Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/11**

Paper 1 **October/November 2019**

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 criteria 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 levels and given an appropriate mark within that level. If you cannot resolve the issue, please contact your team leader.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level these marks should be used with reference to the development of the answer within that level

Assessment Objectives

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

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Question	Answer	Marks
1(a)	**What were the aims of the Frankfurt Parliament?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'To create a constitution for a unified Germany.' 'To list basic rights within the constitution.' 'To debate whether Austria should be included in German affairs.' 'To define the borders of the future German state.' 'To discuss a potential head of the future German state.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
1(b)	**Why was there support for revolutionary ideas in Hungary in 1848?**	**6**
	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 main reason people supported revolutionary ideas was that they resented Austrian control over Hungary. They wanted to end the system of serfdom which brought hardship to their people and only benefitted Austria. Also, they resented Austrian control of religion and the press. They wanted to have independence for Hungary within the Empire.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Hungarian people were tired of control by Austria and wanted to control their own lands.' 'Kossuth demanded independence for Hungary within the Empire.' 'Many Hungarians faced economic hardships.' 'They wanted to end the system of serfdom.' 'People wanted to end control of religion and press censorship.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Hungarians were dissatisfied.'	
	Level 0 No evidence submitted, or response does not address the question **0**	

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Question	Answer	Marks
1(c)	**'The 1848 revolution brought little change to France.' How far do you agree with this statement? Explain your answer.**	**10**
	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 revolution in France brought some changes. The revolutionaries overthrew the monarch. Louis Napoleon became President and then Emperor. He set about improving Paris by clearing slums, building sewers and providing piped water. He improved education, the railways and farming.' **OR** e.g. 'The changes made were not very far reaching. The National Workshops which had provided work for the unemployed were closed in June. Then there was fighting in the streets and many workers were killed.'	
	Level 2 Identifies AND/OR describes **2–3** (One mark for each point) e.g. 'All men over 21 were given the vote.' 'National Workshops were created in Paris, but these only lasted until June.' 'The 'June Days' insurrection was suppressed by troops with large loss of life.' 'Louis Napoleon was elected the President of the new Republic.' 'He started building works to make France great again.' 'He sent an army to restore Pope Pius IX to the Vatican.'	

