

Grade thresholds – June 2017

Cambridge IGCSE History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the June 2017 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	60	34	30	24	20	15	10	5
Component 12	60	34	30	24	21	16	12	8
Component 13	60	35	31	25	20	15	11	7
Component 21	50	29	24	20	17	14	11	8
Component 22	50	27	22	18	15	13	10	7
Component 23	50	29	24	20	18	15	13	11
Component 3	40	32	27	23	18	14	11	8
Component 41	40	20	16	12	10	9	7	5
Component 42	40	20	16	12	10	9	7	5
Component 43	40	20	16	12	10	9	7	5

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **150**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	03, 11, 21	109	95	81	67	55	43	32	21
AY	03, 12, 22	107	93	79	65	54	43	33	23
AZ	03, 13, 23	110	96	82	68	56	44	35	26
BX	11, 21, 41	97	83	69	56	47	38	28	18
BY	12, 22, 42	95	81	67	54	46	38	29	20
BZ	13, 23, 43	98	84	70	57	48	39	31	23
CY	12, 22, 83	107	93	79	65	54	43	33	23
CZ	13, 23, 83	110	96	82	68	56	44	35	26

HISTORY

0470/11

Paper 1

May/June 2017

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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **90** printed pages.

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Mark
1 (a) What was the 'Young Italy' movement?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a political movement.' 'Its creator was Mazzini.'</p> <p>'Its goal was to create a united Italian republic.'</p> <p>'It promoted insurrection in the Italian states occupied by the Austrian Empire.'</p> <p>'Mazzini believed that a popular rising would create a unified Italy.'</p> <p>'The main members of the organisation spent most of their time in exile.'</p> <p>'Young Italy's programme only called for minor reforms in the interests of the lower classes.'</p> <p>'Young Italy did not win over the peasantry, the majority of Italian people.'</p> <p>'The majority of its membership came from the middle classes and liberal nobility.'</p> <p>'It laid the foundation for the Risorgimento.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
1(b)	<p>Why was Italy not unified in 1848–49?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Liberals and nationalists could see no reason why the Austrians should not be driven out of Italy for good. Charles Albert was urged to invade Lombardy first and help the people of Milan defeat the Austrians. He delayed too long. This gave the Austrians time to get reinforcements, while Charles Albert did not get the support from the people of Lombardy. As a result, Charles Albert was defeated and northern Italy remained largely in Austrian hands.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Some Italians wanted a monarchy and some wanted a republic.' 'Some wanted the Pope to be both temporal and spiritual leader.' 'Charles Albert was indecisive.' 'Support for Charles Albert's army did not materialise.' 'Austria had no intention of giving up influence in Italy.' 'Austrian and French armies were stronger.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was not clear what Italy wanted.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6
		6
		4–5
		2–3
		1
		0

Question	Answer	Mark
1(c) 'Cavour was only interested in Piedmontese expansion after 1849.' How far do you agree with this statement? Explain your answer.	<p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Cavour never planned for the establishment of a united country. Initially, he wanted to make Piedmont a strong economic power. Later, his objective was to expand Piedmont with the annexation of Lombardy and Venetia, rather than a unified Italy.'</p> <p>OR</p> <p>'When Garibaldi invaded the southern peninsula and threatened the Papal States, Cavour felt he had to invade Umbria and Marche to protect the Pope. Cavour's army met Garibaldi's army and unification was achieved when Garibaldi handed control of the south to Victor Emmanuel.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Cavour wanted to make Piedmont a strong economic power.' 'Cavour wanted to enlarge Piedmont in northern Italy.' 'Cavour's agreement with Napoleon was for annexing Lombardy and Venetia.' 'By ceding Savoy and Nice, Cavour gained control of the central states.' 'Garibaldi's invasion pushed Cavour into defending the Papal States.'</p>	10

Question	Answer	Mark
1(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Cavour was an opportunist.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
<p>2(a) Describe the main political problems in Germany at the beginning of 1848.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Germany consisted of a loose-knit set of states.' 'Each Germanic state had its own ruler.' 'Austria had considerable influence over the states in Germany.' 'There was a rivalry between Austria and Prussia for dominance.' 'Many nationalists and liberals wanted a united Germany.'</p> <p>'It had been suggested that there should be a 'national parliament'.' 'There was a problem attempting to arrange a pre-parliament (vor-parliament) to discuss the future national parliament.'</p> <p>'Debates had taken place as to whether a state of Germany should include Austria.'</p> <p>'Debates had taken place as to whether a new Germany should be a republic or a constitutional monarchy.'</p> <p>'There appeared to be a lack of political leadership.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0	4

Question	Answer	Mark
2(b)	Why was Prussia humiliated at Olmütz in 1850? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The League of Princes was set up as a Prussian dominated union. When the ruler of Hesse-Cassel was overthrown, he turned to Austria, not Prussia, for help in suppressing the revolution. Austria sent an army of 200 000, demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Olmütz made Austria dominant.' 'Austria appeared to be stronger militarily than Prussia.' 'The Frankfurt Parliament had failed to act.' 'Frederick William had rejected the crown.' 'Prussia had lost its opportunity to lead Germany.' 'Some Germanic states now looked to Austria for a lead.' 'Olmütz restored the Bund under Austrian leadership.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'It made Austria stronger.'	2–3
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
2(c)	<p>'War with Austria in 1866 had not been planned by Bismarck.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Austria and Prussia could not agree on how to govern Schleswig-Holstein and so decided to split the territories. This made it easier for Bismarck to pick a quarrel. He put obstacles in the way of Austria and the German Bund when they tried to settle the matter peacefully.'</p> <p>OR</p> <p>'As long as Austria did not rise to the bait, there would be no war. Bismarck did not know whether Austria would respond to his provocations and so his preparations were speculative.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Bismarck agreed to split Schleswig-Holstein between Austria and Prussia.' 'Schleswig-Holstein would allow Bismarck the opportunity to antagonise Austria.' 'Bismarck agreed with Italy that it would be rewarded for attacking Austria.' 'Bismarck gained French neutrality in the event of an Austro-Prussian war.' 'It was unlikely that Austria wanted to go to war.'</p>	10

Question	Answer	Mark
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Bismarck prepared the ground carefully.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
3(a)	<p>Describe events at Harpers Ferry in 1859.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There was a raid by John Brown.' 'John Brown wanted to start a slave revolt.' 'John Brown intended to raid the arsenal at Harpers Ferry to arm the slaves.' 'John Brown was accompanied by 21 men in his raid.' 'John Brown successfully captured the armoury and took captives.' 'The raid was contained by the local militia.' 'Brown's men moved into the engine house.' 'US Marines, under Robert E Lee, broke into the engine house.' '10 conspirators were killed and 7 captured.' 'John Brown was felled with a blow from a sabre.' 'Brown was found guilty of treason and hanged.' 'Six other raiders were also hanged.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Mark
3(b) Why did the South fail to win the Civil War?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	e.g. 'The North held most of the advantages with the Union having the support of 25 states compared to the 11 states of the Confederacy. This inevitably meant the South had fewer men to fight with and fewer resources. The North had the advantage industrially, having the factories to mass produce weapons and supplies.'	4–5
Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	e.g. 'There were more states supporting the Union's side.' 'The North had more men and bigger armies.' 'The North had a strong navy.' 'The Northern states had manufacturing industry.' 'The South had less able commanders.' 'The North had 70% of the railways.'	2–3
Level 1 General answer lacking specific contextual knowledge	e.g. 'The North was more powerful than the South.'	1
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Mark
3(c)	<p>How far was Reconstruction a failure? Explain your answer.</p> <p>Level 5 Explains with evaluation</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Johnson's policy was one of reconciliation. The Southern states were allowed to elect legislatures and send senators and representatives to Washington. In theory, the Southern states were treated equally with the Northern states.'</p> <p>OR</p> <p>'Carpetbaggers, who were Northerners seeking election in the South, and scalawags, who were Southerners supporting the Republicans, were able to take control of the state governments in the Deep South and impose their wishes. They were often corrupt and spendthrift.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Initial representation did not happen.' 'Governments were elected by universal suffrage.' 'Southerners took the law into their own hands.' 'Confederate leaders were disqualified from voting.' 'Former Confederate politicians could not stand for office.' 'Ex-slaves were now free.' 'Ex-slaves could move states freely.' 'There was prejudice against black people.'</p>	10

Question	Answer	Mark
3(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Problems were not overcome.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
4(a)	<p>Describe the impact of the opium trade on China in the 1830s.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'British ships took opium from India to the Chinese coast.' 'It was organised by members of the East India Company.' 'Native merchants smuggled the opium into China.' 'Successive emperors declared the trade illegal.' 'British merchants wanted Chinese tea but it had to be paid for in silver.' 'The illegal opium trade was a way of financing the tea purchases.' 'By the 1830s, there were an estimated 12 million addicts in China.' 'Many Chinese were unemployable because of their addiction.' 'There was increasing crime as the Chinese tried to fund their addiction.' 'The huge demand and porous border encouraged the Americans to join the trade.' 'The Americans imported an inferior Turkish brand of opium.' 'The emperor refused to legalise and tax the opium trade.' 'It led to ill-feeling between the Chinese government and Western merchants.' 'The opium trade partly led to the first Opium War.' 'China lost silver.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
4(b) Why did nineteenth-century European imperialism take place?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason		4–5
(Four marks for one explanation, five marks for full explanation)	e.g. 'There were strong economic reasons to acquire colonies. Colonies would be expected to contribute raw materials and food products as well as providing a market for manufactured goods. It gave investors an opportunity to invest surplus profits into new projects and so create new markets for their manufactures.'	
Level 2 Identifies AND/OR describes reasons		2–3
(One mark for each identification/description)		
	e.g. 'Western powers saw the value of colonies financially.' 'To establish trade markets.' 'To build an empire.' 'To gain prestige.' 'To maintain a balance of power.' 'It encouraged patriotism.'	
Level 1 General answer lacking specific contextual knowledge		1
	e.g. 'Some countries wanted to be more important than other countries.'	
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Mark
4(c)	'Indian resistance to British rule was unsuccessful.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'The Indian Mutiny of 1857 was mercilessly crushed. Entire villages of the mutineers were torched. Unarmed Indians, including domestic servants were attacked, mutilated and murdered. The actions brought Indian fear and hatred.' OR 'After the Mutiny, there were changes as the British colonial administration embarked on a programme of reform, trying to integrate Indian higher castes and rulers into the government and abolishing attempts at Westernisation.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Indian attempts to fight British rule were crushed with the aftermath of the Mutiny.' 'Mutineers and their families paid a heavy price for resisting British rule.' 'Independence was still a century away.' 'After the Mutiny there were changes in governance.' 'Indians became part of government at a local level.'	2–3

Question	Answer	Mark
4(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Resistance did bring changes.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
5(a)	<p>Describe the work of the League's International Labour Organisation (ILO).</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The work of the ILO was directed by a Frenchman, Albert Thomas.'</p> <p>'In 1919 there was a convention on employment.'</p> <p>'Its purpose was to improve conditions of labour all over the world.'</p> <p>'It brought together employers, governments and workers' representatives once a year.'</p> <p>'It hoped to persuade governments to impose standards.'</p> <p>'It attempted to fix a maximum working day and week.'</p> <p>'It wanted a maximum 48 hour week and an 8 hour day.'</p> <p>'It specified adequate minimum wages.'</p> <p>'It introduced sickness and unemployment benefit.'</p> <p>'It introduced old age pensions.'</p> <p>'It successfully banned poisonous white lead from paint.'</p> <p>'It successfully limited the hours small children were allowed to work.'</p> <p>'It collected and published a vast amount of information on working conditions.'</p> <p>'It hoped to improve the safety of workers.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Mark
5(b) Why did the requirement that decisions of the Assembly and Council had to be unanimous cause problems for the League?	(Four marks for one explanation, five marks for full explanation) e.g. ‘Unanimity meant that when the Council or Assembly met to vote on aggressive action by a country, it would take just one negative vote for the motion to fail. This obviously made it very difficult to take decisive action against a country that decided to disturb the peace.’	6
Level 4 Explains TWO reasons		
Level 3 Explains ONE reason		
Level 2 Identifies AND/OR describes reasons	(One mark for each identification/description) e.g. ‘It made it difficult to take decisive action.’ ‘It meant often that no action was taken.’ ‘Britain and France often disagreed on action.’ ‘A small state could hold up a vital decision.’ ‘In the Council the veto could halt an action.’ ‘It slowed down decision making.’ ‘It could undermine the League’s authority.’	2–3
Level 1 General answer lacking specific contextual knowledge	e.g. ‘It made it difficult for the League to work well.’	1
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Mark
5(c)	<p>How far was Mussolini responsible for the destruction of the authority of the League of Nations? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Mussolini undermined the authority of the League in 1923 when he persuaded the Conference of Ambassadors to change the League’s ruling.’ ‘His invasion of Abyssinia revealed the League’s weakness as members would not impose sanctions which hit their own industries.’</p> <p>OR</p> <p>‘The weakness of the League had already been exposed in Manchuria. The League failed to take decisive action, taking over a year to produce the Lytton Report and failing to take any assertive action. This encouraged Mussolini to take action in Abyssinia.’</p>	10

Question	Answer	Mark
5(c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. 'Mussolini undermined the League over Corfu.'</p> <p>'Mussolini ignored the League's wishes when he invaded Abyssinia.'</p> <p>'The lack of power of the League was exposed in Manchuria.'</p> <p>'The USA was not a member.'</p> <p>'The USA was needed for economic sanctions to effectively work.'</p> <p>'The League did not have a standing army.'</p> <p>'Britain and France put self-interest before the needs of the League.'</p> <p>'Hitler's rearmament undermined the League.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mussolini's actions were contrary to the League's aims.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Mark
6(a) What happened in the Saar in 1935?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In January 1935, a plebiscite was held. This was in accordance with the terms of the Treaty of Versailles.'</p> <p>'Voters were asked whether they wanted the Saar to remain under the League of Nations. The alternatives were to return to Germany or become part of France.'</p> <p>'The League provided an international force of over 3000 troops to maintain the peace. The troops came from Britain, Sweden, the Netherlands and Italy.'</p> <p>'There were accusations of intimidation on the part of Germany.'</p> <p>'People voted to return to Germany. Over 90% were in favour.'</p> <p>'Just under 9% wanted to stay under the League of Nations.'</p> <p>'Less than half of one per cent wanted to join France.'</p> <p>'Germany had regained its first piece of lost territory by legal and peaceful means.'</p> <p>'It was a tremendous propaganda success for Hitler.'</p> <p>'It gave Hitler confidence to continue with his plans.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
6(b)	<p>Why was the remilitarisation of the Rhineland a risk for Hitler?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Hitler realised that marching into the Rhineland was a huge risk because he lacked military force. He had only two divisions, but the French alone could easily outnumber this force and with better equipment and air support. Hitler admitted that if the French had marched into the Rhineland 'we would have to withdraw with our tail between our legs'. This would have been humiliating for Hitler.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It was against the Treaty of Versailles.' 'Germany had accepted the demilitarisation in the Locarno Treaties.' 'It was against the advice of Hitler's generals.' 'The French army was stronger than Hitler's forces.' 'The League could have used military intervention.' 'If he failed, Hitler's position could have been in danger.' 'If he failed, he faced personal humiliation.' 'If he failed, Hitler would have lost the support of the Army.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was a big gamble.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6
		0

Question	Answer	Mark
6(c)	<p>'Germany was more responsible for war in 1939 than any other country.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Hitler went too far with his aggressive foreign policy. He could not justify the occupation of Czechoslovakia or Poland. Britain had guaranteed to preserve the independence of Poland. Hitler had pushed them to war.'</p> <p>OR</p> <p>'The British felt that Germany had been harshly treated at Versailles and began to make concessions. Desperate to avoid war, Britain and France responded to Hitler's demands with a policy of appeasement, which led to Hitler taking advantage of the policy.'</p>	10

Question	Answer	Mark
<p>6(c)</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. ‘Hitler’s aim was to destroy the Treaty of Versailles, which inevitably meant war.’ ‘Britain and France failed to act over Hitler’s aggressive foreign policy.’ ‘The Nazi-Soviet Pact meant that Russia was partly responsible for the start of war.’ ‘Mussolini supported Hitler with the Rome-Berlin Axis.’ ‘The isolationist policy of the USA helped Hitler’s policy decisions.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The main countries failed to act.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p>	<p>2–3</p>

Question	Answer	Mark
7(a)	<p>What were Stalin's main achievements at the Yalta Conference?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He weakened Germany.' 'He obtained an unconditional surrender of Germany.' 'Germany was divided into four.' 'He obtained the eastern zone of occupation of Germany.' 'He obtained the eastern zone of occupation of Berlin.' 'Eastern Europe was to be a Soviet 'sphere of influence'.' 'It was agreed there would be elections in the eastern European countries in which Stalin still had his armed forces. Stalin could 'supervise' these elections.' 'Germany's eastern border was to be moved westwards.' 'Germany was to pay reparations.'</p> <p>'Poland's provisional government was to include pro-Soviet Lublin Poles.'</p> <p>'For Stalin's future involvement in the fight against Japan, the Soviet Union would receive land in Manchuria.'</p> <p>'The Soviet Union would receive land lost to Japan during the Russo-Japanese War.'</p> <p>'Stalin helped to set up the United Nations.'</p> <p>'The USSR was playing a greater role in world affairs than before the Second World War.'</p> <p>'It was agreed to hunt down war criminals.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
7(b)	Why was it difficult to deal with Poland after the Second World War? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Western Allies wanted Poland to have a government which had been elected by free and fair multi-party elections. They wanted the elections to be held as soon as possible, but agreed to a provisional government of pro-Soviet Lublin Poles and exiled London Poles. Stalin wanted a pro-Soviet government on his border and was, therefore, willing to murder opposition leaders and fix the elections.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It bordered the USSR.' 'Stalin did not keep to the agreement made at Yalta.' 'The Western Allies wanted free and fair elections.' 'Stalin wanted a pro-Soviet government.' 'Stalin wanted to 'move' Poland westwards.' 'The West had fought for the Poles' freedom, whereas Stalin had originally occupied Poland with the Nazis.' 'It was in the Soviet 'sphere of influence'.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'There was disagreement over the future of Poland.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
7(c)	<p>'The most important consequence of the Berlin Blockade was the formation of the North Atlantic Treaty Organisation (NATO) in 1949.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The USA pledged to join NATO, the first time in the country's history that it had committed itself in peacetime to a military alliance, and one which would not require an attack on the USA to involve it in possible military action.'</p> <p>OR</p> <p>'The West had successfully stood up to the Soviet Union. In May 1949, it was announced that the Federal German Republic, West Germany, had been formed by the merging of the zones of the Western allies.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The USA joined in the setting up of NATO.' 'It was a defensive alliance for large parts of Europe and North America.' 'The Federal German Republic (West Germany) was established.' 'The German Democratic Republic (East Germany) was established.' 'COMECON was created to direct the economies of the Soviet bloc.' 'In 1955 the Warsaw Pact was formed.' 'The Berlin Airlift was successful.'</p>	10

Question	Answer	Mark
7(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'NATO was important, but so were other consequences.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
8(a)	<p>What was Eisenhower's policy towards Vietnam?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Eisenhower saw Vietnam as a key battleground in the fight against communism.'</p> <p>'Eisenhower saw Vietnam as a crucial part of his domino theory.'</p> <p>'If Vietnam became totally communist, other nearby states would become communist. He thought Laos, Cambodia, Burma, India, Thailand and Pakistan would quickly follow.'</p> <p>'He backed the anti-communist government in South Vietnam.'</p> <p>'He thought he had to act, otherwise the whole of Vietnam would become communist.'</p> <p>'Eisenhower had sent American air force pilots to support the French military operations.'</p> <p>'After the French left, Eisenhower offered military and economic aid to the South.'</p> <p>'He increased the number of military advisers to 900.'</p> <p>'He maintained a naval presence in the region.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
8(b)	<p>Why was the USA unhappy with the changes Castro introduced immediately following the Cuban Revolution?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'The USA was unhappy with Castro's changes because US companies and many of its citizens lost land and industries as Castro put into effect his communist ideas. His friendship with the USSR was even more concerning as it led to trade deals, arms supplies and military advice. This would give the USSR influence in America's 'own backyard' at a time of the Cold War.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The USA lost influence and control over Cuba.' 'The USA had supported Batista, who had been removed.' 'Castro took over many American agricultural businesses.' 'Castro distributed American owned land to the peasants.' 'Castro intended to nationalise industries, many belonging to US citizens.' 'The USA feared Castro being communist.' 'Castro had made friends with the USSR.' 'Castro negotiated trade agreements with the Soviet Union.' 'Castro sold his sugar and tobacco to the USSR.' 'The US feared a Soviet Union friendly state close to its borders.' 'The USSR sent arms and military advisers to Cuba.' 'The USA received thousands of Cuban exiles.'</p>	6
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The USA resented its loss of control over the country.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1
		0

Question	Answer	Mark
8(c) 'The American policy of containment between 1950 and 1973 was successful.' How far do you agree with this statement? Explain your answer.	<p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'In the American view, the fall of South Korea, Formosa and Japan to the communists would represent a major shift in the power balance between the communist and capitalist worlds. None of these states fell to the communists, so containment in this area seemed successful.' OR 'The Americans seriously failed to contain communism to North Vietnam. Not only did it spread to South Vietnam eventually uniting the two parts of Vietnam into a united communist country, but it spread to Laos and Cambodia.'</p>	10 10 7–9 4–6

Question	Answer	Mark
8(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'South Korea remained free from communism.' 'Formosa and Japan did not fall to the communists.' 'Communism was contained in Cuba.' 'Early attempts to spread communism into central and south America failed.' 'The USA failed to contain communism in North Vietnam.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'American containment had mixed results.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3
		0

Question	Answer	Mark
9(a) On what assumptions was the Schlieffen Plan based?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It assumed that Germany would have a quick and decisive victory.' 'It assumed that Russia would take six weeks to fully mobilise.' 'It assumed that Germany would only need a small army in the east in the first six weeks.' 'It was assumed that during the six weeks France would be defeated.' 'It assumed Germany would not have to fight a war on two fronts.' 'It assumed that Belgium would not resist.' 'It assumed that Belgium would allow the Germans to march through quickly and unopposed.' 'It assumed that Britain would not honour the Treaty of London.'</p> <p>'It assumed Britain would not enter the war.'</p> <p>'It assumed that, if Britain did enter the war, its army would arrive after the French were defeated.'</p> <p>'The Plan assumed that the French had anticipated the German attack to come through Alsace-Lorraine.'</p> <p>'It assumed the German armies would reach and encircle Paris before the French armies arrived.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Mark
9(b)	Why did the Germans try to capture the Channel ports? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Battle of the Marne was a turning point. The Schlieffen Plan had failed. Germany was now fighting a war on two fronts and, therefore, it attempted to gain the Channel ports to cut off the reinforcements to the British Army and to stem the flow of equipment, ammunition and food supplies to the Allied armies on the Western Front.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'To stop British troops landing in northern France.' 'To stop supplies and ammunition reaching British troops.' 'To attempt to achieve a breakthrough in north-west France.' 'It was an attempt to outflank the enemy's lines.' 'It was a reaction to the failure at the Battle of the Marne.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It was an attempt to gain a German victory.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
9(c) 'Belgium's reaction to the Schlieffen Plan was the main reason for its failure.' How far do you agree with this statement? Explain your answer.	<p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Belgian government refused permission for German forces to pass through Belgium. Military resistance was centred around Belgian fortresses, which slowed the Plan until mid-August. Sorties from the National Redoubt at Antwerp disrupted German communications and kept operational German troops in Belgium until mid-September.' (5 marks)</p> <p>OR</p> <p>'The Russians mobilised more quickly than expected and engaged with the German army. The Germans had to send a further 100 000 troops out of the army advancing on Paris, which weakened the 'fist' of the Plan.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Belgian resistance seriously delayed the Plan.' 'The Russians mobilised earlier than expected.' 'There were significant changes to the original plan.' 'The entry of Britain into the war was not expected.' 'The BEF were very professional and slowed the Plan at Mons.' 'The Channel ports were not captured, allowing British troops into France.' 'The Germans suffered from exhaustion and a lack of food and ammunition.' 'The result of the Battle of the Marne meant the Plan would fail.'</p>	10

Question	Answer	Mark
9(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Plan failed because it was too risky.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
10(a) What was 'No Man's Land'?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was the land between the enemies' front-line trenches.' 'It could be between 30 metres and half a mile in length.' 'It was the land soldiers went into when they went 'over the top'. 'It was the land where most casualties were suffered in trench warfare.' 'Soldiers had to get through barbed wire positioned in No Man's Land.' 'Machine guns repelled attacks across No Man's Land.' 'It was the area across which gas could be sent to attack the opposition front line.' 'It became a deserted strip of devastated battleground full of shell holes.' 'In wet weather it turned into a sea of mud.' 'In No Man's Land at Ypres, men drowned and tanks submerged.' 'It was riddled with landmines.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
10(b)	Why did the French fight to save Verdun? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The French fought to save Verdun because, if the Germans won the battle, it would have dealt a devastating blow to French morale. The French realised that the Germans believed that, if France lost the battle, they would surrender and it might have led to Britain withdrawing from the war.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was the strongest part of the French defences.' 'If it fell, France might surrender.' 'It took pressure off the British on the Somme.' 'Verdun was a symbol of French military pride.' 'The French did not want to allow the Germans a breakthrough.' 'The French needed to show they were willing to play their part in the war.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They didn't want to lose it.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
10(c)	<p>'The tank was the most successful innovation on the Western Front.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Although early tanks broke down and often did not get across No-Man's Land, they caused panic among German forces and later tanks became more reliable and faster. When used in large numbers, such as at Amiens and Cambrai, the German lines could be breached.'</p> <p>OR</p> <p>'The machine gun was the most effective weapon on the Western Front accounting for over 90% of deaths. It was capable of firing 400 to 600 rounds per minute. It was a very effective defensive weapon.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Tanks scared the Germans.' 'Early tanks often broke down.' 'Aircraft were useful for spotting the position of the enemy.' 'The machine gun was effective as a defensive weapon.' 'Gas only accounted for 4% of deaths.' 'The flame thrower was as dangerous to the user as it was to the enemy.' 'Millions of shells were fired using heavy artillery.'</p>	10

Question	Answer	Mark
10(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The tank was very useful.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
11(a) What methods did Goebbels use between 1929 and 1932 to ensure that Nazi ideas were brought to the attention of the German people?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Goebbels introduced new campaigning methods.' 'The Nazis relied on generalised slogans rather than detailed policies.' 'Goebbels talked about uniting behind one strong leader.' 'He talked about returning to traditional values.' 'Current difficulties were blamed on the Jews, communists and Weimar politicians.' 'Goebbels concentrated on feelings and emotions rather than detailed policies.' 'Posters and pamphlets were everywhere.' 'Large rallies and torch-lit parades were held.' 'Goebbels arranged for Hitler to travel to rallies by plane all over Germany.' 'Goebbels arranged for Hitler to speak as often as possible because he was a great speaker.' 'Film, radio and records brought the Nazi message to everybody.' 'Goebbels set up photo opportunities.'</p>	4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
11(b)	<p>Why did the Nazi Party have limited success before 1929?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'After 1923, the economic, political and international conditions of the country were improving. People were content with the recovery work of Stresemann and the Weimar government and could see little point switching to an extreme right-wing party like the Nazi Party.'</p>	6
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Party was banned after the Munich Putsch.' 'It could not campaign and build up support.' 'The imprisonment of the Party leader put people off from supporting them.' 'People did not support a party trying to take power by force.' 'The Party failed to gain the support of the workers.' 'The workers supported the SPD or the Communists.' 'Many hated the violence of the SA.' 'The country was doing well without the Nazis.' 'Nazi aims were irrelevant to most Germans.' 'The Nazis lacked support in the police and army.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They made some mistakes.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
11(c)	<p>'The main reason Hitler became Chancellor of Germany was because of the actions of Papen and Hindenburg.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Von Papen and von Schleicher experienced problems in government. Von Papen persuaded Hindenburg to agree to a political deal. Hitler would become Chancellor with von Papen as Vice-Chancellor. With only a few Nazis in the Cabinet, they were confident that Hitler would be controlled.'</p> <p>OR</p> <p>'Unemployment had reached 6 million by 1932. Hitler and the Nazis had promised to get the people back to work and provide food. They gained support from all areas of German society, including powerful industrialists, and had become the largest party in the 1932 elections.'</p>	10

Question	Answer	Mark
11(c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. 'The Nazis had answers for the effects of the Depression.'</p> <p>'Goebbels led a very effective propaganda machine.'</p> <p>'The Nazis were seen as defending the state against communism.'</p> <p>'Industrialists financed the Nazis to prevent the communists taking power.'</p> <p>'The SA and SS gave an impression of discipline and order.'</p> <p>'Von Papen and von Schleicher could not form stable governments.'</p> <p>'Von Papen convinced Hindenburg he would be able to control Hitler.'</p> <p>'The Nazis were the largest party in the Reichstag by 1932.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Nazis seemed to have the answers to problems.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Mark
12(a)	<p>What opposition to the Nazi regime existed in its early years in power?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Nazis were opposed by the Communists.' 'After 1933, the Communists maintained an underground network.' 'It distributed anti-Nazi pamphlets, posters and slogans.' 'Before the Enabling Act, the Social Democrats openly opposed the Nazis.' 'For a short time, many trade unions opposed the Nazi policies.' 'Many churchmen spoke out against the Nazis including Pastor Niemöller.' 'Until the Night of the Long Knives, many senior Army leaders were unsure of Hitler.' 'There was opposition from army officers and aristocrats.' 'They discussed how Germany should be governed after Hitler's removal.' 'The Edelweiss Pirates distributed pamphlets, scrawled graffiti on walls and picked fights with the Hitler Youth members.' 'The Swing Movement opposed Hitler.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
12(b)	Why was the Gestapo important to the Nazis? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Gestapo was important to the Nazis because it was the force most feared by citizens. They could arrest citizens on suspicion and send them to concentration camps without trial or explanation. They provided information by spying on German citizens through their telephones, mail and accessing information through a network of informers.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'They helped to make German citizens obey the Nazis.' 'They helped to control the German people.' 'They were feared by the ordinary citizens.' 'They provided information on Germans by tapping phones.' 'They intercepted mail to find any enemies of the Nazi state.' 'They made it unsafe to express anti-Nazi views.' 'They had powers to arrest citizens and send them to concentration camps.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Gestapo helped the Nazis.'	2–3
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
12(c)	<p>'The use of education was more effective than the use of mass media in controlling the German people.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Goebbels' job was to spread Nazi ideas and create loyal followers of Hitler by controlling mass media. By taking total control of newspapers and radio stations, only material favourable to the Nazis was printed or played.'</p> <p>OR 'Children were indoctrinated into being loyal followers of the Nazis and Hitler. The curriculum was changed to reflect Nazi ideas. Biology and History lessons were affected as textbooks had to be re-written to reflect Nazi race theories and Germany's progress to being the most powerful country.'</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'All newspapers were under Nazi control.' 'All radio stations were brought under Nazi control.' 'Cheap radios were made available to listen to Hitler's speeches.' 'All schools were controlled by the Nazi Ministry of Education.' 'All teachers took an oath to Hitler.' 'The curriculum ensured that Nazi ideas and racial beliefs were taught.' 'The Hitler Youth reinforced Nazi ideals.'</p>	10

Question	Answer	Mark
12(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Both were powerful weapons of control.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
13(a)	<p>In what ways were official culture and censorship used to maintain Stalin's control over the Soviet Union?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'All forms of media were strictly censored.' 'Only approved newspapers and magazines could be published.' 'Books, films, art and plays were only allowed if they matched Stalinist beliefs.' 'Stalin believed that all of the arts should portray the working man's struggle to achieve communism.' 'Stalin's image was everywhere.'</p> <p>'Statues and pictures of Stalin increased and made Stalin appear god-like.'</p> <p>'Children were taught that he was 'the wisest man of the age'.'</p> <p>'Famous photographs were changed to make him a hero and to remove purged people.'</p> <p>'Propaganda was used.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
13(b)	Why were the Purges an effective way for Stalin to control the Soviet people? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Trotsky had been Stalin's main rival and, even though he had fled abroad, he still continued to denounce Stalin. Members of the left wing opposition, like Zinoviev and Kamenev, were thought to be agents for Trotsky. Stalin felt they had to be removed to maintain control.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Purges removed political rivals of Stalin.' 'They cleared out prominent old Bolsheviks, who might oppose Stalin.' 'The Purges removed supporters of Trotsky.' 'Stalin purged the kulaks and the Nepmen to enforce his policies.' 'By purging the armed forces and secret police, Stalin removed any possible rival and threat to him.' 'The Purges scared people into obeying Stalin.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Purges helped Stalin achieve his aims.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
13(c)	'It was Trotsky's weaknesses that enabled Stalin to achieve success in the leadership contest.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Trotsky was an intellectual and considered arrogant by some of the party. He refused to criticise Stalin publicly as he assumed he would naturally be Lenin's successor. He totally underestimated Stalin.' OR 'Stalin's argument for 'Socialism in One Country' was more acceptable to party members compared to Trotsky's 'Permanent Revolution'. This was because it focused on Russia and the cementing of Bolshevik control over Russia before thinking of spreading communism everywhere.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Trotsky failed to build up support in the party.' 'Trotsky offended senior members of the party.' 'Trotsky seriously underestimated Stalin.' 'Trotsky was tricked by Stalin into missing Lenin's funeral.' 'Many were worried by Trotsky's idea of 'Permanent Revolution'.' 'Stalin believed in 'Socialism in One Country'.' 'Stalin was good at political manoeuvring.'	2–3

Question	Answer	Mark
13(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Trotsky was outwitted by Stalin.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
14(a)	<p>Describe Russification.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Stalin discouraged differing national identities within Russia.'</p> <p>'Stalin wanted people to see themselves as 'Soviets' not Latvian or Ukrainian.'</p> <p>'Teaching the Russian language in all schools became compulsory.'</p> <p>'In 1932, citizens had to carry identity booklets which included their nationality.'</p> <p>'Russian was the language of command in the Red Army.'</p> <p>'There was mass deportation of ethnic minorities back to Asia.'</p> <p>'Many Russians were sent to minority areas to live and work.'</p> <p>'Non-Russian members of the Communist elite in positions of power were removed.'</p> <p>'Stalin used the purges of the 1930s to target Latvians, Estonians, Finns, Poles and Hungarians within the Soviet elite.'</p> <p>'Anti-Semitic measures were introduced.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
14(b)	Why was there resistance to collectivisation? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Under Stolypin and under Lenin's NEP, wealthier peasants had been encouraged to buy more land to produce more crops and to earn a profit on their surpluses. These wealthier peasants or kulaks were expected to hand over their land and produce under collectivisation. They had most to lose and, therefore, put up much resistance.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The peasants were suspicious of the government.' 'The peasants were concerned with the speed of collectivisation.' 'The peasants did not like the idea of the farms being under the control of the local Communist leader.' 'The peasants did not want to grow flax for Russian industry.' 'The peasants wanted to grow grain to feed their own families.' 'The kulaks did not want to hand over their land and produce.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'The peasants didn't like it.'	2–3
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
14(c)	<p>'The changes Stalin made to agriculture were more important than the changes he made to industry.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Stalin's collectivisation policy did attempt to modernise agriculture and it did increase grain exports. The foreign currency earned did help the modernisation of industry. It was at a terrible cost with 5 million dying from famine in 1933.'</p> <p>OR 'Stalin's establishment of GOSPLAN and the tough targets it set in heavy industry were very successful. Coal and steel increased 500% between 1928 and 1940, while oil production doubled. It meant Russia was strong militarily and enabled it not to lose the war against the Nazis.'</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'Collectivisation allowed for big machinery on farms.' 'It increased grain exports.' 'Collectivisation failed to feed the population.' 'The First Five Year Plan concentrated on heavy industry and hit its targets.' 'The Second Five Year Plan increased chemicals and improved transport.' 'The Third Five Year Plan concentrated on re-armament as war approached.' 'Industrial policies helped Russia defend itself against the Nazis.'</p>	10

Question	Answer	Mark
14(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Russian industry improved.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
<p>15(a) What actions were taken by governments in the 1920s to limit the impact of foreign competition?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'American governments of the 1920s believed in protectionism.' 'The Republicans believed in import tariffs. This made it expensive to import foreign goods.' 'In 1922, Harding introduced the Fordney-McCumber tariff. This tariff protected businesses against foreign competition.' 'It encouraged Americans to buy American goods.' 'It allowed American companies to grow even more rapidly.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p>	<p>4</p>

Question	Answer	Mark
15(b)	Why was the growth of hire purchase and advertising important to the economic boom? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Advertising was important to the boom because it persuaded people to buy products. Many advertisers had learned their skills in wartime propaganda and now set up agencies to sell cars, cigarettes, clothing and other consumer items. Poster advertisements, radio advertisements and travelling salesmen encouraged Americans to spend more, which was good for the economy.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Both persuaded Americans to buy consumer goods.' 'Hire purchase meant Americans could buy on credit.' '8 out of 10 radios were bought on credit.' 'Potential customers did not have to wait to save up to buy an item.' 'Advertising agencies were set up to promote products.' 'The consumer was bombarded with adverts and commercials through radio, cinema and billboards.' 'Companies advertised their new merchandise through mail order catalogues.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Methods were needed to get consumers buying.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
15(c)	<p>'Over-production was the main problem facing the American economy in the 1920s.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By 1929, American industry was producing more consumer goods than there were consumers to buy. The market had become saturated as Americans with money had now bought their cars, fridges and other domestic appliances. This meant that some workers lost their jobs as there was no need to produce more goods.'</p> <p>OR</p> <p>'American tariffs on foreign imports led to tariffs being set up by potential customers. This made it difficult for American exporters to operate in foreign markets.'</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'The market for consumer goods had become saturated.' 'The US had limited opportunities for exporting its products.' 'US farming over-produced because of mechanisation.' 'There was an unequal distribution of income.' 'Too many could not afford the food and consumer goods.' '50-60% of Americans were too poor to take part in the consumer boom.' 'There was speculation on the stock market.'</p>	10

