Cambridge Assessment International Education
Cambridge International General Certificate of Secondary Education

HISTORY **0470/12**

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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SECTION A

Question	Answer	Marks
1(a)	**What was the role of the National Workshops in France in 1848?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They gave jobs to unemployed workers.' 'They were to provide financial support for the unemployed.' 'Most of the jobs provided were pointless manual tasks which were designed to keep people busy.' 'Workers in the National Workshops were paid two francs a day.' 'They were centralised, state owned manufacturing establishments where workers would be guaranteed work.'	
	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 Prussia by 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 1848 Revolution in France inspired people in other countries to demand change. Many wanted to rid themselves of oppression, and so demanded liberal reforms. Therefore in many German states there was a demand for various freedoms, such as the freedom of speech and the press.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'There was a demand for a parliament.' 'Some wanted unity among states.' 'Workers wanted better conditions.' 'There was a demand for various freedoms.' 'It was a reaction to the uprisings in France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'People were unhappy.'	
	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 was unsuccessful in Hungary.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Austrians were not powerful enough and so gained assistance from Russia to put down the rebellion. Because of this, the Hungarians had to surrender in August 1848. Many Hungarians were dealt with brutally. The Imperial Government cancelled many of the earlier reforms, making German the official language and ruling Hungary directly from Vienna.' **OR** e.g. 'In the long term, the brief period of Magyar rule was not in vain. By 1867, Magyar was the official language of Hungary, the Diet had regained much of its old importance and the March Laws had been accepted. Hungary was now an equal partner with Austria.'	

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Question	Answer	Marks
1(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The Austro-Hungarian Emperor had to accept the March Laws.' 'Kossuth informed the Croats and other minority groups they had no chance of independence from Hungary.' 'A Croatian rebellion was successfully repelled by the Hungarians.' 'The Croatian rebellion was secretly supported by the Austrians.' 'On the appointment of Francis Joseph as Emperor, Kossuth declared Hungary an independent republic.' 'The Russians joined the Austrians to successfully put down the rebellion.' 'The Imperial Government cancelled many of the reforms.' 'The revolution led by Kossuth was brutally suppressed.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The revolution had limited success.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
2(a)	**What was agreed by the Treaty of Frankfurt in 1871?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It established the frontier between the French Third Republic and the German Empire.' 'Over 1500 villages and towns under French control were ceded to Germany.' 'Alsace, Lorraine and Metz were ceded to Germany.' 'France had to pay an indemnity of 5 billion francs to Germany within 5 years.' 'France had to cover the costs of the German occupation of France's northern provinces until the indemnity was paid.' 'King William I of Prussia was proclaimed German emperor at Versailles, the former palace of the kings of France.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(b)	**Why was the Schleswig-Holstein issue important for German unification?**	**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. 'When Schleswig-Holstein was handed over to be ruled jointly by Austria and Prussia, they could not agree, and the territories were split. Many believe that Bismarck deliberately refused to rule them jointly so that it would be easier to pick a quarrel with Austria.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The Schleswig-Holstein problem was the excuse for war.' 'The Prussian Army wanted to try out its military reforms.' 'Bismarck's diplomatic skills isolated Austria.' 'Bismarck picked a quarrel with Austria.' 'It was an opportunity for Bismarck to expand his territory.' 'It was the chance for Bismarck to show dominance over Austria.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It led to disagreements.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
2(c)	**'Bismarck caused the Franco-Prussian War.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Bismarck had a careful plan to bring the Germanic states together by persuasion and force. He used foreign policy to achieve this by defeating Austria to gain Schleswig-Holstein. To gain the southern states required a war against France. When the Spanish Succession crisis arose, he manipulated the report of the meeting between France and Prussia to provoke the French into declaring war.' **OR** e.g. 'The Franco-Prussian War happened because Napoleon III saw an opportunity to restore his declining popularity in France. His military advisers had informed him that the French army was superior to the Prussian army and a French victory would be the outcome in a war.'	

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Question	Answer	Marks
2(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Bismarck was an opportunist.' 'He did not have a master plan which involved war with France.' 'Bismarck used unscrupulous methods.' 'Bismarck lied about the Ems telegram to provoke France.' 'It was Gramont's lack of judgement.' 'Napoleon lost his patience.' 'Bismarck used foreign ventures to unite Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'No, because France wanted war too.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
3(a)	**What were the Opium Wars?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'They were a series of conflicts over the opium trade.' 'British traders had to surrender their chests of opium and sign an undertaking that they would not import the drug in the future.' 'Britain sent an expeditionary force of 4000 soldiers to China.' 'The Chinese were forced to sign the Treaty of Nanjing.' 'The Treaty of Nanjing was not a success and the conflict was renewed after an incident involving a Hong Kong registered boat.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(b)	**Why did the French use a policy of assimilation in their colonies?**	**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 purpose of the theory of assimilation was to turn African natives into "French" men by educating them in the language and French culture and hence become French citizens or equals. It was thought that this would make them loyal to France and they would pay taxes to France and fight for France in return for citizens' rights.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The concept was based on the idea of spreading French culture in the colonies.' 'Natives of these colonies were considered French citizens if the culture and customs of France were adopted.' 'This also meant they would have the rights and duties of French citizens.' 'The French thought this would make people in the colonies loyal to France.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The French wanted control.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
3(c)	**How far was European imperialism in Africa motivated by a desire for prestige? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'European countries wanted to take over parts of Africa to increase their prestige. If they had more extensive colonies than their rivals in Europe, this enhanced their power and made them seem more important than other countries. This led to European countries "scrambling" for African territory in the late nineteenth century.' **OR** e.g. 'Some countries wanted to develop their empires for economic reasons. Colonies could contribute raw materials and food products, many of them unavailable in western Europe, such as bananas, palm oil, rubber and tea. The colonies also provided outlets for manufactured goods, free of import tariff restrictions.'	