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Question	Answer	Marks
1(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There was some success.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**What was secession?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Secession refers to states in the US which left the union in the run up to the Civil War.' 'States were mainly in the South.' 'There was a threat of secession in 1850 which was avoided by the Compromise of the same year.' 'South Carolina was first to secede in December 1860.' 'Mississippi, Florida, Alabama, Georgia, Louisiana and Texas followed in January–February 1861.' 'The states which had seceded set up the Confederacy in February 1861.' 'This was a separate government from the rest of the US and Jefferson Davis became the first President.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why did the Fugitive Slave Laws cause tension between North and South?**	**6**
	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 Laws brought the issue home to anti-slavery citizens in the North, as it made them and their institutions responsible for enforcing slavery. Before the passing of the 1850 Act, many in the North had no opinions or feelings on slavery; but now this law seemed to demand their direct assent to the practice of human bondage, and it galvanised Northern sentiments against slavery.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The 1850 Act required that all escaped slaves, upon capture, were to be returned to their masters.' 'All officials and citizens of free states had to co-operate in this law.' 'Heavy penalties were imposed on anyone helping in the slave's flight to freedom.' 'It denied slaves the right to trial by jury.' 'The commissioner was to be paid $10 if a fugitive was returned to slavery but only $5 if the fugitive was set free.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Many Northerners did not think the law was fair.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'The North won the Civil War because of skilful military leadership.' How far do you agree with this statement? Explain your answer.**	**10**
	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 Union had a winning team in Grant and Sherman. Grant is sometimes seen as the war's greatest soldier and was responsible for important victories at Fort Donelson and Vicksburg. He became overall commander of the North's forces in 1864. Sherman was important as he captured Atlanta and took the war much further into Confederate territory than was expected. This had the effect of weakening the Confederacy both logistically and psychologically.' **OR** e.g. 'Other factors were important. For instance, the will of the Union to succeed was stronger than that of the Confederacy. Civilian morale was high as for many Northerners life went on as usual. The North was never seriously invaded, and many Northerners experienced increased prosperity. Soldiers believed in Lincoln. Confederate confidence was hit by defeats and the loss of life, or injury, for high numbers of troops.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Lincoln was a better leader than Davis.' 'The South led by Davis and Lee was too focused on attack.' 'Inflation ravaged the Southern economy and morale.' 'The Confederacy should have relied more on guerrilla warfare.' 'Grant and Sherman used tactics which weakened the South logistically and psychologically.' 'Lee's vision was to focus on Virginia and consequently the Confederacy lost the West.' 'Confederacy commanders in the West were poor.' 'The Confederacy failed to generate a strong sense of nationalism.' 'There was a lack of conviction as two-thirds of the Confederacy's white population were non-slave owners.' 'Civilian morale in the North was stronger.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The North won the War because they were the stronger side.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**What was the 'Scramble for Africa'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Division of Africa by European powers.' 'Took place between 1881 and 1914.' 'European powers involved included Britain, France, Germany and Belgium.' 'France took over Tunisia in 1881.' 'Italy invaded Eritrea and Somaliland.' 'Thought to have partly been inspired by the Berlin Conference in 1884.' 'Brought changes in the way colonies were ruled.' 'Move from 'informal' to direct control by colonising power.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(b)	**Why did the Boxer Rising take place?**	**6**
	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 reason for the outbreak of the Boxer rebellion was the attitude of the Western powers towards China. Following the Opium War (1839–1842) China was forced to grant commercial concessions to Britain, opening China to foreign trade. Industries and commerce in China were destroyed by the inflow of cheap foreign goods and many Chinese became addicted to opium. Additionally, the Western powers adopted a 'gunboat' policy in dealing with China, using force to get what they wanted. China was being forced to engage in trade which damaged its own economy, and this was bitterly resented.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'After the Opium War (1839–1842) China was made to grant commercial concessions to Britain, opening China to foreign trade.' 'Industries and commerce in China were destroyed by the inflow of cheap foreign goods.' 'Between 1870 and 1894, the Western powers adopted a 'gunboat' policy in dealing with China, using force to get what they wanted.' 'The Chinese viewed foreigners as barbarians and rebelled against them.' 'The ruling Qing dynasty was weak and was exploited by the West.' 'The rulers of China increased taxes.' 'There were natural disasters which fuelled anti-foreign feelings.' 'These included the flooding of the Yellow River in 1898, followed by the drought of 1900.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They did not like the British.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**How different was Belgian imperialism from that of other European countries? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how different' **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 some ways Belgian imperialism was the same as that used by other European countries. They were keen to exploit the resources of the Congo and started an ivory and then rubber trade. In a similar way, Britain exploited India for its raw materials and developed a rubber industry in Malaya. Local people were not treated well in many of the European colonies and the Indians mutinied against British rule in the 1850s. Missionaries were introduced by the Belgians and this was seen in other European colonies.' **OR** e.g. 'In some ways, Belgian rule was different from the way other European countries ruled their colonies. Britain and France used systems of indirect rule. This meant they left the local and traditional rulers in place to rule under colonial power guidance. In the Congo, the Belgians broke the country down into hierarchical administrative divisions and ruled them directly. This policy was called 'politique indigene' and all the power lay in the hands of the Belgian authorities.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The people were very cruelly treated by the Belgians.' 'Belgium exploited the Congo's natural resources.' 'Belgian control was a mixture of state, missionary and private trading interests.' 'Belgium used a 'native policy' whereas Britain used a system of indirect rule.' 'Many local people died of smallpox and bad treatment.' 'Britain and France exploited the territories they colonised for their raw materials.' 'Britain also used missionaries in Africa to 'civilise' the local population.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Belgium wanted territory in Africa so took over the Congo.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(a)	**Describe the July Crisis of 1914.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** **The DATE = 1 mark, the ACTION = 1 mark** e.g. 'On 28th June there was the assassination at Sarajevo.' '5–6 July, Austro-Hungarian envoy to Berlin to assess level of German support for Austrian action against Serbia.' '20–23 July, French state visit to Russia.' '23 July, Austria issues ultimatum to Serbia with 48-hour deadline.' '25 July, Serbia responds, accepts most of Austria's demands but relations are broken off by Austria.' '26 July, Britain proposes mediation but is ignored.' '28 July, Austria declares war on Serbia.' '29–30 July, Germany tries to restrain Austria-Hungary.' '30 July, Tsar Nicholas II orders full Russian mobilisation for the following day.' 'The Germans gave a blank cheque.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(b)	**Why were 'Dreadnoughts' important to relations between Germany and Britain?**	**6**
	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 launch of the super-battleship 'Dreadnought' in 1906 was important because it led to the naval race between Britain and Germany. The new ship made all previous battleships obsolete. It was faster, bigger and had a much greater firing range than existing battleships. It meant Britain was only one new battleship ahead of Germany. A race developed between the two countries to see who could build the most and this led to increased tension between the two countries.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Dreadnoughts were large battleships.' 'They were fast and had better fire-power than any previous battleships.' 'Germany and Britain both built these ships.' 'They raced to see who could get the most.' 'Germany wanted a large navy to challenge Britain's.' 'Germany wanted to protect its Empire.' 'The passing of the German Navy Law.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Dreadnoughts were ships.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**How far were the Moroccan Crises a threat to peace in Europe? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how far' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'There was a threat of war over the 1911 Moroccan Crisis. Germany thought France was about to seize power in Morocco and so sent a gunboat to the Port of Agadir. Britain thought Germany was trying to gain a naval base at Agadir. Tension rose as Britain supported its ally and threatened war if Germany did not withdraw.' **OR** e.g. 'Although there was tension over the Moroccan Crises, they weren't a threat to peace. In 1905, the Kaiser wanted to test the strength of the Entente Cordiale, which had given France a free hand over Morocco. He tried to cause a split as he did not believe Britain would stand by France over Morocco. Although this created tension it was an embarrassing defeat for the Kaiser.' **OR** e.g. 'These could include the arms race, the alliance system, problems in the Balkans.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Germany tested the Entente Cordiale.' 'The Algeciras Conference confirmed France's role in Morocco.' 'Germany was upset that only Austria supported it.' 'France responded to the Sultan of Morocco's request to crush riots.' 'Germany thought it was a French takeover.' 'Germany sent a gunboat to Agadir.' 'War was threatened by Britain.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Moroccan Crises created tension between Britain, France and Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe the dispute over the Aaland Islands.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'These islands are in the Baltic.' 'The dispute took place in 1921.' 'Sweden and Finland claimed the Aaland Islands.' 'Most islanders wanted to be ruled by Sweden.' 'The League of Nations investigated the matter.' 'The League ruled in the favour of Finland.' 'Sweden accepted the judgement.' 'The islanders were given safeguards to ensure their protection.' 'War was avoided.' 'The islands were demilitarised.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(b)	**Why was the work of the agencies of the League of Nations important?**	**6**
	Level 4 Explains TWO reasons **6**	
	Level 3 Explains ONE reason **4–5** (Four marks for one explanation, five marks for full explanation) **There is no credit for the Council or the Assembly.** e.g. 'The Health Committee worked hard to defeat leprosy and reduce the cases of malaria. It was also successful in dealing with cholera, smallpox and dysentery in the Turkish refugee camps.' e.g. 'Nansen headed the League's Refugee Organisation and managed to help 425 000 displaced persons to return home or find new homes between 1920 and 1922. Many of these had been prisoners of war, stranded in Soviet Russia, Poland, France, Germany and Turkey. His team found suitable transport, set up temporary camps, taught new trades and skills and issued identity documents. It was a great success.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The League dealt with refugees.' 'The League saw that prisoners of war were able to return home.' 'It dealt successfully with epidemic diseases such as typhus.' 'It tackled the illegal drugs trade.' 'The League freed slaves.' 'The League prevented the financial collapse of Austria and Hungary.' 'The ILO worked to improve working conditions.' 'The agencies dealt with humane issues.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Agencies were set up to help the League of Nations.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(c)	**Which was more important in causing the weakness of the League: its structure or the Great Depression? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'which was more important' **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 structure of the League made it weak from the start. Decisions in the Assembly and the Council had to be taken unanimously. The permanent members of the Council each had a veto. This meant that one permanent member could stop the Council acting even if all other members agreed. Members acted in their own interests, rather than in the best interests of the League.' **OR** e.g. 'The Great Depression had political consequences. Many people lost their jobs and turned to extreme political parties which promised solutions to the economic crisis. The extreme parties, like the Nazis, did not believe in democracy and international co-operation. They cared for themselves and ignored the authority of the League.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The effects of the Depression created tension and conflict.' 'It became difficult to use economic sanctions as trade was depressed.' 'Extremist leaders looked to foreign policy success to distract attention from troubles at home.' 'It encouraged militarism in Japan/Italy/Germany.' 'It put pressure on countries to find new markets and sources of raw materials.' 'It put pressure on governments to cut expenditure and this delayed re-armament for League members to deal with aggressors.' 'Not all nations were members.' 'It was dominated by Britain and France.' 'It was too slow to act.' 'Decisions had to be unanimous.' 'The USA was not a member.' 'It did not have its own armed forces.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were both to blame.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe relations between Italy and Germany in the 1930s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Relations were tense in the early 1930s but improved from 1936.' 'Mussolini was worried about a possible German takeover of Austria in 1934 and moved troops to the Italian border with Austria.' 'A meeting with Hitler followed in Venice in June 1934 (went badly).' 'In 1935 Italy joined the Stresa Front against Germany.' 'In 1936 Hitler and Mussolini fought together in Spain.' 'In October 1936 a possible Axis was discussed.' 'Mussolini visited Germany in 1937 and was impressed.' 'In 1937 joined the Anti-Comintern Pact with Germany and Japan.' 'In 1938 Mussolini accepted the Anschluss.' 'In 1939 Italy signed the Pact of Steel with Germany.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(b)	**Why was there an increase in militarism in Japan in the 1930s?**	**6**
	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. 'Japan was facing economic difficulties in the early 1930s and this led to an increase in militarism. There was a shortage of land for farming and this led to high prices and food shortages. Japan was also overpopulated, and this meant competition for housing and manufactured goods. Both these problems put a strain on Japan. The military wanted to expand Japan's territory to address these problems and they attempted to gain power. Their policies were popular with many Japanese people as they would help Japan to overcome its economic problems.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There were economic problems.' 'Shortage of land meant not enough food was grown.' 'Japan wanted to expand to get raw materials.' 'The people respected the military.' 'Military policies to expand territory were popular.' 'The military gained influence in Japanese politics.' 'Martial law was declared after the Prime Minister was assassinated in 1932.' 'The new government in 1932 was dominated by military figures.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The army became more popular in Japan.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**How far was Hitler's determination to defeat communism to blame for the Second World War in Europe? Explain your answer.**	**10**
	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. 'Hitler hated the Communists and made it clear that the Soviet Union was his enemy. He believed that the Bolsheviks wanted to take over Germany. Therefore, he was determined to defeat the USSR. He signed the Nazi-Soviet pact with Russia in 1939, but he always intended to fight Russia when he had conquered the West. When Hitler invaded Poland, as agreed in the Pact, the Allies declared war, and this led directly to the Second World War.' **OR** e.g. 'Other factors were also responsible. Hitler wanted to destroy the Treaty of Versailles and the fact that Britain and France did not stop Hitler from re-militarising the Rhineland encouraged him to build up his forces beyond the Versailles limit and to start demanding more territory such as Austria. Each step taken by Hitler, without preventative action by Britain and France, gave him confidence that they would not intervene over Czechoslovakia and Poland.'	