Question	Answer	Mark
15(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mass production required mass consumption.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
16(a)	<p>What effects of racial intolerance did black Americans face in the 1920s?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There was violence towards black Americans by the Ku Klux Klan.' 'The most extreme violence involved beatings, mutilation and lynching.' 'Most black Americans lived in poverty.' 'Black Americans often had poorly paid jobs.' 'Black Americans endured the worst housing conditions.' 'There was segregation under the Jim Crow Laws.' 'Black American children experienced limited education.' 'There were inadequate health services for black Americans.'</p> <p>'African American communities in the northern areas became isolated ghettos.'</p> <p>'In Chicago, poor white Americans stopped black Americans using parks, playgrounds and beaches.'</p> <p>'Public facilities were segregated.'</p>	<p>1–4</p>

Question	Answer	Mark
16(b)	<p>Why did the 'Monkey Trial' take place?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Rural Fundamentalist Christians believed in the literal interpretation of the Bible and were contrary to the views of many urban Christians which accepted Darwin's theory of evolution. A biology teacher called John Scopes taught the theory of evolution in his lessons in Tennessee in the middle of the Bible Belt where the teaching of evolution had been made illegal. As a result, he was brought to trial.' (5 marks)</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Rural Fundamentalist Christians believed in a literal interpretation of the Bible.'</p> <p>'Urban Christians accepted Darwin's theory of evolution.'</p> <p>'The Fundamentalists thought the teaching of evolution showed the USA abandoning traditional values.'</p> <p>'The Fundamentalists succeeded in outlawing the teaching of evolution in six states.'</p> <p>'John Scopes deliberately broke the law by teaching evolution in one of the six states.'</p> <p>'Scopes wanted a trial to ridicule the Fundamentalists' argument.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was ill-feeling.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Mark
16(c)	<p>'Prohibition was good for the USA.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'If drinking alcohol was considered ill-advised, then prohibition was a success because the consumption of alcohol per person in the 1920s was reduced by 30%. Most of the reduction took place in rural areas where it was claimed health improved.' OR 'The attempted enforcement of prohibition meant a loss of taxes, a loss of respect for the law, corruption and the promotion of gangsters. It is estimated that organised gangs made about \$2 billion out of the sale of illegal alcohol.'</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'Consumption of alcohol declined.' 'Pressure groups claimed prohibition improved people's health.' 'Some people ignored the law.' 'Some law enforcers were corrupt and ignored the law breakers.' 'Prohibition made gangsters rich and powerful.' 'It made the USA lawless in many areas.'</p>	10

Question	Answer	Mark
16(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It failed.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(a)	<p>Describe Communist China's relations with India up to 1962.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'India was one of the first countries to recognise Mao's China.' 'India made it clear that it had no political claim to Tibet.' 'In 1954, India and China signed an eight year agreement on Tibet called 'Panch Shila'.' 'It was meant to promote understanding between India and China over Tibet.' 'Cultural exchanges between India and China began.'</p> <p>'There were exchanges of artists and writers as well as political meetings.'</p> <p>'In 1954, India published maps showing the border between India and China.'</p> <p>'In 1959, the Chinese stated that the borders were incorrect and much "Indian land" was in fact Chinese.'</p> <p>'In 1959, the Dalai Lama and thousands of Tibetan refugees fled to India.'</p> <p>'China claimed that the Indians supported rebels in Tibet.'</p> <p>'India claimed that China supported communists within India.'</p> <p>'Growing tension led to a brief war in 1962 which China won.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(b)	<p>Why did Communist China's relations with the Soviet Union worsen after 1956?</p> <p>Level 4 Explains TWO reasons</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. 'Khrushchev favoured good relations between communist and capitalist nations which directly challenged Mao's own policy of only working with communist states. The final blow for Mao came as the USSR pursued better relations with the USA, and ignored China's pleas for help in a dispute with India.'</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Mao did not get on with Khrushchev.' 'Khrushchev did not like Stalin's dictator-like role, much like Mao's role.' 'Mao considered Khrushchev betrayed Marx and Lenin.' 'Mao disagreed that the USSR and the capitalist West should co-exist.' 'Mao did not agree that Party members should have privileges.'</p> <p>'Khrushchev withdrew all technical and economic experts with many projects unfinished.'</p> <p>'Mao was annoyed that the USSR would not help China develop an atomic bomb.'</p> <p>'Mao was annoyed that the USSR would not help China in the border dispute with India.'</p> <p>'Mao disapproved of the USSR's invasion of Czechoslovakia in 1968.'</p> <p>'In 1969 there were border disputes including shots being exchanged.'</p> <p>'The Soviet embassy was attacked in Beijing during the Cultural Revolution.'</p> <p>'The Chinese supported the Afghan rebels during the USSR's war in Afghanistan.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'They had arguments constantly.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They had arguments constantly.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6
		0

Question	Answer	Mark
17(c)	How far had China achieved superpower status by 1976? Explain your answer.	10
	Level 5 Explains with evaluation As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7-9
	Level 3 One-sided explanation OR one explanation of both sides 5-6 marks More detailed explanation of one issue to be given two marks. e.g. 'In 1964, China exploded a test nuclear bomb to join a limited number of countries with this capability. This had been done because of the development in education and science in China under Mao and without the help of Russia, which had withdrawn its experts from China in 1960.' OR 'Mao's campaigns, such as the Great Leap Forward and the Cultural Revolution were not successful in promoting China as a superpower and, in fact, caused widespread chaos and resulted in a drop in production in both agriculture and industry.'	4-6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'It was accepted by the United Nations.' 'China was an atomic power.' 'It was a trading partner with the USA.' 'Mao had changed the role of women.' 'Mao had improved education.' 'The Great Leap Forward was not a success.' 'The Cultural Revolution caused chaos.'	2-3

Question	Answer	Mark
17(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'China was now a stronger power.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
18(a)	<p>What threats did Liu Shaoqi pose to Mao?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Mao’s successor, Liu Shaoqi, did not favour Mao’s reforms on collective farms and factories.’ ‘Mao saw Liu as a threat to what he had achieved.’ ‘Mao was concerned that Liu was taking China’s revolution towards the Soviet model.’ ‘Mao thought Liu had encouraged elements of capitalism such as private trade and made certain people richer than others.’ ‘Mao wanted to stop groups becoming more powerful and privileged.’ ‘Mao wanted to re-impose his authority on the Party.’ ‘The Cultural Revolution could help Mao re-establish his influence and remove Liu’s influence.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
18(b)	Why did Mao think the Cultural Revolution would benefit China? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'A new class of peasants had been created and bonus payments had resulted in a new privileged class of workers. Mao wanted to change this new culture of China and return to the values and beliefs of perfect communism. He wanted real equality, co-operation in the interests of all and the removal of things that stood in the way of perfect communism.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Mao wanted to change the culture of China.' 'He wanted to create perfect communism.' 'Mao wanted to regain power and take control.' 'He wanted to stop the move to capitalism.' 'He wanted to remove the 'Four Olds'.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao wanted to change things.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
18(c)	<p>Which was affected more by the Cultural Revolution: Chinese society or the Chinese economy? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Factories were reorganised to give power to the workers. Prizes and bonuses for town workers were abolished. Instead, special importance was placed on teamwork. Existing managers were dismissed and technicians made redundant. As a result, production fell dramatically.’</p> <p>OR</p> <p>‘People were encouraged to question their parents and teachers, which had been strictly forbidden in traditional Chinese culture. Slogans such as “Parents may love me, but not as much as Chairman Mao” were common. It led to many being ‘re-educated’ in the ways of the revolution.’</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. ‘Industrial production fell.’ ‘Transport ground to a halt.’ ‘Formal education was seriously interrupted.’ ‘Family traditions were questioned.’ ‘Traditional Chinese culture was under attack.’</p>	10

Question	Answer	Mark
18(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It ruined millions of people's lives.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
19(a)	<p>In what ways did the Bantu Education Act of 1953 enforce apartheid?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Its main provision was enforcing racially separated educational facilities.'</p> <p>'All black schools were brought under the control of a government department.'</p> <p>'Government grants for missionary schools were withdrawn.'</p> <p>'It resulted in missionary schools being closed. These schools had taught 90% of African pupils.'</p> <p>'Black children would now be taught a different curriculum to white children. This in effect meant they would have a life as a permanent underclass.'</p> <p>'The government employed and trained teachers as they saw fit.'</p> <p>'Black pupils were often taught in their own native language.'</p> <p>'Money allocated for black education was reduced.'</p> <p>'This meant black children had larger classes and less-qualified teachers.'</p> <p>'It meant poorer quality buildings and equipment for black children.'</p> <p>'Education for black pupils was not free.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Mark
19(b)	Why were Bantustans created? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Prime Minister Verwoerd wanted an all-white South Africa. The policy of Bantustans provided a way for the government to eject all blacks who were not employed or needed for the functioning of the economy, such as women, children, the old and the unemployed, from white areas.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It was part of Verwoerd's vision for an all-white South Africa.' 'Bantustans were intended to be the homelands for all blacks.' 'The Bantustans were based on the original African reserves.' 'The newly established regions were intended to become self-governing.' 'It was to give white South Africans 87% of the land.' 'They were created to put apartheid into practice.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They were created to change the situation.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
19(c)	<p>'The Freedom Charter of 1955 was the most important response to apartheid before 1963.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Freedom Charter was significant because it set out a vision for the future of South Africa. It called for an end to apartheid and the introduction of democracy, human rights, land reform and equality before the law.'</p> <p>OR</p> <p>'The Defiance Campaign of 1952–53 saw the membership of the ANC increase from 7 000 to 100 000. Campaigners entered 'whites only' waiting rooms, travelled in 'whites only' railway carriages and stood in 'whites only' post office queues. Curfews were ignored. Coverage by the foreign press prompted international condemnation of the apartheid system.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The F.C. Congress represented blacks, whites, Indians and coloureds.' 'The F.C. was to be the basis of the new South Africa.' 'In 1949, the Youth League introduced a Programme for Action. The action included boycotts, civil disobedience and a national strike.' 'The Defiance Campaign highlighted the evils of apartheid.'</p>	10

Question	Answer	Mark
19(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was a milestone in defeating apartheid.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
20(a)	<p>Describe the role of young people in events in Soweto in 1976.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Many of the young people were inspired by Steve Biko's Black Consciousness movement.' 'In June, thousands of black schoolchildren demonstrated.' 'They were against the government's instruction that half their subjects had to be taught in Afrikaans. The youngsters considered this the language of white supremacy.' 'On June 17, 134 young people under the age of 18 years were killed.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4

Question	Answer	Mark
20(b)	Why did international opposition to apartheid have limited effect?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The West considered the attempt to end white rule as a communist-inspired movement. The ANC had close links with Soviet Russia. US and Western leaders regarded support for sanctions as support for the communist cause. Sanctions would weaken the South African government. During the Cold War it was unthinkable that South Africa should fall under communist influence or that the USSR should gain control over South Africa's mineral wealth.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'There was a fear of damaging trade.' 'UN policy was not put into action by industrialised countries.' 'Thatcher and Reagan thought sanctions would hurt black South Africans.' 'South Africa was a major source of uranium for the nuclear industry.' 'Industrialised countries did not want to interrupt the gold and diamond trade.' 'International investors wanted to protect their investments.' 'The West wanted support from South Africa in the Cold War.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'International opposition was not united.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
20(c)	<p>'Economic improvements in the 1980s had greater impact on white than on black South Africans.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The main beneficiaries of the booming economy were the whites, who enjoyed rising standards of living, high standards of health care and increasing life expectancy. In particular, the white farmers received massive state support which they used to mechanise their farms and increase output.'</p> <p>OR</p> <p>'Half the black population was living in the Homelands during the 1980s. The majority lived below the poverty level and suffered from high levels of infant and child mortality as a result of inadequate nutrition.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'White farmers received state subsidies.' 'The success of the economy was built on low labour costs.' 'Whites in manufacturing and construction earned six times that of blacks.' 'Whites in mining earned over twenty times that of blacks.' 'South Africa had exceptionally unequal distribution of wealth and income.'</p>	10

Question	Answer	Mark
20(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Blacks received few rewards for the economic improvements.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
21(a) What was the Arab League, formed in March 1945?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was an organisation of Arab countries.' 'It was formed in Cairo with six members.' 'It consisted of Egypt, Iraq, Transjordan, Lebanon, Saudi Arabia and Syria.' 'Its aim was to draw closer relations between member states.' 'It wanted to collaborate to safeguard independence and sovereignty of member states.' 'It wanted to consider the affairs and interests of the Arab countries.' 'It hoped to mediate in disputes and solve conflicts without foreign assistance.' 'Its aim was to co-ordinate a campaign to create an Arab state.' 'Its aim was to resist the creation of a Jewish state.'</p> <p>'It resisted increased Jewish immigration.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
21(b)	Why, by the end of the Second World War, was the creation of a Jewish homeland likely? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Haganah, the military wing of the Jewish Agency, had stockpiled weapons and had gained considerable military experience during the war. It was thought to have placed the group in a strong position should it have to fight either Britain or the Arabs to achieve its goals.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The effects of the Holocaust created sympathy for the Jews.' 'International public opinion supported an independent Jewish state.' 'There was US support from 5 million US Jews. These put pressure on the US government to support their cause.' 'The new Labour Government in the UK was sympathetic to the Zionist cause.' 'The role of Haganah during the war persuaded many British politicians to support a Jewish homeland.' 'The Democrats and Republicans both endorsed the Biltmore programme in the 1944 Presidential elections.' 'The new President, Harry Truman, believed that European Jews should be able to establish a homeland in Palestine.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'Jews were determined to see a Jewish state.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
21(c)	<p>How secure was the Israeli state by 1949? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘The Israeli military forces were confident of defending their new state because they had air superiority, superior military leadership and a well equipped army compared to the surrounding Arab nations. Israel also had support from the USA, which had agreed to help Israel against military incursions by Arab states.’ OR ‘Public opinion in the Arab countries was intensely bitter over their defeat and in their hatred over Israel. 700 000 Palestinian Arabs had become refugees before and during the war and the refugee camps became the breeding ground for hatred of Israel to fester.’</p> <p>Level 2 Identifies AND/OR describes (One mark for each point.) e.g. ‘Israel was 20% bigger than when the state was proclaimed in 1948.’ ‘The border was more coherent and easy to defend.’ ‘Britain, France and the USA agreed to protect Israel against incursions.’ ‘The hope of Palestinians to create their own state had been destroyed.’ ‘There were no permanent peace treaties for over 30 years between Israel and the Arab states.’ ‘The Arab League thought refugees had the right to return to their homes.’</p>	10

Question	Answer	Mark
21(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Israel had some enemies.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
22(a)	<p>Describe the part played by Fatah in the developing conflict between Israel and its Arab neighbours between 1965 and 1967.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Fatah had bases in three Arab countries bordering Israel.' 'Fatah's bases were in Syria, Lebanon and Jordan.' 'Armed raids by Fatah from these countries meant Israeli reprisals.' 'Lebanon and Jordan tried to restrict Fatah activities because they feared the reprisals on their countries.' 'The Syrian government in 1966 encouraged Fatah to "liberate Palestine".' 'Israeli commanders wanted to teach Syria a lesson for its encouragement of Fatah's attacks.' 'In 1966, Fatah exploded a mine on the Israeli-Jordan border killing three Israeli soldiers.' 'The Israelis launched a massive attack on the Jordanian village of Samu.' 'In April 1967, after an attack on an Israeli farmer and the shelling of Israeli settlements, the Israelis sent in tanks. Israeli aircraft were also sent in and destroyed six Syrian aircraft.' 'After the Samu incident, the Jordanians accused Nasser of cowardice and goaded him into war.'</p>	4
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
22(b)	Why was the Six-Day War beneficial to the PLO? Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Arafat and the PLO realised that Palestinians could not rely on powers such as Egypt, Syria and Jordan to defeat the Israelis in battle. With such a heavy defeat in the Six-Day War, it would be a long time before countries would be willing to put their forces up against the Israelis. The only option for the Palestinians was to join or support the PLO, thus boosting its membership.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Arab countries would not fight Israel again in the near future.' 'The PLO would have to fight for their homeland on their own.' 'The PLO could recruit from the many refugees who fled during the war.' 'The PLO were concentrated in Jordan amongst the refugee camps.' 'The PLO was now the voice of the Palestinian people.' 'The PLO could now adopt more violent and frequent tactics.' 'Syria, Jordan and Egypt were weakened.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'The PLO assumed a more prominent role in the conflict.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
22(c)	'The main result of the actions of the PLO was to make the Palestinian cause unpopular with the rest of the world.' How far do you agree with this statement? Explain your answer.	10
Level 5 Explains with evaluation	As Level 4 plus evaluation.	10
Level 4 Explanation of both sides	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.	7–9
Level 3 One-sided explanation OR one explanation of both sides 5–6 marks	More detailed explanation of one issue to be given two marks.	4–6
	e.g. 'The main result of the PLO using terrorism was to gain publicity for their cause. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Olympic Games and in 1976 for the hijacking of a French plane, which was taken to Entebbe.'	
OR	'Many condemned the PLO for its attacks on civilians. Before 1982, most of the world considered the PLO to be a terrorist organisation. The use of force brought little success with Israel and brought no independent Palestinian state.'	
Level 2 Identifies AND/OR describes	(One mark for each point.)	2–3
	e.g. 'It provided a voice for Palestinians.' 'It gained massive publicity with its tactics.'	
	'In 1988, the PLO accepted the existence of Israel.'	
	'The USA invited the PLO for talks.'	

Question	Answer	Mark
22(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was popular with some, but condemned by many.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/12

Paper 1

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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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Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Marks
1 (a)	<p>Describe the actions of Cavour in the period leading up to the outbreak of war with Austria in 1859.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Cavour became Victor Emmanuel II's Prime Minister.' 'He continued reforms to strengthen Piedmont-Sardinia.' 'He improved communications – railways, roads, telegraph lines.' 'He encouraged the building of factories and scientifically improved farming.' 'He reformed the legal system.' 'The influence of the Catholic Church was reduced.' 'He attended the Peace Conference in Paris following the Crimean War.' 'Napoleon III and Cavour met at Plombières.' 'Cavour was to provoke the Austrians into declaring war.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
1(b)	Why did Cavour resign in July 1859 following the truce Austria agreed at Villafranca?	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. ‘Cavour felt he had been badly let down. He disliked the fact that Austria still controlled Venetia and was appalled with the supposed arrangement in Tuscany, Modena and Parma where provisional governments had been set up. He was also furious that he had not been consulted by Napoleon III over the ending of the war.’	2–3
	Level 2 Identifies AND/OR describes reasons	
	(One mark for each identification/description) e.g. ‘The agreement breached what was agreed secretly by Napoleon III and Cavour at Plombières.’ ‘Cavour had not gained Venetia.’ ‘Napoleon III did not consult his Piedmont (Cavour) allies.’ ‘Victor Emmanuel refused permission for Piedmont to continue the war against Austria.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Cavour was unhappy with Napoleon.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1 (c)	<p>How far did Cavour and Garibaldi differ in their aims and tactics? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Whilst both Cavour and Garibaldi were born in Piedmont and both played leading roles in the unification of Italy, they were contrasting figures. Cavour was a nobleman, politician and diplomat seeing that links with at least one other country (France) would be needed. Garibaldi was a soldier and leader of men seeing that it was necessary to undertake a military expedition to Sicily.’</p> <p>OR</p> <p>‘Although differing in tactics, both men in the end wanted to achieve unification and supported Victor Emmanuel.’</p>	10

Question	Answer	Marks
1 (c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. <u>Cavour</u> 'He knew that it was impossible for Italy to expel Austria without outside help.' 'He realised that Napoleon would not agree to unlimited expansion of Piedmont.' 'By the early 1860s he was still not convinced that a totally united Italy was possible.' 'He was seen as opposed to Garibaldi's plans for a united Italy.' 'He feared a revolution in favour of Garibaldi.' 'He organised an invasion of the Papal States.'</p> <p><u>Garibaldi</u> 'His life was dominated by the thought of a united Italy.' 'He immediately wanted Rome, Venetia, Naples and Sicily as part of a united Italy.' 'He campaigned to liberate Rome from its French garrison.' 'He liberated Sicily and Naples.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The tactics of Cavour and Garibaldi were very different.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
2(a) What happened in Berlin during March 1848?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There was a demonstration by self-employed craftsmen about pay and working conditions.' 'Stones were thrown at troops who responded by opening fire.' 'Barricades were erected.'</p> <p>'Street fighting took place.'</p> <p>'The King's appearance on the balcony was loudly cheered.'</p> <p>'Troops were ordered to clear the crowds but shots were fired.'</p> <p>'Serious street fighting followed.'</p> <p>'The King made a personal appeal for calm.'</p> <p>'Troops were withdrawn as promised by the King.'</p> <p>'The King appeared in the streets.'</p> <p>'A series of reforms were granted.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
2(b)	Why was the Frankfurt Parliament set up?	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. ‘Throughout the 1840s many German states were under pressure from nationalist and liberal demonstrators wanting greater political representation and reform. The reformers recognised that a unified Germany with popular elections and a constitution would be the best way of guaranteeing political freedoms. The King was forced in 1848 to draft a constitution and to allow an elected parliament to meet and advise him. He agreed to this after witnessing increasing civil unrest on the streets of Prussia’s capital city, Berlin.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘To placate the revolutionaries in Berlin.’ ‘To unite Germany under a national assembly.’ ‘To achieve unity and liberty by defining which states comprised Germany and the drafting of a constitution.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was a response to demands.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2(c)	<p>'The Austro-Prussian War of 1866 made eventual German unification certain.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Treaty of Prague brought huge gains to Prussia. Austria was forced to withdraw from German affairs, leaving Prussian influence to dominate. Over 60% of all Germans were now part of the Prussia-dominated North German Confederation.'</p> <p>OR</p> <p>'France had remained neutral in the war of 1866, hoping to mediate between the two combatants but the offer was declined by Bismarck. Napoleon III was stirring up demonstrations in Luxembourg. The Luxembourg crisis severely damaged Franco-German relations and Bismarck feared France might gain allies. War with France followed.'</p>	10

Question	Answer	Marks
2(c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. 'The German Confederation was destroyed.' 'Austria had been defeated.' 'Austria was excluded from the new North German Confederation.' 'Austria had to withdraw from German affairs.'</p> <p>'Bismarck offered acceptable and lenient peace terms to Austria.'</p> <p>'Bismarck as leader of the new Confederation was responsible to the King of Prussia.'</p> <p>'France was unhappy with the outcomes.'</p> <p>'The Junker Party was concerned about the loss of Prussia's identity.'</p> <p>'Bismarck goaded Napoleon into a declaration of war in 1870.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was not the war, it was the actions of Napoleon.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
3(a) What motivated European imperialism?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The exploration of hitherto unexplored territories.’ ‘The view that missionaries knew what was best for others and that they could stamp out ‘evils’.’ ‘To keep a balance of power with competitors.’ ‘To encourage patriotism.’ ‘To benefit trade by gaining materials and food unobtainable at home.’ ‘To provide a market for home manufactured goods.’ ‘For strategic reasons such as coaling stations.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
3(b)	Why was the Berlin Conference of 1884–85 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. ‘Little had happened to Africa by 1880 with the political map looking much the same as it had fifty years earlier. Five years later, parts of Africa had been acquired by European countries. To ensure that the colonisation moved orderly and peacefully the Conference was held. It was attended by 15 nations. By 1914 virtually all of Africa had been acquired by European countries.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. ‘Large areas of Africa were looking attractive to European countries.’ ‘The conference was held to ensure an orderly partition of Africa.’ ‘It agreed that ‘effective occupation’ was required.’ ‘To ensure free navigation along the Congo and Niger.’ ‘It agreed to prevent slavery.’ ‘It agreed that Africans were not to be exploited.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was to ensure fair distribution of land.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	<p>'European imperialism in Africa was carried out peacefully.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Imperialists were often seen as a foreign aggressor meddling in the internal affairs of another country and were resented. They were often attacked. These uprisings were often crushed as if the colonial armies were dealing with animals not people. This happened with the Dervishes at the Battle of Adowa when Italy tried to take Abyssinia.'</p> <p>OR</p> <p>'France prided itself on the way it tried to assimilate each of their territories into the French way of life, treating the people as equals.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Uprisings were often crushed.' 'Imperialists were aggressors.' 'France was more peaceful.' 'Sometimes resulted in hatred of the imperialists.' (Boers)</p>	10
		7–9
		4–6
		2–3

Question	Answer	Marks
3(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Imperialism was not peaceful.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(a)	<p>What were the main threats to peace in Europe at the beginning of the twentieth century?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Kaiser wanted a 'place in the sun', 'Germany caused colonial rivalry'. 'The French were still annoyed about losing Alsace-Lorraine to Germany.' 'Germany had started to build up its navy'. 'The Triple Alliance existed'. 'Germany was a growing military power'. 'Germany's Weltpolitik policy'. 'The Kaiser's telegram of congratulations to Paul Kruger in the Transvaal'. 'Russia was becoming isolated'. 'The Kaiser's support for the Boers'. 'Dual Entente existed'. 'There was instability in the Balkans'. 'The Turkish Empire was disintegrating'.</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
4(b)	Why was there a crisis over Morocco in 1911?	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. ‘In response to the actions of France over Morocco the Kaiser sent a gunboat to Agadir. The British feared that the Kaiser wanted to set up a naval base in the Mediterranean. The British fleet was prepared for war and warned Germany they would fight if France was pushed around.’	2–3
	Level 2 Identifies AND/OR describes reasons	
	(One mark for each identification/description) e.g. ‘Germany feared a French takeover of Morocco.’ ‘The Kaiser sent a gunboat to Agadir.’ ‘The Kaiser was trying to break the Entente Cordiale.’ ‘The Kaiser wanted compensation from France.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Germany was concerned about what France was doing.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4 (c)	<p>Austria was more at fault than Serbia in causing war in 1914.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Austria was given a guarantee of German backing after the assassination. This made Austria feel secure to deal with the Serbian problem. Austria gave Serbia a ten-point ultimatum that the Serbs could not possibly accept. Austria refused them time to consider and declared war. This resulted in Russia mobilising. The Alliances came into play.'</p> <p>OR</p> <p>'Serbia was becoming a powerful force in the Balkans. They were not about to give up their independence as demanded by Austria in the ultimatum. They were supported by Russia which had been humiliated in 1908 over Bosnia-Herzegovina and would not back down. Russia was moving closer to Britain and France and so Germany declared war on Russia.'</p>	10
		7–9
		4–6

Question	Answer	Marks
4 (c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. <u>Austria</u> ‘Following the assassination Austria wanted to destroy the Black Hand.’ ‘The Kaiser gave Austria confidence through the ‘blank cheque’.’ ‘On 23 July Austria delivered an ultimatum to Serbia.’ ‘On 28 July Austria declared war on Serbia.’ ‘Belgrade (capital of Serbia) shelled by Austria.’ ‘On 29 July Russia prepares to help Serbia against Austrian attack.’</p> <p><u>Serbia</u> ‘Nationalist groups from Serbia wanted to rise up against Austria-Hungary.’ ‘Archduke Franz Ferdinand was assassinated by the Serbian Black Hand.’ ‘Russia was supporting Serbia against Austria-Hungary.’ ‘Russia mobilised in support of Serbia.’ ‘Germany issued an ultimatum to Russia.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Serbia was acting in a threatening manner.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
5(a)	<p>What were the main aims of the League of Nations when it was set up in 1920?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘To achieve international peace.’ ‘To promote international co-operation.’ ‘To promote business / trade.’ ‘To encourage nations to disarm.’ ‘To improve living and working conditions worldwide.’ ‘To enforce the Treaty of Versailles.’ ‘To discourage aggression.’ ‘To solve disputes and crises.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
5(b)	Why did the League not include some major powers when it was set up?	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 United States refused to join the League. This was because a majority in the American Senate thought that the League would drag their country into future disputes and wars.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'The USA refused to join.' 'Germany was not allowed to join.' 'Soviet Russia was not invited to join.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Some countries were not wanted.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	<p>The League of Nations was an effective organisation for preserving peace in the 1920s.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'In Upper Silesia a plebiscite was held with British and French troops keeping order. The vote suggested it should be awarded to Germany despite rural parts voting in favour of Poland. Riots followed. The League suggested a partition, a decision which was accepted by both sides. The industrial areas came to Germany. The League safeguarded rail links and made arrangements for water and power supplies.'</p> <p>OR</p> <p>'Vilna had been made the capital of newly created Lithuania. The city was seized by a Polish army. The League asked the Polish army to withdraw but it refused. The matter was passed to the Conference of Ambassadors. France refused to act against Poland, seeing them as a future ally.'</p>	10

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'The League was successful as there were no major conflicts.' 'It was effective in dealing with minor disputes.' 'It resolved the Åland Island dispute.'</p> <p>'It was effective in dealing with the problem in Upper Silesia.'</p> <p>'The League was effective regarding Mosul.'</p> <p>'The League resolved the dispute between Peru and Columbia.'</p> <p>'The League resolved the dispute between Bolivia and Paraguay.'</p> <p>OR</p> <p>'Difficult to judge as most of the great powers had little energy to pursue disputes.'</p> <p>'The League was less effective in dealing with Bulgaria in 1925.'</p> <p>'With regard to Vilna, the League was more like a passive bystander.'</p> <p>'In relation to Corfu, the power of the League was undermined.'</p> <p>'France made mutual assistance pacts without reference to the League.'</p> <p>'Agreements including Locarno and Kellogg-Briand were made outside the League.'</p> <p>'International disarmament failed.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was successful as countries were peaceful.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
6(a)	<p>What was the ‘Greater Germany’ that Hitler aimed to establish?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘All German speaking peoples to be brought into the Reich.’ ‘The frontiers of Germany would be extended to cover those areas where the population was predominantly German.’ ‘The increase in living space – lebensraum.’ ‘Countries involved would include Austria, Czechoslovakia, Poland and Soviet Russia.’ ‘To regain German land lost during the Treaty of Versailles.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
6(b)	Why were Hitler's foreign policy actions in 1935–36 successful?	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. 'In 1935 the League of Nations held the promised plebiscite in the Saar. The vote was an overwhelming success for Hitler with around 90% voting to return to German rule. This was a real morale booster for Hitler and was achieved by peaceful means.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Germany was no longer restricted by the League of Nations.' 'He continued to re-arm.' 'He re-introduced conscription.' 'He legally used the terms of the Treaty of Versailles (Saar).' 'Britain agreed a naval agreement.' 'Britain and France had no desire to go to war with Hitler.' 'Britain considered Hitler was 'going into his own backyard' over the Rhineland.' 'Hitler was successful in using new military tactics in the Spanish Civil War.' 'Britain and France were too preoccupied with the invasion of Abyssinia.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'He was not challenged by other countries.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	<p>The policy of appeasement made sense at the time.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Britain and France were not ready to fight as they were militarily weak and were still coping with the impact of the Great Depression. Appeasement afforded them time for rearmament.'</p> <p>OR</p> <p>'Appeasement was morally wrong. Hitler was a bully and by appeasing him they were giving in to a bully. They allowed Hitler to go unchallenged leaving Czechoslovakia to its fate. Appeasement was cowardly.'</p>	10

Question	Answer	Marks
6(c) Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'It was popular as the people of Britain and France wanted peace.' 'It ensured that Germany remained a strong anti-Communist state.' 'It ensured that there was valuable time to rearm.' 'It allowed the harshness of Versailles to be rectified.' OR 'Appeasement was morally wrong.' 'It was based on a misjudgement that Hitler was rational.' 'It prevented Hitler being stopped.' 'It led to the Nazi-Soviet Pact.' 'It allowed Germany to grow more powerful.' 'Britain gave away a strong ally in Czechoslovakia.'	Level 1 General answer lacking specific contextual knowledge e.g. 'It was the wrong policy to follow as it gave opportunities for others.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(a)	<p>By 1956, what made Hungarians unhappy with Soviet control?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The country was run by the Hungarian Communist Party which only had 17% of the vote.'</p> <p>'The prevention of freedom of speech.'</p> <p>'Soviet control was repressive and strict.'</p> <p>'There was censorship.'</p> <p>'The Soviet secret police were hated.'</p> <p>'They did not like Russian street signs.'</p> <p>'Education was restricted.'</p> <p>'Religion was banned for being subversive.'</p> <p>'Industrial production and food were sent to Russia.'</p> <p>'The standard of living dropped.'</p> <p>'Food was in short supply.'</p> <p>'The thousands of Russian troops in Hungary were unpopular. They had to pay for the troops.'</p> <p>'They were unhappy with hard-line leaders – Rákosi and Gerö.'</p> <p>'Political opponents were arrested / executed.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
7(b)	Why were the Soviets concerned about events in Hungary in 1956?	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. 'Khrushchev was not prepared to accept Hungary leaving the Warsaw Pact to become a neutral country. He could accept some changes but not Hungarian neutrality. If Hungary left the Soviet bloc it was feared other countries might follow. The protective buffer of friendly countries built up by Stalin might fall apart leaving the Soviets exposed.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'Nagy became leader.' 'Free elections were planned.' 'Law courts were to become impartial.' 'Soviet influence on daily life was to be reduced.' 'There was concern over the demand for the withdrawal of the Soviet army.' 'Nagy wanted Hungary to leave the Warsaw Pact.' 'Nagy wanted to restore farmland to private ownership.' 'There was a fear of revolution spreading to other Warsaw Pact countries.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'They thought it would put them under threat.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	<p>The Berlin Wall was built in 1961 to prevent mass migration.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The erection of the wall by the East was to prevent the mass movement of people from East to West. Nearly 2.6 million East Germans had left for West Berlin or West Germany between 1949 and 1961. Many were skilled people who were needed in East Germany.'</p> <p>OR</p> <p>'Politically the mass numbers leaving the communist regime made it look unpopular. In the context of the Cold War this was negative propaganda as they competed with the capitalist West. Enemies of Communism were arguing that life must be so bad they had to be walled in to prevent people escaping.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'It was built to prevent the educated young people of the East moving to the West.' 'It was to ensure the East did not lose its skilled workforce.' 'To stop the impression that life was better under capitalism.' 'It was built to end free access to the West.'</p>	10

Question	Answer	Marks
7(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'It was built to show a clear boundary.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(a)	<p>Describe how Saddam Hussein dealt with the Kurds between 1987 and 1991.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He dealt with them harshly/ruthlessly.' 'He destroyed villages and towns.' 'He killed thousands.' 'He used mustard gas and cyanide.' 'Displaced over a million people.' 'He used concentration camps.' 'One of the worst examples was against the town of Halabja where Iraqi planes spread poisonous gas killing 5000 and injuring 10 000.' 'He sent Kurds into exile.' 'He attempted to eradicate the Kurds.' 'He did not recognise Kurdistan.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
8(b)	Why was Saddam Hussein able to become President of Iraq in 1979?	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. ‘As President Bakr grew older and suffered from increasing health problems, Saddam became ruler of Iraq in all but name. In 1979, amid circumstances that almost certainly involved threats and bullying, Bakr was encouraged to resign in favour of Saddam who achieved the Presidency in a final bloodless move.’	2–3
	Level 2 Identifies AND/OR describes reasons	
	(One mark for each identification/description) e.g. ‘He had been able to remove any who posed a threat.’ ‘He was supported by individuals in the Revolutionary Command.’ ‘He had shown he could deal with foreign issues.’ ‘He had improved the lives of ordinary people.’ ‘The aging, ailing President Bakr was encouraged to resign.’ ‘He used his influence to appoint family and friends to important positions.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘He was a master of political cunning.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	<p>The Iran–Iraq War of 1980–88 was a success for Iraq.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Saddam Hussein claimed that it had been a glorious victory for Iraq. He had halted the spread of the Islamic Revolution that had affected Iran. He had prevented Khomeini from toppling his regime and an imposing monument was erected in Baghdad to recognise his achievement.’</p> <p>OR</p> <p>‘Economic damage was considerable. Iraq had been transformed from one of the richest countries in the world to a bankrupt state. It owed billions in foreign debt and annual oil revenues had more than halved. Investment in social projects such as housing, schools and hospitals had to make way for austerity.’</p>	10

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Successful for Iraq</u> ‘According to Saddam, it was a glorious victory.’ ‘The spread of Islamic Revolution had been halted.’ ‘His regime remained in power.’</p> <p>OR</p> <p><u>Unsuccessful for Iraq</u> ‘Neither side achieved its war aims.’ ‘Both sides suffered casualties.’ ‘Iraq suffered economically.’ ‘Living standards fell.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘No, there were no winners.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
9(a) Describe what happened at Mons in August 1914.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The BEF went into action.' 'The BEF stumbled into the Germans near to the town of Mons.' 'The BEF met the Schlieffen Plan in action.' 'The BEF rifle fire was fast and accurate.' 'The Germans thought the BEF had many machine guns.' 'The Germans suffered heavy casualties.' 'The BEF was heavily outnumbered and had to retreat.' 'The BEF actions further delayed the German advance.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(b)	Why was the battle of the Marne in September 1914 important? Level 4 Explains TWO reasons (Four marks for one explanation, five marks for full explanation) e.g. '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 Plan and marched straight towards Paris. The German troops were underfed and exhausted. The combined British and French forces stopped the advance.'	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. 'Paris was under threat.' 'It saved France from defeat.' 'The Schlieffen Plan was in ruins.' 'Transport was used to move the French troops quickly.''German forces still remained in France.''Trenches were dug.''Germany was now caught up in a two-front war.''It brought the start of the 'race to the sea'.''It meant war would continue after 1914.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It showed the difficulties of fighting.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It showed the difficulties of fighting.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
9(c)	<p>The most important aspect of the Schlieffen Plan was that France would be defeated quickly.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The plan was to concentrate on knocking France out of the war quickly. The main French armies would be expecting a German attack through Alsace-Lorraine. Instead, the Germans intended to invade through Holland, Belgium and Luxembourg, take Paris and encircle the French armies. This was achieved within six weeks. This was the time it was thought the Russians would take to mobilise.'</p> <p>OR</p> <p>'The Plan needed to be executed speedily and against little opposition. It was not thought that Belgium would offer stern resistance and that Britain would not enter the war at this stage. If France was defeated quickly, Britain and Russia would not fight.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	10
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The Plan was for Germany to invade France through Belgium, Holland and Luxembourg with 90% of their forces.' 'Once France was defeated the Germans would fight Russia.' 'It would take Russia six weeks to fully mobilise.' 'Britain would not immediately join the conflict.' 'The Plan was changed to avoid Holland.' 'It was anticipated Belgium would not resist.'</p>	2–3