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Question	Answer	Marks
3(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Gaining more colonies would make them feel more important than other countries.' 'To establish trade markets.' 'To build an empire.' 'To gain wealth.' 'Europeans felt they should "civilise" the natives.' 'Colonies were important for strategic military purposes.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'There was a scramble for Africa.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
4(a)	**Describe the role of Russia in the outbreak of the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Russia defended Serbia against Austria-Hungary.' 'The Russian government was first to mobilise its troops.' 'Russia was part of the alliance system.' 'It was concerned over Germany's power and influence.' 'It was a rival to Austria-Hungary.' 'It had the largest army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(b)	**Why was Archduke Franz Ferdinand assassinated?**	**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 Black Hand Gang led a campaign of violence against Austria resulting in the assassination. It was hoped that the assassination would persuade the Austrians to relinquish part of Bosnia, where 3 million Serbs lived, so that a greater Serbia could be created.' **OR** e.g. 'There is a theory that "Austrian authorities" wanted the assassination so that the Austrian army could invade Serbia. There was very little security and the assassins had been allowed to cross the border from Serbia to Bosnia.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'To draw attention to the Serbian nationalist cause.' 'To encourage the creation of a greater Serbia.' 'It was the result of a campaign of violence.' 'It was the result of tension from the Balkan Wars.' 'The assassination was a "set up" by the Austrian army.' 'There was very little security.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was to get publicity.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
4(c)	**'The main threat to peace in Europe in the years before 1914 was the naval race.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Germany entered the arms race building up a navy to challenge British supremacy. There was a race to see who could build the largest battleships. Germany's army was already powerful and Britain feared German world domination if it had the strongest navy. This caused tension between the two countries.' **OR** e.g. 'The Alliance system was a major cause of war as it created two armed camps, the Triple Alliance and the Triple Entente. A dispute between one of the members of each camp could well involve other members as they were expected to support each other. A dispute between two countries could easily turn into a war between the two alliances.'	

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Question	Answer	Marks
4(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The naval race caused tension between Germany and Britain.' 'Germany and Britain tried to outstrip each other by building more battleships.' 'The Alliance System created two armed camps.' 'The Alliance System increased tension between the different Great Powers.' 'Colonial rivalry was a cause of war.' 'The Balkan crises were the main cause of the war.' 'Germany's aggressive attitude was partly responsible for war.' 'The growth of Serbian nationalism contributed.' 'The Austrian ultimatum to Serbia led to war.' 'The assassination of Archduke Franz Ferdinand led to war.' 'The invasion of Belgium by Germany was a significant cause of war.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'War was caused by some countries being stronger than others.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(a)	**Describe how Hungary was treated in the peace settlement.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Hungary lost 70% of its land.' 'Hungary lost around 30% of its population.' 'Hungary ceded Slovakia and Ruthenia to Czechoslovakia.' 'Hungary ceded Transylvania to Romania.' 'Hungary ceded Slovenia and Croatia to Yugoslavia.' 'Hungary had to recognise Yugoslavia and Czechoslovakia.' 'Hungary had to accept the breakup of the Austro-Hungarian Empire.' 'Hungary was supposed to pay reparations.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
5(b)	**Why did the Treaty of Versailles cause economic problems in Germany up to 1923?**	**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 Treaty of Versailles imposed reparations on Germany, which caused great economic problems. Germany had not taxed the German people to pay for the war, but was relying on receiving money by imposing huge penalties on the opposing countries to cover the cost. Unfortunately for Germany, it lost the war and now not only had to cover the cost of the war itself but also pay reparations to the victors in the war.' **OR** e.g. 'The Treaty forced Germany to pay reparations to the Allies. The reparations bill was announced in April 1921. It was set at £6600 million, to be paid in annual instalments. This was 2% of Germany's output. The Germans protested that this was an intolerable strain on the economy which was weak after the war.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Disarmament led to unemployment.' 'The government printed worthless money.' 'The reparations imposed on Germany affected the economy.' 'They were deprived of important industrial areas.' 'It led to hyperinflation.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Germans had no money.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
5(c)	**'None of the Big Three achieved their aims in the Paris peace talks.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Clemenceau achieved his aims to an extent. France had seen most of the fighting in Western Europe, suffering severe damage to land, industry and homes. They also had the highest casualty rate. Clemenceau wanted revenge, and his tenacity ensured that he gained revenge. Germany was forced to accept the full blame for the war and, because of this, to pay high reparations. Germany's armed forces were also greatly reduced.' **OR** e.g. 'Wilson did not achieve his aim of ensuring lasting peace. He thought the Germans should not have signed the treaty. He felt that the terms imposed on Germany such as land losses, reparations and war guilt were just too much. He feared that Germany's harsh treatment would result in further conflict as they would be determined at some point in the future to exact revenge for the way in which they had been treated.'	

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Question	Answer	Marks
5(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'France wanted revenge.' 'To some extent Clemenceau achieved his aims because the terms were harsh on Germany.' 'Wilson did not achieve all his Fourteen Points.' 'Wilson partially achieved one of his aims because some people got self-determination through the settlement at Versailles.' 'Personally Lloyd George thought the Treaty was too harsh.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They all wanted different outcomes from Versailles.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
6(a)	**Describe the League's response to the invasion of Manchuria.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'League officials sailed to China to assess the situation.' 'Four officials, including a representative from the USA, went to China.' 'Officials spent six weeks in the province and it took a year for them to complete their report.' 'In September 1932 they issued the Lytton report (after Lord Lytton who was head of the deputation).' 'The League officials judged that Japan was in the wrong and said Manchuria should be returned to China.' 'The League voted in favour of the report in February 1933 (except for Japan).' 'Sanctions were discussed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(b)	**Why did the League of Nations fail to prevent Italy's occupation of Abyssinia?**	**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. 'Britain and France wanted Mussolini's friendship because they saw him as a potential ally against Germany. As a result, they were not prepared to take effective action. As a result, Britain and France allowed the Suez Canal to remain open. If it had been closed, the Italian supplies would not have got through to Abyssinia.' **OR** e.g. 'The League dithered over imposing sanctions. It did not include oil in the sanctions which meant that Italy could continue to move men and weapons to Abyssinia. The situation was exacerbated when American oil producers stepped up their exports of oil to Italy.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Its most powerful members were not prepared to act.' 'Oil was not included in the sanctions.' 'Sanctions did not work.' 'Britain and France wanted Italy on their side.' 'The League did not take decisive action.' 'Members were not willing to risk war with Italy.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were too slow to act.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
6(c)	**'The main reason the Disarmament Conference failed was the withdrawal of Germany.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The withdrawal of Germany meant the Disarmament Conference was bound to fail. Germany claimed that because the great powers wouldn't reduce their armaments to the level imposed on Germany after the Treaty of Versailles, then they no longer needed to be bound by the agreement which limited weapons. Hitler had just come to power in Germany and used this as an excuse to leave the Conference and start on his rearmament programme.' **OR** e.g. 'Germany leaving was not the only reason for the failure of the Disarmament Conference. Even before Germany left there was very little agreement between the powers about whether weapons should be banned or restricted. There were arguments about whether planes and aerial bombardment should be banned. The French wanted to arm the League of Nations to prevent war. No one wanted to leave themselves vulnerable to attack.'	

