russia would not be seen as a vulnerable country, both backward and weak.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Stalin wanted to rapidly increase the USSR's military strength.' 'He wanted to rival the economies of the USA and other capitalist countries.' 'Stalin wanted to get more workers into industries, towns and cities.' 'This would enable him to modernise farming.' 'He needed more workers in industry to produce a true communist society.' 'The targets were ambitious so that Stalin could establish his reputation.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Stalin considered industrialisation a matter of urgency.' **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 first Five-Year Plan was 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 results of the First Plan were staggering. The USSR increased production in all major industries and created a foundation on which to build the next Plans. Whole cities were built to create huge steel mills, such as at Magnitogorsk and Sverdlovsk. Industry was created from scratch in previously undeveloped areas.' **OR** e.g. 'The Plan was not successful because of the human cost. The workers were constantly bombarded with propaganda, posters, slogans and radio broadcasts. They all had strict targets to meet and were fined if they did not meet them. Factory discipline was strict and punishments were severe.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Coal, iron and oil production doubled.' 'Steel increased by 50%.' 'Electricity production increased by 250%.' 'A modern chemical industry was created.' 'Most targets were demanding but not fully met.' 'New industrial cities were built.' 'New dams and hydro-electric power fed industry's energy requirements.' 'The USSR's manufacturing output overtook Britain's and Germany's in 1932.' 'The Plan came at a human cost.' 'Workers were punished if they did not meet targets.' 'There was much inefficiency and waste of effort.'	**10**

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Question	Answer	Marks
14(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The Plan produced an industrial base for the future.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
15(a)	**What developments were there in popular music during the 1920s?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Jazz music was the popular music of the 1920s.' 'It was often performed by black musicians who migrated to northern cities.' 'Jazz was linked to dance music.' 'There were many dance bands.' 'It led to nightclubs such as the Cotton Club of Harlem.' 'It led to famous musicians such as Duke Ellington and Louis Armstrong.' 'Social jazz led to dances such as the Charleston and Black Bottom.' 'There was Blues music.' 'Blues music was related to religious music of the Afro-American community.' 'Blues often took the form of spirituals.' 'During the 1920s, hillbilly / country music developed.' 'There was Broadway music such as the Jazz Singer and Broadway.' 'Composers such as Cole Porter, Irving Berlin and George and Ira Gershwin flourished.' 'There were concerts.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
15(b)	**Why did the cinema become increasingly influential in American life during the 1920s?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'In the generation before the war, sex had still been a taboo subject. The cinema quickly discovered the selling power of sex. Clara Bow was portrayed as the "It" girl, "It" being sex. Films such as "Up in Mabel's Room" and "A Shocking Night" were considered very daring but very popular, as was Rudolph Valentino in "The Sheik". There was concern that these films affected young people's morals.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The average working week dropped, giving people more leisure time.' 'Workers had more disposable income as real wages rose.' 'Hollywood produced a huge number of films throughout the year.' 'Cinema seats were made cheap, often only 10 cents.' 'By the end of the '20s, there were 100 million cinema tickets sold each week.' 'In 1927, the first "talkie" was made.' 'Charlie Chaplin and Buster Keaton became huge stars.' 'Hollywood turned out dozens of films a month about sex.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Going to the cinema became so popular.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
15(c)	**'Prohibition was repealed because of the Depression.' 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. 'When the Wall Street Crash was followed by the Depression in the early 1930s, there were sound economic arguments for getting rid of Prohibition. Legalising the manufacture, sale and transportation of alcohol would create jobs, raise tax revenue and free up resources tied up in the impossible task of enforcing prohibition.' **OR** e.g. 'The repeal of Prohibition was because the USA appeared to be lawless with rich and powerful gangsters committing murders while the police and judges appeared to be powerless. Gangsters, such as Al Capone, had corrupted the law enforcers so that the gangsters' activities involving the sale of alcohol would be ignored. Repealing prohibition would undermine much of the gangsters' activities.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Jobs could be created in the alcohol trade.' 'Taxes could be collected from alcoholic sales.' 'The cost of enforcement would be saved.' 'The repeal was supported by Roosevelt.' 'Ordinary citizens were classed as criminals.' 'Consumption of alcohol steadily increased during Prohibition.' 'There was too much violence associated with breaking Prohibition.' 'Prohibition had led to massive corruption.'	**10**