Question	Answer	Marks
Level 1 General answer lacking specific contextual knowledge e.g. ‘The Plan needed to be implemented properly.’		1
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
10(a) What was the Hindenburg Line?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a German defensive position.' 'It was built during the winter of 1916–17.' 'It was on the Western Front.' 'It ran from Arras to Laffaux.' 'It was meant to provide an impregnable German position.' 'It was to counter anticipated increasing Anglo-French attacks in 1917.' 'It was built as a precaution rather than part of a policy of withdrawal.' 'It was a heavily fortified defensive position.' 'It featured concrete bunkers, fortified villages, underground tunnels, all of which were protected by barbed wire.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
10(b)	Why were events at Amiens in August 1918 significant?	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. ‘In early August the Allies hit back against the Germans. A combined army burst through the German defences and forced the Germans to retreat. In thick fog, around 400 000 Germans were captured together with around 400 field guns. With losses like this the German morale was destroyed. They could not possibly fight on as there were no reserves and what remained of Ludendorff’s army was steadily driven back.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘It was the turning point of the war on the Western Front.’ ‘It was a combined Allied infantry, artillery, tank and air offensive based on precise intelligence.’ ‘It resulted in an advance of 8 miles.’ ‘Ludendorff called it the ‘black day’ of the German army.’ ‘Large numbers (400 000) of Germans were taken prisoner.’ ‘Around 400 German field guns were captured.’ ‘Over 500 tanks were used.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘The end of the war came closer.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
10(c)	<p>'Germany signed the Armistice because of the increasing impact of the British naval blockade.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The British had been blockading German ports since 1914. By 1918, civilians and industry were experiencing severe shortages. Many Germans were facing severe food shortages causing malnutrition and ill-health. The German people lost some of their will to fight the war.'</p> <p>OR</p> <p>'The decision to surrender and sign an armistice was influenced by events. Failure to do so would likely result in the destruction of the German army and the invasion of Germany. By that time the German forces were in a state of permanent retreat and morale had all but collapsed.'</p>	10
		7–9
		4–6

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'They signed because Germany was threatened by revolution.' 'The British naval blockade was bringing shortages of food.' 'Germany wanted to take advantage of Wilson's Fourteen Points.' 'Germany feared destruction of their army and a resulting invasion.' 'Defeat in the war was inevitable.' 'The Central Powers were defeated.' 'There were mutinies in the navy.' 'Riots broke out across Germany.' 'The impact of the USA's entry into the war.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They signed because they were losing.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
11(a)	<p>In what ways was the Nazi Party affected by the Munich Putsch?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Party leader, Hitler, was put in prison/arrested.' 'Nazis were killed.' 'Hitler's violence put people off supporting them.'</p> <p>'At his trial, Hitler gained national publicity.'</p> <p>'He wrote 'Mein Kampf' whilst in prison.'</p> <p>'Whilst in prison, Hitler realised power could not be achieved by the use of violence.'</p> <p>'The Nazi Party was banned and so could not campaign.'</p> <p>'Hitler realised he needed to achieve power by constitutional means.'</p> <p>'Hitler realised that the Nazi Party needed to develop and expand its organisation.'</p> <p>'Hitler realised that the Nazis needed to contest seats at general elections.'</p> <p>'The Nazis needed to build up a powerbase in the Reichstag.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(b)	Why was the Reichstag Fire important for Hitler?	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. ‘Following the burning down of the Reichstag, Hitler immediately claimed it was proof of a Communist plot. He persuaded Hindenburg to issue an emergency decree which allowed the police to arrest Communists, thus removing a threat to his quest to consolidate his power.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘Hitler claimed it was proof of a Communist plot against the state.’ ‘Hitler took the opportunity to whip up public fear against Communists.’ ‘One theory was the fire was started by the Nazis so as to be able to blame the Communists.’ ‘It gave him the opportunity to persuade President Hindenburg to issue an emergency decree.’ ‘The decree curbed personal freedoms and increased police powers.’ ‘It gave the opportunity to arrest Communists and thus remove a threat to the Nazis.’ ‘He was able to ban the Communist Party.’ ‘He closed down Communist newspapers.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It gave an opportunity for Hitler to become stronger.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	<p>'The use of mass rallies was the main reason the Nazis were able to increase support up to 1932.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Nazi calendar was filled with special anniversaries which provided opportunities for celebration through marches, parades, torch-lit processions, speeches and pageantry. The most spectacular was at Nuremberg in September. These rallies emphasised power, control and order and brought colour to people's lives.'</p> <p>OR</p> <p>'The work on propaganda by Goebbels gained the Nazis support. He organised poster campaigns with simple slogans to highlight Nazi ideas to solve Germany's problems. He edited a network of Nazi newspapers and he gave speeches which were almost equal to Hitler's in their appeal to many Germans.'</p>	10
		7–9
		4–6

Question	Answer	Marks
11(c) Level 2 Identifies AND/OR describes (One mark for each point.)	<p>e.g. <u>Rallies</u> 'The most spectacular rallies were at Nuremberg. These were torch-lit processions, speeches and pageantry.' 'Uniforms were worn.' 'They were colourful and exciting.' 'Hitler spoke at them.'</p> <p><u>Other reasons</u> 'The Nazis had a series of newspapers across the country.' 'Hitler was a great orator.' 'The Nazis produced films to present their ideals and values.' 'Goebbels organised a propaganda campaign.' 'The Nazis had ideas for dealing with unemployment.' 'The Nazis had answers for the problems of the Depression.' 'The SA and SS gave the impression of order and discipline.' 'Many supported the Nazis because they opposed the Communists.' 'The Nazis organised soup kitchens.'</p>	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Messages about Hitler were given.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(a)	<p>Describe the experiences gained from membership of the Hitler Youth.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Boys were given basic military training and discipline.' 'Examples such as drill, camp craft, map reading and cleaning a rifle.' 'Members experienced fitness activities.'</p> <p>'Examples such as athletics, cross country running, camping, hiking and trekking.'</p> <p>'Political indoctrination was experienced.'</p> <p>'Examples such as loyalty to Hitler, the evils of Jewry, the injustices of the Treaty and the impact of Communism.'</p> <p>'Girls were prepared for motherhood.'</p> <p>'They were taught cooking, sewing and managing the household budget.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Marks
12(b)	Why was the education of young people in German schools changed by the Nazis?	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. 'All pupils had to learn about the history of Germany and how weak government and the Jews were responsible for the punishing Treaty of Versailles. This was to ensure that true Nazis were created. They would be encouraged to hate Jews and look to a strong government – the Nazis.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'All German schools were now run by the Nazi state.' 'Teachers had to give a loyalty oath to Hitler.' 'The curriculum was changed to ensure Nazi ideas and racial beliefs were reflected in the teaching.' 'Religious education was removed from the curriculum.' 'Greater emphasis was placed on sport and physical education.'	
	'To produce loyal Nazis.' 'To increase hostility towards Jews.' 'To make pupils fitter.' 'To prepare boys for the army.' 'To prepare girls for motherhood.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'To ensure support for the Nazis.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	<p>How successful were Nazi policies for German industrial workers? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how successful’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The ‘Strength through Joy’ programme was to provide opportunities to improve leisure activities for low-paid workers. It subsidised sea cruises, holidays, built health resorts and spas and ran coach tours. It also provided cheap sports facilities such as sailing and skiing.’</p> <p>OR</p> <p>‘The idea to encourage people to save to buy their own Volkswagen was a con trick. By the time war broke out in September 1939, not a single customer had taken delivery of a car. The factory was converted to war production and none of the money paid in advance was refunded.’</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Successes</u> ‘Unemployed men were used to build roads, autobahns, houses, hospitals and schools.’ ‘Conscription was re-introduced.’ ‘The ‘Beauty of Labour’ organisation improved working conditions.’ ‘The ‘Strength through Joy’ programme provided opportunities to improve leisure activities for low-paid workers.’</p> <p><u>Limitations</u></p> <p>‘Married women were encouraged to give up their jobs.’ ‘Jobs were created by the idea of self-sufficiency.’ ‘Labour Service Corps were used.’ ‘Jews were driven out of their jobs.’ ‘The ‘own a Volkswagen’ was a con trick.’ ‘The cost of living increased.’ ‘Trade unions were banned.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Not all were successful.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
13(a) What were Soviets?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'A workers' council.' 'They were elected.' 'They were set up in all industrial cities.' 'They were often organised at factory level.' 'An example was the Petrograd Soviet.' 'A representative body for workers.' 'Aim to get what the people wanted – bread, peace, land.' 'Often made up of Bolsheviks, Mensheviks, Communists, soldiers and sailors.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
13(b)	Why was the Kornilov Affair important? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Provisional Government were failing with the people turning to the promises of Lenin. Kerensky of the PG appointed Kornilov as the Supreme Commander of the armed forces. He authorised him to impose order in Petrograd. Kornilov with popular and military support was marching on the capital. Kerensky panicked as he was uncertain of support from his own army generals and was forced to ask his Bolshevik opponents for help.'	6
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Kornilov tried to seize power.' 'He wanted to get rid of the Bolsheviks and the Provisional Government.' 'Kerensky's troops were no match for those of Kornilov.' 'Kerensky used the Bolsheviks to defend Petrograd against Kornilov's troops.' 'Bolshevik activists persuaded Kornilov's troops to desert.' 'The Bolsheviks organised an army called the Red Guard.' 'Kerensky armed the Bolsheviks.' 'The Bolsheviks kept their arms after the defeat of Kornilov.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'It showed weaknesses.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
13(c)	<p>'The Provisional Government was overthrown because it did not carry out land reform.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The failure to deal with land reform made politicians appear to be failing to understand the poor or be willing to meet their needs. The PG wanted to keep within the law and was waiting for an election to be held. This delayed an urgent problem in the eyes of the peasants.'</p> <p>OR</p> <p>'Food shortages, unemployment and high prices had brought about the downfall of the Tsar and remained an issue. Grain seizures continued in order to feed the troops, leaving citizens facing famine. What food did remain available was expensive.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. <u>Land reform</u> 'The Provisional Government failed to control the peasants and their actions over land ownership.' 'The PG failed to realise the distribution of land was an urgent problem.'</p> <p>Other reasons 'It was overthrown because it continued with the First World War.' 'It was not helped with the situation of 'dual power' caused by the existence of the Petrograd Soviet.' 'Many Russian citizens were unhappy as they lacked the basics to live.'</p>	10

Question	Answer	Marks
13(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The Provisional Government did very little.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
14(a)	<p>What was the impact of Stalin's rule on women?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The role of women was seen as crucial.' 'In theory, they were seen as equal to men.' 'They would have to play their part in any dramatic economic change planned by Stalin.' 'To increase the population, he introduced a new family law.' 'He made divorce more difficult.' 'He made abortion illegal.'</p> <p>'He gave tax breaks for families having more children.'</p> <p>'He produced incentives in the work place.'</p> <p>'These included free health care, accident insurance, an increased number of crèches and paid holidays.'</p> <p>'By 1939 women made up a significant part of the work force (55%).'</p> <p>'Women held lower positions in the workplace.'</p> <p>'Women still faced discrimination.'</p> <p>'Women did not hold high positions in the Party.'</p> <p>'Women still had to run homes as well as work.'</p> <p>'In practice, equality did not exist.'</p>	<p>1–4</p>

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

0

Question	Answer	Marks
14(b)	Why did Stalin discourage differing national identities within the Soviet Union?	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. ‘Stalin’s approach to differing national identities was to discourage rather than encourage. Stalin saw the pull of different nationalities as a barrier to the development of Russia and therefore sought to unite all who lived in Russia with a series of measures designed to bring all in line. The approach was called Russification. Stalin wanted people not to see themselves as Russian or Ukrainian but as citizens of the Soviet Union.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘He saw them as a barrier to the development of Russia.’ ‘He wanted all people to see themselves as Russian.’ ‘He had little time for nationalist feelings.’ ‘He was more concerned with control and obedience.’ ‘Stalin did not trust them or he held long standing prejudices. For example, Jews still suffered discrimination.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘He wanted total control.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	<p>How successful was Stalin's policy of collectivisation? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The size of farms was increased so that tractors, fertilisers and other modern methods could be used to increase the amount produced. This was often used to sell abroad to make money to help fund the industrialisation programme.'</p> <p>OR</p> <p>'The countryside was in chaos. Peasants were unfamiliar with new ideas and methods. There was much bitterness as starving peasants watched Communist officials sending food for export. Food production fell and there was a famine in 1932–33 with millions dying.'</p>	10

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Successful</u> ‘By 1941 almost all agricultural land was organised under the collective system.’ ‘Amounts exported to fund economic changes increased significantly.’ ‘State-provided machinery increased efficiency.’ ‘By 1934 there were no kulaks left.’</p> <p><u>Unsuccessful</u> ‘The peasants did not like being made to change their way of life.’ ‘The government had to deal with opposition from the kulaks.’ ‘Peasants were unfamiliar with the new ideas and methods.’ ‘There was a famine in 1932–33.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was not successful as he did not think it through.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
15(a) What was Prohibition?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It was introduced by the 18th Amendment.’ ‘It made the manufacture, transport and selling of alcoholic drinks illegal.’ ‘An alcoholic drink was defined as having more than 0.5% alcohol.’ ‘It was enforced through the Volstead Act of 1919.’ ‘It lasted until 1933 / Roosevelt repealed it.’ ‘It was repealed by the 21st Amendment.’ ‘A period in the 1920s.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
15(b)	Why did Prohibition fail? Level 4 Explains TWO reasons (Four marks for one explanation, five marks for full explanation) e.g. 'In order to clamp down on illegal manufacture and trading, the government appointed several thousand enforcement agents. However, there were too few and they were poorly paid and therefore vulnerable to the threats and bribes made by criminal gangs. Nearly 10% of agents were sacked for taking bribes.' Level 3 Explains ONE reason (One mark for each identification/description) e.g. 'Speakeasies made alcohol readily available.' 'People made their own alcoholic drinks known as 'moonshine'.' 'Deaths increased from 'moonshine'.' 'It proved impossible to prevent alcohol being smuggled into America.''Prohibition boosted crime.''Enforcement agents were ineffective.''It increased bribery and corruption.''Reintroducing production would create jobs.''Vast amounts of money were being spent on enforcement.''People were not willing to obey the law.''Money could be raised through taxation.' Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'It failed because it was not liked.' Level 1 General answer lacking specific contextual knowledge e.g. 'It failed because it was not liked.' Level 0 No evidence submitted or response does not address the question	6 6 4–5 2–3 1 0

Question	Answer	Marks
15(c)	<p>To what extent was the USA an intolerant society in the 1920s? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘to what extent’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The Ku Klux Klan showed how intolerant American society could be. It was an organisation mainly in the South that believed in white supremacy. It attacked Jews and Black Americans because it regarded them as inferior. Klan members often lynched Black Americans. They hated anyone who was not white.’</p> <p>OR</p> <p>‘Life for women changed. Contraception reduced the size of families and labour saving devices allowed more women to work, making them financially independent. This financial independence allowed a change in the traditional restrictive role. Women wore more daring clothes. They smoked in public and went out with men, without a chaperone.’</p>	10

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'There was the Red Scare.' 'Attitudes towards immigrants and immigration were harsh.' 'The Ku Klux Klan fuelled hatred.'</p> <p>'There was discrimination against Black Americans.'</p> <p>The Sacco and Vanzetti trial showed hatred against foreigners.'</p> <p>Prohibition showed intolerance towards those who wished to drink alcohol.'</p> <p>'Women had greater freedom.'</p> <p>Attitudes towards sex and contraception were changing.'</p> <p>New tastes in entertainment were growing.'</p> <p>The Monkey Trials showed a lack of tolerance.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'America was extremely intolerant.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
16(a) What was the Wall Street Crash?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'When the Wall Street stock market went into free fall.' 'When investors sold their shares.' 'There was a panic to sell shares.' 'It took place in 1929.' 'When the American financial markets got into difficulty.' 'When banks began to go bust.' 'When the American economy collapsed.' 'One cause of the Great Depression.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
16(b)	Why did the Crash cause many US citizens severe financial difficulties?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for one explanation, five marks for full explanation)	
	e.g. ‘Many faced eviction from their home because they had lost their job. They were reduced to sleeping on park benches or living in what were known as shanty towns in a tent, makeshift huts of scrap metal or cardboard boxes. They did not have welfare benefits to help them.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘Money was lost by those who were speculating on the stock market.’ ‘Unemployment began to rise.’ ‘They were unable to pay household bills.’ ‘They did not have money for food.’ ‘Farmers could not afford to pay bills.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Many citizens did not have money.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(c)	<p>'Hoover was responsible for his own downfall.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Hoover was against the federal government providing welfare support for the unemployed as he thought it would undermine the American values of self-help and rugged individualism. This gave the impression he was unsympathetic and indifferent to the human side of the Depression.'</p> <p>OR</p> <p>'Roosevelt as Governor of New York State had organised schemes to help the elderly and unemployed. This gave him the reputation for understanding the plight of the poor and for trying to take action.'</p>	10

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Hoover</u> 'He believed it was just a normal business downturn.' 'He insisted that prosperity was 'just around the corner'. 'He tried to protect US trade by the introduction of tariffs.' 'He blocked the Garner-Wagner Relief Bill.' 'He believed social security was not the responsibility of government.' 'His reputation was badly damaged by the events relating to the bonus marchers.'</p> <p><u>Roosevelt</u> 'He already had a reputation for helping those in need.' 'He gave confidence to Americans.' 'His 'new deal' election campaign was seen as very positive.' 'He went around the country to meet the people.' 'He believed government should help the people.' 'He planned to get people back to work.' 'He was prepared to take advice.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hoover did not help people.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3
		1
		0

Question	Answer	Marks
17(a) What were 'land co-operatives' in Communist China?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'A method of farming.' 'It was introduced in 1953.' 'An idea to improve farming output.' 'Land from 30–50 villagers joined together.' 'More efficient use of farm land.' 'Gave opportunities to use tractors / machinery.' 'A rent was paid to a family for the use of the land.' 'It was where families farmed the land together.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(b)	Why did the Communists start to redistribute land immediately on coming to power?	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. 'If China was to become a great power now the Communists had gained power, they would need to reform farming. China was facing food shortages in both villages and cities whilst the population was increasing by 14 million a year. Mao wanted to redistribute land in accordance with Communist principles as he saw this as the way forward as it would continue the support of the peasants.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'To distribute land in accordance with Communist principles.' 'To give power and status to the peasants.' 'To remove landlords from power.' 'To reward peasants for their support during the Civil War.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'To be fairer.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
17(c)	<p>'Between 1952 and 1961 Mao transformed China.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The land issue was a major problem for Mao. He needed to increase production of food to feed the population but he was hindered by the control of land by landlords. By 1953 he was in a position to introduce co-operative farms where the peasants lent land to the co-operative in return for a rent. The countryside was transformed as bigger, more efficient farms could be farmed to increase production by the use of machinery such as tractors.'</p> <p>OR</p> <p>'The Great Leap Forward was a bold economic plan to develop China's economy. It depended on the development of communes. This changed whole villages and even towns. At first it appeared a success but soon less positive views appeared. Shoddy goods were produced to meet targets. Workers left the fields to work in industry resulting in famine.'</p>	10

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'By 1952 he was dealing with the landlords.' 'Collectives were being introduced from 1953.' 'Private ownership of land was ended.' 'There was mass social change. Health care and education were improved.'</p> <p>'Attitudes towards women were changed.'</p> <p>'Communes were introduced.'</p> <p>'The First Five-Year Plan was introduced.'</p> <p>'The Great Leap Forward was introduced.'</p> <p>'Backyard furnaces' produced poor quality iron.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Great changes took place in China.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
18(a)	<p>In what ways was education in China affected by the Cultural Revolution?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It resulted in the closure of schools and colleges.’ ‘It resulted in a lowering of academic standards.’ ‘What education remained was aimed at Communist ideology.’ ‘Skills for the work place were not taught.’ ‘University entrance exams were cancelled.’ ‘Qualified teachers were eliminated.’ ‘The best students had to educate the next generation.’ ‘Students refused to sit exams as they showed up inequalities between them.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
18(b)	Why did Mao bring the Cultural Revolution to an end?	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. ‘Mao’s successor, Liu Shaoqi, the State Chairman of China, did not favour the collective farms and factories Mao had introduced. Mao saw Liu Shaoqi as a threat to what he had achieved. In 1968 he was expelled from the Party. This meant Mao had forced the removal of a potential rival in the Party and therefore saw no need for the Cultural Revolution to continue.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘The violence was getting out of hand.’ ‘There was fear of a Civil War.’ ‘Zhou Enlai urged for a return to normality.’ ‘Liu Shaoqi had been expelled.’ ‘It had achieved its aims.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was not needed any longer.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	<p>'Mao introduced the Cultural Revolution to benefit himself rather than China.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Mao wanted to re-impose his authority on the Party. He was concerned that the revolution in China was heading towards a Soviet model, where certain groups became more powerful and privileged. He wanted to stop this and return to a classless society where all were equal.'</p> <p>OR</p> <p>'After the enthusiasm of the 1950s had faded, young people seemed less connected to the Communist model. They were turning against the spirit of revolution and even welcomed elements of capitalism, such as private trade.'</p>	10
		7–9
		4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. Mao 'He had lost his position as Chairman of the Party.' 'He wanted to stop the view that he had been discredited.' 'He wanted to return to his view of Communism.' 'He thought his ideas were under threat from the new leaders.'</p> <p>OR</p> <p>China</p> <p>'Divisions in China were starting to reappear.' 'Young people were moving away from Mao's ideas.' 'Elements of capitalism were appearing.' 'He wanted to create a classless society.' 'He wanted to avoid a revolution.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao thought things were wrong.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
19(a)	<p>In what ways did the National Party government strengthen the pass laws?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They introduced the Abolition of Passes and Co-ordination of Documents Act.' 'It was introduced in 1952.' 'It replaced existing passes for black male Africans with a 'reference book'.' 'The reference book included the holder's personal details.' 'These were photograph, fingerprints, address, marital status and employment record.'</p> <p>'After 1956 the system was extended to include black women.'</p> <p>'Failure to produce the reference book was made a criminal offence.'</p> <p>'It carried a jail sentence.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
19(b)	<p>Why was Sharpeville an important event in the struggle against apartheid?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for one explanation, five marks for full explanation)</p> <p>e.g. ‘Little had been achieved by bus boycotts against the pass laws. The PAC believed blacks should work on their own to achieve their rights. This was different from the views of the ANC and the Freedom Charter. The PAC began a national campaign against the pass laws. Africans were encouraged to leave their passes at home, assemble peacefully outside the local police station and invite arrest. The protest held at Sharpeville ended in violence. This brought worldwide condemnation of apartheid.’</p>	6
	<p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘An organisation called the Pan African Congress (PAC) was involved.’ ‘PAC started a national campaign against the pass laws.’ ‘Protests were to be peaceful.’ ‘The police fired on the demonstrators.’ ‘69 demonstrators were killed with most shot in the back.’ ‘There was worldwide condemnation.’ ‘It was the beginning of widespread protest campaigns outside Africa.’ ‘The South African economy was affected.’</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It changed views of apartheid.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
19(c)	<p>'The Freedom Charter of 1955 was more important to the opposition to apartheid than the Rivonia Trial of 1963–64'. How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The government decided the Freedom Charter was an act of treason and charged 156 persons. The trial lasted for several years before the defendants were found not guilty. The government response was to introduce censorship of books and films and these together with amendment to the Riotous Assemblies Act outlawed any public meetings that might cause the government a problem.'</p> <p>OR</p> <p>'The ANC and PAC began violent resistance through the formation of militant wings. The police found evidence linking MK to acts of sabotage and arrested 17 MK leaders including Mandela. Eight defendants were given life sentences. The government responded with increased repression by ensuring that demonstrators could be detained for 90 days without charge and without access to a lawyer.'</p>	10

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>The Freedom Charter</u> 'The ANC held a Congress of People in 1955.' 'A Freedom Charter was discussed.' 'The Charter included the introduction of democracy, human rights, land reform and equality under the law.' (2 marks)</p> <p>'The government charged 156 persons with treason.'</p> <p>'The trial lasted for several years.'</p> <p><u>The Rivonia Trial</u> 'The ANC and PAC were forced underground.' 'They introduced policies of violent resistance.'</p> <p>'17 MK leaders were arrested and put on trial for treason.'</p> <p>'Eight were given life sentences.'</p> <p>'The main outcome was a detention law under which suspects could be detained for 90 days without charge.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'The government's actions became harsher.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
20(a)	<p>Describe the contribution of Oliver Tambo to the collapse of apartheid.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He was an ANC leader.' 'He helped to transform the organisation into a radical national freedom movement.' 'He established ANC offices in foreign capitals.' 'He mobilised international opinion against apartheid.' 'He addressed the United Nations.' 'He raised the prestige and status of the ANC to that of an alternative government.' 'He was President of the ANC.' 'He held the position between 1967 and 1991, holding it together in the later years of apartheid.' 'He encouraged people in townships to make them ungovernable.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
20(b)	Why was Chief Buthelezi 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. 'Buthelezi was one of the most controversial members of the anti-apartheid movement. At first he refused to participate in the negotiations leading up to the 1994 election, thereby sparking off a serious outbreak of violence and killings between ANC and IFP supporters. Buthelezi changed his mind at the last moment.'	2–3
	Level 2 Identifies AND/OR describes reasons	
	(One mark for each identification/description) e.g. 'He was a member of the ANC Youth League.' 'He became Chief Minister of KwaZulu.' 'For this he was accused of being a collaborator of the National Government.' 'He was party to a declaration which called for the peaceful pursuit of political change.' 'He represented the Inkatha Freedom Party supporting the idea of a federal republic.' 'At first he refused to participate in the negotiations leading up to the 1994 election.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'He tried to bring improvement.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	<p>'Disappointment with Botha's constitutional reforms was the main reason violence increased between 1980 and the early 1990s.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The most obvious underlying disappointment lay with Botha's constitutional reforms. These excluded blacks from national politics and placed the other non-white groups in an inferior position. It was quite clear by 1984 that the government had no intention of moving towards a genuinely democratic political position.'</p> <p>OR</p> <p>'State sponsored violence was easier to commit following the State of Emergency in 1985. The government was given sweeping new powers including increased restrictions on press reporting. Civil liberties were suspended allowing arrests without warrant. There were reports of intimidation and torture of those arrested. This resulted in increased ANC activities aimed at disruption.'</p>	10

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Botha's reforms</u> 'They excluded blacks altogether from national politics.' 'Other non-white groups were placed in an inferior position.' 'Despite reforms many non-whites continued to suffer massive disadvantages in the jobs and housing markets.' 'Despite reform, education remained divisive.' 'The reforms raised expectations but failed to remove the entire apartheid system.'</p> <p><u>Other reasons</u> 'Continued opposition to the apartheid system.' 'Democratic opposition could not be voiced.' 'Community violence was a response to the torture and murder carried out by the security services.' 'Botha declared a State of Emergency in 1985 to try and regain control over South Africa.' 'Attacks increased from bases in countries outside South Africa.'</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. 'Botha thought he would improve the situation.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
21(a)	<p>Describe the actions of the Hebrew Resistance Movement against the British in 1945 and 1946.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They attacked the British.' 'There were simultaneous attacks on British patrol boats, the railway network and a goods yard.' 'Twenty planes were destroyed.' 'There were attacks on three airfields.' 'An attack on Tel Aviv resulted in the deaths of seven British soldiers.' 'Road and rail bridges linking Palestine to its neighbours were destroyed.' 'The King David Hotel was attacked in July 1946.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
21(b)	Why was there conflict between Jews and Arabs in Palestine before May 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. 'The UN decision to partition Palestine meant two states would be created. The Palestinian Arabs could not accept the idea that their homeland would be divided and that the Arabs, who were in the majority, would receive less land than the Jews.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'There was the issue of the Partition Plan.' 'The Irgun and Lehi created terror in the minds of Arab villagers.' 'The attack by Irgun on the village of Deir Yassin.' 'The battle for Jerusalem.' 'Arabs would receive less land.' 'There was a large influx of Jewish immigrants.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Neither side was happy with all the details of the Partition Plan.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
21(c)	<p>'Arab weakness was the main reason for the survival of Israel in the 1948–49 war.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Arab forces were divided. In the north was a combined Palestinian and Syrian force while a separate force was based around Jerusalem. There was little communication between the two forces.'</p> <p>OR</p> <p>'The Jewish forces were very well organised and led. The Haganah, using its experiences of fighting for the British during the Second World War, was transformed into a more structured army. They had stockpiled weapons from the Second World War.'</p>	10

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Arab weaknesses</u> 'Inexperienced military forces.' 'Weak military leadership.' 'Communications were unreliable, impacting on medical supplies.' 'They had fewer forces than the Israelis.'</p> <p><u>Israeli strengths</u></p> <p>'Israel was fighting for survival.' 'Supported by the USA.' 'Received finance from Jews in Europe and America.' 'Used experience of fighting gained earlier.' 'Had better equipment than the Arab forces.' 'They had total air superiority.' 'Their military leadership was strong.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Israelis were stronger.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
<p>22(a) What is Hezbollah?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It is a fiercely anti-Israeli resistance group.' 'It was formed in 1982.' 'It is a fundamentalist group.' 'It is an Islamic group.' 'A group based in south Lebanon.' 'It was to help drive Israeli forces out of Lebanon.' 'It rejects the right of Israel to exist.' 'Uses cross border attacks against Israeli forces.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0	4 1–4

Question	Answer	Marks
22(b)	Why has the United Nations failed to resolve the Arab-Israeli conflict?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for one explanation, five marks for full explanation)	
	e.g. ‘The UN was often ineffective as the real power in the region was held by America. Nasser, prior to the Six Day War, was able to dictate that they withdraw from Egypt. After 1982, protection and humanitarian aid were offered to the civilian population of Lebanon. The USA intervened, reducing the power of the UN.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘The Partition Plan it presented was not acceptable.’ ‘Because it has not received the support of the two opposing sides.’ ‘It was ineffective because America held the position of power in the region.’ ‘It has been accused of having an anti-Israeli bias.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was weak.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	<p>Following the Oslo Accords of 1993 and 1995, the main issue still to be resolved was the return of Palestinian refugees to their homeland.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The right of the Palestinian refugees in Lebanon, Syria, Jordan and other Arab countries to be allowed to return to the homes they left during the fighting of 1948–49 remained an issue. Most Israelis believed that the Palestinians should not be allowed to return. They thought that the Jews would be swamped if all the Palestinian refugees returned and that the Palestinians might then form the majority of the population of Israel.'</p> <p>OR</p> <p>'There remained different views of what the peace agreements meant. For the Israelis, they would withdraw their troops from Gaza and parts of the West Bank but still keep overall control. The Palestinians saw this as the first step towards the establishment of an independent Palestinian state.'</p>	<p>10</p> <p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'Would Palestinian refugees have the right to return to their homes?' 'Deep distrust between the two sides remained.' 'There were very different views of what the peace agreements meant.' 'The issue of Jewish settlements in the occupied territories remained.' 'The actions of Hamas resulted in Israeli troops moving back into areas they had recently left.' 'The future of Jerusalem was still an issue.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There were many important issues to be addressed.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

HISTORY

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Paper 1

May/June 2017

MARK SCHEME

Maximum Mark: 60

Published

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Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.

- WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
 - If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
 - The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Mark
1(a) Describe the benefits of the Zollverein.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a tariff-free zone among members.' 'It encouraged trade.' 'It improved trade flow by removing customs points and regulations.' 'It enabled member states to work together economically.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
1(b) Why was the result of the Austro-Prussian War of 1866 important?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	e.g. ‘Austria had been so dominant among German states for so long and had reasserted its influence at Olmutz. This was now swept away by this defeat and ended any hope of Austria leading a united Germany. The defeat meant Prussia became the dominant German state. The North German Confederation became all powerful and treated Bismarck as a hero.’	4–5
Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	e.g. ‘A major power was defeated.’ ‘It ended Austria’s domination of German states.’ ‘Prussia became the dominant German state.’ ‘It revealed the capability of the Prussian army.’ ‘The lenient peace kept Austria neutral against France.’	2–3
Level 1 General answer lacking specific contextual knowledge e.g. ‘Prussia was victorious.’		1
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Mark
1(c)	'France and Prussia went to war in July 1870 because of the Ems Telegram.' How far do you agree with this statement? Explain your answer.	10
	Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. 'Benedetti, the French ambassador to Prussia, asked the King of Prussia to guarantee that no member of the Hohenzollern family would, in the future, be a candidate for the Spanish throne. When Bismarck received a report from the King's secretary, he edited the despatch making it seem that the King was abrupt in his refusal. He released it to the French and Prussian press. The French press were annoyed and demanded war.' OR 'Bismarck was an opportunist and waited for a chance to fight the French. It was Napoleon's lack of judgment in pursuing the Spanish candidature that gave Bismarck his opportunity.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The Ems telegram was the trigger for war.' 'Bismarck's skill and opportunism were key reasons.' 'Napoleon III's lack of judgment resulted in war.' 'The fear of the Southern German states encouraged war.' 'The neutrality of Austria was important.'	2–3

Question	Answer	Mark
1(c)	Level 1 General answer lacking specific contextual knowledge e.g. 'It was the immediate cause of war.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
2(a)	<p>What did the Supreme Court decide in relation to the Dred Scott case?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Court ruled that black Americans had no claim to freedom or citizenship.' 'Since they were not citizens, they did not possess the legal standing to bring a suit in a federal court.' 'As slaves were private property, Congress did not have the power to regulate slavery.' 'Congress could not revoke a slave owner's rights based on where he lived.' 'This decision nullified the essence of the Missouri Compromise, which divided territories into jurisdictions either free or slave.'</p> <p>'Chief Justice Taney ruled that Scott was the private property of his owners.' 'Scott was subject to the Fifth Amendment prohibiting the taking of property from its owner.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
2(b)	Why was Reconstruction difficult?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘Carpet baggers and scalawags were able to take control of the state governments in the Deep South. These governments were invariably corrupt and spendthrift. This affected the peoples of the South who were trying to restore their towns and plantations to their former prosperity.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘Carpet baggers took advantage.’ ‘Confederate representatives were unable to take their seats.’ ‘Southerners took the law into their own hands.’ ‘Supporters of radical reconstruction wanted to punish the South.’ ‘The South did not keep pace with industrial progress elsewhere in the USA.’ ‘The treatment of black people hardly improved since slavery was abolished.’ ‘Many plantation owners had gone bankrupt.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘Problems remained unsolved.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
2(c)	<p>'The main cause of the American Civil War was slavery.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The South needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. The South felt the North did not understand this and that slavery would be abolished because of the political strength of the North.'</p> <p>OR</p> <p>'The election of Abraham Lincoln as President provoked the South. Lincoln was known for his anti-slavery views and feared he would act. Lincoln had no intention of allowing the South to secede from the Union.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'There were disagreements about slavery.' 'The election of Lincoln provoked the South.' 'The South threatened to leave the Union.' 'The North did not understand the South's need for slavery.' 'Northern manufacturers wanted import tariffs to protect their industries.' 'Southern plantation owners wanted free trade.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
2(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It must have been slavery as it was abolished.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
3(a) Describe the impact of imperialism on the Congo.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Belgian colonization began when King Leopold II founded the Congo Free State.' 'This was a corporate state run solely for King Leopold.' 'Leopold exploited the territory's resources, mainly rubber and ivory, as a private entrepreneur.' 'Leopold's 'Force Publique' had decimated many native villages.' 'Villagers were forced to gather rubber often without pay.'</p> <p>'The forced labour system led to the deaths of 20% of the population.'</p> <p>'Many were mutilated if they did not produce enough.'</p> <p>'Many had hands amputated, meaning they found it difficult to work and look after their families.'</p> <p>'In 1908, the Belgian Parliament took over the Congo Free State.'</p> <p>'It became known as the Belgian Congo.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
3(b)	Why did European imperialism affect different African colonies in different ways?	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 French were prepared to treat the peoples of their territories as equals. They prided themselves on the way they tried to assimilate each of their territories into the French way of life. Whereas Britain wanted control without offending local people and so devised a system of indirect rule, using local chiefs to rule as they had always done administering justice.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. ‘European colonies had different colonial policies.’ ‘British favoured indirect rule.’ ‘Britain did not have the resources to rule directly.’ ‘Britain allowed the establishment of private companies to administer large territories of Africa.’ ‘The French wanted equals.’ ‘The French undermined traditional rule.’ ‘Belgium wanted the assets.’ ‘The Belgian method was one of harsh repression.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Britain and France imposed their own ideas of government.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
3(c)	How successful was the Boxer Rebellion? Explain your answer. Level 5 Explains with evaluation of ‘how successful’ As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks. e.g. ‘In 1900, the Boxers converged on Beijing to ‘exterminate foreigners’. Foreigners and Chinese Christians took refuge in the Legation Quarter, which was placed under siege for 55 days. The Boxers gained support from the Empress Dowager Cixi who declared war on foreign powers.’ OR ‘The Boxer Protocol of 1901 provided for the execution of government officials who had supported the Boxers, provisions for foreign troops to be stationed in Beijing and a heavy fine, more than the government’s annual tax revenue, to be paid to the eight nations over 39 years.’	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. ‘The Boxers attacked foreigners and Christians.’ ‘They persuaded the Empress Dowager Cixi to support the Boxers.’ ‘The Legation Quarter was laid siege to for 55 days.’ ‘The Eight Nation Alliance defeated the Boxers.’ ‘There was uncontrolled plunder of the capital.’ ‘There were executions of those suspected of being Boxers.’ ‘Government officials who supported the Boxers were executed.’	2–3