Question	Answer	Marks
6(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Germany said that the other powers had failed to meet their obligations to disarm.' 'Other countries, such as Japan, were not present at the Conference, so it had limited power to enforce any decisions.' 'The Great Powers couldn't agree on the extent of disarmament which should be carried out.' 'Italy and Japan were already increasing their military strength.' 'France was unwilling to give up weapons as they were still concerned about attack from Germany.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'No one wanted to disarm.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
7(a)	**What was 'Operation Rolling Thunder'?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was the code name for the US bombing campaign against North Vietnam.' 'It took place between March 1965 and November 1968.' 'It was the first sustained US assault on the North.' 'The US dropped over 800 000 tons of bombs on North Vietnam.' 'It was designed to destroy the morale of North Vietnam (and boost that of the South).' 'It was intended to destroy transport systems, industrial bases and air defences of the North.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(b)	**Why were the Vietcong able to withstand attacks by US forces?**	**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 Vietcong were able to withstand attack because they relied on guerrilla tactics which were very effective in the jungle. They involved hiding in the jungle and making surprise attacks, setting booby-traps or planting explosives. Due to this method the US soldiers never saw or knew who the enemy was.' **OR** e.g. 'The Vietcong were able to withstand American attacks because they had an extensive network of underground tunnels and bunkers, so they could keep well hidden from American soldiers. The tunnels included storage, hospitals and kitchens to prepare food. That meant they were able to hide for a long time and avoid detection.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The USA did not develop an effective response to the guerrilla tactics used by the Vietcong.' 'The Vietcong bases were well hidden.' 'The Vietcong used the Ho Chi Minh Trail.' 'The Vietcong won the support of the local people.' 'The Vietcong had support from China and the Soviet Union.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Vietcong were too strong.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
7(c)	**'The main reason why the US public turned against the Vietnam War was television coverage.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Television coverage had a significant impact. This was the first televised war and American people were horrified at the barbaric nature of American attacks, an example being My Lai. Coverage showed children being burned by napalm and people in villages massacred. American people were sickened by these atrocities and began to protest against the war.' **OR** e.g. 'American opinion began to turn against the war because of the huge cost. There were nearly 500 000 troops in Vietnam and America was spending between $20 and $30 billion a year, yet the Vietcong were not defeated. In fact, they were still able to launch surprise attacks like the Tet Offensive. In 1967, "Life Magazine" calculated it cost $400 000 for each Vietcong guerrilla killed. This huge spending meant cutbacks in spending on social reform and this encouraged people to turn against the war.'	

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Question	Answer	Marks
7(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘America was not winning.’ ‘The war was extremely costly.’ ‘A lot of people were killed.’ ‘The impact of using weapons like napalm was seen on television.’ ‘The My Lai massacre turned opinion against the war.’ ‘Many soldiers came home injured and addicted to drugs.’ ‘Social policy in the US was neglected to pay for the war.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘The Americans became more aware of what was going on.’	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
8(a)	**Describe Gorbachev's role in the collapse of Soviet control over Eastern Europe.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'In 1987 he told the Warsaw Pact countries that he would not intervene.' 'When Gorbachev introduced reforms in the USSR this stirred up demand for reform in Eastern Europe.' 'In July 1988 he told Eastern European leaders that they must listen to their people.' 'Gorbachev began to withdraw Soviet troops and aircraft from Eastern European countries.' 'In 1989 he told the Warsaw Pact countries that the Red Army would not intervene to prop up Communist regimes in Eastern Europe.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
8(b)	**Why was the Brezhnev Doctrine 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 Doctrine was introduced because of the Prague Spring which took place in Czechoslovakia in 1968. The new leader Dubček wanted to introduce reforms and the USSR was concerned that this would weaken their control and that other countries would follow the Czech lead. Therefore, Brezhnev introduced the Doctrine to warn other countries in the Eastern bloc that actions like those in Czechoslovakia would not be tolerated.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'It called on the Soviet Union to intervene directly in countries where socialist rule was under threat.' 'The Doctrine was a response to the Prague Spring.' 'Czechoslovakia's new leader, Dubček, wanted to reform the country and the USSR used this policy to stop him.' 'It was introduced to justify the Soviet occupation of Czechoslovakia.' 'It was to stop other countries rebelling against Soviet control.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Brezhnev Doctrine was introduced to deal with problems.'	
	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 1948 to 1961? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Soviet control was secure because the countries of Eastern Europe all had communist governments which were controlled by the USSR. If there were uprisings against the Communists, the USSR would send in troops to stop the trouble, as happened in Hungary in 1956, when thousands of Soviet troops and tanks moved into Budapest. In the fighting that followed about 3000 Hungarians were killed. It was clear that anyone who opposed Soviet control would suffer the same fate.' **OR** e.g. 'Soviet control was not secure. This can be seen by the movement against Soviet control, for instance in Hungary. Nagy's government planned to hold free elections and to leave the Warsaw Pact. Hungary also wanted the total withdrawal of Soviet troops. If Soviet control had been secure this would not have happened.'	

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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 Berlin Wall was built in 1961.' 'There were strikes and demonstrations against Soviet-backed economic policies and the lack of freedom.' 'There was an uprising in Hungary in 1956.' 'Yugoslavia refused to become part of the Soviet bloc.' 'Khrushchev sent tanks into Budapest to stop the uprising.' 'There were uprisings in Poland in 1956 and worker's councils were established as a result.' 'People left East Germany because of the communist regime and economic problems.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Soviet control was secure as they had a large army.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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SECTION B