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Question	Answer	Marks
15(c)	'The Canadian border was difficult to patrol.' 'Home-brewed alcohol or "moonshine" could be lethal.' 'Prohibition was repealed because it did not work.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Prohibition was repealed because it was unpopular.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
16(a)	**In what ways did the Wall Street Crash affect the American economy?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'The stock market crash produced an economic disaster.' 'Share prices continued to fall for three years.' 'Businesses and banks went bust.' 'Over 11 000 banks stopped trading.' 'The economy had to adjust to a reduction in trade.' 'Businesses cut production.' 'Wages reduced and unemployment increased.' 'There was less money in the economy.' 'People could not afford to buy goods.' 'Business confidence collapsed.' 'Any thought of business expansion had to be abandoned.' 'By 1933, the economy was producing only 20% of what it had in 1929.' 'Tax revenue increased.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
16(b)	**Why were speculators blamed for the Wall Street Crash?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'Speculators had little interest in the company in which they were buying shares. Speculators were gamblers and they had no intention of keeping the shares for long. They often borrowed the money to buy some shares and sold the shares as soon as the price had risen. They paid off their loan and still made a quick profit to show for it.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Speculators only wanted to make money out of buying shares.' 'They had little interest in the long-term success of a company.' 'Speculators could buy "on the margin".' 'Speculators borrowed huge sums from the banks.' 'Many speculators were amateur investors in the stock market.' 'Many speculators quickly lost their nerve in 1929.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Speculators were gamblers.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
16(c)	**'Hoover did much to help the American people during the Depression.' 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. 'Hoover interpreted the early depression as a normal business downturn. When it became clear that the economy was in more serious trouble than first thought, Hoover did take action to stimulate business and employment. Money was provided to finance a building programme to create more jobs, the most famous project being the Hoover Dam on the Colorado River.' **OR** e.g. 'Hoover's actions were considered too little and too late. He was against providing welfare support for the unemployed as he thought this would undermine the American values of self-help and rugged individualism. Considering the scale of the jobless problem, it made him appear unsympathetic and indifferent to the human side of the depression.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Hoover thought it was a normal downturn in the economy.' 'He thought "prosperity was just around the corner".' 'He cut taxes to inject more purchasing power into the economy.' 'Tariffs were increased to protect American food and goods.' 'Finance was provided for large building schemes.' 'The RFC was set up to provide loans to businesses facing hard times.' 'Hoover set up soup kitchens.' 'Hoover's actions were considered too little.'	**10**

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Question	Answer	Marks
16(c)	'Hoover treated the Bonus Army with little sympathy.' 'Hoover came across as grim-faced and conservative in his approach.' 'Hoover did not think it was the government's responsibility to provide social security.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Hoover did provide some help.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
17(a)	**What actions were the peasants encouraged to take in relation to land ownership?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'The peasants were encouraged to take over the land from the landlords.' 'Animals and machinery were to be taken by the peasants.' 'Peasants were encouraged to attend "speak bitterness" meetings.' 'These meetings allowed peasants to display their anger at how the landlord had treated them in the past.' 'Landlords could be harassed or beaten up.' 'Peasants were encouraged to put their former landlords on trial.' 'The trials were held in the "people's courts".' 'The charges could be excessive rents / low prices for grain / mistreatment of the peasants.' 'The jury was often the landlord's former tenants.' 'Punishments included imprisonment and execution.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
17(b)	**Why was agricultural reform a priority for the Communists?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'In 1950, the population of China was 560 million. Within ten years it was projected to increase by 100 million and to 950 million by 1980. It was important that China started to produce more agricultural produce to feed its ever increasing population and to attempt to avoid famines, which had been common. China needed to increase the size of the unit of farming so that mechanisation could be employed.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'China's population was increasing.' 'Agricultural production needed to increase.' 'To put into practice communist theory.' 'To remove the influence of landlords.' 'To get the support of the peasants.' 'To produce grain for export.' 'To produce foreign income for industrial development.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'It needed modernising.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
17(c)	**How far did the Chinese people benefit from the introduction of communes? 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. 'All aspects of life were provided in the commune for the thousands of families who moved into them. Schools were built, entertainment provided; provision was even made for young children who were not old enough for school and for the elderly who were past working age.' **OR** e.g. 'The communes encouraged the setting up of backyard furnaces, but this took away workers from the fields meaning desperately needed food was not being harvested. The materials produced in the backyard furnaces were of poor quality and the lack of agricultural production led to massive famines.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'There were facilities for education and health care.' 'The elderly were catered for in the commune.' 'There was a range of work for the peasants.' 'The backyard furnaces were unproductive of useful materials.' 'Agriculture was partially neglected.' 'Famine led to over 20 million starving to death.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'There were very few positives for Chinese people from communes.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**10**