Question	Answer	Mark
3(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Initial success was followed by severe punishments.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
4(a)	<p>In the years up to 1911, what aggressive acts by Germany were worrying for Britain?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Continued build-up of the German Army in numbers and weapons.' 'In 1898 Germany started to build a fleet of battleships.' 'It worried Britain because its aim was to rival Britain's fleet.' 'Germany built its version of the super battleship Dreadnought.' 'By 1909, Britain had eight and Germany had seven Dreadnoughts.' 'By 1905, the Germans had finalised the Schlieffen Plan.' 'In 1905 the Kaiser visited Morocco to insist that Morocco should be independent of France.' 'This tested the Entente Cordiale, but Britain supported France.' 'Germany supported Austria-Hungary against Serbia and Russia in 1908 when Austria annexed Bosnia-Herzegovina.' 'Britain expressed concern.' 'In 1911, the Kaiser sent a gunboat, 'Panther', to Agadir to threaten the French for helping the Sultan of Morocco to regain control.' 'This again tested the Entente Cordiale, but Britain supported France.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
4(b)	Why did the Balkan Wars of 1912–13 bring general European war closer?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. ‘In the Balkan War of 1912, Serbia gained significant territory from the defeated Turks. In 1913, the Bulgarians attacked fellow members of the Balkan League, but lost. Again, Serbia gained even more land. It had doubled in size in two years. The Austrians were concerned because Serbia wanted to unite with Serbs in the Austrian Empire. The Austrian generals wanted a quick war to crush Serbia once and for all.’	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. ‘Serbia became twice as large as a result of the wars.’ ‘Serbia was a greater threat to Austria.’ ‘Russia was keen to support Serbia in future conflicts.’ ‘The Germans had restrained Austria, but realised, if there was another crisis, they would support Austrian action.’ ‘Bulgaria was determined to gain revenge on Serbia and Greece.’ ‘It involved the major powers from rival alliances.’	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. ‘It was the area most likely to cause the spark to start a war.’	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
4(c)	<p>'The Austrian ultimatum delivered to Serbia on 23 July 1914 was the main reason for general European war breaking out.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks. e.g. 'Austria-Hungary blamed Serbia for the assassination and was determined to deal with Serbia. Serbia found it impossible to keep to all the points made in the ultimatum. Austria felt confident in invading Serbia because it had a guarantee of German support.'</p> <p>OR 'The Alliance System caused war. It created armed camps in Europe, the Triple Alliance and the Triple Entente. A dispute between one of the members of each alliance could draw in other members. Germany supported Austria-Hungary against the Serbs, while Russia supported the Serbs.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Austria-Hungary blamed Serbia for the assassination of the Archduke.' 'The assassination meant Austria was determined to invade Serbia.' 'Austria-Hungary had a guarantee of German backing.' 'The Schlieffen Plan was put into action.' 'The invasion of Belgium by Germany caused the war.' 'The alliance system contributed to the outbreak of war.' 'There was a naval rivalry between Germany and Britain.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
4(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Tension had been building among the great powers for years.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
5(a) Describe the work of the League in relation to refugees.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They set up a Commission.' 'The Refugee Organisation faced the problem of returning former World War One prisoners-of-war.' 'They helped refugees who were stranded in Russia, Poland, France, Germany and Turkey.' (max 2 marks)</p> <p>'There were 250 000 Russians in German and French camps.'</p> <p>'There were 300 000 Germans and former Austro-Hungarians in Russia.'</p> <p>'A million Greeks were made homeless during the Turkish War of Independence.'</p> <p>'Hundreds of thousands were housed in refugee camps.'</p> <p>'The League acted quickly to stamp out cholera, smallpox and dysentery in the camps.'</p> <p>'Nansen, working with the Red Cross, returned 425 000 to their homes between 1920 and 1922.'</p> <p>'The Refugee Organisation raised money, found suitable transport and set up camps.'</p> <p>'The Refugee Organisation issued identity documents.'</p> <p>'After 1933, the Organisation gave valuable assistance to those fleeing persecution by the Nazis.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
5(b) Why was collective security ineffective in practice?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	e.g. 'The absence of the USA meant that collective security was ineffective because the USA could have brought considerable influence when 'moral condemnation' was used. When economic sanctions were applied, the USA could continue trading with the offending nation, which made economic sanctions almost useless. Without the USA, a powerful army could not be easily put together to take action against a war-like nation.'	4–5
Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	e.g. 'The absence of the USA reduced its effectiveness.' 'Unanimous decisions were demanded in the Assembly and the Council.' 'This meant the League was slow to make decisions.' 'The League did not have a standing army to impose military sanctions.' 'Economic sanctions were limited without the USA.' 'Member states were reluctant to take action against a powerful state.' 'There was a lack of will to make it work.' 'There was considerable self-interest by the major member states.'	2–3
Level 1 General answer lacking specific contextual knowledge e.g. 'There were weaknesses in the application of the Covenant by League members.'	1	
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Mark
5(c)	<p>'The League of Nations achieved its peacekeeping aims in the 1920s.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Both Sweden and Finland claimed the Åland Islands in the Baltic Sea. The League investigated and awarded the islands to Finland, but with safeguards for the Swedish islanders. Sweden accepted the judgment.'</p> <p>OR</p> <p>'Poland and Lithuania fought over Vilna. Poland was clearly the aggressor but did not withdraw. The French would not act on behalf of the League against Poland because it saw Poland as a possible future ally.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Disputes between smaller countries were often peacefully settled.' 'The claims of Sweden and Finland to the Åland Islands were settled.' 'Upper Silesia was to be split between Germany and Poland.' 'Mosul was awarded to Iraq by the League.' 'There was a failure to deal with aggressors such as Poland and Italy.' 'There was a failure to implement disarmament.' 'There were agreements made outside the League.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
5(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The League had mixed fortunes during the 1920s.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
6(b) Why was Hitler able to unite with Austria?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	e.g. 'Since the First World War, Italy had regarded Austria as within its sphere of influence. When Hitler attempted a union between Germany and Austria in 1934, Mussolini authorised military manoeuvres to prevent the union. Hitler's relationship with Mussolini had improved since 1934 and in 1938 he had Mussolini's support for the Anschluss.'	4–5
Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	e.g. 'Many in Austria supported union with Germany.' 'Mussolini did not stop him.' 'There was a strong Nazi Party in Austria.' 'The Austrian Nazis staged demonstrations and caused riots.' 'Britain and France did not support Schuschnigg.' 'Seyss-Inquart asked Germany to send troops to restore law and order.' 'Chamberlain felt the Treaty of Versailles was wrong to stop the Anschluss.'	2–3
Level 1 General answer lacking specific contextual knowledge e.g. 'Most Austrians were German-speaking.'	1	
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Mark
6(c)	<p>'The Munich Agreement of 1938 ensured that war would happen.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Chamberlain may have genuinely believed that he had secured peace for the foreseeable future. It was thought by many that Germany had been harshly treated by the Treaty of Versailles and that all of Hitler's acquisitions had been justified, but with Munich this would be his last request. So, war was not inevitable.'</p> <p>OR</p> <p>'If Britain and France had worked with the Czechs and Russians, Hitler could have been halted and war avoided. By giving away the Sudetenland, it made it easy for Hitler to take the rest of Czechoslovakia and leave Poland vulnerable. Churchill warned 'this is only the beginning'. So, war was likely.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Chamberlain may have genuinely believed that he had secured peace for the foreseeable future. It was thought by many that Germany had been harshly treated by the Treaty of Versailles and that all of Hitler's acquisitions had been justified, but with Munich this would be his last request. So, war was not inevitable.'</p> <p>OR</p> <p>'If Britain and France had worked with the Czechs and Russians, Hitler could have been halted and war avoided. By giving away the Sudetenland, it made it easy for Hitler to take the rest of Czechoslovakia and leave Poland vulnerable. Churchill warned 'this is only the beginning'. So, war was likely.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	7–9
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The Sudetenland contained much of Czechoslovakia's defences.' 'Once absorbed into Germany, the rest of Czechoslovakia was vulnerable.' 'Chamberlain returned home and gave the order to re-arm.' 'Most of the British public believed Chamberlain that it would bring peace.' 'It was thought Hitler would keep his word.' 'It was thought Germany had got back from the Treaty what it wanted.' 'There was still time to make an agreement with Russia.'</p>	4–6
		2–3

Question	Answer	Mark
6(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'War was likely, but with Russian support, it could be difficult for Hitler.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
7(a) What was the importance of the 38th parallel in relation to Korea?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was/is the line of latitude which separates North Korea and South Korea.' 'It was the boundary of the communist North with the capitalist South.' (2 marks) 'It was chosen as the frontier between the American and Soviet sectors of Korea in 1945.' 'It was intended as a temporary dividing line.' 'The 38th parallel marks the approximate start of the two sides in the Korean War.' 'It was the crossing of this boundary by the North into the South which resulted in United action.' 'MacArthur pushed the North Koreans up to the Chinese border, but the Chinese pushed the UN troops back to the 38th parallel.' 'It was the finishing position of the two sides at the end of the Korean War.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
7(b)	Why did the USA become involved in resisting the invasion of South Korea?	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 US believed that a successful conquest of South Korea would encourage a Chinese attack on Formosa. If South Korea and Formosa both fell to the Communists, then Japan could be threatened. If this happened, the US believed it would represent a major shift in the power balance between the Communist and capitalist world.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘The USA had a policy of containment.’ ‘The Communist North Korea had invaded and occupied much of South Korea.’ ‘An independent state had been invaded.’ ‘South Korea was an ally of the USA.’ ‘The US believed it was part of a Soviet plan.’ ‘If South Korea fell, other Asian states could follow.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘The USA was unhappy with what had happened.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
7(c)	How effectively did the American policy of containment limit the spread of Communism between 1950 and 1973? Explain your answer.	10
	Level 5 Explains with evaluation of 'how effectively' As Level 4 plus evaluation.	10
	Level 4 Explanation of both sides 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.	7–9
	Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks e.g. 'When the North Korean forces invaded South Korea in an attempt to form a united communist state, the USA, through the UN, wanted to push the North Koreans back to the 38th parallel. It was successful in freeing South Korea and containing communism in North Korea.' OR 'The US wanted to contain communism in North Vietnam and keep South Vietnam free. The tactics used by the USA often meant civilians were a target and thousands died. As a result, the US failed to win the hearts and minds of the South's population and failed to eliminate the Viet Cong.'	4–6
	Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The USA stopped the spread of communism into South Korea.' 'Saving South Korea meant Formosa and Japan did not fall to communism.' 'As a result of the Cuban crisis, Cuba remained a communist state.' 'The US limited the influence of communism in the Caribbean.' 'The US failed in stopping communist influence in South Vietnam.' 'The 'winning of hearts and minds' failed in South Vietnam.' 'The US failed in stopping communism spreading to Cambodia and Laos.'	2–3

Question	Answer	Mark
7(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'There were mixed results for the USA's containment policy.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
8(a)	<p>Describe the economic crisis facing the Polish government by 1980.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The government was forced to increase the price of goods.' 'The increase in food prices particularly hit Polish consumers.' 'Ordinary people faced extreme poverty.' 'The government blocked any wage increases.' 'Strikes spread rapidly across the country.' 'The strikers at the Gdansk shipyards had a list of 21 demands.' 'They demanded the right to form a trade union.' 'There was fear of a general strike which would ruin the economy.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
8(b)	Why was Solidarity important in Poland?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'In 1989, Solidarity fielded candidates in the elections. Solidarity won every seat it contested and the first non-communist government of the post-war era was formed with Wałęsa as President. Solidarity had demonstrated to the rest of the Eastern bloc that communist control could be resisted.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The movement represented 80% of Polish workers.' 'It was the first legal union to be formed since the war.' 'It represented mainly shipbuilding and heavy industry.' 'Its popularity was spread through its own newspaper.' 'Solidarity had the support of the Catholic Church.' 'It gained the support of the West because of its charismatic leader.' 'Solidarity was careful not to use violence.' 'The government negotiated with Wałęsa to end the strikes.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Solidarity had so much support.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
8(c)	<p>'Gorbachev was more important than Solidarity in the collapse of Soviet control over Eastern Europe.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Gorbachev's policies of promoting 'openness' through glasnost applied not only within the USSR. He realised that Eastern Europe must be allowed to choose its own destiny. Gorbachev made it clear he would not stand in the way of attempts at democracy in Warsaw Pact countries.'</p> <p>OR</p> <p>'Solidarity had forced a strong Soviet Union backed Communist government to give way through the action of industrial workers, backed by popular opinion and the use of non-violent methods. In free elections Solidarity won massive support and became an example for the rest of Eastern Europe.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The economy of the Soviet Union was failing.' 'Gorbachev withdrew the support of the Red Army to Eastern Europe.' 'Solidarity was a mouthpiece for opposition to communism.' 'Solidarity challenged the Soviet Union.' 'Gorbachev introduced perestroika and glasnost.' 'Communist countries were no longer dominated by the USSR.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
8(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Gorbachev held some responsibility because he was in power.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
9(a)	<p>In relation to trench warfare, describe what was meant by 'going over the top'.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The infantry lined up and fixed bayonets.' 'The attacking infantry rose out of their trenches.' 'They had to climb over the parapet of their trench.' 'This enabled them to get into no man's land to attack the enemy.' 'It was an unpopular activity for soldiers.' 'It meant leaving the safety of their trench.' 'Machine guns were used to repel soldiers going over the top.' 'It generally sustained heavy losses.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4
	0	0

Question	Answer	Mark
9(b)	Why was the Somme Offensive launched?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	4–5
	e.g. 'The attack by the Germans on Verdun had begun in February 1916. The fighting was intense and the French were clinging on during the Spring and early Summer. One of the aims of the Somme Offensive was to take pressure off the French army at Verdun. It was hoped that many German troops would be withdrawn from the battle over Verdun to defend against the British offensive.'	
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	2–3
	e.g. 'It was launched to achieve a breakthrough on the Western Front.' 'It aimed to kill as many Germans as possible.' 'It would be part of Haig's and Joffre's policy of attrition.' 'It aimed to relieve pressure on the French at Verdun.' 'It hoped to weaken the German army.' 'It hoped to reduce German morale.' 'It hoped to stretch the German army.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'To defeat the Germans.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
9(c)	'Gas was the most effective new development used to try to break the 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'	As Level 4 plus evaluation.	10
Level 4 Explanation of both sides	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.	7–9
Level 3 One-sided explanation OR one explanation of both sides 5–6 marks	More detailed explanation of one issue to be given two marks. e.g. 'Despite the panic that it caused, the effectiveness of poison gas was limited. Only 4% of war deaths came from gas. Both sides developed gas masks which offered some protection. As the war went on, the Germans ran out of chemicals.' OR 'Although early tanks broke down and often did not get across no man's land, later tanks became more reliable and quicker. When used in large numbers such as at Amiens and Cambrai, the German lines could be breached.'	4–6
Level 2 Identifies AND/OR describes	(One mark for each point.) e.g. 'Gas only accounted for a small number of deaths.' 'Gas masks were created.' 'Tanks scared the Germans but they often broke down.' 'Tanks used in large numbers were effective.' 'Aircraft were useful for spotting the enemy.' 'The machine gun was most effective accounting for 90% of the deaths.' 'The flame thrower was as dangerous to the user as it was to the enemy.'	2–3

Question	Answer	Mark
9(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The machine gun was an effective weapon but it did not achieve a breakthrough.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
10(a)	<p>Describe the methods of recruitment used in Britain.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There was a massive recruiting poster campaign.'</p> <p>'The most famous poster had a picture of Lord Kitchener.'</p> <p>'Other posters showed the Germans as Huns and Barbarians.'</p> <p>'There were conscience posters making men feel guilty if they did not volunteer.'</p> <p>'Recruiting stations were opened in every town.'</p> <p>'Patriotism was whipped up by public speakers and army bands to persuade men to enlist.'</p> <p>'Factory mates were encouraged to join together and formed the 'Pals' Battalions'.'</p> <p>'In the music halls, artists persuaded young men to join up on stage.'</p> <p>'In London, women handed out white feathers to persuade men to show they were not cowards.'</p> <p>'The Government passed the Military Service Act in January 1916.'</p> <p>'In January 1916, single men aged 18–41 were conscripted into the armed forces.'</p> <p>'In May 1916, married men aged 18–41 were also conscripted.'</p>	1–4

Question	Answer	Mark
10(b)	Why was Britain able to counter the effectiveness of the U-boat threat in 1917–18?	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. 'From mid-1917, almost all merchant ships travelled in convoys. British and American warships escorted merchant ships in close formation. Allied shipping losses fell by 20% when the convoy system was introduced in mid-1917. Depth charges became even more effective when used together with the convoy system.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Mines destroyed more U-boats than any other weapon.' 'Mines were effective in preventing U-boats using the English Channel.' 'In 1917–18, warships protected merchant ships in a convoy system.' 'Depth charges were introduced in 1916.' 'Long range aircraft had developed in the last part of the war and could help protect convoys by detecting U-boats.' 'Q ships were decoy ships: merchant ships armed with disguised heavy guns.' 'By 1917, Britain and the USA were building so many ships that the U-boats could not sink them all.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Better protection was given to the merchant ships.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
10(c)	<p>'The main reason for the Gallipoli Campaign was to help Russia.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks. e.g. 'It was hoped to open a sea route to Russia so that the Allies could get supplies to the Russians. It hoped to relieve pressure on the Russian forces by drawing troops away from the Russian front.'</p> <p>OR 'The British hoped to capture Constantinople, the capital of Turkey, and knock Turkey out of the war. It was hoped that this would encourage neutral countries close to Turkey, such as Greece, Romania and Bulgaria, to join the Allied side. They would attack and defeat Austria, leaving Germany isolated.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'It planned to open a sea route close to the Russian front.' 'It hoped to send supplies to the Russians.' 'It planned to knock Turkey out of the war.' 'It would establish a new front against Austria.' 'It would draw troops from other fronts.' 'It would save Egypt and the Suez Canal from Turkish attack.'</p>	10
		7–9
		4–6
		2–3

Question	Answer	Mark
10(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It would put pressure on Germany's allies.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
11(a) Describe the activities of the Freikorps, 1919–20.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They fought communists.' 'They used brutal methods.' 'In January 1919, the Freikorps crushed the Spartacist rebellion in Berlin.' 'They defeated the Bavarian Soviet Republic in April 1919.' 'They fought communist risings in the Baltic, Silesia, Poland and East Prussia.' 'They put down a communist rising in the Ruhr in March 1920.' 'In March 1920, they took part unsuccessfully in Dr Kapp's rising against the Weimar Government.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Mark
11(b)	Why was Germany facing economic disaster by 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. 'With the occupation of the Ruhr in January 1923 by the French and Belgians, the German industrial workers refused to work. The halt in production caused the collapse of the German currency. The government decided to print money resulting in hyperinflation. The German currency was worthless. People's savings were valueless and prices rose faster than incomes.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'The Germans could not pay the second instalment of reparations.' 'The French and Belgians occupied the Ruhr.' 'The German workers used 'passive resistance'.' 'No goods were produced to take as reparation payments.' 'The German currency collapsed.' 'There was hyperinflation.' 'Savings were worthless.' 'Pensioners suffered being on a fixed income.' 'Shop prices increased every hour.' 'The Weimar government was in danger of collapse.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Germany could not pay its debts.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
11(c)	<p>How far do the cultural achievements of the period explain why the years 1924–29 are known as the ‘Golden-Age’ of the Weimar Republic? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The new democratic republic was committed to civil liberties. It lifted censorship, encouraged artists, writers and film directors. The rejection of traditional approaches resulted in the favouring of expressionism.’</p> <p>OR</p> <p>‘Stresemann stabilised the economy with a new currency. He gained loans under the Dawes Plan, which helped kick start the German economy and enabled unemployment and inflation to fall, but allowed industry to expand and exports to increase.’</p>	4–6
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. ‘Berlin became a significant cultural city in Europe.’ ‘It became a centre for artists, writers and film makers.’ ‘There were many cabaret artists, singers and dance bands.’ ‘In architecture, the Bauhaus style was introduced.’ ‘Stresemann stabilised the economy.’ ‘German industry seemed to have recovered and seemed prosperous.’</p>	2–3

Question	Answer	Mark
11(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The economy and cultural achievements had equal weight.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
12(a)	<p>What actions were taken by the Nazis to encourage an increase in the birth rate?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Women were encouraged to give up work and stay at home.' 'Very few women were accepted in the professions or in universities.' 'Women were encouraged to marry early.' 'Loans were given to couples, but each child produced meant keeping a quarter of the loan.' 'After producing four children, there was no loan to pay back.' 'Mother's crosses were awarded, a bronze for 4 children, silver for 6 and gold for 8 children.'</p> <p>'Contraception was not allowed.'</p> <p>'Abortion was illegal for Aryan women.'</p> <p>'The state set up a 'Mother and Child Welfare Office'.'</p> <p>'Posters, radio broadcasts and newsreels all celebrated the ideas of motherhood and home building.'</p> <p>'The ideas of motherhood were reinforced at school and in the German Maidens' League.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
12(b)	Why were the Nazis able to reduce unemployment?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'By breaking the military terms of the Treaty of Versailles, Hitler re-armed providing thousands of jobs in weapons production and increasing the size of the army to 550 000 by 1936. He created a military air force and, under the Anglo-German Naval Agreement, a German fleet with submarines. Over a million and a half jobs were created in the armed forces and weapons production by 1936.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Hitler persuaded women to leave the workforce.' 'Jews were deprived of their jobs and not counted as unemployed.' 'Students were not counted as unemployed.''Increasing the size of the army.''Re-creating a military air force and navy.''Hitler introduced the National Labour Service.''The Nazis sent unemployed men on public works projects.''There was a major house building scheme.''An autobahn system was built employing thousands of men.''International projects such as the Berlin Olympics created jobs.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Nazis spent money to reduce unemployment.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
12(c)	<p>'Nazi youth policies were unsuccessful.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By 1939, the Hitler Youth had 7 million members, the vast majority of young Germans. Many were happy to join as other associations were banned and this offered many activities such as camping and a wider range of sports. Many boys saw it as a preparation for the armed forces.'</p> <p>OR</p> <p>'Nazi youth policies were not effective because in 1936 the Hitler Youth had to be made compulsory. Rather than join the Hitler Youth, many young people joined the Catholic Youth Organisation or two groups which were hostile to the Nazi regime, the Swing Movement and the Edelweiss Pirates.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Millions voluntarily joined the Hitler Youth.' 'There was indoctrination in the schools.' 'The Swing Movement did not support the regime.' 'The Edelweiss Pirates actively attacked the Hitler Youth.' 'Compulsion had to be used in the Hitler Youth.'</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By 1939, the Hitler Youth had 7 million members, the vast majority of young Germans. Many were happy to join as other associations were banned and this offered many activities such as camping and a wider range of sports. Many boys saw it as a preparation for the armed forces.'</p> <p>OR</p> <p>'Nazi youth policies were not effective because in 1936 the Hitler Youth had to be made compulsory. Rather than join the Hitler Youth, many young people joined the Catholic Youth Organisation or two groups which were hostile to the Nazi regime, the Swing Movement and the Edelweiss Pirates.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Millions voluntarily joined the Hitler Youth.' 'There was indoctrination in the schools.' 'The Swing Movement did not support the regime.' 'The Edelweiss Pirates actively attacked the Hitler Youth.' 'Compulsion had to be used in the Hitler Youth.'</p>	7–9
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Millions voluntarily joined the Hitler Youth.' 'There was indoctrination in the schools.' 'The Swing Movement did not support the regime.' 'The Edelweiss Pirates actively attacked the Hitler Youth.' 'Compulsion had to be used in the Hitler Youth.'</p>	4–6
		2–3

Question	Answer	Mark
12(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Young people were often put under pressure to give support.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
13(a)	<p>Describe how Stolypin attempted to deal with Russia's problems.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Stolypin used a 'stick and carrot' approach to the problems.' 'He came down hard on strikers, protesters and revolutionaries.' '20 000 were exiled and over 1000 hanged.' 'The noose came to be known as 'Stolypin's necktie'.' 'Stolypin attempted to end the open field system.' 'Stolypin allowed wealthier peasants, the kulaks, to buy more land.' 'The kulaks were allowed to opt out of the mir communes.' 'This meant the kulaks could own bigger and more efficient farms.' 'Credit was made available to improve agricultural land from the Peasant Land Bank.' 'He insured urban workers against illness, accident and death of family members.' 'He extended religious freedom to Jews.' 'He made education more widely available.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Mark
13(b)	Why did opposition to the rule of the Tsar exist in Russia at the beginning of the twentieth century?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Tsar Nicholas was an autocrat and ruled with absolute power. The growing middle classes, including industrialists, businessmen, bankers and lawyers, wanted greater democracy in Russia. They were helping to create the country's wealth but had no say in how the country was run. Many pointed out that Britain still had a monarch but also had a powerful parliament and this is what Russia should have in the twentieth century.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Tsar was committed to the idea of autocracy.' 'The Tsar, the Church and the nobles had privileged lives.' 'The Tsar censored the press and banned political parties.' 'The punishments of the Okhrana, his secret police, were cruel.' 'The peasants wanted to own more land.' 'The Tsar used force against demonstrating hungry peasants after poor harvests.' 'Workers in the cities worked and lived in terrible conditions.' 'The Tsar's policy of 'Russification' offended many in the Russian Empire.' 'There were political agitators such as Bolsheviks and Social Revolutionaries.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The country needed modernising politically, socially and economically.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
13(c)	<p>'The Tsar taking personal command of the Russian Army was the main reason for his eventual abdication.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The war was not going well and the Tsar put himself in personal command of the army in August 1915. He failed to bring victories and there were serious mutinies in the army. He was considered to be directly responsible for military defeats and the deaths of millions of Russians.'</p> <p>OR</p> <p>'By March 1917, food shortages led to widespread looting with thousands of workers participating in violent protests. This, together with discontent in the countryside, resulted in the loss of support for the Tsar. The people had lost faith in the Tsar to fight the war and the Tsarina to govern the country at home.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The Tsar failed as commander-in-chief.' 'There was mutiny in the armed forces.' 'The Duma lacked power.' 'The Petrograd Soviet was re-formed.' 'Strikes and food shortages were crippling.' 'The reputation of the court was lowered by Rasputin.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
13(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'The Tsar lost support at home and at the front.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
14(a)	<p>What were the main features of the labour camps (gulags)?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They were situated in the most remote and inhospitable parts of the Soviet Union.'</p> <p>'The harshest were inside the Arctic Circle and Siberia.'</p> <p>'The prisoners were used as slave labour on prestige projects.'</p> <p>'A quarter of a million convicts worked on the White Sea Canal.'</p> <p>'Prisoners were expected to work in all weathers.'</p> <p>'Prisoners did not receive enough food.'</p> <p>'Camp guards often used violence against the inmates.'</p> <p>'Prisoners could not receive any visitors.'</p> <p>'Conditions were so bad that several millions died in the camps.'</p> <p>'They died from hunger, cold and exhaustion.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Mark
14(b)	Why was the NKVD a feared organisation?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation)	4–5
	e.g. 'NKVD or secret police was the instrument that Stalin used to crush any potential opposition. They arrested and shot hundreds of thousands of people in all walks of life. The NKVD prepared lists of victims for Stalin to authorise. All Soviet people lived in fear of the NKVD because there was no rule of law and no human rights. Once arrested by the NKVD, prisoners could be beaten, tortured or murdered. Some just disappeared.'	
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)	2–3
	e.g. 'The NKVD murdered Kirov.' 'They provided the evidence for the Great Terror.' 'They investigated politicians and army generals.' 'They crushed any potential opposition.' 'The NKVD used informers in schools, factories and farms.' 'The NKVD murdered Trotsky.'	
	Level 1 General answer lacking specific contextual knowledge e.g. 'They were Stalin's secret police force.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
14(c)	<p>'The main reason that Stalin introduced the Purges was to remove his opponents within the Communist Party. How far do you agree with this statement? Explain your answer.'</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Stalin wanted to purge potential rivals within the Communist Party. Members of the left like Zinoviev and Kamenev were accused of being Trotsky's agents, while Bukharin, Tomsky and Rykov, who had supported the NEP, were accused of forming a Trotskyite-Rightist bloc.'</p> <p>OR</p> <p>'Stalin did not want any potential threat from the army or navy, so three out of five marshals were purged and fourteen out of sixteen commanders were shot or imprisoned. The navy lost every one of its admirals.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Stalin wanted to remove prominent old Bolsheviks.' 'He wanted to remove those who supported Trotsky.' 'He wanted to purge the army and navy of senior officers.' 'He wanted to purge the secret police.' 'He wanted to remove old enemies such as the kulaks and Nepmen.' 'He wanted to remove party officials who were 'undermining the economy'.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
14(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Stalin's purges were to remove all potential opponents.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
15(a)	<p>In what ways did new products help to boost the US economy?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Rayon was a cheaper substitute for silk.' 'Over 300 million pairs of stockings per year were made from rayon.' 'Bakelite, an early plastic, did not conduct electricity and was resistant to heat.' 'Bakelite could be used for saucepan handles and electric plugs and switches.' 'Cellophane could give a covering but allowed the product to be visible.' 'Communications were speeded up by automatic switchboards, dial phones and teletype machines.' 'The building industry benefited from new machines such as concrete mixers, pneumatic tools and power shovels.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Mark
15(b)	Why was the expansion of the motor industry important for the economic boom?	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 motor industry kept workers in other industries in employment. Glass, leather, steel and rubber were all required to build the new vehicles. Automobiles used up 75% of US glass production in the 1920s. A massive army of labourers was busily building roads throughout the country for the cars to drive on. Road construction became the biggest single employer in the 1920s.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'By the end of the 1920s, the motor industry was the USA's biggest industry.' 'It employed hundreds of thousands of workers directly.' 'It benefited other industries needed to produce a car.' 'By 1929, one in five Americans owned a car.' 'Cars made it possible for people to buy a house in the suburbs, which benefited the house building industry.' 'The car industry stimulated hotel construction and the building of roadside filling stations.' 'It led to the development of holiday resorts.' 'The assembly line production of the car industry was copied by other industries, such as washing machines and hoovers.' 'The mass production of cars led to mass marketing.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'It revolutionised industrial practices.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
15(c)	<p>'Overproduction was the main reason US farmers faced serious problems in the 1920s.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'From 1900 to 1920, while farming was doing well, more and more land was being farmed. Improved machinery, especially the combine harvester, and improved fertilisers made US agriculture extremely efficient. The result was that by 1920 it was producing surpluses of wheat which nobody wanted.'</p> <p>OR</p> <p>'After the war, Europe imported far less food from the USA. This was partly because Europe was poor and it was partly a response to US tariffs which stopped Europe from exporting to the USA. In retaliation, Europe imported far fewer US agricultural products.'</p>	4–6

Question	Answer	Mark
15(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. 'Europe imported less US food after the war.' 'US tariffs worked against US agricultural exports.' 'The Canadian wheat producers were very efficient.' 'More land was farmed, producing more food.' 'Improved machinery produced a surplus of food.' 'Lower prices meant farmers could not afford their mortgages.' 'The collapse of rural banks hit the farming industry.' 'Millions of farm labourers were forced off the land.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The US farming industry faced a multitude of problems.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Mark
16(a)	<p>What did Roosevelt aim to achieve with his promise of a ‘new deal’?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘To bring about reform to create a more fair and just society.’ ‘To bring about the recovery and rebuilding of the American economy.’ ‘To bring relief to the poverty-stricken.’ ‘To create employment for the unemployed.’ ‘To improve working conditions and pay for the employed.’ ‘To end child labour.’ ‘To bring stability to the banking system.’ ‘To protect people’s savings and property.’ ‘To make agriculture profitable.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
16(b)	Why was the American business community critical of the New Deal?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The basic objection was that Roosevelt allowed government to become involved in economic life in an unprecedented manner. New Deal laws tried to create jobs, fix prices, dictate working conditions and control levels of production, all activities that the business community felt were none of the government's business.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'They thought Roosevelt was destroying free enterprise.' 'They thought Roosevelt was moving towards socialism.' 'Businessmen did not like the government being involved in business.' 'They disliked Roosevelt's support for trade unions.' 'They did not like contributing towards unemployment insurance schemes.' 'They did not like having to agree to NRA codes to gain government contracts.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'They had to pay more taxes.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
16(c)	<p>'The New Deal was a failure as it did not solve unemployment.' How far do you agree with this statement?</p> <p>Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'During the years of the New Deal, unemployment never fell below 14% of the workforce. Unemployment never fell below 5 million. This was because most of the jobs under the New Deal were not permanent and were lowly paid, reducing the money available to spend on American goods.'</p> <p>OR</p> <p>'America became a more compassionate society. Roosevelt's policies gave new hope, new confidence and a sense of purpose. It enabled America to survive the Depression without resorting to extreme solutions such as fascism, as happened in other countries.'</p>	10
		10
		7–9
		4–6

Question	Answer	Mark
16(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point.)</p> <p>e.g. <u>Failure</u> 'Unemployment was only solved by the Second World War.' 'Government policy forced many to lose their jobs in agriculture.' 'It failed to end racial discrimination.' 'Industry was hampered by increased regulations and higher taxation.'</p> <p><u>Success</u> 'Unemployment fell by over 30%.' 'The banking system was saved.' 'The very poor benefited from welfare and emergency payments.' 'Working conditions and pay generally improved.' 'Trade unions increased their membership.'</p>	2–3
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Not enough was done for some people.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(a)	<p>What were the results of the Marco Polo Bridge Incident of 1937 for China?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Japanese attempted to force their way into Wanping to find a missing soldier.' 'Both the Chinese and Japanese increased their troop numbers.' 'A full scale Japanese invasion of China followed.' 'In 1937, Beijing, Shanghai and Nanjing fell to the Japanese.' 'Nanjing was where Chiang Kai-Shek had his KMT capital.' 'The fighting was vicious and led to many atrocities.' '100 000 Chinese were slaughtered.' 'By the end of 1938, much of northern and eastern China had been overrun.' 'The conflict continued until it blended into the Second World War.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
17(b)	Why did the Second World War increase the strength of the Communist Party?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Communists were popular with the peasants because they took the fight to the Japanese by using guerrilla tactics. They organised local Chinese resistance forces in areas occupied by the Japanese in an attempt to sabotage the enemy war effort. They destroyed railways, ambushed troops and disrupted Japanese supply lines. This was in contrast to the defensive approach by the Nationalists.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Communists took the attack to the invader.' 'They appeared to be very patriotic.' 'They helped the resistance forces plan their attacks.' 'They did this with very few arms or aid.' 'The Communists took control of large areas of rural China.' 'In these areas they reduced rents and increased taxes on the rich.' 'As the Japanese were driven out, the Communists could rely on the peasantry for support.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'The Communists worked with the people, unlike the Nationalists.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
17(c)	<p>'Support from the peasants was the main reason for the Communist victory in the Civil War.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Communists were the party of the people, visibly present in the rural areas where most lived and keen to introduce measures that the people wanted. By winning hearts and minds, the Communists were able to win the war.'</p> <p>OR 'The Communists used the guerrilla tactics that had served them so well against the Japanese. They did not engage the KMT in set-piece battles, but focused on smaller targets and caused supply problems to the KMT.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'The Communists had gained much peasant support during the war against the Japanese.' 'The Communists worked with the peasants, while the KMT supported the landlords.' 'Chiang and the KMT were corrupt.' 'Chiang appeared to be a puppet of the USA.' 'KMT soldiers treated the peasants with no respect.' 'Communist guerrilla tactics were highly effective.' 'Mao was very popular as he was seen as a liberator from the Japanese.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
17(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The KMT failed to gain peasant support, unlike the Communists.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
18(a)	<p>Describe relations between China and Tibet in the 1950s.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In May 1951, an agreement was signed by Tibet recognising Chinese rule over the country.' 'The agreement guaranteed the existing political and social system of Tibet would continue.' 'In 1954, India and China signed an eight year agreement on Tibet called Panch Shila.' 'It was designed to promote understanding and cultural exchanges.' 'In 1959, the Chinese told the Indian leader that borders were incorrect.' 'The Chinese wanted to build a highway into Tibet which involved these border areas.' 'In 1959 there was a "Tibetan Uprising".' 'It was a protest over the increasing spread of communism in Tibet.' 'The protests were crushed.' 'The Dalai Lama and thousands of Tibetan refugees fled to India.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
18(b)	Why have Communist China's relations with Taiwan always been hostile?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'Both the KMT and Communist governments claimed to be the legitimate government of China and labelled the other illegitimate. Each side used propaganda showing the other to be suffering and living in poor conditions. Both governments wanted to gain control of each other's territory.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The Communists and the KMT have always been bitter rivals.' 'They fought for control of China in a civil war.' 'Those fleeing persecution from China sought refuge in Taiwan.' 'Both governments thought they were the legitimate government.' 'An official state of war existed until 1979.' 'In 1950, the Communists had attempted to seize islands belonging to Taiwan.' 'Taiwan had financial and military support from the USA.' 'Taiwan had the seat in the UN for China until 1971.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Mao and Chiang had been bitter enemies.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
18(c)	<p>'The main reason for China's improving relations with the USA was the death of Mao.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks. e.g. 'Mao had been the enemy of the USA over Korea and Vietnam and the fact that the USA supported the regime in Taiwan. Although relations with the USA improved after his death, Mao had in his last five years met President Nixon and increased trade and cultural links.'</p> <p>OR</p> <p>'Relations deteriorated between China and the USSR during the 1960s. China did not want to be isolated from both world super powers, while the USA saw it as an opportunity to divide the two further. If the USA could establish links with China, it would isolate its main Cold War enemy.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'There was a split in Chinese and USSR relations.' 'The USA changed its foreign policy.' 'China wanted access to US trade and business expertise.' 'Deng promoted the market economy and trade with the USA.' 'China was accepted into the UN and Taiwan expelled.' 'Mao did not want to offend both super powers.'</p>	10
		10
		7–9
		4–6
		2–3

Question	Answer	Mark
18(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Before his death, Mao was improving relations with the USA.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
19(a)	<p>What restrictions in relation to travel for non-whites existed in South Africa by 1940?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Movement for non-whites around the country was limited by the pass system.' 'Every black male over 16 was obliged to carry a pass.' 'The pass contained personal and work details.' 'The pass had to be presented to the police on demand.' 'Failure to produce a pass on demand could result in a jail sentence or deportation to a black reservation.' 'Passes were used to ensure that blacks moved out of the towns as soon as their work was complete.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
19(b)	Why was the migrant labour system disliked by black workers?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for one explanation, five marks for full explanation) e.g. 'The workers did not like closed compounds, associated with the mining industry. Workers were isolated from the towns and liquor and women were forbidden. Facilities were basic with simple wooden beds and rudimentary cooking and toilet facilities. Workers lost all access to the outside world for the length of a contract.'	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Migrant labourers had to sign a contract.' 'Breaking the contract was a criminal offence.' 'Labourers had to carry their pass book.' 'Wages were low.' 'The compound had basic living conditions.' 'Discipline was harsh and the working hours were long.' 'Labourers did not see their families for many months.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'White farmers and industrialists exploited migrant black workers.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
19(c)	<p>'The main success of South Africa's economic development by 1945 was in manufacturing.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By 1945, manufacturing contributed 20% to the total of the economy. The government protected home industries with tariffs and established ESCOM to provide cheap electricity to industry and the railways. ISCOR exploited the country's rich resources of coal and iron to produce steel.'</p> <p>OR</p> <p>'Gold mining was the engine of the economy, accounting for 70% of exports. It stimulated other sectors of the economy, such as the production of machinery, electrical equipment, explosives and wire cables. It created many professional jobs such as accountants, lawyers and bankers.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	10
	<p>e.g. 'Manufacturing grew rapidly between 1920 and 1945.' 'It used the country's natural resources.' 'Gold mining produced much revenue from taxes and royalties to help other sectors of the economy.' 'Foreign capital and skilled labour was drawn to South Africa's gold industry.' 'A third of the working population was dependent on agriculture.' 'The government provided loans and grants to mainly white farmers.'</p>	7–9
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	4–6
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p>	2–3