Question	Answer	Marks
9(a)	**Describe Britain's reaction to the outbreak of war.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The news was greeted with public gatherings supporting the war.' 'Large numbers of men volunteered for the armed services.' 'Britain sent the BEF to France.' 'The British government introduced DORA in August 1914.' 'DORA was designed to ensure public safety and gave the government powers to censor newspapers.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9 (b)	**Why was the Schlieffen Plan important to Germany?**	**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 Schlieffen Plan was important because it was designed to avoid fighting war on two fronts. Germany wanted to avoid fighting France in the west and Russia in the east at the same time. Therefore, the plan aimed to defeat France within 6 weeks.' **OR** e.g. 'The Plan was important because it was based on invading France through Belgium and Luxemburg. These countries were neutral, and Germany gambled that Britain would not stand by the Treaty of London which it had signed with Belgium in 1836. The plan intended that Germany would not be opposed.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'It was a plan designed to deal with the problem of fighting a war on two fronts.' 'The aim was to concentrate over a million troops in the west.' 'The French would be defeated within 6 weeks.' 'It assumed Britain would not honour the Treaty of London.' 'With the defeat of France, large numbers of troops would move eastwards to tackle the Russians who were expected to mobilise slowly.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was Germany's war plan.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
9(c)	**'The German retreat at the Battle of the Marne was the most important reason for the development of stalemate on the Western Front.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Battle of the Marne was important because the Germans had to pull 100 000 troops out of the army advancing on Paris because the Russians had mobilised far more quickly than was expected. The German Commander decided he could not follow the Schlieffen Plan and marched straight towards Paris. The German troops were underfed and exhausted. The combined British and French forces at the Marne stopped their advance and this meant the Germans could not capture Paris.' **OR** e.g. 'The First Battle of Ypres was important because it stopped the Germans from outflanking the Allies through the "race to the sea". It meant Britain and France kept control of Calais, Dunkirk and Boulogne, which meant that they could be kept supplied with equipment and reinforcements. This meant both sides were evenly matched and a quick victory for either side was not likely.'	

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Question	Answer	Marks
9(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'It determined who held the Channel ports.' 'Dunkirk, Calais and Boulogne stayed under Allied control.' 'There were massive casualties on both sides.' 'It ended the British Expeditionary Force.' 'Neither side achieved a breakthrough.' 'It ended mobile warfare.' 'The two armies now had to depend on defensive formations.' 'Troops had to dig themselves into trenches for the winter.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Other battles were just as important in the development of stalemate.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
10(a)	**Describe the shortages facing British civilians during the war.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'There was a shortage of food.' 'There was a shortage of grain for bread.' 'Standard bread was introduced. It was made from real flour mixed with powdered potatoes and beans.' 'Petrol was in short supply.' 'There was a shortage of milk and so margarine was introduced instead of butter.' 'Fresh vegetables were in short supply, so a great effort was made to grow more food in Britain itself.' 'Sugar was rationed in December 1917.' 'Meat and butter were rationed in early 1918.' 'Ration cards were issued for foods like meat, sugar, flour and milk.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(b)	**Why was conscription 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. 'Conscription was introduced in Britain in January 1916 for all single men aged 18–41. This was because the supply of volunteer troops had dried up. The news of campaigns such as Gallipoli and Ypres having such high casualty rates had discouraged men from volunteering for the armed services. Therefore, the government made military service compulsory.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'There weren't enough people to fight.' 'Heavy casualties put off civilians.' 'Many people were injured or had been killed in battles such as Mons and Gallipoli.' 'Men no longer wanted to volunteer to fight.' 'War wasn't seen as exciting anymore.' 'The government needed more soldiers to try and achieve a breakthrough on the Western Front.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'More men were needed.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
10(c)	**'Germany was successful in the war at sea.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Germans had some successes at sea. For instance, they thought the Battle of Jutland was a German victory because they had inflicted more casualties, both in ships and crews, than they suffered. Within the first hour of the battle, German gunfire had sunk HMS Indefatigable and HMS Queen Mary, costing nearly 3000 lives.' **OR** e.g. 'Britain won the war at sea because they managed to keep control of the North Sea and forced the German Navy to stay in port for the rest of the war. Although the British suffered heavy casualties they kept their own supply lines open and were able to impose a naval blockade on Germany. As the war went on this made life very difficult for Germany and meant that civilians were short of food and Germany's armaments industry ran short of supplies.'	

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Question	Answer	Marks
10(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Germany failed to break the blockade of their ports.' 'Britain kept control of the North Sea.' 'The German surface fleet stayed in port for the rest of the war.' 'The Germans inflicted more damage on the Royal Navy.' 'The British navy lost more ships and men.' 'Britain sustained its blockade on the German ports.' 'German armour stood up better to explosives.' 'German gunnery had shown itself to be more accurate.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Both sides suffered losses in the war at sea.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
11(a)	**Describe the problems facing German civilians at the end of the First World War.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'People were starving.' '600 000 women were left widowed.' '2 million children lost their fathers.' 'National income had fallen to one-third of that in 1913.' 'Industrial production was two-thirds what it had been in 1913.' 'There was a "flu epidemic".' 'Over 300 000 civilians died in 1918 of either starvation or hypothermia.' 'Food supplies were so low that people ate turnips; these were usually fed to cattle.' 'Sawdust was put into bread as there wasn't enough flour.' 'Milk supplies were halved compared with 1913.' 'Butter production was around two-thirds that of 1913.'	
	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 right-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. 'The right wing opposed the Weimar Republic because it had agreed to the Treaty of Versailles. Many of the right wing didn't really believe that Germany had been defeated and thought the army had been stabbed in the back by the Social Democrats. They saw the treaty as a humiliation for Germany and were angry that the Republic had accepted its terms.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The right wing wanted a strong army in Germany.' 'They hated the Treaty of Versailles.' 'The right wing had grown powerful during the Kaiser's rule.' 'They wanted Germany to have a strong empire and be industrially powerful.' 'They disliked the Communists and Social Democrats.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Right-wing supporters did not like Republic policies.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
11(c)	**How far was Stresemann's leadership the most important reason for the survival of the Weimar Republic in the 1920s? 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Stresemann was most important in the survival of the Weimar Republic because he helped overcome the economic problems that Germany was facing. He tackled the hyperinflation crisis in 1923 and negotiated the Dawes Plan with the USA in 1924 to help Germany repay her reparations bill. This allowed the German economy to recover and without that the Republic may have been doomed.' **OR** e.g. 'There were other reasons for the survival of the Weimar Republic. One of them was that foreign powers were keen to see Germany reintegrated into European and world affairs. Germany signed the Locarno Treaties, guaranteeing not to try to change Germany's western borders with France and Belgium, and then in 1926 was allowed to join the League of Nations. The actions of foreign powers ensured the survival of the Weimar Republic as Germany now felt more secure.'	