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Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Hitler hated the Communists.' 'He made a Pact with the USSR, so he didn't have to fight the East and West at the same time.' 'Appeasement boosted the self-confidence of Hitler.' 'Hitler wanted revenge for the Treaty of Versailles.' 'Britain and France gave away Czechoslovakia.' 'The division of Poland in the Pact meant Britain would declare war.' 'Hitler wanted living space.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The war started when Hitler invaded Poland.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(a)	**What was MacArthur's role in the Korean War?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'He was the commander of UN forces in Korea.' 'Stemmed the North Korean advance at Pusan in 1950.' 'Carried out landing at Inchon.' 'He pushed the Communists out of South Korea.' 'Advanced into North Korea in October 1950.' 'Forced into retreat after attack by Chinese forces.' 'Early in 1951 advanced again into North Korea.' 'Removed from his post in 1951by President Truman due to refusal to follow orders.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(b)	**Why was Chinese support for North Korea important?**	**6**
	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. 'China's support for North Korea was important because it helped North Korea to survive attacks against them and pushed the UN and South Korean forces back to the 38th parallel in January 1951. The UN commanders did not realise how skilful and numerous the Chinese troops were and after initial attacks in October 1950 thought the Chinese troops had retreated. However, this was a tactical move and allowed the Chinese troops to launch devastating attacks against the UN and South Korean forces. This meant they were able to drive UN forces out of North Korea, even capturing Seoul for a time.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Chinese sent troops to help North Korean forces.' 'The UN forces underestimated the strength of the Chinese forces.' 'The US Eighth Army was forced to retreat by PVA forces.' 'The Chinese pushed the UN forces out of North Korea.' 'Almost 3 million troops and civilians were sent by China to help North Korea during the war.' 'China looked after N Korean refugees and provided economic aid.' 'The UN did not realise the number or strength of the PVA.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The USA supported South Korea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(c)	**How far was the outcome of the Korean War a success for the USA? Explain your answer.**	**10**
	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 one sense the Korean War was a success for the USA. It showed that the USA had the will and means to contain Communism. The USA had contributed half of the ground forces, 90% of the air forces and 85% of the naval forces. This ensured that South Korea remained out of Communist hands.' **OR** e.g. 'The war showed that US policy had limitations. The North of Korea remained in Communist hands. The war also highlighted disagreements between American leaders. Hardliners wanted to go beyond containment and push back Communism. They thought Truman had shown weakness in not going for outright victory, arguing that it was worth the risk.'	
	Level 2 Identifies AND/OR describes **2–3** (One mark for each point) e.g. 'It showed the US had the will and means to contain Communism.' 'South Korea remained out of Communist hands.' 'North Korea remained Communist.' 'A unified, independent Korea was not achieved.' 'Around four million Koreans lost their lives.' 'For some US military commanders, the war did not achieve enough.' 'The US used the UN to reinforce its containment policy over Korea.'	

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Question	Answer	Marks
7(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The USA gained and lost through the Korean War.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe Imre Nagy's role in the Hungarian Uprising.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Nagy succeeded Rakosi.' 'Nagy was Prime Minister / leader at the time of the rising.' 'Had fallen foul of USSR for liberal policies and removed from office.' 'Reinstated when De-Stalinisation took place.' 'Announced 'far reaching democracy' for Hungary.' 'Wanted Hungarian form of Socialism.' 'Wanted political prisoners in Hungary to be freed.' '1 November 1956 announced that Hungary would leave the Warsaw Pact.' '4 November Soviet Union intervened and removed him from power.' 'He was imprisoned and then executed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(b)	**Why were Gorbachev's reforms important for Eastern Europe?**	**6**
	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 Soviet Union's economy was in crisis. Gorbachev decided to save money by cutting back on the arms race and the armed forces. Because of this reform, Gorbachev decided to inform the heads of the communist governments in Eastern Europe that they could no longer expect support from the Red Army.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The economy of the Soviet Union was failing and needed to be reformed.' 'Communist countries were no longer dominated by the USSR.' 'The Red Army could not support East European governments.' 'Gorbachev introduced 'perestroika' and 'glasnost'.' 'Gorbachev made links with the West.' 'Groups in Eastern Europe who opposed the communist government were encouraged to rebel.' 'They were free to decide their own future.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The reforms changed the way East European countries were run.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(c)	**How secure was Soviet control of Eastern Europe from 1960 to 1980? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how secure' **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 Soviet Union was securely in control of Eastern Europe in this period. They were concerned about the number of people leaving East Germany and so built a wall across Berlin to stop this. It stopped the flow of migrants and East Germany remained firmly under communist control. When there was an uprising in Czechoslovakia in 1968, the Soviet government sent in troops and replaced the Czech leader Dubcek. To prevent such uprisings happening in the future the Brezhnev Doctrine was introduced and this dissuaded other Eastern European states from rebelling against Soviet control.' **OR** e.g. 'Although the Soviets were in control of Eastern Europe in this period their position was not secure. It was clear that many people did not like communist policies and saw that there were better opportunities for people in the West. The East Germans, Czechs and Poles all rebelled against Soviet control in this period. Although the Soviet government stamped down on these uprisings, it was clear by 1980 that they could not stay in control forever. Solidarity forced the Polish government to make concessions and showed other Eastern European states that it was possible to resist Soviet control.'	