Question	Answer	Mark
19(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Progress was made in manufacturing, gold mining and agriculture.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
20(a)	<p>What was the outcome of the April 1994 election?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The ANC won a convincing victory with over 60% of the vote.' 'The National Party polled just over 20% of the vote.' 'Inkatha won just over 10% of the vote.' 'Nelson Mandela became President.' 'De Klerk became Deputy President.' 'Buthelezi became a minister in Mandela's government.' 'Mandela declared that it was 'a time to heal old wounds and build a new South Africa'.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Mark
20(b)	Why was the ANC worried about the actions of Chief Buthelezi? Level 4 Explains TWO reasons (Four marks for one explanation, five marks for full explanation) e.g. 'Buthelezi was a Zulu nationalist and hoped to make KwaZulu an independent state. This was at odds with Mandela's ambitions for a unified South Africa. Friction between ANC and IFP led to violence and this threatened the fragile relationship between Mandela and de Klerk. Mandela eventually persuaded Buthelezi to take part in the elections.'	6
	Level 3 Explains ONE reason (One mark for each identification/description) e.g. 'He left the ANC and became the Chief Minister of the Zulu homeland.' 'He was criticised for being a collaborator of the National Government.' 'After 1990, he represented the Inkatha Freedom Party.' 'The Party wanted a federal republic to protect the rights of Zulus.' 'He refused to participate in negotiations up to the 1994 election.' 'There was violence between ANC and IFP supporters.' 'Buthelezi changed his mind at the last minute.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'Buthelezi was a divisive member of the anti-apartheid movement.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Buthelezi was a divisive member of the anti-apartheid movement.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
20(c)	<p>How important was de Klerk in the ending of white minority rule? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how important'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'De Klerk worked to end apartheid and establish a new political system, based on non-racial democratic principles. He wanted to avoid civil war and he persevered with the peace discussions despite provocation from the extremist wing of the ANC.'</p> <p>OR</p> <p>'Mandela had a vision to end apartheid and establish a new constitution. He worked for one person, one vote. In the peace discussions, he said he wanted whites to remain in the country so that they could continue to apply their managerial and technical skills.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'De Klerk was important because he brought change.' 'He accepted that apartheid had to be dismantled.' 'He ended the ban on the ANC and released Mandela.' 'Mandela worked for one person, one vote within a united South Africa.' 'Mandela sought reconciliation between the different ethnic groups.' 'The work of the ANC had an effect.' 'International opposition to apartheid increased.'</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'De Klerk worked to end apartheid and establish a new political system, based on non-racial democratic principles. He wanted to avoid civil war and he persevered with the peace discussions despite provocation from the extremist wing of the ANC.'</p> <p>OR</p> <p>'Mandela had a vision to end apartheid and establish a new constitution. He worked for one person, one vote. In the peace discussions, he said he wanted whites to remain in the country so that they could continue to apply their managerial and technical skills.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'De Klerk was important because he brought change.' 'He accepted that apartheid had to be dismantled.' 'He ended the ban on the ANC and released Mandela.' 'Mandela worked for one person, one vote within a united South Africa.' 'Mandela sought reconciliation between the different ethnic groups.' 'The work of the ANC had an effect.' 'International opposition to apartheid increased.'</p>	7–9
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'De Klerk was important because he brought change.' 'He accepted that apartheid had to be dismantled.' 'He ended the ban on the ANC and released Mandela.'</p>	4–6
		2–3

Question	Answer	Mark
20(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. 'Both de Klerk and Mandela played a vital role.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
21(a)	<p>Describe the events of 1954–56 which resulted in the Suez conflict.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In 1954, Nasser became President of Egypt.' 'Colonel Nasser had helped to overthrow King Farouk and make Egypt a republic.' 'Nasser persuaded the British to withdraw their troops from the Suez Canal zone.' 'Britain and the USA wanted to be on good terms with Nasser.' 'They wanted Arab support in the Middle East against the Soviet Union.' 'Nasser refused to join an anti-Soviet alliance.' 'He wanted Egypt to be neutral.'</p> <p>'The Israelis attacked Egyptian headquarters in Gaza in February 1955.'</p> <p>'The Egyptians secured Soviet arms through Czechoslovakia.'</p> <p>'In July 1956, the USA and Britain decided to cancel their loans to Egypt for the building of the Aswan Dam.'</p> <p>'Nasser nationalised the Suez Canal to use the profits to build the Aswan Dam.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4

Question	Answer	Mark
21(b)	Why were the results of the Suez conflict important for Israel?	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 speed of their victory over Egyptian forces in Gaza and Sinai had proved that the Israeli Defence Forces were the strongest in the Middle East. The Israeli air force showed it had air superiority over the Egyptian air force, while the army showed it had speed and flexibility with its tactics. The Israelis proved they had the most able commanders, such as Moshe Dayan and Ariel Sharon.’	
	Level 2 Identifies AND/OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘The Suez conflict proved that Israel had the best armed forces in the Middle East.’ ‘When Israeli forces were withdrawn from Sinai, the UN guarded the border between Israel and Egypt.’ ‘In particular, UN forces tried to prevent raids on Israel from Gaza.’ ‘UN forces were to guard the passage of Israeli shipping through the Straits of Tiran.’ ‘Israel cemented its relationship with the USA.’ ‘It clarified who its friends and enemies were for the future.’ ‘Israel realised it needed to keep modernising its armed forces.’ ‘The bases of the Fedayeen had been destroyed.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It showed Israel had the upper hand over its neighbours in war.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
21(c)	<p>'The actions of Nasser caused the Six-Day War of 1967.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Nasser provoked war by moving 100 000 troops into Sinai, which alarmed the Israelis because it brought Egyptian troops nearer to Israel. He then asked the UN commander to remove his troops from Egyptian soil. This was followed by closing the Straits of Tiran to Israeli shipping.'</p> <p>OR</p> <p>'In Cairo in 1964, the Arab leaders set up the PLO, whose aim was to win back the land which Palestinians had lost in 1948–49. Fatah, a guerrilla group and part of the PLO, began raiding Israel from bases in Syria, Jordan and Lebanon. The Syrians, in particular, supported Fatah with men and arms. This provoked the Israelis to teach the Syrians a lesson.'</p>	4–6

Question	Answer	Mark
Level 2 Identifies AND/OR describes (One mark for each point.) e.g. 'The PLO was formed to take back land from Israel.' 'There were border skirmishes between Fatah and Israeli forces.' 'Syria became violently anti-Israeli and was warned by Israel.''The USSR gave information, which was inaccurate, to Syria and Egypt of Israeli troops massing on the Syrian border.''Nasser put troops into Sinai.''Nasser asked the UN to remove troops from Egypt.''Nasser closed the Gulf of Aqaba to Israeli shipping.'		2–3
Level 1 General answer lacking specific contextual knowledge e.g. 'Nasser was goaded by the Syrians to take action.'	1	
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Mark
22(a)	<p>What action did Palestinians take between 1970 and 1976 to attract international attention?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘In September 1970, four planes were hijacked and blown up in Jordan.’ ‘In September 1971, the Jordanian Prime Minister was murdered.’ ‘In September 1972, Black September kidnapped and killed 11 Israeli athletes in the Munich Olympics.’ ‘In October 1972, a Lufthansa plane was hijacked.’ ‘In July 1976, an Air France flight to Entebbe was hijacked.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Mark
22(b)	Why were many Palestinians in refugee camps by the 1980s?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason (Four marks for one explanation, five marks for full explanation) e.g. 'The Arab states had strong motives for keeping the refugee problem alive. The continued existence of the camps served as a reminder of Israeli aggression and, if the Palestinians returned home to their villages now under Israeli control, they would cease to be Palestinians and would be absorbed into the new Israeli state.'	4–5
	Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'The events of 1947–48 created a huge refugee crisis.' 'The refugees fled to the West Bank, Gaza, Jordan, Syria and Lebanon.' 'The Israelis forcibly expelled Palestinians to occupy their land.' 'They fled in terror due to the Deir Yassin massacre.' 'The refugee crisis worsened as a result of the 1967 war.' 'Jewish settlers moved in so the refugees could not return.' 'Arab countries wanted the camps to highlight the Palestinian cause.' 'The Arabs had rejected the Partition Plan.'	2–3
	Level 1 General answer lacking specific contextual knowledge e.g. 'Palestinians were forced into camps because of war.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Mark
22(c)	<p>'Arafat was a successful leader.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Arafat was successful in promoting the Palestinian problem through both peaceful and violent means. He founded Fatah and became Chairman of the PLO and used spectacular atrocities to attract world attention.'</p> <p>OR</p> <p>'Arafat failed to gain an independent Palestinian state. He used violence before 1974, but this only lost international support. Recognising Israel and attempting peaceful means lost him the support of many Palestinians who turned to Hamas over which he had no control.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Arafat was successful in highlighting the Palestinian problem.' 'He addressed the United Nations.' 'He signed the Oslo peace agreement with the Israelis.' 'He was awarded the Nobel peace prize.' 'Arafat encouraged violent actions which lost international support.' 'He failed to control Hamas.' 'He failed to gain an independent Palestinian state.'</p>	10
	<p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Arafat was successful in promoting the Palestinian problem through both peaceful and violent means. He founded Fatah and became Chairman of the PLO and used spectacular atrocities to attract world attention.'</p> <p>OR</p> <p>'Arafat failed to gain an independent Palestinian state. He used violence before 1974, but this only lost international support. Recognising Israel and attempting peaceful means lost him the support of many Palestinians who turned to Hamas over which he had no control.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Arafat was successful in highlighting the Palestinian problem.' 'He addressed the United Nations.' 'He signed the Oslo peace agreement with the Israelis.' 'He was awarded the Nobel peace prize.' 'Arafat encouraged violent actions which lost international support.' 'He failed to control Hamas.' 'He failed to gain an independent Palestinian state.'</p>	7–9
	<p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Arafat was successful in promoting the Palestinian problem through both peaceful and violent means. He founded Fatah and became Chairman of the PLO and used spectacular atrocities to attract world attention.'</p> <p>OR</p> <p>'Arafat failed to gain an independent Palestinian state. He used violence before 1974, but this only lost international support. Recognising Israel and attempting peaceful means lost him the support of many Palestinians who turned to Hamas over which he had no control.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Arafat was successful in highlighting the Palestinian problem.' 'He addressed the United Nations.' 'He signed the Oslo peace agreement with the Israelis.' 'He was awarded the Nobel peace prize.' 'Arafat encouraged violent actions which lost international support.' 'He failed to control Hamas.' 'He failed to gain an independent Palestinian state.'</p>	4–6
	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point.)</p> <p>e.g. 'Arafat was successful in highlighting the Palestinian problem.' 'He addressed the United Nations.' 'He signed the Oslo peace agreement with the Israelis.' 'He was awarded the Nobel peace prize.' 'Arafat encouraged violent actions which lost international support.' 'He failed to control Hamas.' 'He failed to gain an independent Palestinian state.'</p>	2–3

Question	Answer	Mark
22(c)	<p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Arafat had mixed fortunes in his political career.’</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/21

Paper 2

May/June 2017

MARK SCHEME

Maximum Mark: 50

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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This document consists of **9** printed pages.

19th Century Topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	8
	Level 5 Compares big messages i.e. in both sources the town is important as the stage on which the revolutions play out.	7–8
	Level 4 Agreement AND disagreement of detail or sub-messages	6
	Level 3 Agreement OR disagreement of detail or sub-messages (Suggestions below may not be a definitive list)	3–5
	Agreements: <ul style="list-style-type: none">• Liberalism/nationalism was a factor• Ruling classes failed to control the revolutions• Lower classes were an important factor Disagreements: <ul style="list-style-type: none">• Middle classes were revolutionary in A, but not in B	
	Level 2 Identifies information that is in one source but not in the other OR states that the sources are about the same subject OR compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
2	Study Source C. Why did Radetzky send this letter in December 1847? Explain your answer using details of the source and your knowledge.	8
	Level 6 Reason based on purpose in context of 1847 i.e. must also be dealing with situation in Italy at that time.	8
	Level 5 Reason based on general purpose (must have intended impact on audience) i.e. to get Vienna to react	7
	Level 4 Reason based on the big message i.e. to say that help from Vienna is needed	5–6
	Level 3 Reason based on context only OR Reason based on valid sub-message(s)	3–4
	Level 2 Interprets letter or describes the context – but not used as a reason for publication OR Reasons based on misreadings of the source	2
	Level 1 Paraphrases the source	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
3	Study Source D. What is the message of this cartoon? Explain your answer using details of the source and your knowledge.	7
	Level 5 Cartoonist's point of view i.e. revolution would be a good thing.	7
	Level 4 Interprets the big message of the cartoon i.e. must encompass both the revolution and the useless rulers	5–6
	Level 3 Interprets sub-message of the cartoon	3–4
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
4	Study Sources E and F. Would the weavers in Source E have been pleased with Source F? Explain your answer using details of the sources and your knowledge.	7
	Level 5 Argues no because the kinds of changes in Source E will not address their concerns	7
	Level 4 Argues yes because in Source E they are bringing about reforms/changes	5–6
	Level 3 Argues no because Lichnowsky says that they are not agitators/not interested in change	3–4
	Level 2 Undeveloped use of provenance	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
5	Study Source G. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	8
	Level 5 Yes or No: explains with reference to contextual knowledge.	7–8
	Level 4 Yes or No: explains with reference to other source(s)	5–6
	Level 3 Yes or No: assertions based on everyday empathy i.e. what you would expect of any king	3–4
	Level 2 Valid analysis of source, but no conclusion on surprise	2
	Level 1 Writes about the sources but does not address the question OR identifies what is/is not surprising, but no explanation	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
6	Study all the sources. How far do these sources provide convincing evidence that the 1848 revolutions were brought about by the weakness of the existing regimes? Use the sources to explain your answer.	12
	Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for developed evaluation of sources (no more than 1 per source) Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use ✓ in the margin for each source use in support of the statement and X for each source use rejecting the statement. ✓ – A, B, C, D, G X – A, B, C, D, E, F, G	7–10
	Level 2 Uses sources to support or reject the statement	4–6
	Level 1 No valid source use	1–3
	Level 0 No evidence submitted or response does not address the question.	0

20th Century topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages on judgement on the Treaty <u>overall</u> i.e. in Source A the Treaty is generally OK, but in Source B it is fraught with problems. (Do not allow unqualified ‘A shows success, B shows failure’: the explanation needs to indicate how far the Treaty was/was not a success.)	7
	Level 4 Agreement AND disagreement of detail or sub-messages	5–6
	Level 3 Agreement OR disagreement of detail or sub-messages (Suggestions below may not be a definitive list) Agreements: <ul style="list-style-type: none">• It was (Wilson) hoped that the League would resolve difficulties• The Treaty was harsh (don't allow it was too harsh)• There were difficulties/there was still work to do• That Germany had to pay reparations• There were doubts about the League Disagreements: <ul style="list-style-type: none">• In A Clemenceau (France) got a lot, but in B was outwitted• In A the peace was just, in B it was dominated by greed• In A Wilson was satisfied, in B he was not satisfied• In A the Treaty was (harsh but) just, in B it was (too harsh) and unjust• In A the Treaty was a victors’ peace, in B the victors were under attack because of the peace	3–4
	Level 2 Identifies information that is in one source but not in the other OR states that the sources are about the same subject OR compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
2	Study Source C. Why was this source published in Germany in 1919? Explain your answer using details of the source and your knowledge.	8
	Level 6 Reason based on Big Message plus purpose in context of 1919	8
	Level 5 Reason based on purpose in context of 1919 (must have intended impact on the <u>German</u> audience, i.e. an action the audience was intended to take)	7
	Level 4 Reason based on the big message i.e. to say that the Treaty was wicked/evil/mad (i.e. reason must have an ‘edge’, and focus on the <u>Treaty</u> not the <u>peacemakers</u>)	5–6
	Level 3 Reason based on context only OR Reason based on valid sub-message(s) e.g. to say that the Treaty is harsh/unfair/unjust Sub-messages can be on the <u>peacemakers</u> .	3–4
	Level 2 Reasons based on misreadings of the cartoon OR Interprets cartoon or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
3	Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Yes/No: compares the sources, plus evaluates purpose of Source E	8
	Level 5 Yes/No: compares the sources, plus evaluates through cross-reference to contextual knowledge/other source(s)	7
	Level 4 Yes or No: explains using agreements/disagreements between the sources (Don’t allow ‘No because both show the Treaty was harsh’)	5–6
	Level 3 Explains surprised/not using Source E only i.e. no valid use of Source D	4
	Level 2 Yes/No: explained by undeveloped provenance	2–3
	Level 1 Writes about sources but fails to address the question OR Identifies what is/not surprising in Source E, but no explanation	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
4	Study Source F. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	8
	Level 5 Cartoonist's point of view i.e. condemning the Allies' <u>hypocrisy</u> over the issue of <u>disarmament</u> (must have both elements, i.e. hypocrisy alone would be L4)	7–8
	Level 4 Interprets the big message of the cartoon i.e. the way the Allies treated Germany was unfair (i.e. a critical judgement on the <u>Allies</u> – DON'T allow judgements about the Treaty) Note: 'treatment was harsh' is not enough, but 'Allies' treatment of Germany was <u>too</u> harsh' would be.	5–6
	Level 3 Interprets sub-message of the cartoon (At this level you can allow sub-messages about the <u>Treaty</u>)	3–4
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
5	Study Sources G and H. Do you trust what Lloyd George says in Source H about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge.	7
	Level 6 No: because Lloyd George has to make the Treaty appear hard in order to win Parliament's support for it	7
	Level 5 Cross-reference to other source(s)/specific contextual knowledge to evaluate Lloyd George (Note: do <u>not</u> allow attempts to cross-refer to <i>future</i> events. Also evaluation of G is irrelevant)	5–6
	Level 4 Explains based on comparison of content of Sources G and H	4
	Level 3 Undeveloped use of provenance	3
	Level 2 Analyses sources without stating whether Lloyd George is trusted	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
6	Study all the sources. How far do these sources provide convincing evidence that people were satisfied with the Treaty of Versailles? Use the sources to explain your answer.	12
	Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for developed evaluation of sources (no more than 1 per source). Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use ✓ in the margin for each source use in support of the statement and X for each source use rejecting the statement. The idea of 'satisfied' can comprise liking, approving, thinking it was fair etc. ✓ – A, C, D, E, F, G, H X – A, B, C, D, E, F, G, H	7–10
	Level 2 Uses sources to support or reject the statement	4–6
	Level 1 No valid source use	1–3
	Level 0 No evidence submitted or response does not address the question.	0

HISTORY

0470/22

Paper 2

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	8
	Level 5 Compares big messages They both argue that the 1848 revolutions in Italy failed because Italians were divided	7–8
	Level 4 Agreement and disagreement of detail or sub-messages Level 3 Agreement or disagreement of detail or sub-messages: Agreements include: leadership was a weakness, there was limited support for Italian nationalism, Italians were socially divided, Italians rose up against Austria, Charles Albert was indecisive Disagreements: in A Cavour has contempt for the Rome liberals but in B he is against the working class	6
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 Compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison Level 0 No evidence submitted or response does not address the question.	1
		0

Question	Answer	Marks
2	Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	8
	Level 6 Uses contextual knowledge or other sources to explain why surprised and not surprised	7–8
	Level 5 Uses contextual knowledge or other sources to explain why surprised or not surprised	5–6
	Level 4 Answers based on internal use of Source C (i.e. answers include nothing outside C) e.g. not surprised he is offering himself as leader because the people of Lombardy and Venetia have risen up	4
	Level 3 Undeveloped answers based on provenance or uses knowledge or other sources to check events / facts in C	3
	Level 2 Identifies what is / what is not surprising but no explanation	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
3 Study Sources D and E. How far do these two sources give similar impressions of the revolutions in Italy in 1848? Explain your answer using details of the sources.	<p>Level 4 Compares impression of failure in D with impression of success in E</p> <p>Level 3 Compares the impressions given by the two sources</p> <p>Level 2 Compares the provenance of the sources</p> <p>OR Makes comparison of details rather than impressions</p> <p>OR Valid impression(s) from source(s) but no valid comparison</p> <p>Level 1 Writes about the sources but makes no valid comparison</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	6 3–5 2 1 0

Question	Answer	Marks
4	Study Sources F and G. Does Source G mean that Garibaldi (Source F) was wrong? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates both	8
	Level 5 Compares the sources and evaluates one of them Note: Levels 5 and 6 must be built on Level 4	7
	Level 4 Explains that G shows that Garibaldi was wrong in his expectations of the Italian people	5–6
	Level 3 Answers based on agreements / disagreements between the two sources	3–4
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
5	Study Sources H and I. How similar were the aims of Pisacane (Source H) and Pallavicino (Source I)? Explain your answer using details of the sources and your knowledge.	8
	Level 6 A combination of Levels 4 and 5	
	Level 5 Explains fundamental difference of aims – freeing the people from the social system in H and a free and independent Italy in I	8
	Level 4 Explains similarities in aims – both want a united Italy, an Italy free from Austria	6–7
	Level 3 Explains differences or similarities but not focused on aims	4–5
	Level 2 Answers based on undeveloped use of provenance	3
	Level 1 Unsupported assertions	2
	Level 0 No evidence submitted or response does not address the question.	1
		0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that popular support was important in the 1848–1849 revolutions in Italy? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source) Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports / does not support the statement Use ✓ in the margin for each source use in support of the statement and X for each source use rejecting the statement</p> <p>✓ B, C, D, E, F ✗ A, B, C, D, G, H, I</p> <p>Level 2 Uses sources to support or reject the statement</p> <p>Level 1 No valid source use</p> <p>Level 0 No evidence submitted or response does not address the question.</p>	12
		7–10
		4–6
		1–3
		0

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages Source A – the Treaty was a disaster / unfair on Germany because it caused problems in the future Source B disagrees – the Treaty was not a disaster/unfair, what happened next was the fault of future leaders Both need to be supported from sources. Need all the above for Level 5, otherwise L3 or L4	7
	Level 4 Agreement and disagreement of detail or sub-messages	5–6
	Level 3 Agreement or disagreement of detail or sub-messages: Valid agreements for L3 and L4: the Treaty was not enforced; Germany is powerful in both; Germany unhappy with Treaty; Germany was split by the Treaty; Germany was upset by the creation of the Polish Corridor; Germany was the largest country; Germany was not crushed; the Polish Corridor was created	3–4
	Valid disagreements for L3 and L4: A – Germany was in a worse / better position than before the Treaty; the Polish Corridor was a real problem for Germany / it was only an irritation; the Treaty was to blame for what happened later, it was not to blame or later statesmen were to blame; the Treaty could never have worked / it could have worked; the Treaty was unfair / not unfair; the Treaty was a disaster / not a disaster; the Treaty was not justified / it was justified; sympathetic towards Germany / not sympathetic; Germany was angered by the Treaty / it was merely irritated by it	
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 Compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
2	Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	7
	Level 5 Cartoonist's point of view Germany is being treated harshly (allow unfairly) and this is wrong or is criticising the treatment OR The Treaty of Versailles is harsh (allow unfair) and is wrong or is being criticised	7
	Level 4 Interprets big message of cartoon Germany is being treated harshly or too harshly or in a barbaric way OR the Treaty of Versailles was harsh, too harsh, barbaric	5–6
	Level 3 Interprets sub-message of the cartoon e.g. Wilson is concerned about the treatment of Germany, Clemenceau is keen to punish Germany, the cartoon is criticising the punishment of Germany (not L4 because doesn't get harsh), Germany is powerless, humiliated, sympathetic towards Germany, the Treaty was unfair, Germany is being treated unfairly	3–4
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
3	Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 7 Compares the sources and evaluate E to conclude that it is not surprising that the Count is making these claims because of his purpose	8
	Level 6 Compares the sources and evaluates one of them to conclude that E is or isn't surprising about whether the Treaty was harsh	7
	Level 5 Answers based on agreements/disagreements This will probably be based on D implying the Treaty should be fair and E being upset that the Treaty was not fair OR D is worried the Treaty might not be fair and so it is not surprising E was upset when the Treaty was not fair	5–6
	Level 4 Explains not surprised by E because of his purpose – but no valid use of D	4
	Level 3 D does not make E surprising because they are about different things OR Uses contextual knowledge to check content of E	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question OR Identifies what is or what isn't surprising but with no valid explanation	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
4	Study Sources F and G. How far would the cartoonists have agreed about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge.	8
	Level 5 Big message – explains different points of view about whether it was right to punish Germany in the way it was	7–8
	Level 4 Explains difference / similarities of sub-messages e.g. Germany did not like the punishment in both, Germany suffering in F not suffering in G, Germany treated harshly in F but not harshly in G, Germany being punished in both	5–6
	Level 3 Answers based on misreading of F and / or G OR Answers that give valid reading(s) but no comparison	3–4
	Level 2 Answers based on undeveloped use of provenance	2
	Level 1 Unsupported assertions / surface descriptions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
5	Study Sources H and I. Do you believe Wilson in Source H? Explain your answer using details of the sources and your knowledge.	8
	Level 7 Evaluates Wilson's claims in H on the basis of his purpose in context	8
	Level 6 Cross-references to other sources or to knowledge to evaluate Wilson's claims in H	6–7
	Level 5 Explains based on comparing H and I	5
	Level 4 Uses knowledge or other sources to check facts in H	4
	Level 3 Undeveloped use of provenance	3
	Level 2 Analyses sources without stating if Wilson can be believed	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question.	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that German anger at the Treaty of Versailles was justified? Use the sources to explain your answer.</p>	12
	<p>Level 3 Uses sources to support and reject the statement</p>	7–10
	<p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source)</p>	
	<p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement</p>	
	<p>Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement.</p>	
	<p>✓ A, C, D, E, F, I, (B)</p>	
	<p>Do not allow D as a ✓ if clearly based on assumption that Treaty has been passed</p>	
	<p>✗ B, G, H, (D)</p>	
	<p>Level 2 Uses sources to support or reject the statement</p>	4–6
	<p>Level 1 No valid source use</p>	1–3
	<p>Level 0 No evidence submitted or response does not address the question.</p>	0

HISTORY

0470/23

Paper 2

May/June 2017

MARK SCHEME

Maximum Mark: 50

Published

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19th Century Topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two artists agree about events in Paris on 24 February 1848? Explain your answer using details of the sources.	8
	Level 5 Compares big messages	6–8
	These answers compare the impression of complete disorder, destruction and disrespect in A with the orderliness and respect for religion in B.	
	Level 4 Compares sub-messages	4–5
	Level 3 Compares surface details	3
	Level 2 Identifies information that is in one source but not in the other	2–3
	OR	
	Level 2 States that the sources are about the same subject	
	Level 1 Writes about the sources but makes no valid comparison	1

Question	Answer	Marks
2	Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	7
	Level 5 Uses other sources or contextual knowledge to explain whether surprised by the attitude of Lamartine towards the mob.	6–7
	Level 4 Uses other sources or contextual knowledge to explain whether surprised or not by the actions of the mob	5–6
	Level 3 Assertions based on everyday empathy – either based on the actions of the mob or on the views of Lamartine.	3–4
	Level 2 Valid analysis of source but fails to state whether surprised or not	2
	Level 1 Writes about sources but fails to address the question	1

Question	Answer	Marks
3	Study Source D. What impression does this source give of the February Revolution? Explain your answer using details of the sources.	7
	Level 5 Explains how the overall impression is a romantic and idealistic one.	7
	Level 4 Inferences about overall nature of the revolution – this should focus on the lack of vindictiveness and on the order inherent in the events described	6–7
	Level 3 Supported inferences	5
	Level 2 Unsupported inferences e.g. the people have taken over law and order, the revolution was not as fearsome as some feared	3–4
	Level 1 Paraphrases/copies part of the source	1–2

Question	Answer	Marks
4	Study Sources E and F. How similar are these two sources as evidence about the Provisional Government? Explain your answer using details of the sources.	8
	Level 4 Disagreement of big messages – in E the provisional government will try and keep the support of both groups whereas in F it has thrown in its lots with the middle classes.	7–8
	Level 3 Agreement and/or disagreement of sub-messages e.g. it wants the support of the middle classes in both, reforms were expected in both	4–6
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 Compares the provenance of the sources	2–3
	Level 1 Writes about the sources but makes no valid comparison	1

Question	Answer	Marks
5	Study Source G. How useful is this source as evidence about the February Revolution? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains what can be learned from its purpose based on who he was.	8
	Level 5 Evaluates source to reject or accept it	7
	Level 4 Explains what can be learned from content	5–6
	Level 3 Undeveloped use of provenance	3–4
	Level 2 Paraphrases source	2
	Level 1 Unsupported assertions	1

Question	Answer	Marks
6	Study all the sources. How far do these sources provide convincing evidence that the February Revolution was a real threat to the social order? Use the sources to explain your answer.	12
	Level 3 Uses sources to support and reject the statement	7–10
	Award up to 2 bonus marks for evaluation of sources (no more than 1 per source)	
	Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.	
	Use ✓ in the margin for each source use in support of the statement and X for each source use rejecting the statement.	
	✓ – A, C, G	
	X – B, D, E, F	
	Level 2 Uses sources to support or reject the statement	4–6
	Level 1 No valid source use	1–3

20th Century Topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages Disagreement over what/who was to blame for Germany's problems 1919–1923 – in A it is Germany, in B it is the Treaty.	7
	Level 4 Agreement and disagreement of detail or sub-messages	5–6
	Level 3 Agreement or disagreement of detail or sub-messages: Agreements include: in 1923 the French occupied the Ruhr; reparations of 132 billion; German printing of money led to inflation; reparations affected German economy badly; reparations (TofV) was a factor leading to inflation; they agree that inflation was due both German actions and the TofV (reparations); Germany suffered from bad inflation; Germany did not like the TofV; Germany failed to pay reparations Disagreements include: reparations of 269 fixed on compared to 132 billion; it was difficult to envisage any treaty the Germans would have accepted whereas in B they would have accepted a fair treaty or one based on the 14 Points; in A reparations were manageable, in B they were incredible; in A the Treaty was fair, in B it was unfair; A says territorial changes make Germany stronger while B says they make it weaker	3–4
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 Compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1

Question	Answer	Marks
2	Study Sources C and D. Does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates one of them.	7–8
	Level 5 Answers based on agreement or disagreement of sources – Disagreements – in C Germany can afford reparations, in D it cannot, in C Lloyd George and Briand agree, while in D they do not, in C France and Britain are just claiming that Germany is faking weakness while in D they are making Germany weaker Agreement – in both Briand thinks Germany can afford it	5–6
	Level 4 Explains surprise/not surprised by D, no valid use of C	4
	Level 3 Answers based on misunderstanding of C and/or D	3
	Level 2 Answers based on undeveloped provenance OR Valid analysis of sources but fails state whether surprised or not	2
	Level 1 Writes about the sources but does not address the question OR Identifies something surprising but no valid explanation	1

Question	Answer	Marks
3	Study Sources E and F. Does Source F prove that Lloyd George was lying in Source E? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares sources and evaluates both to say if Lloyd George is lying.	8
	Level 5 Compares sources and evaluates one to say if Lloyd George is lying	7
	Level 4 Evaluates Lloyd George in E with no reference to F	6
	Level 3 Compares sources for differences/agreements to say whether F proves Lloyd George was lying	4–5
	OR	
	Explains how these two sources can be reconciled or how Source F cannot be used to prove that Lloyd George was lying	
	Level 2 Undeveloped provenance	2–3
	OR	
	Valid analysis of sources but fails to say whether Lloyd George was lying	
	Level 1 Writes about the sources, fails to address the question	1

Question	Answer	Marks
4	Study Source G. Why was this source published in 1923? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains purpose in context of 1923.	8
	Level 5 Explains the purpose of the cartoon (must have intended impact on audience i.e. persuading British audience that Germany should be given more time to pay)	7
	Level 4 Explains the big message This is – Britain and France were disagreeing over whether Germany should be given more time to pay reparations or whether Germany could pay reparations = 5 If gets to point of view i.e. supporting British position or criticising French position = 6	5–6
	Level 3 Explains context only – fails to explain message or purpose of source Or Level 3 Explains a valid sub-message (3 marks) Or Level 3 sub message plus point of view of the cartoonist (4 marks)	3–4
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1

Question	Answer	Marks
5	Study Source H. Do you trust this source? Explain your answer using details of the source and your knowledge.	7
	Level 6 Evaluates Source H on basis of purpose in context – trying to persuade Germans the Republic is worth saving despite its difficulties.	7
	Level 5 Uses contextual knowledge to evaluate main claim of H – about the peace settlement being responsible for the difficulties of the Republic	5–6
	Level 4 Cross-references to other sources to evaluate parts of H OR Developed use of provenance without knowledge e.g. he had good reasons to defend it because he was involved in setting it up OR Argues he cannot be trusted because biased as shown through use of extreme language e.g. ‘criminal madness’	4
	Level 3 Undeveloped use of provenance e.g. was there at the time, knows what he is talking about	3
	Level 2 Analyses source without stating if the source can be trusted	2
	Level 1 Unsupported assertions	1

Question	Answer	Marks
6	Study all the sources. How far do these sources provide convincing evidence that in the period 1919–1923 Germany was treated unfairly by the Allies? Use the sources to explain your answer.	12
	Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use √ in the margin for each source use in support of the statement and X for each source use rejecting the statement. √ – (A), B, D, G, H X – A, C, E, F, G	7–10
	Level 2 Uses sources to support or reject the statement	4–6
	Level 1 No valid source use	1–3

HISTORY

0470/41

Paper 4 Alternative to Coursework

May/June 2017

MARK SCHEME

Maximum Mark: 40

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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Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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This document consists of **10** printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		

Question	Answer	Marks
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		
Level 1		[1–8]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge. • Demonstrate limited ability to select and organise information. • Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons. • Write relatively little or it is of some length but the content is not focused on the task. • Answer showing little understanding of the question. 		
Level 0		[0]
Candidates:		
Submit no evidence or do not address the question.		

Information Suggestions

The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.