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Question	Answer	Marks
11(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Stresemann helped Germany recover from the hyperinflation crisis.' 'He negotiated the Dawes Plan with the USA.' 'The German economy began to recover.' 'Germany joined the League of Nations.' 'The Weimar government gained international credibility.' 'Germany was given a permanent seat on the Council of the League of Nations, recognising its power and status.' 'The Young Plan was negotiated in 1929.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Stresemann's leadership was important, but there were many other reasons why the Weimar Republic survived.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(a)	**What was the impact of the Nuremburg Laws (1935) on the Jews?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The Law for the Protection of German Blood and Honour was passed.' 'Marriages between Jews and Aryans were forbidden.' 'The Reich Citizenship Law was passed.' 'Jews were no longer treated as citizens.' 'Jews were deprived of their political rights.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
12(b)	**Why was the New Plan for the economy introduced by Schacht in 1934?**	**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 New Plan was introduced because Germany was experiencing a balance of trade deficit. This meant that Germany was importing more than it was exporting and was running out of gold and foreign currency reserves. These were important as they allowed Germany to buy the raw materials they needed from abroad for rearmament. Therefore, it was important to control trade to ensure that Germany could afford its rearmament plans.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Germany's reserves of gold were running low.' 'Germany was importing more than it was exporting (there was a balance of trade deficit).' 'The New Plan would allow Germany to control imports.' 'The New Plan allowed Germany to rearm.' 'Schacht negotiated treaties with Balkan states to ensure a flow of raw materials.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It was introduced to improve the economy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
12(c)	**'There was little opposition within Germany to the Nazi regime.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'In some ways there was little opposition because large numbers of Germans supported Hitler. He promised to take revenge for the Treaty of Versailles and make Germany great again. These promises were very popular as most Germans had hated the treaty. He also took steps to decrease unemployment in Germany and this was also very popular.' **OR** e.g. 'There was opposition to the Nazi regime in Germany. Many young people resented the restraints the Nazi regime placed upon them, and resisted Nazi control of their lives. For example, the Edelweiss Pirates changed the lyrics of songs to mock Germany and taunted and sometimes attacked members of the Hitler Youth. In Cologne Edelweiss Pirates helped to shelter army deserters and escaped prisoners.'	

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Question	Answer	Marks
12(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Many admired and trusted Hitler and supported him.' 'There was support for economic recovery.' 'Hitler had support for attacking the Treaty of Versailles.' 'The Hitler Youth was supported by most young people.' 'Opposition was dealt with severely.' 'The media was totally controlled.' 'Police control was based on terror.' 'Propaganda brainwashed people.' 'The Edelweiss Pirates opposed the Nazi regime.' 'The Swing Movement opposed the Nazi regime.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The people liked Hitler.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(a)	**Describe the role of Kerensky in 1917.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Kerensky was Justice Minister in the Provisional Government set up to govern Russia after the abdication of the Tsar.' 'He was a member of the Petrograd Soviet.' 'He became Minister of War in summer 1917.' 'He was responsible for organising an offensive in June 1917 which failed.' 'During the July Days he revealed that Lenin had had German support which undermined Bolshevik support.' 'He took over as Prime Minister after the July Days.' 'He appointed himself as Commander in Chief after the Kornilov Affair.' 'He armed the workers during the Kornilov Affair.' 'He declared Russia a Republic in September 1917.' 'Kerensky fled from the Bolsheviks in 1917.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
13(b)	**Why were Bolshevik promises of 'Bread, Peace and Land' important during 1917?**	**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. 'Bolshevik promises were important in 1917 because they addressed the needs of the people in Russia. For instance, they promised peace. By 1917 it was clear that Russia was losing the war and large numbers of troops had started to desert the army. They were angry with the Provisional government for failing to bring the war to an end and were attracted to the idea that the Bolsheviks would bring it to an end if they achieved power.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Russia was losing the war and many soldiers deserted.' 'The Bolsheviks promised people they would have enough food.' 'There were food shortages in Russia.' 'Many workers were on strike.' 'The peasants were angry that they had not been given land before.' 'Some soldiers returned home and took over land in their villages.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They promised what people wanted.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
13(c)	**'Trotsky was more important than Lenin in the success of the Bolsheviks in October 1917.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Lenin was most important for Bolshevik success. He realised immediately after the collapse of the Kornilov revolt that the time for action had come. The Bolsheviks had the support of many workers and control of the Soviet. Lenin knew this was a real opportunity to seize power, and he did not relax his pressure on the Party Central Committee until his proposals were accepted.' **OR** e.g. 'Trotsky was important because the planning of the insurrection was his responsibility. He seemed to be everywhere: issuing orders to the Military Revolutionary Committee, presiding over the Soviet, addressing the soldiers' and workers' meetings. He was able to stir up the pro-Bolshevik forces to convince them of the rightness of their cause.'	

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Question	Answer	Marks
13(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Lenin had a sense of timing.' 'Lenin had an overall plan.' 'Lenin was an opportunist.' 'Trotsky was President of the Petrograd Soviet.' 'The Red Guard controlled post offices and banks.' 'The planning of the insurrection fell to Trotsky.' 'The Petrograd Soviet played its part.' 'Trotsky gained military support for the uprising.' 'Trotsky created detailed plans for military operations.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were both important for different reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
14(a)	**Describe the features of a kolkhoz.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was a collective farm.' 'Land was owned by the state with small plots for individuals.' 'Modern methods of farming were used.' 'The kolkhoz shared machinery.' 'Animals were pooled.' '90% of produce went to the state to feed the workers.' '10% of produce was retained for the kolkhoz.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(b)	**Why did Stalin launch the Second Five-Year Plan?**	**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 Second Five-Year Plan was introduced because there were some weaknesses in the first plan. It had focused exclusively on heavy industry and this meant some important areas were neglected. For instance, the First Five-Year Plan had built huge steel works and industrial complexes but the communication networks between them and the cities were very slow. This meant labour and goods could not move as easily as required. Therefore, the second plan aimed to improve railway networks to address this.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The First Five-Year Plan was declared to have achieved its targets a year early.' 'The plan included the development of heavy industry.' 'The Second Five-Year Plan had more focus on communications.' 'The plan addressed some weaknesses in the First Five-Year Plan.' 'The Second Five-Year Plan was less chaotic and better organised than the first.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The first plan had finished.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
14(c)	**'The Russian people supported Stalin's policies for modernising the Soviet 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Many people supported Stalin's policies for modernising Russia and were proud of Russia's economic development. Some workers such as Stakhanov became famous as "Heroes of Socialist Labour" for carrying out feats of great productivity. The state rewarded people who met their targets with consumer goods, bonuses or new apartments. Unemployment was virtually non-existent.' **OR** e.g. 'Some did not support Stalin's policies for modernisation. This was most notable in the countryside. When collectivisation was introduced the farmers killed their animals rather than have them requisitioned by the state. Millions died in the famine which followed and thousands of the kulaks were deported to Kazakhstan as a punishment for resisting government policy.'	