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Question	Answer	Marks
8(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The USSR maintained their control over Czechoslovakia by sending in troops in the summer of 1968.' 'The Brezhnev Doctrine was introduced to stop such uprisings happening in the future.' 'In August 1980, a series of strikes broke out in Gdansk, Poland.' 'There were complaints about price rises in Poland and the trade union Solidarity made demands to improve conditions.' 'The Berlin Wall was built in 1961 to stop people defecting to the West.' 'Soviet military intervention made it clear that Communist regimes only managed to exist because of Soviet force.' 'Soviet use of force did not solve the underlying problems of the Communist regimes.' 'People in Czechoslovakia were unhappy with communist control and wanted a change in how they were governed.' 'The Prague Spring took place in 1968 and was a serious challenge to Soviet control.' 'People in East Germany were discontented and those who could, left for economic reasons.' 'In August 1980, a series of strikes broke out in Gdansk, Poland.' 'There were complaints about price rises in Poland and the trade union, Solidarity, made demands to improve conditions.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'States in Eastern Europe were controlled by the Soviet Union.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(a)	**Describe developments on the Eastern Front during 1916.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'An offensive against Austria was launched by Russia.' 'The attack was led by General Brusilov.' 'The attack began on 4 June 1916.' 'To start with it was a great success.' 'Austria lost over half its army.' 'Austria was forced to retreat.' 'Other Russian generals failed to help Brusilov and so his advance halted.' 'The Germans sent reinforcements to back up the Austrians.' 'Russian forces were pushed back to their starting point.' 'Russia lost around 1.5 million troops.' 'The battle weakened Austria and relieved tension on Verdun.' 'Russia failed to win a decisive victory.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(b)	**Why was the convoy system introduced?**	**6**
	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 convoy system was introduced in June 1917 to stop so many British ships being sunk by German U-boats. A convoy was a group of ships sailing together and protected by fast warships such as armed trawlers or destroyers fitted with depth charges and hydrophones. It proved successful because in over a year only 150 ships were sunk out of 17 000 crossing the Atlantic. Many U-boats were sunk while attacking convoys.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Many merchant ships were sunk by German U-boats.' 'Britain was running short of supplies and many lives were lost.' 'Many merchant ships sailed together to form a convoy.' 'Destroyers and sometimes aircraft escorted convoys.' 'Heavily armed Q ships disguised as merchant vessels lured U-boats to the surface.' 'Thousands of mines were laid across the North Sea to destroy German U-boats.' 'U-boats came to the surface at night and often hit the mines.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'To help reduce losses at sea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
9(c)	**'The Defence of the Realm Act was the most important action taken by the British government on the Home Front.' How far do you agree? Explain your answer.**	**10**
	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. 'DORA was the most important development because it gave the government unprecedented and wide-ranging powers to control many aspects of people's daily lives. It allowed the government to seize any land or buildings it needed, and to take over any industries which were important to the war effort. It allowed government to control what the public knew about the war through censorship.' **OR** e.g. 'Conscription was the most important action because it had the biggest impact on civilians. By late 1915, the large numbers of volunteers joining the army was not enough and conscription was introduced. This meant men between 18–41 were compulsorily enlisted into the armed forces. Husbands, fathers, sons and brothers had to go and fight, leaving the women folk to keep the family going.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'DORA gave the government control.' 'The pubs were closed early, and beer was made weaker.' 'Censorship and propaganda were introduced. The government controlled what people knew about the war.' 'There were shortages.' 'Shortages could affect health and morale.' 'Conscription was introduced to recruit enough manpower to fight the war.' 'Some people refused to fight for reasons of conscience and were locked up as a result.' 'Shortages of food and labour meant women were recruited to keep producing food and raw materials.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Civilians suffered hardships on the Home Front.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe the conditions facing German civilians in 1918.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Germany was very poor.' 'Conditions were very hard.' 'There was very little food.' 'Food supplies were so low that people ate turnips – usually fed to cattle. Sawdust was put into bread as there wasn't enough flour.' 'Milk and butter supplies had dropped dramatically.' 'There was a 'flu epidemic'.' 'Over 300 000 civilians died in 1918 of either starvation or hypothermia.' 'There was high unemployment.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(b)	**Why did the Kaiser abdicate?**	**6**
	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 Kaiser abdicated because there were mutinies against him at Kiel and Wilhelmshaven. The sailors had become aware of a plan for the German navy to launch an assault against the British fleet. They knew that armistice talks were already taking place and refused to set sail on 30 October. News of this action spread and within a week there were riots across Germany. With Germany descending into chaos the Kaiser had no choice but to abdicate.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was a mutiny at Kiel.' 'There were demonstrations against the Kaiser all over Germany.' 'The army joined in the protests against the Kaiser.' 'There was a general strike in Berlin.' 'The Social Democrats called for the Kaiser's abdication.' 'There seemed to be a danger of revolution in Berlin.' 'There were many protests and rebellions.' 'People were starving.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Kaiser had lost the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'The Battle of Amiens was more important than the Ludendorff Offensive in bringing the war to an end.' How far do you agree with this statement? Explain your answer.**	**10**
	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 Battle of Amiens was important because the Allies hit back against the German advance. A combined army burst through the German defences and forced the Germans to retreat. In thick fog, around 400 000 Germans were captured together with around 400 field guns. With losses like this, the German morale was destroyed. They could not possibly fight on as there were no reserves and what remained of Ludendorff's army was steadily driven back.' **OR** e.g. 'The Ludendorff Offensive was more important because it gave the Allies the opportunity they needed to change the way the war was being fought. The Germans broke out of the heavily fortified Hindenburg Line, and this changed the nature of the war from a war of attrition to a war of movement. This gave the Allies an advantage as they had more men, more tanks and more aircraft. The Allies launched a counter attack and by late September the Germans were in full retreat.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Amiens was the turning point of the war on the Western Front.' 'It was a combined Allied infantry, artillery, tank and air offensive based on precise intelligence.' 'It resulted in an advance of 8 miles.' 'Ludendorff called it the 'black day' of the German army.' 'Large numbers (400 000) of Germans were taken prisoner.' 'The Germans suffered many casualties.' 'Around 400 German field guns were captured.' 'Over 500 tanks were used.' e.g. 'Ludendorff was a serious setback for the Germans.' 'The Germans had left the security of the Hindenburg Line.' 'The war changed from a war of attrition to a war of movement.' 'The discipline of the German troops was poor, and many were ill.' 'The Allies launched an effective combined infantry, artillery, tank and air offensive.' 'Allied military strength was boosted by the USA's entry into the war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both helped to bring the war to an end.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**What were the 'November Criminals'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'A group of politicians who seized power in Germany in 1918.' 'Ebert was one of the politicians.' 'They formed the new Republican government.' 'They were blamed for 'stabbing Germany in the back'.' 'Some believed the army had been betrayed by them into signing the armistice unnecessarily.' 'They were also blamed for accepting the terms of the Treaty of Versailles.' 'They sold out to the Allies.' 'They took control after the Kaiser abdicated.' 'They were made up of different socialist groups.' 'They announced a new constitution.' 'They were blamed for Germany's problems.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(b)	**Why was there left-wing opposition to the German Republic?**	**6**
	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. 'A Communist group, known as the Spartacists, opposed the Weimar Republic because they wanted Germany to be governed like Russia after the October 1917 Revolution. The leaders, Karl Liebknecht and Rosa Luxemburg, argued strongly against Ebert's plans for a democratic Germany. They wanted Germany ruled by workers' councils or soviets.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was chaos after the war in all areas of life.' 'The terms of the Treaty were too harsh for the German people.' 'The Weimar Republic was a democracy and Germans found it alien.' 'Communists wanted Germany run by workers' councils or soviets.' 'The people had lost faith in the Weimar Republic.' 'There was unhappiness with the Treaty.' 'Left-wing opponents wanted a communist approach.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The left wing didn't like the Weimar policies.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**'The Weimar Constitution doomed the Republic to failure.' How far do you agree with this statement? Explain your answer.**	**10**
	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 Constitution introduced proportional representation which led to many elected parties. This meant it was difficult for any party to maintain a workable parliamentary majority. It meant there were frequent changes in the government/many elections and the governments elected were therefore weak. When faced with difficult circumstances, such as during the Depression, they found it difficult to agree on a plan of action.' **OR** e.g. 'The Weimar Republic was not automatically doomed to failure. It faced severe economic problems. Germany was bankrupt from the war and the French invasion of the Ruhr led to a hyperinflation crisis. However, the Republic survived these challenges with the help of American Loans through the Dawes Plan in 1924 and the reissue of the German currency. From 1924 to 1929 the German economy began to recover, and the republic seemed to be doing well. Everything went wrong when Wall Street collapsed in 1929 and the US recalled their loans. This is what led to the failure of the Weimar Republic.'	