Question	Answer	Marks
1	<p>How significant were changes made to the Schlieffen Plan as a cause of the plan's failure? Explain your answer.</p> <p>Yes Helmuth von Moltke changed the plan so Germany would walk through Belgium rather than through Holland – led to fierce resistance by Belgium, slowing German advance; led to BEF joining war to protect ‘Brave Little Belgium’; Moltke also committed fewer troops to Russian front – Russia mobilised in 10 days rather than 6 weeks as planned – meant German forces on the Western Front had to be redeployed East and damaged chances of success in the West against Allies, etc.</p> <p>No Original Schlieffen Plan from 1905 already flawed – out of date tactics; no account taken of impact of new weapons such as accurate artillery and machine guns; underestimated speed of French and Russian mobilisation; did not take account of the fact that German soldiers would be conscripts rather than professional soldiers; more significant was the development of trench warfare after the Battle of the Marne; entering of Britain into the war, etc.</p>	40

Question	Answer	Marks
2	<p>How important was the Eastern Front to the outcome of the war? Explain your answer.</p> <p>Yes Russia had the largest army in Europe in 1914; mobilised more quickly at the start of the war – just 10 days instead of 6 weeks as predicted by the Schlieffen Plan – contributed to the failure of the Plan as the Germans had to send 100 000 extra soldiers to halt Russian advance towards East Prussia; created a war on two fronts for Central Powers and meant Germany had to spread out its army; after initial advances, battle of 1914 saw Russian army defeated at Battle of Tannenberg; defeats in 1915 against Austria and Germany put a huge strain on Russia – 2 million casualties; 1916 Brusilov offensive had initial success – ran out of steam and saw another 500 000 casualties, intensifying domestic problems and Russia’s March Revolution; eventual Bolshevik seizure of power led to Treaty of Brest-Litovsk and Russia’s removal from war, etc.</p> <p>No Western Front always more key to outcome of war – Germany had far more troops committed there – major battles in 1916 at Somme and Verdun; decisive end of the stalemate in 1918 with Ludendorff Offensive and German Armistice; new technology more important – machine guns, artillery, tanks, aeroplanes; war at sea, especially U-boat campaign and British Blockade; France was badly damaged and demanded harsher reparations, etc.</p>	40

Question	Answer	Marks
3	<p>How significant was the use of the Freikorps to the survival of the Weimar Republic, 1919–23? Explain your answer.</p> <p>Yes Freikorps mainly made up of ex-soldiers from WWI so experienced and well trained; Reichswehr had sympathy for the Freikorps brigades; crushed 1919 Spartacist uprising – made a deal with Ebert; crushed revolt in Bavaria when Soviet declared in May 1919; defeated communists in Ruhr in 1920; these actions helped gain the approval of the middle and upper classes for Ebert's government; more important because of military restrictions in the Treaty of Versailles, etc.</p> <p>No Freikorps more loyal to German Army than Weimar or Ebert; Freikorps contained the seeds of the Nazi SA formed in 1921 – Rohm had been in Freikorps Epp; Freikorps viewed as violent by some in Germany; SPD and KPD split over Ebert's use of the Freikorps, so lost the support of the far left in Germany; Kapp Putsch in March 1920 threatened Ebert's government; loans, etc. helped survival, etc.</p>	40

Question	Answer	Marks
4	<p>How important was the role of Papen as a reason for Hitler's appointment as Chancellor in January 1933? Explain your answer.</p> <p>Yes Papen appointed by Hindenburg July 1932 – led coalition government; unable to control a majority in the Reichstag – Nazis largest party in 1932 (37% of seats); Nazis would not cooperate with Papen and forced a second election in November; made Weimar look weak; President had to rule by decree; Papen removed and replaced by Schleicher; Papen wanted revenge and convinced Hindenburg to appoint Hitler as Chancellor with him as vice; thought they could manipulate Hitler, etc.</p> <p>No More important factors – economic Depression 1930–33 led to 6 million unemployed and huge surge in Nazi vote; fear of communist uprising increased vote and membership of Nazi Party amongst middle class and industrialists; Nazi propaganda; Hitler's leadership skills and speeches; Nazi promises played on fears; Hindenburg's rule by decree laid the foundation for a dictatorship, etc.</p>	40

Question	Answer	Marks
5	<p>How significant were industrial changes in Russia as a cause of the 1905 Revolution? Explain your answer.</p> <p>Yes Industry beginning to grow in 1900 – led to growth of towns; rapid urbanisation due to 6% annual growth; led to poor living conditions, sanitation and spread of disease; working conditions in mills/factories poor – 10-hour day on Saturdays; no health and safety; trade unions shut down by factory owners and government; led to growth in opposition to Tsarist autocracy; demands for representation from new middle class and working class; agitation from SDs in factories, etc.</p> <p>No Other more significant problems – Tsarist system out of date; calls for democracy and representative government like the West; peasants demanded land in rural areas; spread of new radical ideas of socialism/Marxism influenced peasants and urban workers; liberal ideas influenced middle class; many nationalities demanded independence, e.g. Finland; people tired of repression – Okhrana; defeat in Russo-Japanese War 1904–5; events of Bloody Sunday 22 January 1905 sparked off widespread riots, strikes and discredited the Tsar, etc.</p>	40

Question	Answer	Marks
6	<p>How important was the role of the Petrograd Soviet as a reason for the collapse of the Provisional Government by November 1917? Explain your answer.</p> <p>Yes Petrograd Soviet a representative institution unlike Provisional Government; many viewed the Provisional Government as liberal and middle class (counter-revolutionary); Soviet mainly workers and soldiers with socialist views; had influence and control over the railways, the troops (Soviet Order No.1 after March 1917), factories (workers' committees) and the power supplies; dual power meant there were contrasting views on some policies such as the war, land issue, living and working conditions in the cities; dominated by Bolsheviks after Kornilov Coup; Trotsky Chairman of Petrograd Soviet from October 1917 and helped organise Revolution through the Military Revolutionary Committee; Red Guard armed, etc.</p> <p>No Petrograd Soviet mainly controlled by moderate socialists – Mensheviks and SRs until October 1917; did not want to seize power; more important factors – Russia's continued involvement in WWI and its impact – food shortages, strikes, mutinies; land issue for peasants not addressed; lack of representation in Provisional Government; inflation; grain seizures continued; role of Lenin and Bolshevik slogans, etc.</p>	40

Question	Answer	Marks
7	<p>How significant was the impact of the First World War as a cause of the economic boom in the USA in the 1920s? Explain your answer.</p> <p>Yes WWI left US as sole economic/military superpower; small losses compared to Europe – ‘business as usual’. US war loans \$10 million; sold food, goods, ammunition to Allies; US took over European markets – chemical industry from Germany; led to isolationism and protectionism; war industries easily transformed into consumer industries.</p> <p>No Affected farming industry – lost markets at the end of the war; plentiful resources to fuel boom; immigration for cheap labour; mass production – Ford assembly line; growth of confidence and consumer culture; mass marketing; hire purchase; Republican policies; growth in speculation.</p>	40

Question	Answer	Marks
8	<p>How important was the growth in popularity of the radio in changing US society in the 1920s? Explain your answer.</p> <p>Yes By 1930, 40% owned radios; NBC network set up 1926 plus 500 local radio stations; broadcast new music/entertainment/comedy and theatre; used to advertise new consumer products, movies; later fitted into motor cars.</p> <p>No Film industry, cinema and Hollywood; jazz music, night clubs, flappers; cars increased, leisure time expanded; growth of suburbs, liberal views, north and urban areas; intolerance in south; prohibition.</p>	40

Question	Answer	Marks
9	<p>How significant was the Chinese Civil War to the success of the Communist Party by 1949? Explain your answer.</p> <p>Yes Civil War increased Communist Party support amongst the peasants; caused defection from KMT to Communists; KMT had support from the West and Soviet Union against Communists – viewed as unpatriotic by many in China; Civil War guerilla tactics by Communists allowed them to disrupt supplies to KMT while also spreading their ideas, etc.</p> <p>No Second World War had already weakened the Nationalist government; KMT viewed as corrupt; asked America for financial and military support against their own people; Communists seen as more successful against Japanese; KMT unable to solve China's economic problems; Yenan HQ allowed Mao to spread Maoist propaganda and indoctrinate followers; Long March secured Mao's position as leader, etc.</p>	40

Question	Answer	Marks
10	<p>How important were the establishment of collectives and communes to the development of communism in China? Explain your answer.</p> <p>Yes Agrarian Reform Law 1950 gave land to peasants – taken over from landlords; peasants had more land to farm and sustain their families; gained machinery and livestock; reward for support during the Civil War; cooperatives introduced in 1953 to eliminate class divisions in rural areas; larger farms with 30–50 families; work was done collectively and rents paid to families; 1955 move towards collective farms – 95% of farms collectivised by 1956; new machinery and techniques could be used to boost agricultural production due to larger fields; developed into communes during the Great Leap Forward and combined agriculture with industry – brought with them schools, medical help, entertainment and provision for the young and elderly, etc.</p> <p>No Collective farms owned by the state, not peasants, so only received a wage rather than rents and profit from surplus; communes caused peasants to stop working the fields and producing industrial goods such as steel in backyard furnaces which led to famine – 40 million dead; other reforms more important – education brought literacy to peasant families; health care reforms promoted preventative medicine – more doctors; women's status improved – divorce easier, binding banned, 1950 Marriage Reform Law banned forced marriages, women were encouraged to work or become Party officials; Great Leap Forward brought mass starvation; Cultural Revolution, etc.</p>	40

Question	Answer	Marks
11	<p>How significant was the ANC Youth League in opposing the South African government? Explain your answer.</p> <p>Yes ANC Youth League led by influential people – Mandela, Tambo and Sisulu; took a more militant stance against apartheid and Afrikaner nationalism; aimed to involve the masses and especially students in opposition to National Party rule; popularity boosted after 1948 National Party victory; Youth League persuaded ANC to adopt Programme of Action in 1949–50 to challenge government; Mandela and Sisulu elected to ANC executive; Defiance Campaign in 1952; Freedom Charter and Treason Trial publicised ANC beliefs 1956–61, etc.</p> <p>No After Sharpeville and later protests in 1960, ANC banned; Rivonia Trial imprisoned leaders including Mandela; government reaction and repression effective in stopping ANC actions – Suppression of Communism Act 1950, Public Safety Act 1953 and General Laws Act 1963 effectively pushed ANC and Youth League underground; more significant factors – economic problems in the 1970s; Biko and Black Consciousness; riots in Soweto in 1976 against educational segregation; UN resolutions; sanctions, especially sports in 1970s–80s; Botha's constitutional reforms; De Klerk; release of Mandela; Tutu, etc.</p>	40

Question	Answer	Marks
12	<p>How important were propaganda and censorship as methods used by National governments to control South Africa? Explain your answer.</p> <p>Yes Propaganda pro-white and reinforced apartheid amongst whites; 1976 South African Broadcasting Corporation (SABC) had monopoly of radio and TV broadcasting; voice of official government propaganda; censorship of rebellious broadcasting – government agencies banned 1200 publications that were anti-apartheid; ANC literature banned; left many South Africans in ignorance of issues in their country; propaganda in schools, etc.</p> <p>No More important methods of control – various laws to enforce segregation: Population Registration Act, 1950; Prohibition of Mixed Marriages Act, 1949; Group Areas Act, 1950; Pass Laws, 1952; Native Laws Act, 1952; Bantu Education Act, 1953; Bantu Self-Government Act, 1959; repression through laws and police violence – communists and minorites suppressed; General Laws, 1963 allowed police to hold suspects for 90 days without charge or access to lawyer; internal security agencies – BOSS and SSC; only whites could vote until 1983, etc.</p>	40

Question	Answer	Marks
13	<p>How important were the Arab states as a cause of the Palestinian refugee crisis after 1948? Explain your answer.</p> <p>Yes 1948–49 creation of 700 000 refugees due to failure of Arab states to effectively mount a unified opposition to Israel; many settled in Arab states of West Bank, Gaza, Jordan, Syria and Lebanon; Arab leaders created mass panic amongst Palestinians leading to more refugees; Arab states encouraged mass exodus to support their cause against Israel ;Arabs refused to agree to Israeli territorial demands; Arab states had an interest in keeping refugee crisis alive to remind Arabs and the rest of the world of Israeli aggression; expulsion of PLO from Jordan showed Arab states not always supportive of Palestinians, etc.</p> <p>No Israel to blame for expulsion of Palestinians; 1967 War worsened crisis as refugees were forced to flee from Sinai, Gaza, Jerusalem and the West Bank; Israelis encouraged Jewish settlers to take Palestinian land so Arabs could not return to their homes; introduced permanently in Gaza and West Bank – state land; PLO used refugee crisis and camps as recruiting ground and advocated the use of force leading to guerilla campaigns and terrorism – Israel would not concede and retaliated, ending possibility of a peaceful solution to crisis, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was the role of the United Nations in attempting to secure peace between Arabs and Israelis? Explain your answer.</p> <p>Yes UN role in 1948–49 war presented original partition plan to help secure peace; UN supervised armistice agreements in 1949; observed demilitarised zones between Syria and Israel; 1956–1982 UN was turned to by Western powers as peacekeeper; 1956 – ordered British and French to leave and sent United Nations Emergency Force to Suez; stationed in Sinai to provide physical barrier to further aggression; 1967 – attempted to restore peace with Resolution 242 (remains the basis of all attempts at peace); 1973 – UN sent to Egypt in peace-keeping capacity; 1978 – UN forces in Lebanon to oversee Israeli withdrawal; 1982 – UN forces offered protection and aid to Lebanese, etc.</p> <p>No UN not effective – 1948–49 UN mediator assassinated by Stern Gang; ineffective at keeping peace after 1956 and 1967 wars; UN's role undermined by USA in Lebanon; Security Council and UN General Assembly were divided over the focus for peace; different approaches to peace – many think UN has anti-Israel bias; Arabs and Israelis only prepared to work with UN when there was something to be gained; most UN activity encouraged mainly by superpowers during Cold War; USA took lead in peace negotiations – Kissinger, Carter and Camp David Agreements; Clinton; PLO and Arafat more influential in building up worldwide sympathy; Oslo Accords, etc.</p>	40

HISTORY

0470/42

Paper 4 Alternative to Coursework

May/June 2017

MARK SCHEME

Maximum Mark: 40

Published

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This document consists of 11 printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		

[1–8]**Level 1**

Candidates:

- Demonstrate little relevant contextual knowledge.
- Demonstrate limited ability to select and organise information.
- Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons.
- Write relatively little or it is of some length but the content is not focused on the task.
- Answer showing little understanding of the question.

Level 0**[0]**

Candidates:

- Submit no evidence or do not address the question.

Information Suggestions

The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.

Question	Answer	Marks
1	<p>How important was the machine gun in determining the nature of trench warfare? Explain your answer.</p> <p>Yes Machine gun said to have the power of over 100 rifles; could fire 400+ rounds per minute; led to highly defensive war – defenders had the advantage so war became static and bogged down in trenches; most offensives began with artillery barrages to try and destroy machine gun posts; cross-fire used effectively making death toll very high across no-man's land, etc.</p> <p>No Artillery was more important as it kept soldiers pinned down in the trenches; could damage trenches and kill soldiers even when they were in the trenches; could contain high explosive and gas warheads after 1915; barbed wire more important as it effectively defended against offensives and made killing attacking soldiers easier; lack of effective tactics and strategies to break stalemate in the trenches; Germans often concreted and strengthened trench lines – multiple lines of defence, e.g. Hindenburg Line, etc.</p>	40

Question	Answer	Marks
2	<p>How significant was the use of the convoy system in the war at sea? Explain your answer.</p> <p>Yes Used from the summer in 1916; battleships escorted merchant ships across from the USA to Britain; aircraft supported the convoys close to the coast; U-boats could not pick off isolated ships as easily; U-boats could not really attack during daylight; battleships and planes could drop depth charges where they thought U-boats were; May 1917–1918, 168 out of 16 539 merchant ships sunk by U-boats; saved Britain from starvation and provided munitions, etc.</p> <p>No Convoy system not used until later in the war – unrestricted submarine warfare began in 1915; 1 in 3 ships from the USA sunk by U-boats; rationing still had to be introduced in Britain in 1918; Q-ships more effective at sinking U-boats; mines across the North Sea; blockade of German ports more significant; Battle of Jutland asserted dominance of Royal Navy, etc.</p>	40

Question	Answer	Marks
3	<p>How important to the Nazi regime was the persecution of minorities in German society, 1933–45? Explain your answer.</p> <p>Yes Jews, gypsies, homosexuals and other minorities considered inferior to the German Master Race – Aryans; Nazi ideas based on racial theories and anti-Semitism held by Hitler and many other Nazi leaders; key to survival of German race was removal of undesirables for pure and healthy Germans; racial hygiene in everything from family policy, childbirth, entry requirement into SS; Nuremberg Laws 1935; Night of Broken Glass 1938; mass emigration of Germany's half a million Jews by 1939; Ghettos; concentration camps and extermination camps in Poland at huge expense to war effort; <i>einsatzgruppen</i>, etc.</p> <p>No Other factors more important – initially solving unemployment and effects of Depression were more urgent; persecution of minorities low key until Hitler had secured power; anti-Semitism stopped during 1936 Berlin Olympics; rearmament more important to prepare for expansion and retaking land lost in the Peace Settlement of 1919; control of youth, women, workers more important to create police state, etc.</p>	40

Question	Answer	Marks
4	<p>How significant was the Second World War to the stability of the Nazi regime? Explain your answer.</p> <p>Yes Initial military victories offset any shortages and rationing at the start of the war, 1939–41; victories against Poland, Norway, Denmark, Low Countries and especially France saw Nazi regime reach highest popularity; revenge for defeat in WWI; reversing terms of Treaty; new luxury items such as furs, perfumes imported from conquered territories; led to full employment through war work and conscription; poorer German better fed under rationing at the start of the war; rich industrialists benefited from munitions contracts; German Army supportive of regime, etc.</p> <p>No Shortages of food, rationing, and lack of clothing and luxury items for most Germans from 1939 onwards; massive black market in Germany; labour shortages meant Nazis reversed policy on employment for women; bombing campaign saw 3.6 million German homes destroyed; 2.5 million children evacuated to rural areas; Dresden saw 150 000 deaths in just two days of Allied bombing; total war saw reduction of postal services, entertainment services, etc.</p>	40

Question	Answer	Marks
5	<p>How significant was repression as a reason for the survival of Tsarist rule by 1914? Explain your answer.</p> <p>Yes Promises from the October Manifesto partially reversed by Fundamental Laws, 1906 – reaffirmed autocracy; radical opposition in Petrograd Soviet denounced the Manifesto leading to arrests including Trotsky; appointment of Stolypin led to repression – Stolypin's 'neck-tie'; arrival of troops in Petrograd and Moscow at the end of Russo-Japanese War allowed Tsar to repress riots, strikes and disturbances in the cities and countryside; use of Okhrana, etc.</p> <p>No First major steps towards democracy and mass representation in the Dumas; freedoms and rights gave liberal and moderate opposition what they wanted and supported regime initially; promises of future reforms for universal suffrage appeased many anti-Tsarist forces; moves towards rule of law; legalisation of political parties and trade unions; agricultural reforms appealed conservative peasantry in the mir – peasants' land bank, etc.</p>	40

Question	Answer	Marks
6	<p>How important was Lenin's death as a reason for Stalin's emergence as leader by 1928? Explain your answer.</p> <p>Yes 1922 Lenin wrote his last will and testament criticising Stalin and Trotsky – never published as it was feared it would hurt their chances for power in the Party; Stalin informed Trotsky about Lenin's funeral but told him the wrong day; Stalin presented himself as Lenin's natural successor at the funeral by publishing pictures of them together and as the leading mourner at the funeral, etc.</p> <p>No Trotsky viewed as arrogant by many Party members, whereas Stalin presented himself as humble with a peasant background as opposed to an intellectual; Trotsky failed to criticise Stalin publicly and underestimated Stalin; policy more important factor – Stalin's 'Socialism in one country' more appealing than Trotsky's permanent revolution theory; Stalin used the arguments between the left and right wing factions of the Bolshevik Party and took the centre ground which allowed him to denounce both sides; arguments over NEP; Stalin's position as General Secretary allowed him to appoint supporters in the Communist Party, etc.</p>	40

Question	Answer	Marks
7	<p>How important was the film industry in changing US society in the 1920s? Explain your answer.</p> <p>Yes Cinema spread new ideas about fashion, mannerisms, etc.; 95 million visitors by 1929; first Hollywood celebrities such as Charlie Chaplin, Rudolf Valentino; some said there were changes to the nation's morals; jazz music shown in film improved acceptance of black Americans in cities in the North; film led to criticisms from religious groups, elderly and more conservative types in the USA due to sexualisation and taboo topics.</p> <p>No Cars were more significant as they allowed much of the activity in the Roaring Twenties to happen; provided freedom for many to visit clubs, cinemas, restaurants, sporting events and created opportunities for holidays and day trips; new nightclubs and nightlife – appealed to young white Americans including women – flappers; 40% of households owned a radio by 1930; over 500 local radio stations by 1926; advertising and sports as well as a means for new artists to make a fresh start; Prohibition more significant – led to gangsterism, bootlegging, moonshine, smuggling and speakeasies; other intolerance relevant – Red Scare, racism and KKK, religious intolerance, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was the loss of confidence in the economy as a reason for the Depression in the USA in the 1930s? Explain your answer.</p> <p>Yes Confidence of speculators and investors key to rising share prices throughout the 1920s; banks lent money and allowed speculators to buy on the margin; hire-purchase based on a high confidence economy; consumers bought new mass produced goods creating profit, more jobs and higher wages; loss of confidence led to Wall St Crash in 1929, etc.</p> <p>No Republican Party policies, especially tariffs, meant it was difficult for US companies to gain an international export market for their goods; led to overproduction of mass produced goods; market saturation – consumers had bought new cars, fridges, etc. and were repaying loans; European markets still recovering from WWI; family income unevenly distributed in the USA – 60% of Americans too poor to participate in prosperity; slowdown in economy in other areas since 1927 – house building, cars, etc.</p>	40

Question	Answer	Marks
9	<p>How important was Mao Zedong in bringing the Communists to power in 1949? Explain your answer.</p> <p>Yes Mao was leader of CCP during Long March which gained him a lot of support in the Party; Mao was effectively the 'brains' and ideological brainchild of the CCP – altered Marxism to fit China's situation, i.e. focused on peasantry as opposed to urban working class; Mao used propaganda and effective indoctrination of peasants at Yenan settlement which increased the peasants' support for the Communists; visiting journalists made a celebrity out of Mao; Mao's tactics during the Second World War and Civil War (guerilla) were more effective and supported by the peasants, etc.</p> <p>No Long March itself was great propaganda and gave time for the Party to rebuild and gain support from the peasant communities they met; KMT mistakes in WWII led to many peasants and KMT soldiers swapping sides to the Communists; Chiang Kai-shek viewed as corrupt and in the hands of Westerners; Chiang's government failed to solve economic problems for the peasants; CCP viewed as more patriotic, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was the Great Leap Forward in changing life in China after 1949? Explain your answer.</p> <p>Yes Great Leap Forward saw development of communes in China – 23 000 with over 700 million people living in them; development of communal farming and industry; backyard furnaces produced 11 million tonnes of steel; new schools built and entertainment provided; massive failure in terms of production of quality goods – low grade tools and machines; famine of 20–40 million led to Mao's position in history coming under threat; Mao removed from his position as Chairman of Communist Party – he wanted to return to a powerful position and remove opposition; led to the Cultural Revolution where Mao attempted to reassert his authority – 1000s arrested by Red Guards, etc.</p> <p>No More significant factors – Agrarian Reforms since 1950 encouraged peasants to seize land from landlords; brought socialism to the countryside with the creation of cooperatives and collective farms; by 1956 95% of peasants were part of collectives; First Five Year Plan saw massive increases in steel, iron and coal production; expansion of rail and urbanisation; social reforms more significant – better health care, literacy rates improved dramatically – by 1960s, 90% of the population could read and write; role of women improved – easier to divorce, free consent in marriages, better economic and social status, etc.</p>	40

Question	Answer	Marks
11	<p>How significant were UN resolutions in efforts to combat apartheid? Explain your answer.</p> <p>Yes After 1966 increasing international criticism of apartheid; General Assembly of UN passed annual resolutions opposing apartheid since 1952; UN Special Committee on Apartheid reported on discrimination; 1972 UN declared apartheid a 'crime against humanity' – led to arms embargo in 1976–77, etc.</p> <p>No International and UN opposition mainly words rather than deeds; economic sanctions mainly ineffectual – South Africa important in world trade for diamonds, platinum, jewelry, gold, etc.; American, Japanese and European investment too important to increase sanctions; South African government devoted considerable time and money to minimise effects of foreign anti-apartheid propaganda; other factors more significant – ANC, PAC, Black Consciousness; Botha's reforms; De Klerk, Mandela, Tambo, Tutu; use of sports' boycotts; trade unions, etc.</p>	40

Question	Answer	Marks
12	<p>How important was government repression as a cause of violence between the races in South Africa? Explain your answer.</p> <p>Yes BOSS and SSC coordinated state security; Terrorism Act 1967; government propaganda and censorship; Soweto riots of 1976 seen as spark of violence; government repression in the form of police beatings, violence and killings; use of torture against state enemies; shootings at funerals, protest marches – 500 by 1985; state-sponsored violence increased after Botha declared State of Emergency in 1985 – government given sweeping new powers to arrest, detain and prevent the media from reporting on the restrictions; civil liberties suspended – up to 29 000 detained, including children, etc.</p> <p>No Increased violence from ANC and MK; attacked those regarded as collaborators; government buildings, councillors and communications targeted; school boycotts added to confusion and violence; continued opposition to apartheid and disappointment with Botha's reforms; opposition could not be voiced in media, on the streets or in the ballot box; lack of democratic and representative government at local and national level; social and economic apartheid as bad as ever; tribal jealousies and rivalries; ending of Cold War meant South Africa was no longer useful to anti-communist allies; businesses and investors left South Africa, causing poverty and unemployment, etc.</p>	40

Question	Answer	Marks
13	<p>How significant was the role of Britain in the Middle East up to 1948? Explain your answer.</p> <p>Yes British involvement in WWI gave hope to Arab and Jewish self-determination – promise to create Arab homeland in return for assistance against Turkey; Balfour's support for Jewish homeland; British Mandate of Palestine between 1919–39 – caused hostility on both sides; Partition Plan outraged Jews; Haganah support for British in WWII – British gave Haganah weapons and training; 20 000 Palestinian Jews fought for British; Anthony Eden wanted to maintain control of the region and opposed Partition and creation of a Jewish state – British wanted control of oil which needed good relations with Arab states; terrorist attacks against British key to withdrawal; new postwar Labour government, etc.</p> <p>No Other factors more significant – US involvement and strong Jewish lobby; Jewish terrorism; Arab hostility against British; Second World War weakened Britain; sympathy for Jewish victims of Holocaust internationally; Arab League; impact of Zionism; UN and UNSCOP, etc.</p>	40

Question	Answer	Marks
14	<p>How important was Arab nationalism as a cause of Arab-Israeli conflict, 1956–73? Explain your answer.</p> <p>Yes 1954 – Nasser, an Arab nationalist, came to power intent on removing foreign involvement in Egypt, nationalising the Suez Canal and improving the economy; Arab League nations (Egypt, Saudi Arabia, Yemen, Syria, Lebanon and Iraq) had always opposed state of Israel and wanted a Palestinian Arab state – Egyptian presence in the Sinai. 1967 – Nasser took a more aggressive stance against Israel and improved relations with USSR for economic and military aid to counter Israeli modernisation; creation of PLO in 1964 suggested Egypt was acting on behalf of Arab Palestinians – demanded homeland for Palestine. 1973 – Sadat wanted to regain land lost in 1967; Sadat allied himself with Saudi Arabia and Syria to regain Arab homeland, etc.</p> <p>No 1956 – British, French and Israeli plan to take Suez Canal and 'restore' order; Israel wanted raids into Israel to stop and remove Egyptian presence in Sinai; could be seen as part of bigger Cold War conflict when Nasser officially recognised communist China. 1967 – Israeli military expansion – weapons from France, Britain and the USA ; pre-emptive strike by Israel against Arab state airfields; Arab states not all allied for war but as defence against Israeli troop movements. 1973 – lack of support for Egypt from USA even though he expelled anti-American government members; timing was opportunistic – Yom Kippur; failure of diplomacy, etc.</p>	40

HISTORY

0470/43

Paper 4 Alternative to Coursework

May/June 2017

MARK SCHEME

Maximum Mark: 40

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.

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This document consists of 17 printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		

Question	Answer	Marks
Level 1		[1–8]
Candidates: <ul style="list-style-type: none">• Demonstrate little relevant contextual knowledge.• Demonstrate limited ability to select and organise information.• Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons.• Write relatively little or it is of some length but the content is not focused on the task.• Answer showing little understanding of the question.		

Information Suggestions

The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.

Question	Answer	Marks
1	<p>How significant was the First Battle of Ypres in the events of 1914? Explain your answer.</p> <p>Yes Ypres was important strategically because of its location near roads that led to Channel ports; after the Battle of the Marne, both Allies and Germans wanted to establish control of the sea; Allies set up a 35 mile front line near Ypres to push Germans back to try and retake cities like Lille and Brussels; Germans hoped to use the Ypres salient to push Allies back and take Dunkirk, Calais and Boulogne; British casualties amounted to half of the 150 000 strong BEF at Ypres, effectively wiping them out as a fighting force and meaning the British had to rely on volunteers; Ypres also marked the end of mobile warfare and resulted in the creation of defensive formations and the digging of extensive trench systems, etc.</p> <p>No Schlieffen Plan more significant; Belgian resistance more significant as held up German advance; Russian mobilisation; BEF; Battle of the Marne more significant as it led to the Germans being pushed back by the Allies and the ultimate failure of the Schlieffen Plan, resulting in a more defensive war and a ‘race to the sea’ which caused the digging of lines of trenches; new weapons such as the machine gun and artillery more significant; war at sea; the home front; Eastern Front; blockade of Germany’s ports by November 1914, etc.</p>	40

Question	Answer	Marks
2	<p>How important was the USA to the outcome of the war? Explain your answer.</p> <p>Yes USA broke its policy of neutrality in 1914 when it agreed to stop selling weapons to Germany; President Wilson spent 1915–16 trying to broker a peace deal between the Allies and the Central Powers; US gave financial and military support to the Allies; U-boat attacks, including the sinking of the Lusitania in 1915, pushed the US closer to the Allies; Zimmermann Telegraph pushed Wilson to declare war against Germany; 300 000 US soldiers in France by March 1918, 800 000 by July; helped plug the gap left by Russia's exit from the war; allowed the Allies to move more experienced soldiers to the front; huge psychological boost to the Allies; US recruited nearly 5 million soldiers by the end of the war, etc.</p> <p>No US entry into the war was not until 1917 and no troops in France until 1918; early US help limited to supplies and protecting convoys; US soldiers inexperienced compared to the rest of her Allies; more important – development of new tactics such as creeping barrage and combined arms warfare; new weapons such as tanks; failure of German Offensive in 1918 which finally exhausted German Army; Kiel Mutiny and German Revolution destabilised German political system; Battles of Somme and Passchendaele had severely weakened the German Army beyond repair so defeat was inevitable; impact of German blockade led to harsh social and economic conditions in Germany and declining support for the war; weakness of German Allies – Germany forced to reinforce Austria against Russia, etc.</p>	40

Question	Answer	Marks
3	<p>How significant was the First World War in determining how the Weimar Republic developed to 1929? Explain your answer.</p> <p>Yes German Revolution in 1918 had led to political instability in Germany, threats to the new government from left and right-wing extremists such as the Spartacists; demobilised soldiers returning from the war had no work and joined in with violent demonstrations and some joined the Freikorps; massive economic effects of war – huge war debt, lack of trade; blockade of German ports led to starvation due to lack of food imports; war had resulted in huge cost of human life; loss of war and signing of Armistice led to deep resentment – November Criminals and ‘stab in the back’ myth; Armistice led to Germany signing Treaty of Versailles, etc.</p> <p>No More significant – the Treaty of Versailles itself – massive financial, territorial and military restrictions (reparations, loss of 13% of land, colonies and huge reduction in armed forces); Weimar Republic and democratic government based on an unstable constitution which led to extremism from left and right (Kapp Putsch, Munich Putsch, political assassinations, etc.); Ebert’s reliance on the use of the Freikorps or strikes to maintain order; 1923 crises – occupation of the Ruhr, hyperinflation and Beer Hall Putsch; Stresemann’s policies 1923–29; Weimar culture; 1925 election of Hindenburg; 1929 Wall Street Crash, etc.</p>	40

Question	Answer	Marks
4	<p>How important was the threat of a communist revolution as a reason for Hitler's appointment as Chancellor in January 1933? Explain your answer.</p> <p>Yes Fear of communism had been prevalent amongst middle classes and wealthy elites since 1917 Bolshevik Revolution; early threats of communists in Germany led to support for right-wing extremists – Spartacists, Red rising in the Ruhr, etc.; Nazi Party had always promised to destroy communism which led to party funding; Depression in Germany saw an increase in popularity for the Communist Party – 100 seats in the Reichstag by 1932; middle class, farmers and industrialists saw Nazis and Hitler as a way to prevent a communist takeover; SA used to crush Communists on the streets; many conservatives saw the Nazis as the only party able to deal with the communist threat; anti-communist propaganda by the Nazis most effective in gaining support, etc.</p> <p>No Social and economic effects of the Depression more important – 6 million unemployed by 1932 led to desperation from all classes; unpopularity of Weimar Republic intensified as it failed to deal with social and economic problems; Hitler's leadership skills and public speaking; Nazi propaganda; use of the SA to give a sense of order and discipline; flexibility of Nazi Party policies and promises to voters; weakness of the opposition – Social Democrats and Communists divided and opposed, weak coalitions in the Reichstag; political manoeuvrings by von Papen and Hindenburg in appointing Hitler Chancellor in January 1933, etc.</p>	40

Question	Answer	Marks
5	<p>How significant were political demands as a cause of the 1905 Revolution? Explain your answer.</p> <p>Yes Social and economic changes in Russia by the start of the 20th century had created a new middle class and urban working class who wanted representation; Tsarist autocracy failing to modernise Russia in line with other Western powers; SRs and Social Democrats (Bolsheviks and Mensheviks) demanded political change and the overthrow of the Tsar; increased propaganda from revolutionary groups spread amongst peasants and workers; religious and national minorities (e.g. Finland) opposed Russification; land issue with peasantry combined with growing population leading to a growth in peasant support for SRs; poor working conditions (11 hour days) and wages led to growth in support for Marxist parties and attempts at creating trade unions; 1904 national congress of zemstvo representatives called for reforms, etc.</p> <p>No Political opposition was effectively repressed by autocracy using the Okhrana and censorship of the media; many revolutionary leaders in exile so unable to organise united opposition; more significant factors – rapid economic development in Russia (industrialisation) led some liberal government ministers (e.g. Mirsky – minister of the interior) to call for reform to increase investment and economic freedoms; 1904–5 Russo-Japanese War saw defeat for Russia at the hands of a smaller nation – loss of Russian fleet led Tsar to ask Japanese for peace; poor social and economic conditions led to strikes at home; Bloody Sunday massacre after Father Gapon led 200 000 protestors to the Winter Palace in a peaceful demonstration to ask the Tsar for reform and an end to the war – police and troops opened fire and killed nearly a 100 protestors, many women and children, which sparked revolution, etc.</p>	40

Question	Answer	Marks
6	<p>How important was the land issue in Russia as a reason for the downfall of the Provisional Government? Explain your answer.</p> <p>Yes</p> <p>Peasant land issue had been a major issue since the end of the nineteenth century; peasants demanded a fair redistribution of the land and enough land to feed their family and sell surpluses; after the March Revolution, many peasants had illegally seized land from the nobility using their weapons from the First World War – landlords' houses were burnt and many were murdered – the Provisional Government refused to support the actions of the peasants; grain seizures continued in order to feed troops; the Provisional Government wanted to leave the land issue to be solved within the framework of the law after Constituent Assembly elections were held, which would have to wait until after the end of the First World War; PG failed to control the peasants or please them over the issue of land and made the politicians look weak and uncaring; Lenin's April Theses promised Peace, Bread and Land which helped move some support to the Bolsheviks and more radical Social Revolutionaries, etc.</p> <p>No</p> <p>More important – Russia's continued involvement in the First World War – led to widespread mutiny (2 million by the summer of 1917), continued food and fuel shortages and worsening social and economic conditions (100 000 jobs lost in Petrograd since March); failed Kerensky Offensive in the summer of 1917 was a disaster; Petrograd Soviet effectively controlled the garrisons in Russia – Soviet Order No.1 – led to dual government in Russia and undermined the PG; role of Lenin and Bolsheviks; Kornilov Affair led to increase in support for Bolsheviks and control over Petrograd Soviet; role of Trotsky and seizure of power using Red Guard, etc.</p>	40

Question	Answer	Marks
7	<p>How significant was the policy of laissez-faire as a cause of the economic boom of the 1920s? Explain your answer.</p> <p>Yes Laissez-faire was the main economic policy followed by three consecutive Republican governments (Harding, Coolidge and Hoover); low government intervention in the economy allowed business and enterprise to grow rapidly; low taxes on business and income meant there was more expendable income for consumers and greater profits for businesses and shareholders; bigger profits helped increase share prices and encourage greater stock market speculation and investment; profits allowed businesses to reinvest and expand, creating more jobs and higher wages in some sectors of the economy.</p> <p>No More significant – new inventions and innovations increased production and led to cheaper products; electrification gave industry cheaper and more widely available power sources and also allowed for powering domestic appliances; mass production in factories – assembly line first used by Henry Ford; knock-on effect of car industry – roads, diners, glass, rubber, etc.; mass-marketing of products, commercials, adverts, radios, etc.; hire-purchase now available for many consumers; increased speculation; availability of resources in the USA; high government tariffs on foreign goods encouraged US consumers to buy American goods and protect domestic industry, etc.</p>	40

Question	Answer	Marks
8	<p>How important was organised crime as a reason for the failure of prohibition? Explain your answer.</p> <p>Yes Many Federal Prohibition agents were poorly paid and privately opposed to Prohibition, leading them to be open to bribery and threats from criminal gangs – nearly 10% of agents were sacked for accepting bribes; state officials, judges, senior police officers and jury members were often bought off and gang leaders were not convicted for their crimes; authorities in some states varied in their support for Prohibition; some were actively involved with criminal gangs and profited from bootleg liquor and the smuggling of alcohol across borders; some city and local authorities actively worked for gangs and helped remove business rivals and murder opponents or prevented Federal agents from making arrests; 130 murders by gangs between 1926–27; Al Capone and Saint Valentine's Massacre, 1929, etc.</p> <p>No Federal authorities did increase the number of arrests and seizures of illegal breweries throughout the 1920s; only a small minority of officials in some cities involved in corruption; more important – there was never an overwhelming majority of US citizens that supported Prohibition from the start, especially in the more liberal big cities; drinking continued behind closed doors and consumption increased in the 1920s; speakeasies became commonplace in most cities and towns – 32 000 in New York by 1929; many people took part in distilling illegal moonshine; loss of revenue for the government saw many call for an end to Prohibition; impact on farmers; effects of Depression and FDR's promises of a New Deal, etc.</p>	40

Question	Answer	Marks
9	<p>How significant was superior Communist leadership to the overthrow of the Nationalist government in 1949? Explain your answer.</p> <p>Yes</p> <p>Communist support rooted in the peasants as the KMT often ignored the plight of the peasants; peasants were central to Maoist ideology – Yenan Soviet acted as a headquarters for the Communists after the Long March and allowed Mao to spread his ideas and propaganda and push for a peasant revolution – membership reached 100 000 by 1937; Communist guerrilla tactics more significant during Second World War – made the Communists look as though they were defending China against the Japanese invaders more than the Nationalist government – this increased support from ordinary Chinese peasants – membership reached 1 million by 1945; Communist guerrilla tactics forced Japanese army to commit war crimes and turn the population towards the Communists; Civil War was significant as the Communists continued with their tactics against a weakened KMT who lost more support and their foreign aid, etc.</p> <p>No</p> <p>Second World War poorly handled by KMT – Chiang Kai-shek focused his efforts on the threat of the Communists rather than the Japanese which made him unpopular with the Chinese people; KMT became very corrupt as it mishandled foreign aid from the West, particularly the USA after Pearl Harbour in 1941 – KMT leaders hoarded funds and weapons to use against the Communists – the US gave them over \$750 million in funds; KMT failed to engage the Japanese in military confrontation which angered Western allies and the Chinese peasants who rallied to the Communists; many in the KMT joined the Communists and aided them in their fight against the Japanese; Nationalist government was viewed as unpatriotic, etc.</p>	40