Question	Answer	Marks
18(a)	**Describe what happened to the Beijing Democracy Wall between November 1978 and December 1979.** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Posters appeared expressing the sufferings of the Cultural Revolution.' 'At first, Deng Xiaoping allowed the posters to stay.' 'Deng stated that the posters should not criticise Mao by name.' 'Posters started to demand that rulings which were handed down during the Cultural Revolution should be reversed.' 'There was a campaign for greater freedom shown in the posters.' 'Plain clothes police noted those putting up posters.' 'Wei Jingsheng called for China to adopt democracy as the 'fifth modernisation.' 'Deng realised this was criticising him and said China only needed four.' 'The Party started arresting and imprisoning the movement's leaders.' 'Wei was arrested and spent 18 years in jail for posting counter-revolutionary statements.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
18(b)	**Why did Deng Xiaoping emerge as a powerful figure after the Cultural Revolution?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'One of the reasons why Deng emerged as a powerful figure was his rejection of the Cultural Revolution. During the revolution he had suffered badly and had lost all of his official positions. Even Mao began to realise that the Cultural Revolution had been disastrous for China and this put Deng in a strong position because of his criticism of it. Many of his policies were counter to the Cultural Revolution such as the 'Beijing Spring' and this gave him a lot of support.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The Gang of Four lost support.' 'Hua Guofeng wanted to rid the Party of extremists.' 'Deng outmanoeuvred Hua.' 'He rejected the Cultural Revolution.' 'Deng outmanoeuvred his opponents.' 'The Cultural Revolution had been disgraced.' 'This was possible because Mao had died.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Deng emerged as a powerful figure because he had a lot of support.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
18(c)	**'An open-door policy was the most important aspect of Deng Xiaoping's aims for China.' 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. 'Deng wanted an open-door policy so that he could attract inward foreign investment. He wanted to build up Chinese infrastructure and industries so that China could produce consumer goods for the home market and, in the long term, produce goods for export. This meant attracting countries, such as the USA, Britain, Japan and France, to see the prospect of a prosperous China.' **OR** e.g. 'Deng wanted to keep the Communist Party as the only legitimate party to rule China. His aim was to keep the Party in power but to use capitalist methods to rapidly improve the economy so that there would be no unrest and there would be no demands for further reforms.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Deng needed foreign investment.' 'He was happy to attract this from capitalist countries.' 'This meant more foreign access to China.' 'Deng welcomed heads of state, diplomats and business people to China.' 'He wanted to promote light manufacture for exports.' 'Deng's aim was to keep the Communist Party in power.' 'Deng wanted the return of Hong Kong.' 'Deng hoped to persuade Taiwan to return to China.'	**10**