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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 Constitution was a parliamentary democracy. The German people were not used to this method of government.' 'The Constitution introduced proportional representation.' 'The Constitution led to many elected parties.' 'It was difficult for any party to get a workable parliamentary majority.' 'There were frequent changes in the government.' 'A succession of coalition governments was inevitable.' 'The President could dismiss the Chancellor.' 'The President, under Article 48, could suspend civil liberties.' 'It was introduced in difficult political, social and economic times.' 'They survived the Ruhr crisis and hyperinflation.' 'The Depression doomed the Republic.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Constitution made the Weimar Republic weak.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**Describe the Four-Year Plan.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'This was introduced in 1936.' 'Goering was in charge.' 'It aimed to make the German forces ready for war.' 'Priority was given to rearmament.' 'Germany was to become self-sufficient (autarky) in food and industrial production.' 'The government set targets for industry.' 'Prices and wages were controlled.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why were some people unhappy with the changes the Nazis made to the economy in the 1930s?**	**6**
	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. 'Many workers were unhappy because the Nazis introduced restrictions so that industry could be controlled and opposition could not be allowed to develop. The unions were banned and so the workers could not express their discontent over pay and conditions. They faced food shortages in the early 1930s and pay did not improve. Some were made to stay in their present employment, even when they could get a better paid job somewhere else. Many workers resented this lack of freedom, especially when their standard of living did not rise.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There were high food prices and food shortages in the early 1930s.' 'The workers' unions were removed.' 'Workers were not allowed to strike for better pay or conditions.' 'Wages remained relatively low.' 'Some workers were restricted from moving to better paid jobs.' 'Many complained that living standards were no better in the late 1930s than they had been in the late 1920s.' 'Some farmers complained because Nazi policy favoured farmers who were less efficient.' 'Loans were difficult for farmers to get.' 'Young people left farms and went to find work in the towns instead.' 'Many women were forced out of work.' 'Jews were unhappy that their businesses had been attacked.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were food shortages.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**'The Second World War brought little change to the Nazi economy.' How far do you agree with this statement? Explain your answer.**	**10**
	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 start with there was little change in the German economy. Germany had been preparing for war since the mid-1930s and policies such as autarky, conscription and massive rearmament had been in place for several years. The early part of the war went well for Germany and it took the resources it needed from the countries which it conquered. This meant that although civilians faced some rationing, there was still a supply of consumer goods. Germany forced workers from conquered lands to work in German factories and on farms, so there was not a labour shortage in Germany because of the war.' **OR** e.g. 'As the war progressed, and started to go badly in the East, the economy began to change. Civilians faced greater hardships from 1941 and women were conscripted into the labour force in increasing numbers. In 1942, Albert Speer was put in charge and he focused all his efforts on the armament industries. By 1944 tank and aircraft production had trebled. Allied raids began to damage German factories and raw materials were in short supply.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Germany was already preparing for the war from the mid '30s.' 'The occupied territories provided Germany with raw materials and luxury consumer goods.' 'Forced labour was used from the occupied territories.' 'Almost 25% of the German workforce was forced labour.' 'Albert Speer took over the direction of the economy in 1942.' 'From 1942 armament production became the most important focus.' 'Allied bombing and blockades damaged German industry.' 'Raw materials were in short supply.' 'Women were conscripted into the labour force.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were massive changes when Germany started to lose the war.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(a)	**Describe the state of the Russian economy by 1914.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** **No credit for 'bad' or 'poor'.** e.g. 'Around 80% of Russians were peasants.' 'They had small farms which were not very productive.' 'There was a lack of farming land.' 'Most of the good farming land was owned by the aristocracy.' 'Under Stolypin's policies some farmers had been able to buy their land and they created larger, more prosperous farms.' 'There was some industry in Russia by this time.' 'Oil and coal were being produced.' 'There were also deposits of valuable metals such as gold and iron.' 'Russia was not industrialised to the same extent as Germany and the USA.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why did the October Manifesto have only a limited impact on the way Russia was ruled?**	**6**
	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 October Manifesto only had a limited impact because the Tsar did not take any notice of the Duma. At the first meeting of the Duma in 1906, the Tsar made a short speech which stated that he would uphold the principles of autocracy and carry on as before. When the first Duma was critical of his policies, he simply dismissed them. The same happened to the second. This meant the Duma had no influence to change the way Russia was ruled.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Tsar introduced the October Manifesto in 1905.' 'He did this to stop the uprisings against him.' 'An elected Duma was established.' 'People were promised free speech.' 'The first two Dumas were very critical of the Tsar so he dismissed them.' 'The Tsar continued to rule as he pleased.' 'The Tsar introduced the Fundamental Laws in 1906.' 'In 1907 the Tsar changed the voting rules so that his opponents could not be elected into the Duma.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Tsar carried on ruling Russia.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**How far was Tsar Nicholas II responsible for his own downfall? Explain your answer.**	**10**
	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 Tsar was responsible for his own downfall because he put himself in control of the army in August 1915. The war was not going well and by doing this the Tsar made himself responsible for the failure to win victories. There were serious mutinies in the army. The Tsar was directly responsible for military defeats and the deaths of millions of Russians.' **OR** e.g. 'The poor state of the Russian economy was also responsible. By March 1917, food shortages led to widespread looting with thousands of workers participating in violent protests. There was widespread discontent in the countryside. The economy could not support the war effort and troops were being sent to fight with no boots or ammunition.'	
	Level 2 Identifies AND/OR describes **2–3** (One mark for each point) e.g. 'The Tsar failed as commander-in-chief.' 'There was mutiny in the armed forces.' 'The Duma lacked power.' 'Stolypin's tough policies made the Tsar unpopular.' 'The Petrograd Soviet was re-formed.' 'Strikes and food shortages were crippling.' 'The army were not equipped for battle.' 'The Tsar left Russia in the hands of the Tsarina and Rasputin.'	