Question	Answer	Marks
10	<p>How important was the development of communes in changing life in China? Explain your answer.</p> <p>Yes</p> <p>Communes were the centrepiece of the Great Leap Forward in 1958 after the success of the First Five Year Plan; collective farms were developed into new communes which included numerous villages and even towns; led to communes providing both an agricultural and industrial service to China; communes also brought the lowest level of Communist government to the people and served as a way to control and propagate to the peasantry; communes could be used to control productivity and on large-scale industrial projects (tunnels and bridges, for example); communes organised into 12 family units which formed a work team, then 12 teams formed a brigade with a Communist Party official overseeing all of the work; communes provided schooling, healthcare and entertainment; backyard production plants created for steel; led to unrealistic targets and poor quality production; valuable food was sold abroad and led to famine where between 20–40 million starved, etc.</p> <p>No</p> <p>Communes were already the next logical step after the Agrarian Reform Law in 1950 when cooperatives and collective farms were created which brought socialism to the countryside; the law also set up ‘people’s courts’ which saw ordinary peasants putting former landlords on trial – over 1 million executed by 1953; by 1956, 95% of peasants in collectives – communes next logical step, private ownership had already ceased to exist; more important – First Five Year Plan was a huge success in increasing production of raw industrial materials and transformed China with the rapid growth of towns and cities and infrastructure such as railways; social reforms more important – free healthcare, improved education (by 1960s, 90% of the Chinese population could read and write); role of women improved – divorce made easier, many women were encouraged to become party officials, equal education rights, and infidelity was made illegal; Hundred Flowers Campaign; Cultural Revolution more important and had wider impact on life in China by radicalising youth in Red Guards, etc.</p>	40

Question	Answer	Marks
11	<p>How significant was the Group Areas Act (1950) in creating the system of apartheid? Explain your answer.</p> <p>Yes Group Areas Act was the main law that legally separated the races in South Africa according to colour – it ensured white people, black people and ‘Coloureds’ lived in separate racial areas defined by law – one race in each area; forced the movement of some races from one area to another (mainly non-whites) – estimated 3.5 million people were uprooted between 1960–83; 1955 the government forcibly removed the black population from Sophiatown to Meadowlands which was 12 miles from the city, etc.</p> <p>No Not significant as the Act proved impossible to fully implement; by 1980, 60% of black South Africans still lived outside their designated areas; more significant laws – Population Registration Act which defined a person’s race as white, black or coloured; Prohibition of Mixed Marriages Act prevented marriages between whites and other races; Pass Laws strengthened and allowed the police to check the identity and background of black South Africans – led to over 100 000 arrests each year typically; Native Laws Act prevented blacks from moving into white areas and forced them to have a permit to enter white areas; Bantu Education Act brought black schools under government control and the new curriculum was underfunded and prepared black people for life as an underclass; Bantu Self-Government Act, etc.</p>	40

Question	Answer	Marks
12	<p>How important was the PAC in the opposition to apartheid? Explain your answer.</p> <p>Yes Robert Sobukwe's PAC important as it broke away from ANC in 1959, promoted only black people working for themselves to achieve their rights – national campaign against pass laws in 1960 – led to Sharpeville Massacre which received huge media attention and international condemnation of apartheid – 69 killed and 186 wounded (many shot in the back); led to demonstrations in Langa township near Cape Town; PAC continued to organise protests throughout 1960; organised march on Parliament in 1960 in Cape Town – 30 000 black South Africans involved and 18 000 arrested; government repression led to PAC becoming an underground movement and the forming of an armed wing, etc.</p> <p>No ANC Youth League more important – led by Mandela, Tambo and Sisulu; led the ANC down a more radical and militant direction which brought support from younger black South Africans, especially after 1948 Nationalist victory; Youth League promoted action and attempted to outwit the security forces; Youth League persuaded the main body of the ANC to adopt a Programme of Action (1949–50) to challenge apartheid; Mandela and Sisulu were elected to the ANC executive and planned the Defiance Campaign in 1952 which was publicised by the press at home and in foreign countries; Freedom Charter adopted in 1956 and included cooperation with other anti-apartheid organisations such as unions which promoted democracy in South Africa; 1970s saw strike action over wages and conditions by many black people along with calls for improved rights and services; Steve Biko and Black Consciousness Movement (SASO – student organization, 1969); murder of Biko ; Soweto riots 1976, etc.</p>	40

Question	Answer	Marks
13	<p>How significant was the role of the United Nations Organisation in shaping events in Palestine between 1945 and 1948? Explain your answer.</p> <p>Yes</p> <p>Britain handed the issue over Palestine to the newly formed UNO in 1947; UN set up a special committee – UNSCOP to acquire evidence from all sides of the dispute and to report back to the UN on the suggested future of Palestine; Jews fully cooperated with the UN and exploited the opportunity to promote their own interests; UNSCOP witnessed the Jewish refugees from the ship Exodus and the execution of British soldiers by Irgun; UNSCOP recommended the creation of two independent states – one Jewish and one Arab; Jerusalem would be governed by an international trusteeship; economic union between the two states with a single currency and customs area; Partition Plan was supported by the USA and the USSR – the implementation was handed over to the UN Palestine Commission, etc.</p> <p>No</p> <p>Not significant – Palestinian Arabs and other Arab states refused to cooperate with UNSCOP making a military solution inevitable; Arabs would have to give up 56% of Palestine to the Jews based on the Partition Plan with a large number of Arabs being based in the Jewish homeland; much of the land partitioned for the Palestinian Arabs was poor arable land unfit for farming; Britain refused to support it – nine other states also abstained from voting for it in the UN General Assembly; Britain refused to grant the UN Palestine Commission access to Palestine, and the US under Truman were unwilling to assert pressure on the issue; the role of the USA more significant as Truman supported Gurion with pressure from Zionist lobby in the USA; Hebrew Resistance Movement (The Haganah, Irgun, Lehi) more significant as forced British out of Palestine; role of Britain and Ernest Bevin more significant – refused to withdraw at first to maintain control over the Eastern Mediterranean, etc.</p>	40

Question	Answer	Marks
14	<p>How important was the Cold War to the development of Arab-Israeli relations between 1956 and 1973? Explain your answer.</p> <p>Yes</p> <p>1956 Suez War – the USA and Britain wanted to maintain an ally in the Middle East (Egypt) and offered to help President Nasser build the Aswan Dam; Nasser later asked for weapons to defend Egypt from Israeli reprisal raids; Nasser also formally recognised the new communist government in China which led to Britain and the USA withdrawing their funding; Nasser turned to the USSR for help and economic assistance instead which led to the 1956 conflict; Eisenhower Doctrine promised support to Israel against any armed aggression as long as it supported an anti-communist position.</p> <p>1967 Six Day War – Israel modernised and rearmed with massive help from the USA (military loans reaching record levels – President Johnson adopted a strong pro-Israeli policy), aircraft from France and tanks from Britain; Egypt rearmed and relied on the economic and military provisions provided by the USSR to develop their armed forces and defences. 1973 Yom Kippur War – US support during the war – tanks were sent to Israel and Nixon refused to broker a ceasefire until Israel had regained all territory lost; oil producing Arab states announced an embargo on supplies to the USA and Europe; the USSR looked as though they would threaten military intervention to prevent the collapse of Egypt and Syria, etc.</p> <p>No</p> <p>1956 Suez War – more important was the growth in Egyptian nationalism and the role of President Nasser who was intent on removing foreign influence and improving Egypt's economy; the desire of Israel to stop Palestinian raids from the Gaza Strip and Egyptian presence in the Sinai Desert; Nasser's declaration that he was nationalising the Suez Canal and blockading the Straits of Tiran; Britain's and France's individual interests more important as Suez Canal was economically and strategically important. 1967 Six Day War – creation of the Palestine Liberation Organisation more important as it attempted to unite Arab states behind Palestine and refused to acknowledge Israel; PLO raids into Israel; Israeli pre-emptive strike against Egypt due to PLO attacks from Syria; Egyptian and Syrian defence pact in November 1966 made war inevitable, etc. 1973 Yom Kippur War – Nasser's death and replacement with Sadat more important; Sadat adamant he would regain land lost in 1967 and made it clear he would use force if peaceful solutions failed; financial backing from Saudi Arabia and alliance with Syria under President Assad, who also wanted to reclaim land lost in 1967, gave Sadat the necessary support to plan for a further war; Israeli decision to expand house building programme in the occupied territories was the final straw for Sadat, etc.</p>	40

HISTORY

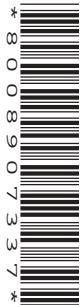
Paper 1

0470/11

May/June 2017

2 hours

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Answer any **two** questions.

Section B (Depth Studies)

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SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 Italy had not achieved unification by 1859.
 - (a) What was the ‘Young Italy’ movement? [4]
 - (b) Why was Italy not unified in 1848–49? [6]
 - (c) ‘Cavour was only interested in Piedmontese expansion after 1849.’ How far do you agree with this statement? Explain your answer. [10]
- 2 Germany was not unified by 1866.
 - (a) Describe the main political problems in Germany at the beginning of 1848. [4]
 - (b) Why was Prussia humiliated at Olmütz in 1850? [6]
 - (c) ‘War with Austria in 1866 had not been planned by Bismarck.’ How far do you agree with this statement? Explain your answer. [10]
- 3 In the USA, differences existed between Northern and Southern States.
 - (a) Describe events at Harpers Ferry in 1859. [4]
 - (b) Why did the South fail to win the Civil War? [6]
 - (c) How far was Reconstruction a failure? Explain your answer. [10]
- 4 European imperialism affected countries to different degrees.
 - (a) Describe the impact of the opium trade on China in the 1830s. [4]
 - (b) Why did nineteenth-century European imperialism take place? [6]
 - (c) ‘Indian resistance to British rule was unsuccessful.’ How far do you agree with this statement? Explain your answer. [10]

- 5 By 1939 the League of Nations had failed in its role of preserving world peace.
- (a) Describe the work of the League's International Labour Organisation (ILO). [4]
- (b) Why did the requirement that decisions of the Assembly and Council had to be unanimous cause problems for the League? [6]
- (c) How far was Mussolini responsible for the destruction of the authority of the League of Nations? Explain your answer. [10]
- 6 In the 1930s Hitler threatened world peace.
- (a) What happened in the Saar in 1935? [4]
- (b) Why was the remilitarisation of the Rhineland a risk for Hitler? [6]
- (c) 'Germany was more responsible for war in 1939 than any other country.' How far do you agree with this statement? Explain your answer. [10]
- 7 By the end of 1949 Europe was divided.
- (a) What were Stalin's main achievements at the Yalta Conference? [4]
- (b) Why was it difficult to deal with Poland after the Second World War? [6]
- (c) 'The most important consequence of the Berlin Blockade was the formation of the North Atlantic Treaty Organisation (NATO) in 1949.' How far do you agree with this statement? Explain your answer. [10]
- 8 The USA reacted to the spread of Communism.
- (a) What was Eisenhower's policy towards Vietnam? [4]
- (b) Why was the USA unhappy with the changes Castro introduced immediately following the Cuban Revolution? [6]
- (c) 'The American policy of containment between 1950 and 1973 was successful.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** Strong allied resistance in 1914 surprised Germany.
- (a) On what assumptions was the Schlieffen Plan based? [4]
- (b) Why did the Germans try to capture the Channel ports? [6]
- (c) ‘Belgium’s reaction to the Schlieffen Plan was the main reason for its failure.’ How far do you agree with this statement? Explain your answer. [10]
- 10** The defensive nature of trenches resulted in a war of attrition.
- (a) What was ‘No Man’s Land’? [4]
- (b) Why did the French fight to save Verdun? [6]
- (c) ‘The tank was the most successful innovation on the Western Front.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** Support for Hitler and the Nazi Party increased before 1933.
- (a) What methods did Goebbels use between 1929 and 1932 to ensure that Nazi ideas were brought to the attention of the German people? [4]
- (b) Why did the Nazi Party have limited success before 1929? [6]
- (c) ‘The main reason Hitler became Chancellor of Germany was because of the actions of Papen and Hindenburg.’ How far do you agree with this statement? Explain your answer. [10]
- 12** Control of the German people was essential for the Nazis.
- (a) What opposition to the Nazi regime existed in its early years in power? [4]
- (b) Why was the Gestapo important to the Nazis? [6]
- (c) ‘The use of education was more effective than the use of mass media in controlling the German people.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

13 Stalin, once in control, established a dictatorship.

- (a) In what ways were official culture and censorship used to maintain Stalin's control over the Soviet Union? [4]
- (b) Why were the Purges an effective way for Stalin to control the Soviet people? [6]
- (c) 'It was Trotsky's weaknesses that enabled Stalin to achieve success in the leadership contest.' How far do you agree with this statement? Explain your answer. [10]

14 Stalin introduced changes which impacted on the Soviet people.

- (a) Describe Russification. [4]
- (b) Why was there resistance to collectivisation? [6]
- (c) 'The changes Stalin made to agriculture were more important than the changes he made to industry.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

15 The prosperity brought to the USA by the economic boom was short-lived.

- (a) What actions were taken by governments in the 1920s to limit the impact of foreign competition? [4]
- (b) Why was the growth of hire purchase and advertising important to the economic boom? [6]
- (c) ‘Over-production was the main problem facing the American economy in the 1920s.’ How far do you agree with this statement? Explain your answer. [10]

16 Intolerance existed in 1920s America.

- (a) What effects of racial intolerance did black Americans face in the 1920s? [4]
- (b) Why did the ‘Monkey Trial’ take place? [6]
- (c) ‘Prohibition was good for the USA.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

17 China's relations with other states have varied.

- (a) Describe Communist China's relations with India up to 1962. [4]
- (b) Why did Communist China's relations with the Soviet Union worsen after 1956? [6]
- (c) How far had China achieved superpower status by 1976? Explain your answer. [10]

18 The Cultural Revolution was introduced to solve problems.

- (a) What threats did Liu Shaoqi pose to Mao? [4]
- (b) Why did Mao think the Cultural Revolution would benefit China? [6]
- (c) Which was affected more by the Cultural Revolution: Chinese society or the Chinese economy? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** The impact of apartheid increased in the 1950s and 1960s.
- (a) In what ways did the Bantu Education Act of 1953 enforce apartheid? [4]
- (b) Why were Bantustans created? [6]
- (c) ‘The Freedom Charter of 1955 was the most important response to apartheid before 1963.’ How far do you agree with this statement? Explain your answer. [10]
- 20** Change did not benefit all South Africans.
- (a) Describe the role of young people in events in Soweto in 1976. [4]
- (b) Why did international opposition to apartheid have limited effect? [6]
- (c) ‘Economic improvements in the 1980s had greater impact on white than on black South Africans.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** The ending of the Second World War increased tension in Palestine.
- (a) What was the Arab League, formed in March 1945? [4]
- (b) Why, by the end of the Second World War, was the creation of a Jewish homeland likely? [6]
- (c) How secure was the Israeli state by 1949? Explain your answer. [10]
- 22** The Palestine Liberation Organisation (PLO) promoted the Palestinian cause.
- (a) Describe the part played by Fatah in the developing conflict between Israel and its Arab neighbours between 1965 and 1967. [4]
- (b) Why was the Six-Day War beneficial to the PLO? [6]
- (c) ‘The main result of the actions of the PLO was to make the Palestinian cause unpopular with the rest of the world.’ How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 1

0470/12

May/June 2017

2 hours

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SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 Both Cavour and Garibaldi were involved in Italian unification.
 - (a) Describe the actions of Cavour in the period leading up to the outbreak of war with Austria in 1859. [4]
 - (b) Why did Cavour resign in July 1859 following the truce Austria agreed at Villafranca? [6]
 - (c) How far did Cavour and Garibaldi differ in their aims and tactics? Explain your answer. [10]
- 2 Progress towards German unification was slow.
 - (a) What happened in Berlin during March 1848? [4]
 - (b) Why was the Frankfurt Parliament set up? [6]
 - (c) 'The Austro-Prussian War of 1866 made eventual German unification certain.' How far do you agree with this statement? Explain your answer. [10]
- 3 Reasons for, and the impact of, European imperialism varied.
 - (a) What motivated European imperialism? [4]
 - (b) Why was the Berlin Conference of 1884–85 important? [6]
 - (c) 'European imperialism in Africa was carried out peacefully.' How far do you agree with this statement? Explain your answer. [10]
- 4 By 1914 various factors had contributed to an unstable Europe.
 - (a) What were the main threats to peace in Europe at the beginning of the twentieth century? [4]
 - (b) Why was there a crisis over Morocco in 1911? [6]
 - (c) 'Austria was more at fault than Serbia in causing war in 1914.' How far do you agree with this statement? Explain your answer. [10]

- 5 The strength of the League of Nations was tested in the 1920s.
- (a) What were the main aims of the League of Nations when it was set up in 1920? [4]
- (b) Why did the League not include some major powers when it was set up? [6]
- (c) ‘The League of Nations was an effective organisation for preserving peace in the 1920s.’ How far do you agree with this statement? Explain your answer. [10]
- 6 Hitler’s policies and actions became an increasing threat to peace.
- (a) What was the ‘Greater Germany’ that Hitler aimed to establish? [4]
- (b) Why were Hitler’s foreign policy actions in 1935–36 successful? [6]
- (c) ‘The policy of appeasement made sense at the time.’ How far do you agree with this statement? Explain your answer. [10]
- 7 The Soviet Union wanted to exercise control over Eastern Europe following the ending of the Second World War.
- (a) By 1956, what made Hungarians unhappy with Soviet control? [4]
- (b) Why were the Soviets concerned about events in Hungary in 1956? [6]
- (c) ‘The Berlin Wall was built in 1961 to prevent mass migration.’ How far do you agree with this statement? Explain your answer. [10]
- 8 Saddam Hussein was an important ruler in the Gulf region from 1979.
- (a) Describe how Saddam Hussein dealt with the Kurds between 1987 and 1991. [4]
- (b) Why was Saddam Hussein able to become President of Iraq in 1979? [6]
- (c) ‘The Iran–Iraq War of 1980–88 was a success for Iraq.’ How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** Effective resistance to the Schlieffen Plan came as a surprise to Germany.
- (a) Describe what happened at Mons in August 1914. [4]
- (b) Why was the Battle of the Marne in September 1914 important? [6]
- (c) ‘The most important aspect of the Schlieffen Plan was that France would be defeated quickly.’ How far do you agree with this statement? Explain your answer. [10]
- 10** War ended in November 1918.
- (a) What was the Hindenburg Line? [4]
- (b) Why were events at Amiens in August 1918 significant? [6]
- (c) ‘Germany signed the Armistice because of the increasing impact of the British naval blockade.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** Hitler was important in ensuring the growth of the Nazi Party.
- (a) In what ways was the Nazi Party affected by the Munich Putsch? [4]
- (b) Why was the Reichstag Fire important for Hitler? [6]
- (c) ‘The use of mass rallies was the main reason the Nazis were able to increase support up to 1932.’ How far do you agree with this statement? Explain your answer. [10]
- 12** For many Germans, life changed after the Nazi takeover.
- (a) Describe the experiences gained from membership of the Hitler Youth. [4]
- (b) Why was the education of young people in German schools changed by the Nazis? [6]
- (c) How successful were Nazi policies for German industrial workers? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

13 The Provisional Government was overthrown in November 1917.

- (a) What were Soviets? [4]
- (b) Why was the Kornilov Affair important? [6]
- (c) ‘The Provisional Government was overthrown because it did not carry out land reform.’ How far do you agree with this statement? Explain your answer. [10]

14 Policies introduced during Stalin’s period of leadership affected different groups.

- (a) What was the impact of Stalin’s rule on women? [4]
- (b) Why did Stalin discourage differing national identities within the Soviet Union? [6]
- (c) How successful was Stalin’s policy of collectivisation? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** A wide range of social attitudes existed in 1920s America.
- (a) What was Prohibition? [4]
- (b) Why did Prohibition fail? [6]
- (c) To what extent was the USA an intolerant society in the 1920s? Explain your answer. [10]
- 16** The impact of the Wall Street Crash was wide-reaching.
- (a) What was the Wall Street Crash? [4]
- (b) Why did the Crash cause many US citizens severe financial difficulties? [6]
- (c) ‘Hoover was responsible for his own downfall.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

17 The years 1952–61 brought great changes to China.

- (a) What were 'land co-operatives' in Communist China? [4]
- (b) Why did the Communists start to redistribute land immediately on coming to power? [6]
- (c) 'Between 1952 and 1961 Mao transformed China.' How far do you agree with this statement? Explain your answer. [10]

18 The Cultural Revolution brought chaos to Communist China.

- (a) In what ways was education in China affected by the Cultural Revolution? [4]
- (b) Why did Mao bring the Cultural Revolution to an end? [6]
- (c) 'Mao introduced the Cultural Revolution to benefit himself rather than China.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** Government belief in the policy of apartheid was strong before 1966.
- (a) In what ways did the National Party government strengthen the pass laws? [4]
- (b) Why was Sharpeville an important event in the struggle against apartheid? [6]
- (c) ‘The Freedom Charter of 1955 was more important to the opposition to apartheid than the Rivonia Trial of 1963–64.’ How far do you agree with this statement? Explain your answer. [10]
- 20** The ending of white minority rule in South Africa was not easy.
- (a) Describe the contribution of Oliver Tambo to the collapse of apartheid. [4]
- (b) Why was Chief Buthelezi important? [6]
- (c) ‘Disappointment with Botha’s constitutional reforms was the main reason violence increased between 1980 and the early 1990s.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

21 The period 1945–49 was a period of conflict in Palestine.

- (a) Describe the actions of the Hebrew Resistance Movement against the British in 1945 and 1946. [4]
- (b) Why was there conflict between Jews and Arabs in Palestine before May 1948? [6]
- (c) ‘Arab weakness was the main reason for the survival of Israel in the 1948–49 war.’ How far do you agree with this statement? Explain your answer. [10]

22 Peace between Arabs and Israelis has been difficult to achieve.

- (a) What is Hezbollah? [4]
- (b) Why has the United Nations failed to resolve the Arab–Israeli conflict? [6]
- (c) ‘Following the Oslo Accords of 1993 and 1995, the main issue still to be resolved was the return of Palestinian refugees to their homeland.’ How far do you agree with this statement? Explain your answer. [10]

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0470/13

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SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 In the nineteenth century Germany moved towards unification.
 - (a) Describe the benefits of the Zollverein. [4]
 - (b) Why was the result of the Austro-Prussian War of 1866 important? [6]
 - (c) ‘France and Prussia went to war in July 1870 because of the Ems Telegram.’ How far do you agree with this statement? Explain your answer. [10]
- 2 Before the Civil War, strong differences of opinion existed between Americans.
 - (a) What did the Supreme Court decide in relation to the Dred Scott case? [4]
 - (b) Why was Reconstruction difficult? [6]
 - (c) ‘The main cause of the American Civil War was slavery.’ How far do you agree with this statement? Explain your answer. [10]
- 3 European imperialism affected different areas of the world.
 - (a) Describe the impact of imperialism on the Congo. [4]
 - (b) Why did European imperialism affect different African colonies in different ways? [6]
 - (c) How successful was the Boxer Rebellion? Explain your answer. [10]
- 4 Increasing international tensions in the early years of the twentieth century brought war closer.
 - (a) In the years up to 1911, what aggressive acts by Germany were worrying for Britain? [4]
 - (b) Why did the Balkan Wars of 1912–13 bring general European war closer? [6]
 - (c) ‘The Austrian ultimatum delivered to Serbia on 23 July 1914 was the main reason for general European war breaking out.’ How far do you agree with this statement? Explain your answer. [10]

- 5 The League of Nations worked towards achieving its aims.
- (a) Describe the work of the League in relation to refugees. [4]
- (b) Why was collective security ineffective in practice? [6]
- (c) 'The League of Nations achieved its peacekeeping aims in the 1920s.' How far do you agree with this statement? Explain your answer. [10]
- 6 From 1938, Hitler's threat to European peace increased.
- (a) What benefits did uniting with Austria offer Hitler? [4]
- (b) Why was Hitler able to unite with Austria? [6]
- (c) 'The Munich Agreement of 1938 ensured that war would happen.' How far do you agree with this statement? Explain your answer. [10]
- 7 After the Second World War, Communism was a threat to the USA.
- (a) What was the importance of the 38th parallel in relation to Korea? [4]
- (b) Why did the USA become involved in resisting the invasion of South Korea? [6]
- (c) How effectively did the American policy of containment limit the spread of Communism between 1950 and 1973? Explain your answer. [10]
- 8 The challenge to Soviet control increased from 1980.
- (a) Describe the economic crisis facing the Polish government by 1980. [4]
- (b) Why was Solidarity important in Poland? [6]
- (c) 'Gorbachev was more important than Solidarity in the collapse of Soviet control over Eastern Europe.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** Both tactics and weaponry played important roles in warfare on the Western Front.
- (a) In relation to trench warfare, describe what was meant by 'going over the top'. [4]
- (b) Why was the Somme Offensive launched? [6]
- (c) 'Gas was the most effective new development used to try to break the stalemate on the Western Front.' How far do you agree with this statement? Explain your answer. [10]
- 10** The war effort on fronts other than the Western Front was important.
- (a) Describe the methods of recruitment used in Britain. [4]
- (b) Why was Britain able to counter the effectiveness of the U-boat threat in 1917–18? [6]
- (c) 'The main reason for the Gallipoli Campaign was to help Russia.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** The Weimar Republic faced many challenges.
- (a) Describe the activities of the Freikorps, 1919–20. [4]
- (b) Why was Germany facing economic disaster by 1923? [6]
- (c) How far do the cultural achievements of the period explain why the years 1924–29 are known as the ‘Golden-Age’ of the Weimar Republic? Explain your answer. [10]
- 12** Nazi policies affected most German citizens.
- (a) What actions were taken by the Nazis to encourage an increase in the birth rate? [4]
- (b) Why were the Nazis able to reduce unemployment? [6]
- (c) ‘Nazi youth policies were unsuccessful.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

13 The Tsarist regime collapsed in 1917.

- (a) Describe how Stolypin attempted to deal with Russia's problems. [4]
- (b) Why did opposition to the rule of the Tsar exist in Russia at the beginning of the twentieth century? [6]
- (c) 'The Tsar taking personal command of the Russian Army was the main reason for his eventual abdication.' How far do you agree with this statement? Explain your answer. [10]

14 Stalin used terror and fear to ensure that he was in control of the USSR.

- (a) What were the main features of the labour camps (gulags)? [4]
- (b) Why was the NKVD a feared organisation? [6]
- (c) 'The main reason that Stalin introduced the Purges was to remove his opponents within the Communist Party.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** Not all Americans benefited from the economic prosperity of the 1920s.
- (a) In what ways did new products help to boost the US economy? [4]
- (b) Why was the expansion of the motor industry important for the economic boom? [6]
- (c) ‘Overproduction was the main reason US farmers faced serious problems in the 1920s.’ How far do you agree with this statement? Explain your answer. [10]
- 16** Opposition to the New Deal existed in the USA.
- (a) What did Roosevelt aim to achieve with his promise of a ‘new deal’? [4]
- (b) Why was the American business community critical of the New Deal? [6]
- (c) ‘The New Deal was a failure as it did not solve unemployment.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** The KMT government was undermined by constant conflicts.
- (a) What were the results of the Marco Polo Bridge Incident of 1937 for China? [4]
- (b) Why did the Second World War increase the strength of the Communist Party? [6]
- (c) ‘Support from the peasants was the main reason for the Communist victory in the Civil War.’ How far do you agree with this statement? Explain your answer. [10]
- 18** Communist China’s relations with other nations have changed over time.
- (a) Describe relations between China and Tibet in the 1950s. [4]
- (b) Why have Communist China’s relations with Taiwan always been hostile? [6]
- (c) ‘The main reason for China’s improving relations with the USA was the death of Mao.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** South Africa's development was based on segregation.
- (a) What restrictions in relation to travel for non-whites existed in South Africa by 1940? [4]
- (b) Why was the migrant labour system disliked by black workers? [6]
- (c) 'The main success of South Africa's economic development by 1945 was in manufacturing.' How far do you agree with this statement? Explain your answer. [10]
- 20** In 1994 white minority rule came to an end.
- (a) What was the outcome of the April 1994 election? [4]
- (b) Why was the ANC worried about the actions of Chief Buthelezi? [6]
- (c) How important was de Klerk in the ending of white minority rule? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** Tensions existed in the Middle East before and after 1956.
- (a) Describe the events of 1954–56 which resulted in the Suez conflict. [4]
- (b) Why were the results of the Suez conflict important for Israel? [6]
- (c) ‘The actions of Nasser caused the Six-Day War of 1967.’ How far do you agree with this statement? Explain your answer. [10]
- 22** After 1948 the Palestinians struggled against Israel.
- (a) What action did Palestinians take between 1970 and 1976 to attract international attention? [4]
- (b) Why were many Palestinians in refugee camps by the 1980s? [6]
- (c) ‘Arafat was a successful leader.’ How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 2

0470/21

May/June 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

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This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p5]

Option B: 20th Century topic [p6–p10]

The number of marks is given in brackets [] at the end of each question or part question.

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Option A: 19th Century topic

HOW FAR WERE THE 1848 REVOLUTIONS BROUGHT ABOUT BY THE WEAKNESS OF THE EXISTING REGIMES?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

Many reasons have been suggested for the 1848 revolutions. These include long-term reasons such as the spread of nationalism, socialism and liberalism. Others have pointed to growing industrialisation which caused dreadful working and living conditions for many. The revolutions also had their triggers – bad harvests and high food prices, as well as a financial crisis leading to unemployment. However, some historians have claimed that it was the weakness and mistakes of the regimes in power that turned demonstrations into revolutions.

Was it the weakness of governments around Europe that brought about the 1848 revolutions?

SOURCE A

The severity of the trade depression served to stimulate the growing appetite for liberalism among the middle class, especially among the lower middle class. The great power of the working class, more apparent than real, as time proved, persuaded the established ruling classes to surrender power with little fight in the early months of 1848. The following months showed these two politically and socially underprivileged classes – the workers and the lower middle class – competing for power. Although certain causes were more relevant in some places than others – the financial crisis was more important in France – the widespread nature of the revolutions suggests certain common explanations. The great common factor was the town. Cities had vast concentrations of poor people, far more likely to get together than peasants in the countryside, and were also centres of political power. It was on the cities that the great social and economic developments – population growth, industrialisation, railway building – had their impact. It was to cities that the political exiles made their way. It was in cities that the liberal and national aspirations were voiced. And at this time the ruling classes failed to control these cities.

From a history book published in 1981.

SOURCE B

The simplest approach to the revolutions is to see them as a bid by the rising middle classes to take the power from which they were excluded. However, a clear majority of the middle classes lived in small towns and were not much interested in political power. They accepted the existing social hierarchy and were certainly not revolutionary. Industrialisation in cities brought dreadful conditions for the working classes. Here, surely, is the backdrop to the revolutions. However, there were relatively few factory workers on the continent in 1848 and they did not play a significant role in the outbreak of revolution. The revolutions followed growing interest in a variety of ideas all designed to alter the existing order. The outpouring of ideas like liberalism and nationalism was a vital element in causing the revolutions. Intellectual ideas helped prepare the revolutions and gave them direction. Lower class elements made the revolutions.

The suddenness of the outbreaks found most governments unprepared. The weakness of most rulers owed something to accident but something perhaps to the problems of adjusting the institution of monarchy to a changing world. Unready governments, headed by indecisive rulers doubtful about their own future, helped the conversion of street fighting into full-scale revolution. Also, the questioning about the basic social and legal order delayed the reaction of the ruling class to a revolutionary challenge.

From a history book published in 1974.

SOURCE C

It appears that the situation in Italy is regarded in Vienna as not sufficiently urgent to justify more than the usual security precautions. People forget, however, that we are dealing not with governments or the weakness of princes or their ministers, but with a people that hate us and believe that the moment has come when it can finally throw us out and can once again enter the ranks of great nations. People forget that this nation has not yet sunk so low that it is incapable of a sudden resurgence. Italy may have declined but she also possesses great strength to rise again. Never was the feeling of the striving for national unity stronger and more universal than it is today. No statesman, no politician, can predict when and how the crisis which we face today will end.

*A letter from Field Marshal Radetzky to the Austrian government in Vienna, December 1847.
Radetzky was in overall charge of the Austrian troops in Italy.*

SOURCE D

A British cartoon published in 1848. The name on the boat is 'L'Ancien Régime'.

SOURCE E

The unfortunate weavers – there arose such an overproduction that they could not survive. Heartless manufacturers oppressed the poor workers. This is the cause of those sad events which have recently taken place in Silesia. I believe it to be hunger, not communist ideas. As long as there was a sure and honest livelihood, none of the Silesian weavers paid any attention to communist agitation. They did not despair of their king. Despair was aroused by hunger.

An account, by Prince Felix Lichnowsky, of weavers in Silesia, Prussia. Lichnowsky was elected to the Frankfurt Parliament in 1848 where he opposed radicalism. He was beaten to death by a mob in 1848.

SOURCE F

Today 51 men were assembled here, from Prussia, Bavaria, Württemberg, Baden, Nassau and Frankfurt, to discuss the most urgent measures for the Fatherland. They are resolved in their duty for the freedom and unity of the German nation which must be attempted by cooperation of all the German peoples with their governments.

The meeting of a national assembly elected in all German lands should come together to offer its cooperation to the Fatherland. A main task of the assembly will be common defence. This will save great sums of money, while at the same time the identity and suitable self-administration of the different states remains in existence.

From the Declaration of Heidelberg, 5 March 1848. This was produced by representatives of six German states who met at Heidelberg soon after the arrival of news of the revolution in Paris.

SOURCE G

To my dear Berliners

It rests with you now, my citizens of my beloved capital, to prevent even greater chaos. Your king and most loyal friend pleads with you to recognise your unhappy error. Return to the path of peace and clear away those barricades and I give you my royal oath that every street will be cleared of troops. Military occupation will be restricted to those buildings where it is necessary, and even this will only be for a short period. Citizens, forget what has happened, just as in my heart I too will forget it for the sake of the great future which will dawn for Prussia, and through Prussia for all Germany.

*From the proclamation issued by Frederick William IV of Prussia, 19 March 1848.
Copies were printed and put up on trees in the city centre.*

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [8]

- 2 Study Source C.

Why did Radetzky send this letter in December 1847? Explain your answer using details of the source and your knowledge. [8]

- 3 Study Source D.

What is the message of this cartoon? Explain your answer using details of the source and your knowledge. [7]

- 4 Study Sources E and F.

Would the weavers in Source E have been pleased with Source F? Explain your answer using details of the sources and your knowledge. [7]

- 5 Study Source G.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that the 1848 revolutions were brought about by the weakness of the existing regimes? Use the sources to explain your answer. [12]

Option B: 20th Century topic

WAS THE TREATY OF VERSAILLES WELCOMED?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

By the end of June 1919 the three main architects of the Treaty of Versailles, Clemenceau, Lloyd George and Wilson, had left Paris. They all had mixed feelings about the Treaty. Clemenceau, under enormous pressure from the French public, had wanted Germany to be punished harshly and weakened so that it could never start a war again. Wilson wanted a settlement based on his 'Fourteen Points', including a League of Nations that would prevent future war. Lloyd George outwardly went along with the demands in Britain for Germany to be treated harshly. Privately, however, he was beginning to think that Germany had been punished too harshly. Each now had to face the public in his own country. Meanwhile, Germany had expected the Treaty to be based on Wilson's 'Fourteen Points' and had its own strong views.

How much satisfaction was there with the Treaty of Versailles?

SOURCE A

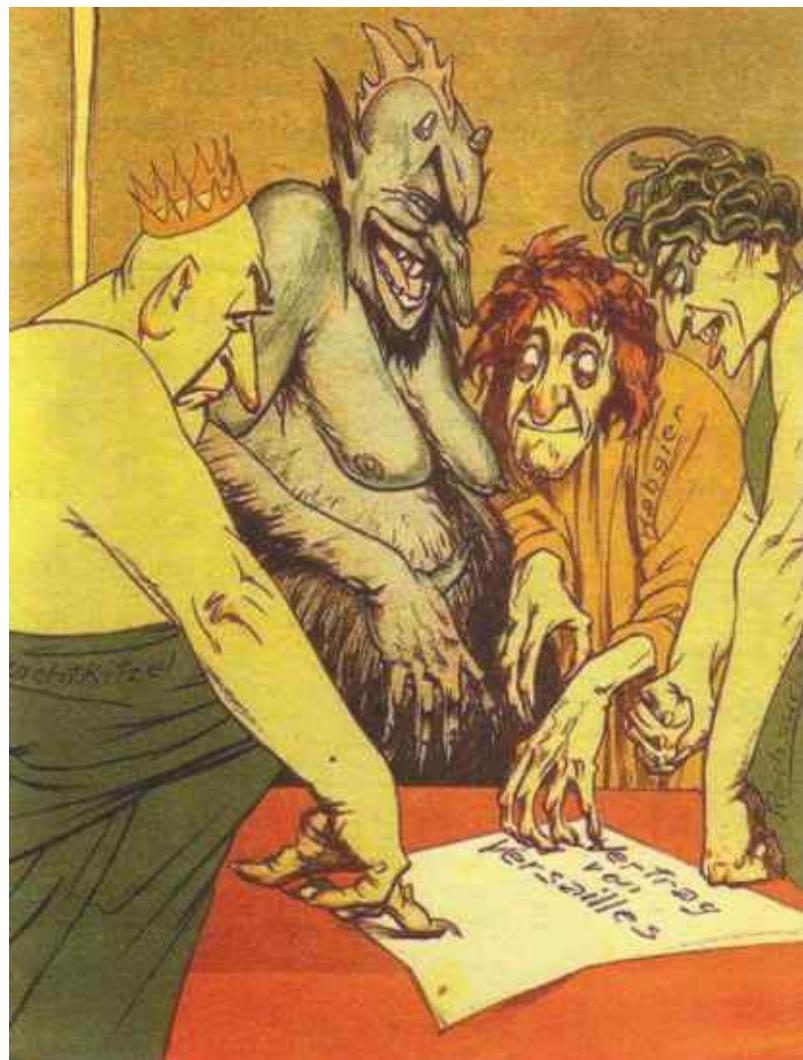
The Treaty of Versailles was indeed a victor's peace, designed to punish and constrain the Germans and to vindicate the Allied sacrifices. This was what President Wilson meant when he claimed that, though this was a harsh treaty, it was a just one. But it was also meant to create a post-war world that the defeated as well as the victor nations could accept. The establishment of the League of Nations, whatever the reservations of the victor powers, held out the promise of a more just international regime. The principle of self-determination, never clearly defined, was not universally applied. Wilson hoped that some of the difficulties could be settled within the framework of the League of Nations. Clemenceau managed to achieve much from his fellow peacemakers to compensate for France's wartime sacrifices and its uniquely exposed position. The drastic cuts in Germany's military power and its territorial and financial losses gave France a considerable measure of protection. Much in the Versailles Treaty was left undecided and would depend on the manner of its enforcement. Clemenceau was right when he claimed that it was 'not even a beginning, but the beginning of a beginning'.