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Question	Answer	Marks
14(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'People were proud of Russia's achievements.' 'Students joined the Komsomol to take part in construction projects.' 'Women had more employment opportunities and childcare was provided.' 'Education improved so there were more opportunities to become skilled.' 'Those who met their production targets were rewarded.' 'Many died resisting the policy of collectivisation.' 'The kulaks were deported to Siberia or Kazakhstan.' 'Working conditions were harsh.' 'Prisoners were forced to work in the gulags in Siberia.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Some Russians supported Stalin's policies, but not all Russians did.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
15(a)	**Describe the state of the US economy in 1919**.	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'The US had become wealthy through trade in World War I.' 'One-way trade in munitions and food had boosted production.' 'The US had taken over the chemical industry which Germany dominated before the war.' 'New materials such as plastic were introduced.' 'US exports were double the value of imports by the end of the war.' 'The US was the world's largest steel producer.' 'Rapid growth began.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(b)	**Why did the car industry grow rapidly in the 1920s?**	**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 car industry benefited from new methods of production. Henry Ford pioneered the moving assembly line in Detroit. This production line meant that workers only focused on one aspect of making a car and this sped up production. By 1927 the Model T Ford was coming off the assembly line at the rate of one every ten seconds.' **OR** e.g. 'The system of hire purchase meant that more people could afford a car as they could pay for it in instalments. This meant that people other than the very wealthy could buy cars and so the demand for cars increased. This led to Ford producing more cars to meet the demand.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Henry Ford pioneered the moving assembly line in Detroit.' 'The Model T Ford was coming off the assembly line at the rate of one every ten seconds in 1927.' 'In traditional manufacture, a worker would carry out a whole range of tasks in making a car, but with the assembly line it brought the work to the worker.' 'Advertising meant more cars were sold.' 'Credit was available.' 'The raw materials (rubber and steel) were in plentiful supply in the US.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'More cars were produced.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
15(c)	**'It is surprising that so many people in 1920s America lived below the poverty line.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'It is not surprising that many people lived below the poverty line. Farmers were overproducing because of improved mechanisation and fertilisers, but the demand fell because Europe was no longer importing so much American grain. As a result, farmers' income fell and some went out of business. They could not compete with cheap imports of Canadian wheat and this meant they suffered hardship.' **OR** e.g. 'I am surprised that people lived below the poverty line as the 1920s was a period of great growth and prosperity in the US. The new industries which produced consumer goods, such as cars and fridges, needed workers and so there must have been plenty of employment opportunities.'	

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Question	Answer	Marks
15(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Farmers were overproducing.' 'Farmers struggled against foreign competition.' 'Workers in coal, leather and textiles were poorly paid.' 'There were millions of unemployed.' 'Black Americans found it difficult to get work.' 'The 1920s were known as the boom years.' 'Industries like the car industry were growing rapidly.' 'There were lots of new jobs available.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'It is not surprising as some people are always better off.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(a)	**Describe Huey Long's opposition to the New Deal.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Long thought the New Deal policies were too complicated.' 'He thought the New Deal did not do enough to help the poor.' 'He designed a scheme called "Share our Wealth" as an alternative.' 'He proposed that personal fortunes over $5 million should be taken by the state.' 'He wanted there to be a cap on incomes.' 'He wanted to redistribute taxes.' 'He criticised the New Deal for not introducing pensions.' 'He wanted to give pensions to everyone over 60.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(b)	**Why did the Republicans oppose the New Deal?**	**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. 'Republicans opposed Roosevelt's New Deal because he was a Democrat. Many of them still believed in "rugged individualism" and they thought that "prosperity was just around the corner". They believed that Americans should sort out their own problems and that Roosevelt was interfering too much in the American way of life.' **OR** e.g. 'Many Republicans objected strongly to the New Deal because they thought it gave too much power to central government and interfered too much in business. They particularly disliked the NRA as they thought it was telling them how to run their businesses. Others objected that state rights were being taken away by the introduction of centralised policies.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Republicans did not like state interference.' 'Republicans did not like Roosevelt because he was a Democrat.' 'They thought the New Deal was too interventionist.' 'They thought the NRA was unconstitutional.' 'They thought the New Deal gave too much power to the President.' 'They thought it took power away from the states.' 'The business community (many were Republican) resented interference in the economy.' 'The wealthy complained about higher taxes to finance the New Deal.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They didn't like the New Deal's ideas.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
16(c)	**'The Second New Deal created a fairer society.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Second New Deal aimed to make the US a more equal society. It did this by improving workers' rights. The Wagner Act meant employers were forced to accept unions in their companies. This allowed workers to negotiate pay and conditions and it was made illegal to sack workers for being part of a union. This protected the rights of the workers and ensured they were fairly treated.' **OR** e.g. 'Some people were not helped by the Second New Deal and so it did not create a more equal society. For instance, the Social Security Act introduced pensions and unemployment insurance. However, domestic workers were not included in the scheme. Many of these were black women and so the Second New Deal discriminated against these workers.'	

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Question	Answer	Marks
16(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'Workers got more rights through the Wagner Act.' 'Employers were forced to accept unions in their companies.' 'Old people were helped by the Social Security Act.' 'The Works Project Administration provided work for unemployed artists, photographers and writers.' 'Smallholders and tenant farmers were helped by the Resettlement Administration.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'More laws were introduced to help people.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
17(a)	**Describe Chiang Kai-shek's ideas for modernising China.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Chiang supported the Three People's Principles.' 'Foreign control would be removed.' 'Private property would be limited.' 'Government owned businesses would be encouraged.' 'Education would be improved.' 'New transport and communication links would be established.' 'Chinese industry would be developed.' 'The Civil Service would be modernised and trained.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(b)	**Why was the Xian 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 Xian incident was important because Chiang Kai-shek was forced to recognise the CCP as a legitimate party as a result. He was handed over to CCP forces after a mutiny amongst his own troops. However, Zhou Enlai released him on the basis that he would cease all attempts to persecute the CCP and recognise them as a legitimate political party. This was a great propaganda victory for the CCP.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'There was a mutiny during a visit by Chiang to Xian.' 'He was handed over to CCP troops by his own men.' 'Zhou Enlai promised to spare his life if he stopped persecuting Communists.' 'Chiang promised to lead a new united front against the Japanese.' 'The CCP was recognised as a legitimate party.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The Xian incident led to changes.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
17(c)	**'The Communists won the Civil War because of the strength of the People's Liberation Army.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The PLA was very important in the Communist victory. They had changed from being rural guerrilla fighters in 1945 to a skilled and well-disciplined force by 1949. Their commanders were very loyal to Mao and he made key strategic decisions. Even though the PLA was heavily outnumbered by GMD forces, they pushed forward from their bases in the north and dominated central and Southern China by the autumn of 1949.' **OR** e.g. 'The Communists won the Civil War because the Nationalists became increasingly unpopular. They had brought the economy to the point of collapse and inflation was incredibly high. 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.'	