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Question	Answer	Marks
18(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The dominance of the Communist Party was a key aim.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
19(a)	**In what ways, by 1940, did the non-white population of South Africa suffer discrimination?** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Membership of parliament was for white men.' 'Black people had the least productive land.' 'Black people were allocated only 13% of South African land.' 'Black people were not allowed to buy or rent land outside the reservations.' 'Black people were allocated the poorest quality housing.' 'Black people were given only low-paid work.' 'The movement of Black Africans around the country was limited by the pass system.' 'Strikes were banned in the mines among black workers.' 'All skilled work in the mines was for whites only.' 'Black workers were not allowed to join trade unions.' 'Black education was grossly underfunded.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
19(b)	**Why was it difficult for non-whites to move around the country by 1940?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The pass system was used by the authorities to control and monitor the movement of black Africans. The non-whites were not expected to go to a town or city unless they had a specific job, which was recorded in their pass books. Once a job was completed and this was shown in their pass book, they were expected to leave the town or city.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'Non-whites found it difficult to move around the country because of the pass system.' 'Passes were used to ensure that black people moved out of towns when their work was finished.' 'Towns were regarded as white areas only.' 'Black people were expected to live on a black reservation.' 'White farmers used the passes to limit movement and ensure non-whites finished their contracted work.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The police enforced the pass system.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
19(c)	**'The most important reason the Nationalists came to power in 1948 was because they supported the Sauer Report.' 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. 'Nationalist Party policy towards the position of the non-whites was outlined in the Sauer Report. It advocated the continuation and extension of segregation across all areas of social and economic activity. This was what the Afrikaners wanted from their politicians and there was sufficient support to win the 1948 election.' **OR** e.g. 'By 1948, Jan Smuts, the Prime Minister and leader of the United Party, was 78 and widely regarded as out of touch. He was regarded with suspicion for supporting the ideas of equal human rights and liberty in the Charter of the United Nations drawn up after the war.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'The Broederbond had been active in promoting Afrikaner interests.' 'The Dutch Reform Church strongly supported the Nationalist Party.' 'During the war, the government relaxed segregation rules.' 'Black people decided, after the war, to press for further concessions.' 'There were many boycotts and strikes by black people.' 'Many whites were appalled that cracks were appearing in the policy of segregation.' 'The Sauer Report advocated apartheid.' 'The United Party did not elect a younger leader.' 'Smuts was considered by many to be too old to govern.'	**10**

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Question	Answer	Marks
19(c)	'Smuts supported the UN Charter of Human Rights.' 'The United Party considered that complete segregation was impossible.' 'Malan and the National Party thought that apartheid was practical.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'The Nationalist Party victory was unexpected.' **Level 0 No evidence submitted or response does not address the question [0]**	

Question	Answer	Marks
20(a)	**What was Umkhonto we Sizwe?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'It was a paramilitary group.' 'It was the armed wing of the ANC.' 'It was known as MK.' 'It was co-founded by Nelson Mandela.' 'It was formed in the wake of the Sharpeville Massacre.' 'Its leaders decided that peace and non-violence would not get rid of apartheid.' 'Its mission was to fight against the South African government.' 'The commanders included Oliver Tambo, Walter Sisulu and Joe Slovo.' 'Its first attacks on government installations were in December 1961.' 'Targets included police stations, courts, bars, power supplies.' 'It was classified as a terrorist group by the South African government and the USA.' 'It was banned by the South African government.' 'The MK set up bases in Angola, Zimbabwe, Mozambique and Namibia.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