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Question	Answer	Marks
13(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'There were many reasons why Nicholas II lost support.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**Describe the role of the NKVD.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The NKVD were the secret police.' 'They arrested opponents and suspected opponents.' 'The NKVD murdered Kirov.' 'They provided the evidence for the Great Terror.' 'They investigated politicians and army generals.' 'They crushed any potential opposition.' 'The NKVD used informers.' 'The NKVD were involved in murders.' 'The NKVD murdered Trotsky.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did Trotsky fail to become leader of the USSR?**	**6**
	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. 'Trotsky failed because Stalin was cunning. Stalin tricked Trotsky into missing Lenin's funeral; this meant that Trotsky appeared to be uncaring. At the funeral Stalin was able to demonstrate that he had been close to Lenin, by appearing as the chief mourner. This meant that Stalin seemed to have had a close relationship with Lenin, while Trotsky appeared uncaring by not bothering to turn up.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Stalin played one group against another.' 'Stalin was underestimated by the other contenders for leadership.' 'Stalin was General Secretary of the Communist Party.' 'Trotsky was tricked by Stalin into missing Lenin's funeral.' 'Lenin's secret testament was not made public.' 'Stalin's policy of 'Socialism in One Country' was popular.' 'Trotsky was arrogant.' 'Trotsky underestimated Stalin.' 'Trotsky's ideas were not popular.' 'Trotsky offended many senior party members.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Trotsky had fewer supporters than Stalin/was unpopular.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'The show trials were the most effective method of control used by Stalin.' How far do you agree with this statement? Explain your answer.**	**10**
	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 wanted to remove any potential opposition to his rule. The old Bolsheviks, such as Kamenev, Bukharin and Zinoviev, had all worked with Stalin to remove Trotsky's influence, but they now faced the 'show trial' so that they could not possibly rival Stalin. The trials also showed the Soviet people that no-one could oppose Stalin and, if they did, they would receive the ultimate punishment.' **OR** e.g. 'Propaganda and censorship were the most effective methods of control employed by Stalin. The government controlled the newspapers so only articles which praised Stalin could be published. It was difficult to challenge the given view of what was happening in Russia as there was no access to information. Stalin created a cult of personality around himself and people were encouraged to consider him as a god-like figure who was adored by his people. Newspapers, books, the radio, posters and films all portrayed Stalin in the same way. Many people believed that Stalin was a great hero because of this, and this made them accept his policies unquestioningly.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Show trials were held to get rid of opposition.' 'Stalin wanted to eliminate the old Bolshevik rivals.' 'Stalin wanted to show that no opposition would be tolerated.' 'Stalin created a cult of personality around himself.' 'Propaganda and censorship meant only Stalin's view was publicised.' 'Stalin's image dominated every town where statues and posters were put up and local parades were held in his name.' 'Stalin exerted control through his industrial policies.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Everyone was afraid of Stalin.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(a)	**Describe US government policy on immigration in the 1920s.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There was a quota system.' 'The Emergency Quota Act was passed in 1921.' 'The number of immigrants was limited to 357 000 per year.' 'A quota was set where annual numbers of immigrants were restricted to 3% of the number from the same country living in the US in 1910.' 'The number of immigrants from eastern and southern Europe was reduced by 75%.' 'In 1924 the National Origins Act was passed.' 'It reduced annual immigration to 150 000.' 'The quota was reduced to 2% of the 1890 figure.' 'Immigrants from China and Japan were barred.' '85% of immigrants came from northern Europe.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why did prohibition lead to an increase in crime?**	**6**
	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. 'Prohibition led to an increase in crime because people wanted to carry on drinking. To do this they engaged in illegal activities such as drinking in speakeasies. These secret bars were supplied by smugglers who brought alcohol into the country from Canada and Mexico. A whole network of illegal activity sprang up to keep the illegal bars operating.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The American people carried on drinking by going to speakeasies and these were illegal.' 'Many of the law enforcers were corrupt.' 'The bootleggers continued supplying and selling alcohol by smuggling it over the borders from Canada and Mexico.' 'Gangsters controlled the trade through violence.' 'Resources used on enforcing Prohibition could be freed up.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There were more gangsters.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(c)	**'Women's lives improved in the USA in the 1920s.' How far do you agree with this statement? Explain your answer.**	**10**
	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. 'Women's lives improved in the 1920s as they got the vote in 1920 in all states and this showed they were politically equal to men. More women worked and 10 million were employed by 1929 – a 25% increase. Many were employed in offices and manufacturing and some industries preferred to employ women. This allowed women to be more independent. Socially there were big changes. Dress changed and women wore less restricting clothes made of new fabrics. Young women stopped having chaperones to accompany them in public and some learned to drive. The divorce rate went up, so women were no longer trapped in unhappy marriages.' **OR** e.g. 'For many women life did not improve. For instance, in rural areas life changed little for most women and they continued to focus on childcare and managing the home. Even in the urban areas women who worked were paid less than men in the same job. Only a minority benefited from new labour-saving devices, less than 30% owned a washing machine in 1930. Some women disapproved of the habits of the new generation of 'flappers' and, in any case, it was only a small group of women who enjoyed social freedom in the 1920s.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Women got the vote in 1920 in all states.' '10 million American women were employed by 1929 – a 25% increase.' 'Many women were employed in offices and manufacturing.' 'Dress changed, women wore less restricting clothes made of new fabrics.' 'There were social changes such as young women stopped having chaperones to accompany them in public.' 'Women became more independent and some learned to drive.' 'In rural areas life changed little for most women.' 'Women were paid less than men.' 'Only a minority benefited from new labour-saving devices, less than 30% owned a washing machine in 1930.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Some women became 'flappers'.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Describe Roosevelt's 'fireside chats'.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Roosevelt spoke on the radio so that people could listen to him in their homes.' 'Roosevelt explained his actions and policies.' 'He explained the New Deal.' 'They helped people to believe that their problems would be resolved.' 'They made people feel that the whole nation was united in facing the nation's problems.' 'They kept the American people informed about the actions of the government.' 'They started during the '100 Days'.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(b)	**Why was the Emergency Banking Act important?**	**6**
	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. 'Roosevelt's introduction of the Emergency Banking Act was important because it allowed him to restore public confidence in the banks. The banks whose finances were considered completely hopeless were permanently closed. The remaining banks were promised government grants to help gain public confidence that their money would not be lost again. Roosevelt broadcast to the public, reassuring them that the banks were now safe.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Roosevelt introduced the Emergency Banking Act to deal with the banking crisis.' 'The Act forced banks to stay closed for four days/short time.' 'The banks whose finances were considered completely hopeless were permanently closed.' 'The remaining banks were promised government grants to help gain public confidence.' 'These banks re-opened after four days.' 'Roosevelt broadcast to the public, reassuring them that the banks were now safe and viable.' 'He encouraged them to deposit money in these banks.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Emergency Banking Act was the first thing Roosevelt did on becoming President.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
16(c)	**How far did the New Deal cope with the problem of unemployment? Explain your answer.**	**10**
	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 New Deal introduced many measures to reduce unemployment. For instance, the Civilian Conservation Corps provided work for men aged 18–25. Although wages were low this gave employment to over 2 million during the lifetime of the scheme. The Public Works Administration provided millions of jobs in construction and formerly unemployed workers were involved in building schools, roads, hospitals and houses. These two schemes gave work to millions of men, both skilled and unskilled, and show how the New Deal succeeded in providing employment.' **OR** e.g. 'The New Deal did not solve unemployment. Although it was reduced during the 1930s from 12 million in 1932, it never fell below 5 million and rose back to 10 million in 1938. Many of Roosevelt's employment schemes did not provide lasting work. For instance, men were only allowed to be in the CCC for 6 months. Some of the innovations of the New Deal made the situation worse. Increased mechanisation in agriculture increased unemployment in that sector of the economy.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The New Deal introduced measures to reduce unemployment.' 'The Civilian Conservation Corps provided work for men aged 18–25.' 'The CCC employed over 2 million.' 'The Public Works Administration provided millions of skilled jobs in construction.' 'The PWA built schools, roads, hospitals and houses.' 'The TVA created many jobs.' 'FERA spent money on employment schemes.' 'The New Deal reduced unemployment from 12 million in 1932 to 7.7 million in 1937.' 'Unemployment rose to 10 million in 1938.' 'Men were only allowed to be in the CCC for 6 months.' 'Increased mechanisation in agriculture increased unemployment.' 'WWII ended US unemployment, not the New Deal.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Lots of people got jobs.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**What were the main aims of the Chinese Communists in the inter-war period?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They promised to improve the life of the peasants.' 'They promised to reduce rents.' 'They promised to tax the wealthy.' 'They promised to keep China free of foreign influence and corruption.' 'They promised to redistribute land to the peasants.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(b)	**Why was the Marco Polo Bridge Incident important?**	**6**
	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 Marco Polo Bridge Incident was important because it started the Second Sino-Japanese War. A Japanese soldier went missing during a training exercise and the Japanese army suspected that the Chinese had captured him. They tried to force their way into the nearby town but failed. This led to both China and Japan increasing their military presence in the area. This led to increased tension which eventually resulted in a full-scale invasion of China by Japan.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Marco Polo Bridge was near Wanping.' 'Japanese troops were on a training exercise near Wanping.' 'They fired shots which caused Chinese to retaliate.' 'A Japanese soldier went missing.' 'The Japanese army demanded that China should let them search the town.' 'Japanese troops tried to force their way into Wanping.' 'Both sides increased their military in the area.' 'There was an invasion of China by Japan.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It created tension.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The Nationalists lost the Civil War because they were unpopular.' How far do you agree with this statement? Explain your answer.**	**10**
	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 Nationalists were unpopular because they had brought the economy to the point of collapse. The people in the towns began to turn against them. Property was confiscated, money was taken from people and they were made to enlist in the Nationalist army. When people began to rebel against this the Nationalists reacted with brutality, making them even less popular with both the people who had supported them in China and their foreign allies.' **OR** e.g. 'There were other reasons why the Nationalists lost. The CCP was opportunist and Mao's leadership was crucial. He turned the CCP forces into an effective modern army and was a highly inspirational leader. He planned military campaigns with great precision and won over the commanders to his ideas.'	