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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 PLA 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 PLA helped to win the Civil War, but there were also other reasons.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(a)	**What was the Gang of Four?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'It was four leading members of the CCP.' 'It was the leaders of the Cultural Revolution.' 'Jiang Qing (Mao's widow).' 'Wang Hangwen.' 'Yao Wenyuan.' 'Zhang Chunqiao.' 'The Gang of Four were people who tried to seize power.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(b)	**Why was there protest in China in the late 1980s?**	**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. 'There was protest in China because there was discontent about the state of the economy. There had been a downturn in agricultural and industrial production. The subsidy system was ended and this meant that those who lived in towns were now exposed to much higher prices. Because of inflation, the real wages of the workers had dropped. Living standards had been rising in China and now they seemed to be getting worse. This led to discontent and protest.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Prices were rising.' 'Production was falling.' 'The cost of living had increased.' 'Towns were overcrowded.' 'Living standards were decreasing.' 'There were concerns about employment opportunities.' 'There were complaints about a lack of democracy.' 'There were complaints about government corruption.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'People were unhappy.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
18(c)	'**Deng Xiaoping became leader of China because he had the support of the military.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Deng had the support of the PLA and this helped him during the power struggle which followed Mao's death. Because he had so much support he did not have to challenge Mao's successor (Hua Guofeng) directly. Deng put himself under the protection of General Xu who campaigned to have Deng reinstated into the Politburo. Such powerful friends with control over some of the wealthiest areas of China and important political contacts meant he was reinstated in 1977, becoming leader of China in 1978.' **OR** e.g. 'There were other reasons for Deng's success. He was a talented politician and had a wide range of experience in economic and foreign policy. He was responsible for having brought the famine to an end in the 1960s and this was one factor which meant he was popular within the CCP. He was already well respected by foreign powers and was well known throughout China.'	

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Question	Answer	Marks
18(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The PLA supported Deng.' 'He was protected from the political intrigue by leading figures in the PLA.' 'Deng was a skilled and experienced politician.' 'He had a good record in economic policy.' 'He was well liked in the CCP.' 'He was experienced in foreign relations and respected by foreign leaders.' 'Marshall Ye Jianying transferred his allegiance from Hua to Deng.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Deng was a good leader.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(a)	**Describe the changes brought by the Second World War to the lives of black workers.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'World War II led to industrial expansion and this created jobs.' 'As many whites were fighting, non-whites were employed to work in factories.' 'The number of black males working increased by 70%.' 'Some jobs were skilled or semi-skilled and better paid.' 'Many workers moved to the towns.' 'To ensure a flow of labour some restrictions (Pass Laws) were eased.' 'Concessions led to demands for further reform.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
19(b)	**Why did the mining industry increase segregation?**	**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. 'Mining increased segregation because of the migrant labour system which was introduced by the mine owners to ensure they had cheap labour in the mines. The miners were treated badly, paid low wages and housed in compounds with limited facilities. To stop them running away from the awful conditions, they were given passbooks. The police could stop them and demand to see their pass at any time. This meant they were no longer free to work and live as they pleased.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'The migrant labour system was introduced.' 'Wages were low and conditions were terrible.' 'Miners were away from their families for months at a time.' 'Miners were prevented from leaving by a pass system.' 'They could be stopped by the police to show their pass.' 'There were no unions to protect the miners.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The miners were treated badly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
19(c)	**'The National Party secured the support of white South Africans because of its economic policies.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The National Party won support for its economic policies. White farmers resented the policy of keeping food prices low which had been introduced during WWII. The National Party promised to supply them with cheap labour. Although the non-white South Africans would be removed to reserves, the industrialists were promised that some would be allowed, under strict controls, to work in industry, again supplying the industrialists with cheap labour.' **OR** e.g. 'The National Party policy towards the position of the non-whites was what made them popular with white South Africans. Based on the Sauer Report, the policy advocated total segregation. The Afrikaner community had originally set up the National Party and now it expected it to apply the policy of apartheid. This had considerable support from the white population.'	

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Question	Answer	Marks
19(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. 'The National Party promised the farmers a supply of cheap labour.' 'Malan promised the industrialists a cheap supply of labour.' 'The National Party promised to protect the wages and opportunities of white workers by removing the black population to reserves.' 'The racial policies of the National Party won Afrikaner support.' 'Smuts seemed out of touch with the population.' 'Smuts' views on democracy and liberty alienated him from the Afrikaners.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The National Party's policies won more support.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(a)	**What were the townships?**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Townships were established under the Group Areas Act of 1950.' 'People were moved forcibly into the townships.' 'Housing conditions were poor.' 'There was little access to water and firewood.' 'Overcrowding was common.' 'Infant mortality was 13% higher in the townships.' 'Sharpeville was an example of a township.'	
	Level 0 No evidence submitted or response does not address the question **0**	

Question	Answer	Marks
20(b)	**Why did international sanctions fail 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 economic sanctions which were introduced by foreign powers were half-hearted because the world economy depended on South Africa for a broad range of essential minerals such as gold, platinum, chromium and vanadium. In addition, South Africa was also a major producer of diamonds, asbestos, coal, copper, iron, nickel and zinc. Stopping trade with South Africa would have damaged the economies of many countries and so the sanctions were not fully applied.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'Comprehensive trade sanctions were not imposed.' 'The world economy depended on South Africa for minerals.' 'There was much Western and Japanese investment in South Africa.' 'Surrounding countries depended on South Africa's economy.' 'Many Western powers considered anti-apartheid groups as having communist links.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'International sanctions failed as countries were worried sanctions could affect them badly.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
20(c)	**How serious a threat to apartheid were the Soweto risings of 1976? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how serious' **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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The Soweto uprisings were a serious threat to apartheid. The children growing up in the townships developed a much better sense of their position under apartheid. They became much more politicised as a result. Many of them went on to train as guerrilla fighters and as many as 14 000 went abroad to join the ANC and MK. They became active in the fight against apartheid in the 1980s.' **OR** e.g. 'The Soweto risings did not prove a serious challenge to apartheid. The action of the government troops eventually stopped the uprisings and their violent methods led to around 1000 deaths. The government claimed the uprisings had been caused by outside "agitators". They dismissed the concerns of the students and continued to operate the segregated school system.'	