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Question	Answer	Marks
20(b)	**Why was de Klerk awarded the Nobel Prize for Peace?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'F W de Klerk was awarded the Nobel Peace Prize for his role in ending apartheid. He was the first South African president to accept that apartheid was not working and had to be dismantled. He accepted that a new political system, based on non-racial democratic principles, was essential to avoid South Africa tearing itself apart.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'De Klerk worked to avoid civil war in South Africa.' 'He persuaded white people that white supremacy had to end.' 'He realised apartheid had to end.' 'He was willing to work with Mandela to produce a peaceful solution.' 'He continued to strive for a solution despite provocation from the extreme wing of the ANC.' 'He accepted that South Africa had to be a true democracy.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'De Klerk brought peace to South Africa.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
20(c)	**'The declaration of a state of emergency in 1985 was the main cause of an upsurge in violence.' 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 state of emergency led to civil liberties being suspended and a huge increase in people being detained. There was widespread torture and violence towards prisoners. As a result, there was an upsurge in violence, especially by the ANC. Government buildings and power installations became a target with over a hundred explosions in two years, causing hundreds of casualties.' **OR** e.g. 'There was increased violence as a result of the increased electricity charges and increased rents. The ANC called for people to make apartheid unworkable. There was a breakdown of black local government in the townships as a result of attacks on government buildings and the assassinations of black councillors and police who were regarded as collaborators with the apartheid system.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Violence was never far below the surface in townships throughout the 1980s.' 'Botha's new constitutional reforms still excluded black people from national politics.' 'There were few options for black people to voice their opinion except through violence.' 'Since the Soweto riots, the ANC had stepped up violence.' 'Police violence at funerals and protest marches encouraged black violence.' 'The state of emergency intensified the violence on both 'sides'.' 'Black people could not accept the restrictions and the state violence.' 'It became an excuse to settle old scores amongst the black communities.'	**10**

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Question	Answer	Marks
20(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The state of emergency was declared because of the violence.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
21(a)	**Describe the territorial gains made by Israel in the Six-Day War of 1967.** **Level 1 One mark for each relevant point; additional mark for supporting detail** **[1–4]** e.g. 'Israel gained Sinai.' 'This was achieved by pushing Egyptian forces back to the Suez Canal.' 'Israel took Gaza.' 'This was taken from the Egyptians.' 'Israel took the West Bank.' 'Israel took eastern Jerusalem.' 'The West Bank and eastern Jerusalem were taken from Jordan.' 'Israel seized the Golan Heights.' 'The Golan Heights were taken from Syria.' **Level 0 No evidence submitted or response does not address the question** **[0]**	**4**

Question	Answer	Marks
21(b)	**Why was the USA more determined to find a peace settlement in the Middle East from 1973?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The US realised that the USA relied increasingly upon the Middle East for its imports of oil. The USA's economic stability, therefore, was largely dependent on events in the Middle East. It was in the USA's interests to bring about a peace settlement in the Middle East so that it would not be hit by high oil prices as shown after the 1967 Six-Day War and during the 1973 Yom Kippur War.' **Level 2 Identifies AND/OR describes reasons [2–3]** (One mark for each identification/description) e.g. 'The USA had the time because the Vietnam War had ended.' 'The USA did not want the USSR to gain more influence in the Middle East.' 'The USA wanted to maintain good relations with the USSR during the period of detente.' 'The USA was worried about high prices for oil from the Middle East.' 'The USA wanted to sell arms to Saudi Arabia.' 'The US wanted to bring more security to its ally, Israel.' 'Nixon and Kissinger genuinely wanted a peaceful solution.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'A peaceful solution was in the USA's own interests.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

Question	Answer	Marks
21(c)	**'Problems which existed between Israel and its Arab neighbours had not been solved by 1995.' 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. 'After the Yom Kippur War of 1973, Egypt was the first Arab state to recognise the state of Israel. In 1977, Sadat went to Israel to discuss peace followed by a visit to Egypt by Begin. The Camp David talks recognised the other's right to have secure and recognised borders. Israel was willing to hand over to Egypt the whole of Sinai within three years, while Israeli shipping would have free passage through the Suez Canal and the Straits of Tiran.' **OR** e.g. 'The Oslo peace agreements were intended to build confidence and trust between Israelis and Palestinians. There were unresolved issues such as the lack of an independent Palestinian state, while Israelis kept on building Jewish settlements in the occupied territories. The peace agreements did not address the rights of Palestinian refugees to return to their homes which they fled in 1948 or 1967.'	**10**

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'Egypt made a peace agreement with Israel.' 'This was opposed by the Arab League.' 'Border disputes between Israel and Jordan were settled in 1994.' 'Israel's relations with Syria have remained bitter.' 'Israel's relations with Lebanon were uneasy because of Hezbollah.' 'No independent Palestinian state was achieved.' 'Arab nations had refugee camps on their borders.' 'Palestinian refugees were not allowed back to their homes in Israel.' 'Jewish settlers had built homes in the occupied territories.' 'Hamas did not want Israel to exist.' **Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'Israel's relations with most Arab states are uneasy.' **Level 0 No evidence submitted or response does not address the question** **[0]**	