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Question	Answer	Marks
17(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The Nationalists were corrupt.' 'The Communist army was efficient.' 'Guerrilla warfare was used effectively.' 'The Communists had good leaders.' 'The Communists were more popular.' 'The Nationalists caused severe economic problems.' 'Mao was an effective leader.' 'The Nationalists were brutal, and this lost them support.' 'The Nationalists made strategic errors.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Nationalists lost support.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(a)	**Describe Mao's relationship with Khrushchev.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Mao did not like Khrushchev.' 'Khrushchev was friendlier to the West and Mao saw this as weakness.' 'Relations were frosty because the USSR would not help China militarily.' 'Mao claimed he was the true successor of Lenin.' 'Khrushchev attacked Stalin's personality cult.' 'The USSR would not support a proposed invasion of Taiwan by China.' 'Khrushchev denounced Mao's economic policies as a failure.' 'There was tension over border disputes between India and China when the USSR did not support China.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
18(b)	**Why was the Sino-British Joint Declaration of 1984 important?**	**6**
	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 Declaration was important to Deng because he negotiated with the British and they were forced to agree that Hong Kong's lease to Britain would not be renewed after 1997. This meant China would regain control of a territory which it had lost over a century earlier and which was now the most prosperous city in Asia.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Hong Kong had been under British control since the 1840s.' 'The lease for Hong Kong expired in 1997.' 'Hong Kong was very wealthy.' 'Deng negotiated with British Prime Minister Thatcher to end the lease.' 'Hong Kong would return to Chinese rule.' 'The economy would continue to operate on capitalist lines.' 'Hong Kong was to become a Special Administrative Region.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'China regained land.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	**How far was Taiwan the main reason for tension between China and the USA up to 1970? Explain your answer.**	**10**
	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 USA continued to support Chiang Kai-shek's Taiwan after the civil war ended in 1949. They supplied Taiwan with diplomatic and financial support until 1971 and insisted that it would not recognise China. This made the relationship between China and the USA very tense as the US refused to recognise Mao as the true leader of China. The US blocked China's membership of the UN in favour of Taiwan.' **OR** e.g. 'There were other reasons for tension. China had fought against US troops (under the flag of the United Nations) in the Korean War and had suffered high casualties. Although the war ended in a stalemate, Mao became convinced that it was only a matter of time before the US tried to destroy Chinese communism. This made diplomatic relations between the two impossible.'	
	Level 2 Identifies AND/OR describes **2–3** (One mark for each point) e.g. 'There was constant shelling between the two.' 'The Nationalists made it clear they hoped to regain control of the mainland.' 'The Nationalists were supported by the USA.' 'Chiang was keeping communist China out of the United Nations.' 'The Korean War made relations difficult.' 'The USA refused to recognise Mao as leader of China.'	

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Question	Answer	Marks
18(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The Nationalists were weaker.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**What was the Defiance Campaign of 1952?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was organised by the ANC against apartheid.' 'Began in April 1952.' 'Leaders included Mandela and Sisulu.' 'Involved 8000 activists.' 'Entered white only waiting rooms/railway carriages/lines in post offices.' 'Ignored curfews and pass laws.' 'Ended in 1953.' 'Saw increased membership of the ANC from 7000 to 100 000.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(b)	**Why did some white South Africans oppose apartheid?**	**6**
	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. 'Many white South Africans thought that apartheid laws were unfair and placed an unjust burden on black women. For instance, white women such as Helen Joseph joined the Federation of South African Women. They protested against the Pass Laws in Pretoria in 1956. Others helped non-white women deal with Section 10 laws which the government used to control migration to the cities.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'The Federation of South African Women opposed apartheid and was led by black and white South Africans.' 'They thought the Pass Laws were unfair.' 'They marched to the Union buildings in Pretoria to protest.' 'The Black Sash was formed to protest against the National Party's plans 'to end Coloured voting rights.' ' 'They offered help to non-whites living in cities.' 'They objected to the Section 10 laws which broke up marriages.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They thought apartheid was unfair.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**How far did the African National Congress (ANC) grow stronger in the 1960s? Explain your answer.**	**10**
	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 ANC did not grow stronger in the 1960s as it was banned in 1960 by Verwoerd. Oliver Tambo, the leader of the organisation, was forced into exile in the UK. Mandela and Sisulu were incarcerated after the Rivonia Trial. The group struggled to survive and had very little money or international support.' **OR** e.g. 'Although banned, the ANC continued to gain support during the 1960s. While in exile abroad, Tambo set up ANC offices in foreign countries and helped to mobilise foreign opinion against apartheid. Eventually there were 27 such offices. Tambo became President of the ANC in 1967. While the ANC did appear to be crushed within South Africa during the 1960s, Tambo's work abroad was highly significant for raising the issue of apartheid and winning foreign support for sanctions.'	
	Level 2 Identifies AND/OR describes **2–3** (One mark for each point) e.g. 'The ANC was banned in 1960 by Verwoerd.' 'Oliver Tambo, the leader of the organisation, was forced into exile in the UK.' 'The group struggled to survive and had very little money or international support.' 'After the Rivonia Trial, Mandela and Sisulu were locked up.' 'Tambo set up ANC offices in foreign countries.' 'He won international support for the ending of apartheid.'	