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Question	Answer	Marks
20(c)	**Level 2 Identifies AND/OR describes** **2–3** One mark for each point. e.g. ‘News of the violence swept around the world.’ ‘There was an international outcry that children had been shot.’ ‘It caused a threat to economic stability.’ ‘Thousands of Africans trained as guerrilla fighters.’ ‘Resistance to the apartheid state was more widespread and more violent.’ ‘It was a protest against government methods of education.’ ‘Many fled to join the ANC.’	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. ‘They were a series of uprisings against the government.’	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(a)	**Describe the impact of the Second World War on Palestine.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Palestine was peaceful during the war because the Jews wanted the Allies to defeat Germany.' 'Palestine became more prosperous because of the demand for food production.' 'Many Jews wanted to escape to Palestine.' 'The US supported the formation of a Jewish state.' '20 000 Palestinian Jews joined the British armed forces.' 'The British wanted to restrict Jewish immigration.' 'Both Arabs and Jews hoped to gain a homeland in Palestine.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(b)	**Why did the British withdraw from Palestine in 1948?**	**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 of the reasons the British left was violence against them. At the end of the war, Britain was under great pressure to change its policy and allow in survivors of the holocaust. They refused and this brought about violent protest. The Irgun deliberately attacked and killed British soldiers, including an explosion at the King David Hotel. The violence from the Irgun was intended to persuade the British to leave.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'They withdrew because of the cost.' 'There was much violence.' 'Because of its view of Zionism.' 'The pressure from the Irgun.' 'Because of the guerrilla campaign.' 'Because of pressure from the US.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'They were not liked.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
21(c)	**'The war of 1948–49 created more problems for Israel than it solved.' 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 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'The war created a refugee problem that still exists today. 700 000 Palestinian Arabs fled from Israel to live in the West Bank (controlled by Jordan) and in Gaza (controlled by Egypt). The UN created UNWRA to assist the refugees who were not welcomed by some Arab states. From here, the refugees raided Israel across the border which continued the violence.' **OR** e.g. 'The war allowed Israel to survive as a new nation. They were able to acquire new land around Jerusalem and Lower Galilee beyond the UN Partition Plan. The Israelis ended up with about three-quarters of Palestine plus part of Jerusalem. All of this helped to make Israel more secure as a nation and enabled them to fight off further Arab attacks.'	

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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 war changed nothing as there were four more wars in the next 25 years.' 'The Israelis occupied land granted by the UN to the Arabs.' 'Israel refused to hand back land it occupied during the war.' 'The Arabs refused to accept the state of Israel existed even though they lost the war.' 'There was no peace treaty, only a truce.' 'The war created a major refugee problem.' 'Border clashes continued after the war.' 'The Israelis winning proved their independence.' 'The Israelis survived their first great test as a nation.' 'Israel received international recognition including by both the USA and the USSR.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'The war didn't solve anything.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(a)	**Describe relations between Jordan and the Palestine Liberation Organisation (PLO) up to 1970.**	**4**
	Level 1 One mark for each relevant point; additional mark for supporting detail **1–4** e.g. 'Jordan gave support to the Palestinian refugees.' 'The PLO had bases in Jordan in the late 1960s.' 'They caused difficulties for King Hussein as he did not want to go to war with Israel.' 'King Hussein feared the Israeli reprisals which followed Palestinian attacks that were launched from his country.' 'Members of the PLO were acting as if they ruled much of Jordan.' 'When the PLO blew up a hijacked British plane in Jordan, Hussein expelled the PLO.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(b)	**Why did the scale of the Palestinian refugee problem continue to grow in the 1950s and 1960s?**	**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 Six Day War in 1967 made things worse. During the war, Israel tripled in size, taking over the Golan Heights, East Jerusalem, the West Bank and Gaza. There were over 1 million Palestinians living in these areas and many fled to the UN refugee camps. Once Israel had taken over the lands it was impossible for the Palestinians who had lived there to return.'	
	Level 2 Identifies AND/OR describes reasons **2–3** One mark for each identification/description. e.g. 'They were encouraged to go to refugee camps by their leaders.' 'Israel developed as a strong force taking more land.' 'In 1950 the UN established refugee camps across the Arab States. Many thought they would be safer there.' 'The 1967 war made things worse as refugees fled from Sinai, the West Bank, Jerusalem and Gaza.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'Palestinians fled because of the fighting.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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Question	Answer	Marks
22(c)	**How successful was Yasser Arafat in bringing about international support for the Palestinians? Explain your answer.**	**10**
	Level 5 Explains with evaluation of 'how successful' **10** As Level 4 plus evaluation.	
	Level 4 Explanation of both sides **7–9** A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks. An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
	Level 3 One-sided explanation OR one explanation of both sides 5 to 6 marks **4–6** More detailed explanation of one issue to be given two marks. e.g. 'Arafat was successful in getting international support for the Palestinians. From late 1988, he agreed in secret talks with the USA that the state of Israel had the right to exist. He renounced terrorism and spoke of a two-state solution. In the Oslo Accords in 1993, Arafat reaffirmed the right of Israel to exist and established Palestinian authority over much of the daily life in Gaza and the West Bank. These actions showed that he was reasonable and willing to make concessions, winning support from the international community.' **OR** e.g. 'Getting international support was not just down to Arafat. Other people were also important in winning support for the Palestinians. For instance, President Clinton built on the work done by Carter to bring peace to the Middle East. He worked behind the scenes to bring Israeli and PLO representatives together to try to formulate a plan for 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. 'Arafat recognised Israel.' 'Arafat spoke at the UN about the plight of the Palestinians.' 'Clinton followed Carter's interest in peace.' 'Arafat annoyed his supporters in the Arab world with terror tactics.' 'Arafat changed tack and rejected terrorism.' 'Rabin helped bring about international support.'	
	Level 1 General answer lacking specific contextual knowledge **1** e.g. 'He won international support.'	
	Level 0 No evidence submitted or response does not address the question **0**	

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