Question	Answer	Marks
22(a)	**What were the main features of the Palestinian refugee problem up to 1949?** **Level 1 One mark for each relevant point; additional mark for supporting detail [1–4]** e.g. 'Over 700 000 Arabs fled their homes in Palestine.' 'Most went to the West Bank or the Gaza Strip.' 'Large numbers went to Syria, Jordan, Egypt and Lebanon.' 'The UN established camps for refugees across Arab states.' 'The camps provided food, clothing, shelter and education.' 'Soon the camps became shanty towns.' 'Conditions were overcrowded.' 'Deaths were common from malnutrition and disease.' 'The Israelis refused to let refugees return to their lands in Israel.' 'Jordan allowed some refugees to become citizens of Jordan.' 'Arab states had motives for keeping the refugee problem alive.' 'The camps served as a reminder of Israeli aggression.' 'Refugee camps formed a ring of human misery round the borders of Israel.' **Level 0 No evidence submitted or response does not address the question [0]**	**4**

Question	Answer	Marks
22(b)	**Why had many Palestinians become refugees by 1967?** **Level 4 Explains TWO reasons [6]** **Level 3 Explains ONE reason [4–5]** (Four marks for one explanation, five marks for full explanation) e.g. 'The refugee crisis worsened as a result of the 1967 war, as refugees fled from Sinai, Gaza, Jerusalem and the West Bank. The Israeli policy of encouraging Jewish settlers meant it became impossible for Arabs to return to their homes. Israel designated half the land in the West Bank and a third in Gaza as 'state land' for Jewish settlers.' **Level 2 Identifies AND/OR describes reasons** (One mark for each identification/description) **[2–3]** e.g. 'The war of 1948–49 created 700 000 Arab refugees.' 'The Israelis adopted a policy of the expulsion of Arabs.' 'The Israelis used violence, such as at Deir Yassin, to frighten Arabs.' 'The Israelis would not allow the return of Arabs after the 1948-49 war unless Arab states accepted Israel's land gains in the war.' 'Arab states thought the existence of the refugees served as a reminder of Israeli aggression.' 'If Palestinians returned home, they would be part of the Israeli state.' 'The 1967 war increased the number of refugees.' **Level 1 General answer lacking specific contextual knowledge [1]** e.g. 'Two wars led to the exodus of Palestinians from their homeland.' **Level 0 No evidence submitted or response does not address the question [0]**	**6**

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Question	Answer	Marks
22(c)	**'Arafat and the Palestine Liberation Organisation were a hindrance in the search for a solution to the Arab-Israeli dispute.' 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 the 1960s and early 1970s, most Western powers condemned the PLO and considered it as a terrorist group because of the atrocities it committed. The killing of 11 Israeli athletes at the Munich Olympic Games or the hijacking of four planes flown to Jordan and blown up brought little external support for the PLO and the Palestinian cause.' **OR** e.g. 'The political fortunes of the movement improved in 1974 when the PLO was recognised by the Arab League as "the sole legitimate representative of the Palestinian people". In November of that year, the PLO was granted observer status at the UN and Arafat was allowed to address the UN General Assembly.' **Level 2 Identifies AND/OR describes** **[2–3]** One mark for each point. e.g. 'The PLO's violence created publicity.' 'Many countries considered the PLO as terrorists.' 'The Arab League accepted the PLO as representing the Palestinians.' 'In 1974, Arafat addressed the United Nations.' 'In 1988, Arafat accepted the existence of Israel and rejected terrorism.' 'The PLO took part in the talks in Madrid and Oslo.' 'The PLO could not achieve an independent state for Palestinians.'	**10**

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Question	Answer	Marks
22(c)	**Level 1 General answer lacking specific contextual knowledge** **[1]** e.g. 'The PLO failed to achieve its main aim.' **Level 0 No evidence submitted or response does not address the question** **[0]**	