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Question	Answer	Marks
19(c)	**Level 1 General answer lacking specific contextual knowledge** **1** e.g. 'The ANC was weak in the 1960s.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(a)	**Describe the activities of the international Anti-Apartheid Movement.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'International organisations were set up to protest against apartheid.' 'The movement grew particularly in the 1960s.' 'It organised demonstrations to protest about issues (freeing political prisoners).' 'Because of the movement, it became almost impossible for South African athletes or sportsmen to take part in international events such as the Olympics between 1964 and 1988.' 'Demonstrations against apartheid were held all over the world.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why did many black workers go on strike in the 1970s?**	**6**
	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 workers went on strike because they were facing deteriorating conditions. There was a worldwide economic crisis in 1973 and this meant that workers faced wage cuts, longer hours and worsening conditions. They went on strike because of this and in Natal 200 000 workers were involved.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'There was a worldwide economic crisis.' 'They were protesting about wage cuts.' 'They were being asked to work longer hours.' '200 000 workers in Natal went on strike.' 'Workers in Natal were mainly Zulu and they were united in their demands.' 'The Zulus were powerful because of their ethnic loyalty.' 'There was a rise in union activity.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were unhappy with their pay.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**'International sanctions were more important than internal opposition in ending apartheid.' How far do you agree with this statement? Explain your answer.**	**10**
	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. 'International sanctions played a part. In 1986 the American Congress voted to ban imports of iron, steel, coal, textiles and uranium from South Africa, while the European Community banned imports of South African iron, steel, gold and coins. These sanctions led to a large increase in white unemployment in South Africa and economic growth suffered. This could not continue without South Africa suffering disastrous effects.' **OR** e.g. 'During the mid '80s the government of South Africa came under increased pressure from internal opponents. The trade unions and the resistance movements increased their activities against the government with members of the ANC returning in secret to help local resistance. They began to attack military and police installations. The UDF began to co-ordinate protests. It had the single aim of abolishing apartheid and became linked with the ANC.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'In 1986 the Commonwealth (except Britain) agreed on a package of sanctions.' 'In 1986 the American Congress voted to stop American loans to South Africa.' 'In 1986 the European Community voted to ban imports of South African iron, steel, gold and coins.' 'Mandela worked for reform.' 'There was greater resistance from the unions.' 'De Klerk looked at a mandate for reform.' 'The ANC fought tirelessly to end white minority rule.'	
	Level 1 General answer lacking specific contextual knowledge 1 e.g. 'The impact of international sanctions was important, but there were other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(a)	**What was the role of the United Nations in the Suez Crisis?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The UN got involved because the British and French bombed Egyptian airfields.' 'At the UN on the 6 November, the Arab States, USSR and the USA condemned Britain and France and demanded their withdrawal.' 'The withdrawal took place and an emergency UN force was sent to the Suez Canal.' 'The force was called UNEF.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did oil become important in the Arab-Israeli conflict?**	**6**
	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. 'Oil became important because the Arab states started to use oil as a weapon against the US for their support of Israel. After the Yom Kippur war, Saudi Arabia increased its oil prices by 70%. Exports to countries which supported Israel were restricted. When the US increased aid to Israel, the Saudis and OPEC introduced an embargo on oil supplies to the US. The price of oil in the US rose by over 300% in a year. This damaged the economy in the US as the cost of imports rose and there was inflation and unemployment.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'More of the world's oil was being produced in the Middle East.' 'The US was more dependent on oil from the Middle East.' 'After the Six-Day War, Libya increased its oil prices and nationalised Western assets. This had a negative impact on the USA.' 'The Arab states used oil as a weapon.' 'After the Yom Kippur war, Saudi Arabia increased its oil prices by 70%.' 'Exports to countries which supported Israel were restricted.' 'When the US increased aid to Israel, the Saudis and OPEC introduced an embargo on oil supplies to the US.' 'The price of oil in the US rose by over 300% in a year.' 'This damaged the economy in the US.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Arab states produced oil.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
21(c)	**'The Yom Kippur War was not a victory for Israel.' How far do you agree with this statement? Explain your answer.**	**10**
	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. 'Although the war showed Israel to be militarily superior, it also highlighted several problems. The Arabs surprised the Israelis with their attack on the day of Yom Kippur and this suggested Israeli defences were weak. Over 90 000 Egyptian soldiers and 850 tanks crossed the Suez Canal on the first day, destroying 300 Israeli tanks and regaining part of Sinai. Israel recognised that lasting security would depend on a diplomatic solution. The attack restored lost Arab pride, by showing that they could work together, fighting with courage and determination under skilled leaders.' **OR** e.g. 'Although the Arabs made some gains, the war was a military victory for the Israelis. The Israelis crossed the Suez Canal, captured some of the Arab SAM bases and began to move on the Egyptian capital, Cairo. The Egyptian forces found themselves stranded on the Sinai side of the Canal. The Egyptian and Syrian forces lost over 16 000 men, almost 8 times more losses than they inflicted on Israel.'	

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Question	Answer	Marks
21(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'The Arabs completely surprised the Israelis with their attack.' 'Sadat had forced a change in US policy.' 'During the war the Arab states worked together to use oil as a diplomatic weapon.' 'The Israelis proved that their weapons, training and tactics were superior.' 'The Israelis kept hold of all the territory they had captured in 1967.' 'The Israelis managed to cross the Suez Canal into Egypt.' 'The Egyptians and Syrians suffered heavy casualties.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both sides suffered casualties.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(a)	**Describe the establishment of the Palestinian Authority.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Palestinian Authority was created in May 1994.' 'It was given control of Gaza and Jericho.' 'It was agreed after talks in Oslo in January 1993.' 'Israeli troops were to withdraw from Gaza and the West Bank.' 'Elections were held for the new authority.' 'Some Israelis were pleased with the new authority as Israel had lost less land than Palestine had demanded.' 'There were protests on both sides following its establishment.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why has Jerusalem been a major problem for the peace process?**	**6**
	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. 'Jerusalem has been a major problem for the peace process as both Palestinians and Jews want it to be the capital of their state and regard it as their own territory. The city has great religious importance for Muslims as Muhammed ascended to heaven from there and the Dome of the Rock mosque was founded on the site. The city also has immense significance for Jews as it is their holiest city and considered to be the spiritual home of all Jews.'	
	Level 2 Identifies AND/OR describes reasons **2–3** (One mark for each identification/description) e.g. 'Jerusalem is an important religious centre for Muslims.' 'Jerusalem is important to Christians and Jews.' 'Both sides fought to get control of Jerusalem in the 1948–49 war.' 'Both sides wanted Jerusalem as the capital of their state.' 'The Israelis took over eastern Jerusalem after the 1967 war, even though it was dominated by Palestinians.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It is an important place for both sides.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**'Divisions between Israeli politicians are the main reason for the failure to reach a comprehensive peace agreement between Israel and the Palestinians.' How far do you agree with this statement? Explain your answer.**	**10**
	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. 'Divisions between Israeli politicians have caused difficulties for reaching a comprehensive peace agreement. Labour and Likud, Israel's major political parties, took opposing views on how Palestine and the Palestinians should be treated. For instance, Likud disagreed with Rabin's concessions in the Middle East Peace Accords and supported continued Jewish expansion in the occupied territories. Their opposition was illustrated when Rabin was assassinated by Yigal Amir, an Israeli student.' **OR** e.g. 'Other factors, such as divisions between Palestinian groups, have also slowed down the peace process. Whereas Arafat was willing to work with the US and Rabin to create the Palestinian Authority, other groups such as Hamas have rejected peace with Israel under any terms. They argued that, as Israel refused to accept the Palestinians' right to an independent state, the destruction of Israel would be the only way for the Palestinians to enjoy peace.'	

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Question	Answer	Marks
22(c)	**Level 2 Identifies AND/OR describes** **2–3** (One mark for each point) e.g. 'Some Israelis wanted a Palestinian state, but many were against it.' 'Some Israelis believed Jews should have left Hebron.' 'Some Israelis believed that there were ancient areas which should never be given up.' 'Shimon Peres worked with Rabin and Yasser Arafat.' 'In 1995 Rabin signed the Middle East Accord with Yasser Arafat.' 'Rabin was assassinated by Yigal Amir.' 'Netanyahu did not want to give concessions to the Palestinians.' 'Hamas and the PLO have not agreed a way forward.' 'Hamas rejected peace with Israel.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Arabs and Israelis have never been able to agree.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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