From a history book published in 2005.

SOURCE B

Clemenceau was under attack from powerful forces in France, who accused him of having been outwitted by the cunning English. Lloyd George knew that he was heading into a storm of criticism for his failure to obtain the huge reparation payments from the Germans which he had promised the British public. But he had also come to fear that the treaty was too harsh. Wilson had come to Paris hoping to remake the world according to liberal and democratic principles, but he had found the task so dominated by claims, hatreds, fears and greeds that he was forced to settle for a compromise that satisfied no one. Hopefully, his League of Nations would eventually resolve some of the difficulties – but this was only a hope.

From a history book published in 1968.

SOURCE C

A German cartoon published in 1919. Two of the figures are labelled 'Greed' and 'Revenge'.

SOURCE D

June 29, 1919. I am leaving Paris, with conflicting emotions. There is much to approve and much to regret. It is easy to say what should have been done, but more difficult to have found a way of doing it. How splendid it would have been had we blazed a better trail! However, it is to be doubted whether this could have been done. It may be that Wilson might have had the power and influence if he had remained in Washington and kept clear of the Conference. When he stepped from his lofty pedestal and wrangled with representatives of other states upon equal terms, he became an ordinary man.

To those who are saying that the Treaty is bad and that it will involve Europe in difficulties in its enforcement, I feel like agreeing. But I would also say that empires cannot be shattered and new states raised without disturbance. To create new boundaries is always to create new troubles. While I should have preferred a different peace, I doubt whether it could have been made. We have had to deal with a situation full of difficulties and one which could be met only by an idealistic spirit which was too much to expect of men come together at such a time. And yet I wish we had taken the other road, even if it were less smooth than the one we took. We would at least have gone in the right direction.

From Colonel House's diary. House was Wilson's chief advisor during the negotiations in Paris until March 1919, when they disagreed. After returning to the US they never spoke to each other again.

SOURCE E

The treaty is a very severe settlement with Germany, but there is not anything in it that Germany did not earn and it cannot bear. But the treaty is not merely a settlement with Germany; it is a readjustment of those injustices that underlie the structure of world society. It is a people's treaty that achieves the liberation of men who never could have liberated themselves. Not one foot of territory is demanded by the conquerors. The men who sat around that table in Paris knew that the time had come when the people were going to live under governments that they chose. That is the fundamental principle of this great settlement.

At the front of this great treaty is the League of Nations. Its membership is going to include all the great fighting nations of the world, as well as the weak ones. And what do they unite for? They enter into a solemn promise that they will never use their power against one another for aggression.

My friends, I went to a cemetery for the burial of the American dead near Paris. I wish some men in public life who are now opposing the settlement for which these men died could visit the cemetery. I wish that the thought that comes out of those graves could penetrate their minds. I wish that they could feel the moral obligation that rests upon us not to go back on those boys. The liberation of the world depends on this decision.

*From a speech President Wilson made on 25 September 1919.
This was typical of the many speeches Wilson made across America at this time.*

SOURCE F

A British cartoon published in July 1920. It shows the first meeting between Allied leaders and Germany since the signing of the Treaty of Versailles.

SOURCE G

The French newspaper 'Le Temps' criticises recent remarks by General Smuts that the Germans have changed and that the terms of the Treaty should be made less harsh on Germany. It says that the General is mistaken and that the Germans have not changed.

'Le Temps' lays stress on the great advantages for France of the Treaty, such as the re-annexation of Alsace-Lorraine. It also criticises its imperfections from a French point of view: its failure to destroy the unity of Germany, the lack of guarantees needed for the continued safety of nations and the insufficiency of the measures to ensure the full reparation of war losses.

*From a British government report about the reaction to the Treaty in French newspapers, July 1919.
General Smuts was a South African politician. He had been a member of the British Imperial War Cabinet and was present at the peace negotiations.*

SOURCE H

We have restored where restoration was just, we have organised reparations where damage and injury have been inflicted, and we have established guarantees against the repetition of these crimes and horrors from which the world is just emerging. We have disarmed; we have punished. We have demonstrated that you cannot trample on national rights and liberties without punishment.

Lloyd George in a speech to the British Parliament, 21 July 1919.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1** Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2** Study Source C.

Why was this source published in Germany in 1919? Explain your answer using details of the source and your knowledge. [8]

- 3** Study Sources D and E.

Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

- 4** Study Source F.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

- 5** Study Sources G and H.

Do you trust what Lloyd George says in Source H about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge. [7]

- 6** Study **all** the sources.

How far do these sources provide convincing evidence that people were satisfied with the Treaty of Versailles? Use the sources to explain your answer. [12]

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HISTORY

Paper 2

0470/22

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Option B: 20th Century topic [p8–p12]

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Option A: 19th Century topic

HOW IMPORTANT WAS POPULAR SUPPORT TO THE 1848–49 REVOLUTIONS IN ITALY?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In 1848 there were revolutions of different kinds in many parts of Italy. The success of these revolutions depended on a number of factors, including popular support, nationalist beliefs, a desire for constitutional change, republicanism, the support of states like Piedmont and Tuscany and a desire for a unified Italy.

Some historians have argued that popular support was the crucial factor. How important was popular support if the revolutions were to be successful?

SOURCE A

The great majority of Italians had placed local and partial aims of liberation before the more generalised ideal of patriotism. Neapolitan liberals had used force against the revolution in Sicily, some liberals from Messina had taken arms against the rival city of Palermo, and even some liberals from Palermo had given their support to Ferdinand when the revolution threatened personal property. Those who volunteered to fight against Austria had usually fought bravely, but volunteers had been few. Social and regional divisions had proved far stronger than any sense of national identity; thus the wealthier Tuscan liberals discovered that they were much closer to the grand duke than they were to the socialist left who had formed the spearhead of the revolution; and when starving Venice appealed for help, it received from the rest of Italy only one day's supply of food. Without doubt the revolution had helped to establish a sense of Italian identity, but sometimes it had done the opposite. Cavour spoke of the defenders of Rome in terms of jeering contempt.

The main problem was a lack of leadership. Charles Albert was a weak character who suffered from indecisiveness and double-dealing. He had made no serious preparations for an offensive war against the Austrians and his policy of Italy going it alone with her own unsupported forces was clearly absurd. The making of Italy would have to wait upon the active interest of some other European state which could provide the resources and determination which Italians lacked. As one nationalist wrote, 'Italy cannot possibly free herself without outside help.' Some put their faith in republican France.

From a history book published in 1971.

SOURCE B

Widespread protests against Austrian rule in 1848 and the impending collapse of Austrian power encouraged Charles Albert, the Pope, the King of Naples and the Grand Duke of Tuscany to commit troops to expel the Austrians. However, the largely working class crowds which had actually defeated the Austrian army soon became, according to Cavour, a 'mortal menace'.

The campaign by the Italian states was a fiasco. The mutual suspicions of their leaders were soon apparent. As early as April, Pius IX was condemning the war, worried by the threat it posed to social order. In May, Ferdinand of Naples, confident enough to ignore liberal critics, recalled his troops for use in internal repression. The main military effort against the Austrians came from Piedmont but Charles Albert's hesitancy allowed the Austrians to recover the initiative. It also became clear that support for the nationalist cause – as opposed to anti-Austrian feeling – was limited and conditional. The unwillingness of the revolutionary governments in Milan and Venice, dominated as they were by property owners, to grant major agrarian reforms, alienated much of the rural population. For most middle class republicans, the social protest reinforced their social conservatism.

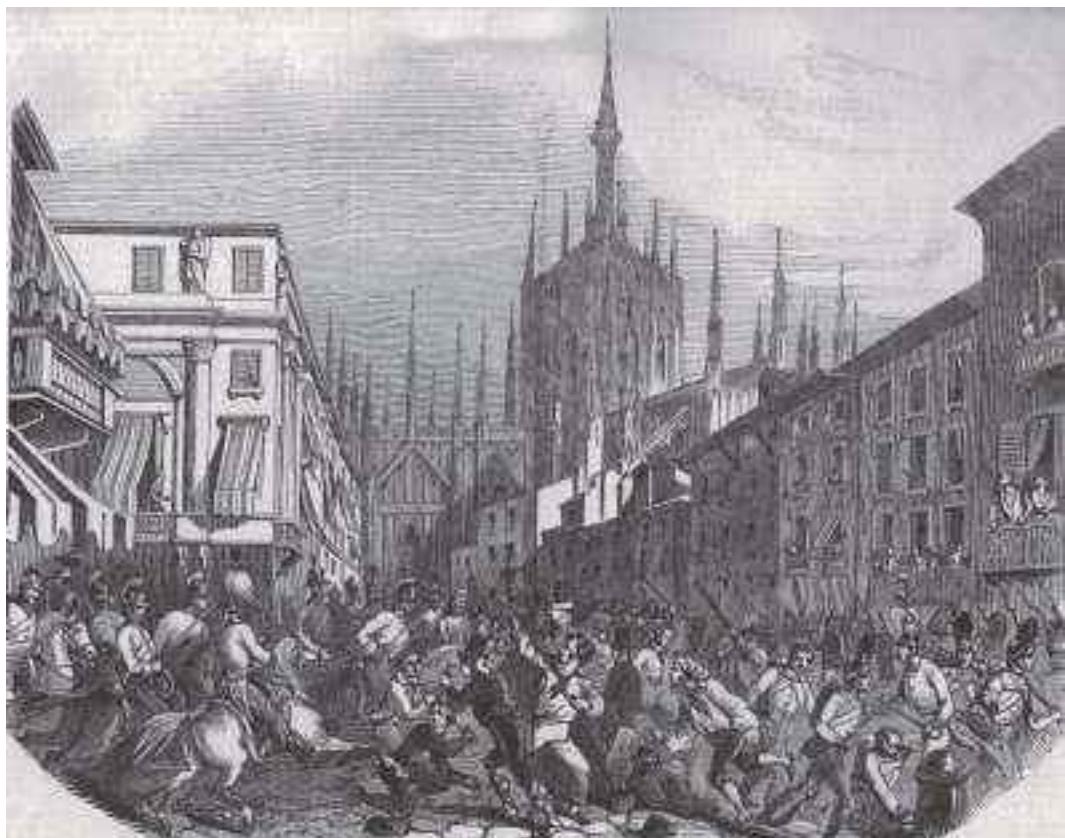
From a history book published in 1988.

SOURCE C

The destinies of Italy are maturing, and a happier future is opening up for those of us who bravely stand up for their rights against the oppressor. We, out of love for our common race, understanding as we do what is now happening, and supported by public opinion, hasten to associate ourselves with the unanimous admiration which Italy bestows on you.

People of Lombardy and Venetia, our arms which were concentrating on your frontier when you liberated your glorious Milan, are now coming to offer you the help which a brother expects from a brother, and a friend from a friend. In order to show more openly our feelings of Italian brotherhood, we have ordered our troops as they move into Lombardy and Venice to carry the cross of Savoy imposed on the tricolour of Italy.

A proclamation by Charles Albert, King of Piedmont, 23 March 1848.

SOURCE D

A drawing from the time of the uprising in Milan in March 1848.

SOURCE E

A drawing from the time of Daniele Manin proclaiming the Republic of Venice in 1848.

SOURCE F

Not only the people of Rome but those of all Italy are looking to us to choose a new form of government, and I therefore propose that we should not leave this hall before we have reached agreement. It is nothing less than the destinies of the entire Italian nation which are at issue.

To delay one minute would be a crime so long as a third of the Italian nation lies in slavery. Can you not hear the groan of despair which comes from a million Italian throats? Now that the papal system of government is at an end, what we need in Rome is a republic.

Garibaldi speaking to the Constituent Assembly of Rome, 5 February 1849.

SOURCE G

In the opinion of radicals the task will not be completed until the entire peninsula is comprised in the absolute unity of a single state, and the monarchical system replaced by the republic. They wish us to carry this out now. We have not yet expelled the Austrians, and they wish to overturn our Princes. We have not yet acquired full control over constitutional liberty, and they wish to give us republics. Who does not see that to unify Italy completely would mean the violation of all the rights of our Princes, the destruction of all the present governments and defiance of the whole of Europe, to whom an Italian republic would give many reasons for jealousy and distrust?

We have been unable to agree to support the new Constituent Assemblies in Tuscany and the Papal States because our idea for Italy is a federation. Our idea preserves the autonomy of the various states. Their idea changes and even overthrows them. Our idea, therefore, is incompatible with that of Rome and Florence.

*From a speech by Vincenzo Gioberti to the Piedmont Parliament, February 1849.
Gioberti was Prime Minister of Piedmont from December 1848 to February 1849. Parliament forced
him to resign soon after making this speech.*

SOURCE H

The idea of nationality was enough to bring about the uprising but it was not enough to bring victory. The ordinary people, who wanted to drive out the foreigner, were prepared to accept the leadership of Charles Albert. But when other Italian rulers saw that the war was designed to increase his power they began to desert the cause. When the driving force and the principle of expelling the Austrians failed, the ordinary people were left leaderless. They had no reason to continue to fight. Whether ruled by a King, President or Triumvirate, the people's slavery does not cease until the social system can be changed.

*From a book by Carlo Pisacane published in 1850. Pisacane was a soldier and fought against the
Austrians in Lombardy. He was also involved in defending the Republic of Rome in 1849.*

SOURCE I

As an Italian, I seek Italian forces for an Italian war, and a popular rising would not be enough for the purpose. We have seen this already; a popular rising can only win temporary victories. To defeat cannons and soldiers, you need cannons and soldiers of your own. You need arms, not Mazzinian chatter. Piedmont has got guns and cannons; therefore I am a Piedmontese. Piedmont is a monarchy; therefore I am not a republican.

First independence, then liberty. A national war can only be fought with national weapons. Italy possesses two strengths: Italian sentiment, and the Piedmontese army. Each of these forces is powerless to act on its own; but put the two together and we will soon have the armed Italy that must necessarily precede a free Italy.

A letter from Giorgio Pallavicino to General Pepe, November 1851. Pallavicino was involved in the 1848 risings against the Austrians and in setting up the National Society in 1857. In 1848 Pepe disobeyed King Ferdinand II and led Neapolitan volunteers against the Austrians.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1** Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [8]

- 2** Study Source C.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

- 3** Study Sources D and E.

How far do these two sources give similar impressions of the revolutions in Italy in 1848? Explain your answer using details of the sources and your knowledge. [6]

- 4** Study Sources F and G.

Does Source G mean that Garibaldi (Source F) was wrong? Explain your answer using details of the sources and your knowledge. [8]

- 5** Study Sources H and I.

How similar were the aims of Pisacane (Source H) and Pallavicino (Source I)? Explain your answer using details of the sources and your knowledge. [8]

- 6** Study **all** the sources.

How far do these sources provide convincing evidence that popular support was important in the 1848–49 revolutions in Italy? Use the sources to explain your answer. [12]

Option B: 20th Century topic

WAS GERMAN ANGER AT THE TERMS OF THE TREATY OF VERSAILLES JUSTIFIED?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

The Paris Peace Conference opened on 18 January 1919. The negotiations were dominated by Prime Minister Clemenceau of France, Prime Minister Lloyd George of Britain and President Wilson of the USA. They each had their own ideas about what should be done and the meetings went on until May 1919 when the terms of the Treaty of Versailles were presented to the Germans, who were shocked and outraged by them. However, they had no choice but to accept them, and signed the Treaty in June.

Many in Britain and France thought that the Treaty was fair. However, there were others who were worried that it was too harsh. Was the treatment of Germany justified?

SOURCE A

It is difficult to consider the events between the armistice and the signing of the Treaty of Versailles as anything but a record of terrible failure. The bright hopes for a new Europe and the secure establishment of German democracy all failed to materialise. As early as November 1923 there was an attempted coup by Hitler. Less than eleven years later, Hitler had become Chancellor and soon after, the Treaty was in tatters. Germany was too powerful to be suppressed for long. To think that the Treaty's most objectionable features could be enforced against the largest and most industrious nation in Europe was to defy common sense. As this gradually became apparent, many of its provisions were modified or allowed to go unenforced. To the fury of the French, the British gradually lost interest in the matter of reparations.

The main problem with the Treaty was that to the vast majority of Germans it was the most vicious document in the history of mankind. They blamed their every misfortune on the fact that there was a Polish Corridor and a demilitarised Rhineland. They believed they would be encircled by aggressive nations and were angry that Germans had been cut off from the Fatherland. If any further proof was needed regarding the diabolical character of the Treaty, the Germans had only to consult the work of the brilliant British economist, John Maynard Keynes.

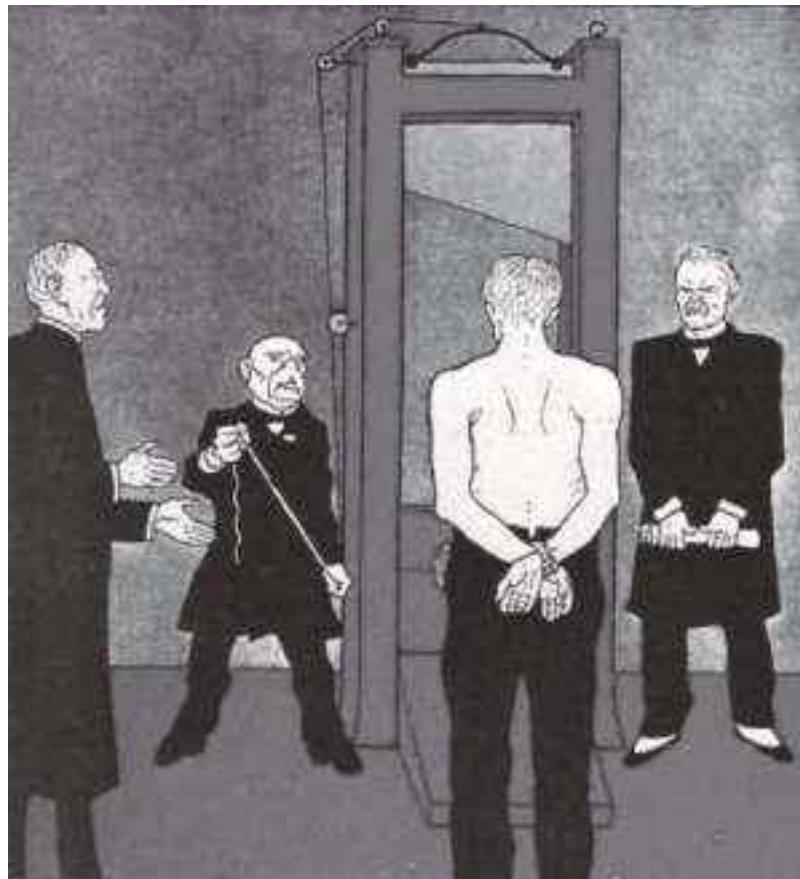
From a history book published in 1968.

SOURCE B

The picture of a Germany crushed by a vindictive peace cannot be supported. Germany did lose territory; that was an inevitable consequence of losing the war. If it had won, it should be remembered, it would certainly have taken Belgium, Luxembourg, parts of the north of France and much of the Netherlands. Even with its losses Germany remained the largest country in Europe. Its strategic position was significantly better than it had been before 1914. With the re-emergence of Poland there was now a barrier in front of the Russian menace. In place of Austria-Hungary, Germany had only a series of weaker and quarrelling states on its eastern frontier. The separation of East Prussia from the rest of Germany was an irritation, but such separations were nothing new in the history of Prussia. In the west, France was gravely weakened by the war.

With different leadership in the western democracies the story might have turned out differently. The Treaty of Versailles was not to blame. It was never consistently enforced, or only enough to irritate Germany without limiting its power to disrupt the peace of Europe.

From a history book published in 2001.

SOURCE C

A cartoon published in a German magazine, 3 June 1919. The figures represent Wilson, Clemenceau, Germany and Lloyd George.

SOURCE D

To my mind it is wrong to impose a permanent limitation of armaments on Germany unless we are prepared to impose a limitation upon ourselves. Unless we achieve universal limitation we shall not achieve lasting peace nor the observance of the limitation of German armaments which we now seek to impose.

You may strip Germany of its colonies, reduce its armaments to a mere police force and its navy to a fifth rate power, but if it feels that it has been unjustly treated it will find ways of exacting revenge on its conquerors. Injustice and arrogance displayed in the hour of triumph will never be forgotten or forgiven. For these reasons I am strongly against transferring more Germans from German rule to the rule of some other nation than can be possibly helped. I cannot conceive of any greater cause of future war than the German people should be surrounded by smaller states each containing large masses of Germans clamouring for reunion.

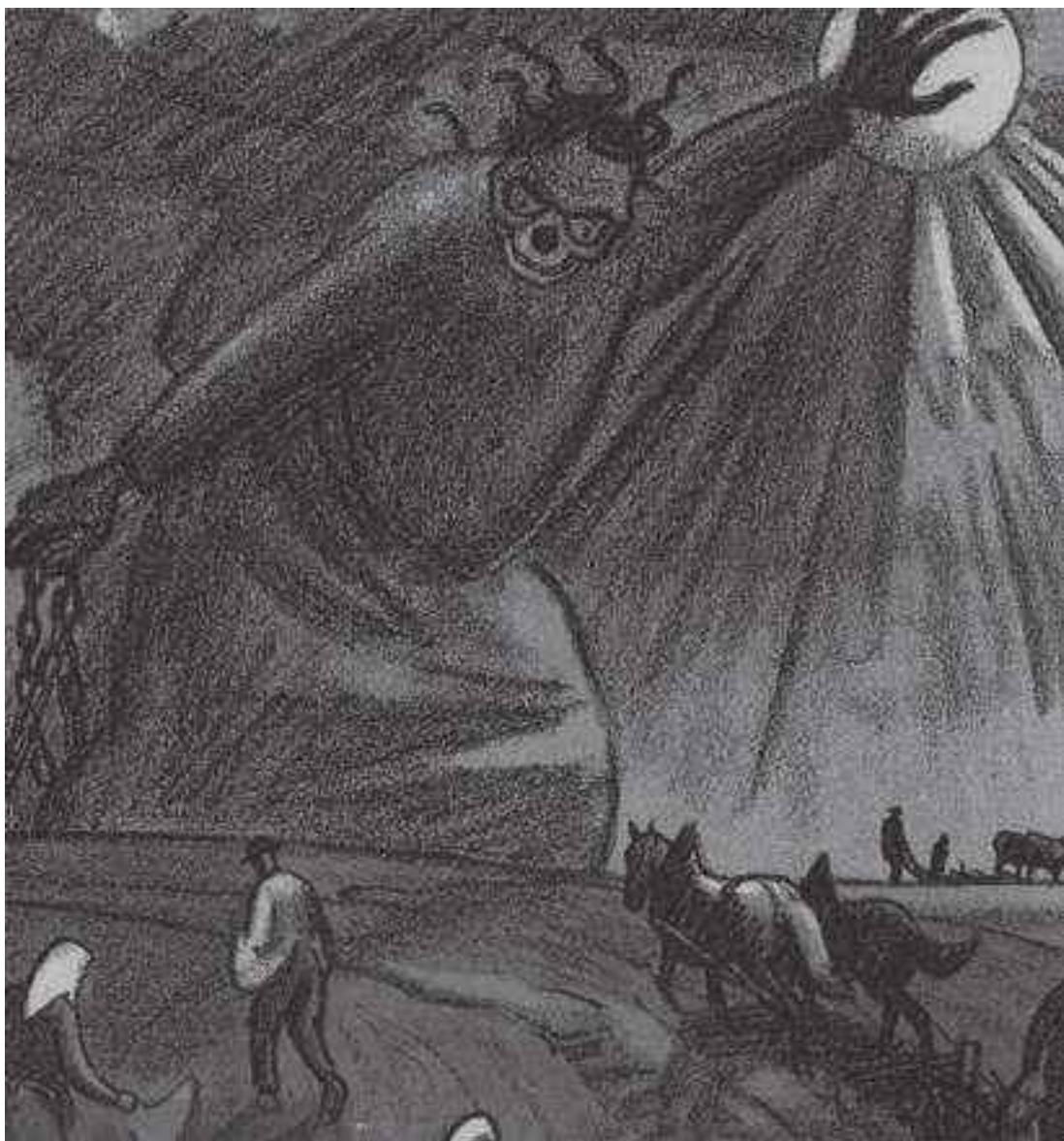
*From a confidential document written by Lloyd George in March 1919.
It was leaked and received much criticism in Britain.*

SOURCE E

When the territorial clauses of the Peace Treaty go into effect, Germany will lose its most important regions for the production of wheat and potatoes. The Treaty also provides for the loss of almost a third of our production of coal. An enormous part of German industry will be condemned to extinction and we will therefore no longer be able to provide bread and work for millions of people. Nothing will be able to prevent the deaths of millions of people.

It is demanded of us that we shall confess ourselves to be the only ones guilty of the war. Such a confession would be a lie. The German government's actions certainly contributed to the disaster, but we energetically deny that Germany and its people, who were convinced that they were making a war of defence, were alone guilty. Those who sign this Treaty, will sign the death sentence of many millions of German men, women and children.

Count Brockdorff-Rantzau's reply after the terms of the Peace Treaty were presented to him at Versailles in May 1919. Brockdorff-Rantzau was German Foreign Minister and led the German delegation at Versailles.

SOURCE F

A cartoon showing German farmland, published in a German magazine, May 1919.

SOURCE G**THE RECKONING.**

A British cartoon published on 23 April 1919. Germany is saying 'Monstrous, I call it. Why it's fully a quarter of what we should have made them pay, if we'd won.'

SOURCE H

Only two nations are for the time being left out of the League of Nations. One of them is Germany, because we did not think that Germany was ready to come in because we felt that it ought to go through a period of probation. The Germans say they made a mistake and that they have abolished all the old forms of government. But we want them to prove that their constitution is changed. Then who can, after those proofs are produced, say 'No' to a great people, 60 million strong, if they want to come in on equal terms with the rest of us and do justice in international affairs?

I want to say that I did not find any of my colleagues in Paris against doing justice to Germany. But I hear that this treaty is very hard on Germany. When a country has committed a criminal act, the punishment is hard, but the punishment is not unjust. This nation permitted itself to commit a criminal act against mankind, and it is to undergo the punishment, not more than it can endure but up to the point where it can pay. It must pay for the wrong that it has done.

President Wilson speaking in the USA in September 1919. This was typical of the many speeches Wilson made across America at this time.

SOURCE I

You will not find many members of the American delegation at Paris who approve of the Treaty. They are convinced that far from being a basis for lasting peace, it will be the direct and certain cause of further wars. They find they have assisted in the making of a peace based on the greed and ambitions of European imperialists. The general feeling in the delegation is that they have been tricked. They resent the way in which the peace has been framed; the secrecy, the autocratic methods of the Big Four and the flouting of the will of the people.

A letter from a member of the American delegation at the peace conference to his sister, 8 May 1919.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1** Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2** Study Source C.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [7]

- 3** Study Sources D and E.

Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

- 4** Study Sources F and G.

How far would the cartoonists have agreed about the Treaty of Versailles? Explain your answer using details of the sources and your knowledge. [8]

- 5** Study Sources H and I.

Do you believe Wilson in Source H? Explain your answer using details of the sources and your knowledge. [8]

- 6** Study **all** the sources.

How far do these sources provide convincing evidence that German anger at the Treaty of Versailles was justified? Use the sources to explain your answer. [12]

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HISTORY

Paper 2

0470/23

May/June 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.

Choose **one** option, and then answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p6]

Option B: 20th Century topic [p8–p14]

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages, **3** blank pages and **1** Insert.

Option A: 19th Century topic**HOW RADICAL WAS THE FEBRUARY REVOLUTION?**

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In 1847 middle class reformers began to hold banquets in Paris. In February 1848 the government banned the banquets. This resulted, on 22 February, in crowds protesting in the streets. Fighting broke out between the crowds and soldiers, and on 23 February, Prime Minister Guizot resigned. Soon there were barricades all over Paris and crowds gathered around the royal palace. On 24 February King Louis Philippe abdicated. On 26 February a provisional government called the Second Republic was established. Conservative forces were horrified by what had happened, but how real a threat to the social order was the February Revolution?

SOURCE A

A drawing from the time of the throne room in the Tuileries, Louis Philippe's palace, 24 February 1848.

SOURCE B

A drawing from the time of protestors on 24 February 1848, rescuing a crucifix from the Tuileries and taking it to the church of Saint-Roch.

SOURCE C

They crowded the corridors, and rushed with their cries of mortal combat into the spectators' galleries. Their clothes torn, their shirts open, their arms bare, their fists clenched, their hair wildly dishevelled and singed by cartridges, their faces maddened with the madness of revolution. Everything about them revealed them as desperadoes, who had come to make the last assault on the last refuge of royalty.

A description, by Alphonse de Lamartine, of the crowd invading the Chamber of Deputies on 24 February 1848. Lamartine was a politician, writer and a member of the Chamber of Deputies. He became the leader of the provisional government established on 26 February 1848.

SOURCE D

On 25 February I spent the whole afternoon walking about Paris. Two things in particular struck me: the first was the popular character of the revolution that had just taken place. The second was the absence of hatred by the lower orders who had suddenly become masters of Paris.

Throughout this day, I did not see a single one of the former agents of the public authority: not a soldier, not a gendarme, the National Guard had disappeared. The people alone carried arms and guarded the public buildings. It was an extraordinary thing to see this immense town in the hands of those who possessed nothing. The fright of all other classes was extreme but I did not share these fears. I never feared the rich would be attacked or robbed. I knew the men of Paris too well not to know that their finest moments in times of revolution are usually generous. For the first time in sixty years, the priests, the old aristocracy and the people met in a common sentiment—a feeling of revenge, it is true, and not of affection; but a community of hatred is almost always the foundation of friendship. The only vanquished were the middle class but even they had little to fear. They were despised rather than hated.

From Recollections, a private journal kept by Alexis de Tocqueville. It was published after his death in 1859, although he had never intended that it would be published.

SOURCE E

The provisional government has great duties in today's circumstances. On the one hand, it must arouse interest in the maintenance of good order among that considerable number of citizens who have been deprived of social rights and do not yet know how their proper desires will be satisfied. The Republican government will make every reform and every improvement easy and speedy. These reforms might be put in danger by haste and impatience. Quiet confidence ought to make it possible to introduce reforms in the shortest possible time. On the other hand, the provisional government should take steps to keep the good will that it has won from those citizens who did not desire so radical a change, but who loyally accept the changed situation. The provisional government should openly offer them reassurances.

From the newspaper Le National, 27 February 1848. Many in the provisional government were closely associated with this newspaper.

SOURCE F

The Republic had no opposition to overcome. Never has any government been in so strong a position as the February government. It could set up the Republic on broad, firm foundations without any danger of resistance. Energetic measures and radical reforms were expected: the people wanted them, the privileged classes were resigned to them. But instead of relying on the People's support, the men in power behaved as if astonished by their new power and seemed to have only one concern – the desire to make themselves acceptable to the middle classes.

From a book by Louis-Nicolas Ménard, published in 1849. Ménard was a socialist republican who was sentenced to imprisonment in 1849 for publishing the book.

SOURCE G

The question of the day is purely a social one. It cannot be discussed freely when you are faced with the mob. It is no longer a matter of theory but of brute force, which is testing its strength in the streets of Paris and which allows no opposition.

The power of the mob grows larger day by day. They strut about the streets to take part in all manner of demonstrations which are always, of course, directed against law and order. Everything must be razed to the ground, nothing must remain upright. That's what they want, these thousands upon thousands of tyrants who reign over us.

From the journal of Rodolphe Apponyi. He was Austrian and worked at the time for the Austro-Hungarian ambassador in Paris.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Sources A and B.

How far do these two artists agree about events in Paris on 24 February 1848? Explain your answer using details of the sources. [8]

2 Study Source C.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [7]

3 Study Source D.

What impression does this source give of the February Revolution? Explain your answer using details of the source and your knowledge. [7]

4 Study Sources E and F.

How similar are these two sources as evidence about the Provisional Government? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source G.

How useful is this source as evidence about the February Revolution? Explain your answer using details of the source and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the February Revolution was a real threat to the social order? Use the sources to explain your answer. [12]

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Option B: 20th Century topic

HOW FAR WAS GERMANY TREATED UNFAIRLY IN THE YEARS 1919–1923?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In the years following the Versailles Settlement, Germany suffered a series of crises including strikes and attempted communist risings. There were also attempted risings by those on the opposite end of the political spectrum. Soon after the end of the war the Weimar Government tried to deal with the country's economic problems by printing money. This led to inflation, which, after the passive resistance to the French and Belgian occupation of the Ruhr in 1923, turned into hyperinflation. Germans blamed all their problems on the terms of the Treaty of Versailles, especially reparations. But how far was Germany treated unfairly in the years 1919–1923?

SOURCE A

There may well have been aspects of the Treaty that were unfair on Germany, but it is difficult to envisage any treaty concluded on the idea of German defeat that the Germans would have accepted as fair. In that sense Weimar's politicians were self-deluding in expecting the Allies to treat them as entirely lacking in responsibility for the policies of Imperial Germany. It is also one of the paradoxes of the settlement, that although some of the participants assumed Germany would be deprived of resources and its neighbours strengthened, the reality was that, although its immediate circumstances were unpromising, a recovered Germany would be in a potentially stronger position than in 1914. Germany now had frontiers with Poland, Czechoslovakia, Lithuania and Austria. Only France remained of the pre-war great power neighbours.

In general the British tended to accept Germany's pleas that it could not fulfil certain terms of the Treaty, whereas the French judged that it was more a matter of will than capability. France's President Poincaré demanded prompt payment of reparations, fixed at the sum of 132 billion gold marks; and when the Germans defaulted in January 1923 French troops marched into the Rhineland, proposing to dig out the Ruhr's coal. When German workers went on strike and the German government printed money to support them, hyperinflation took hold.

However, Germany was already suffering from inflation and it now seems clear that German governments were themselves, at least in part, responsible. As the entrepreneur Hugo Stinnes said, they had to spend beyond their means in order to find work for returning soldiers. Otherwise 'Bolshevism would have seized Germany'. However, reparations, although much less onerous than the Germans claimed and with the repayments perfectly manageable, did contribute to inflation. They undermined confidence in German stability and led to a budget deficit which governments found themselves unwilling or unable to make up through taxation.

From a history book published in 2010.

SOURCE B

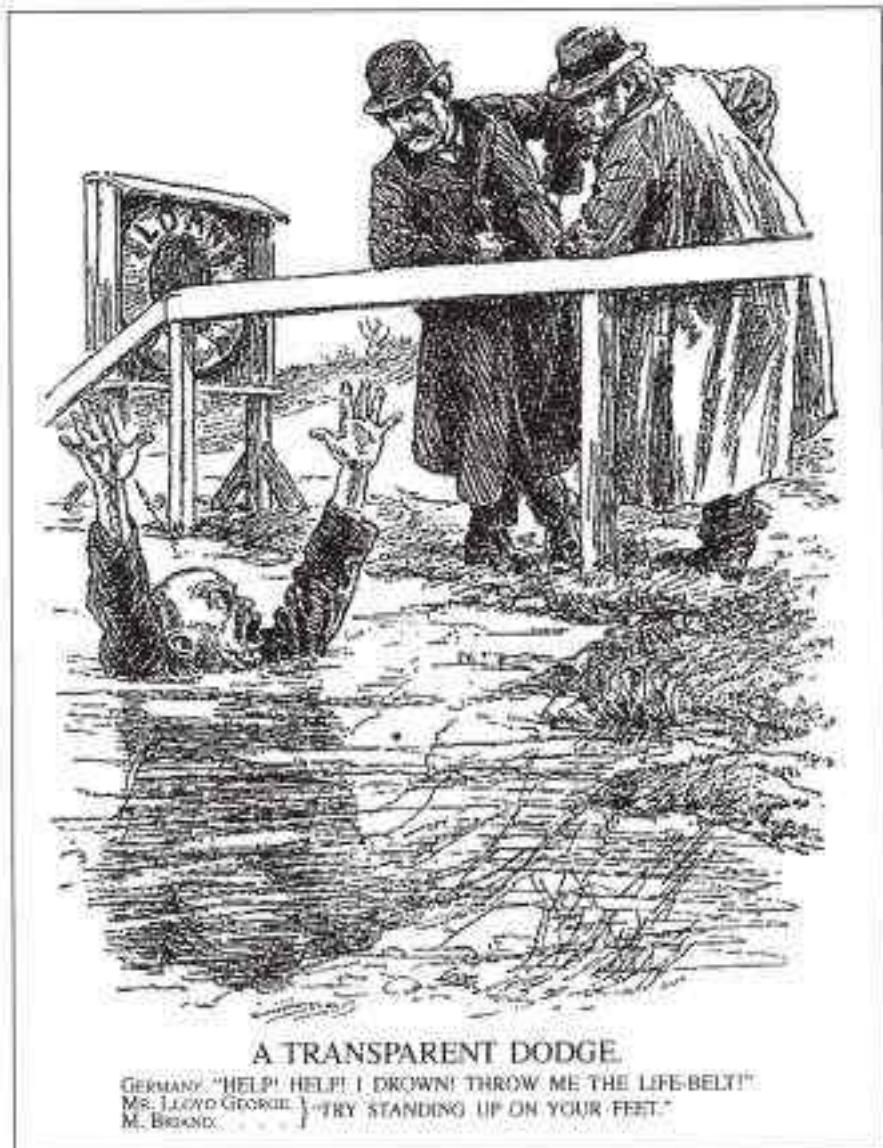
The Germans would have accepted a fair peace settlement based on President Wilson's 'Fourteen Points' but the Treaty of Versailles gave the final blow to the cause of democracy in Germany. The main injustice of Versailles was the separation of Polish territory from the Reich. The Treaty ensured that all parties in Germany would want to overthrow it, reflecting as it did, Germany's military weakness.

The Treaty also stated that Germany was to pay compensation not merely for the war damage that it had directly caused, but also for the costs of war as a whole. The resulting assessments for reparations were so colossal as to defy imagination, and they were far in excess of anything that past financial experience could cope with. In 1921 the figure of 269 billion gold marks was fixed on. This figure was later in the year reduced to 132 billion, but the amount still seemed incredible. The vast size of these sums, not surprisingly, aroused the indignation of the Germans, who felt that a generation yet unborn would be forced to grow up in 'debt slavery'. The need to pay reparations restricted the flexibility of the German economy and bred fierce resistance on the German side, for obvious psychological reasons.

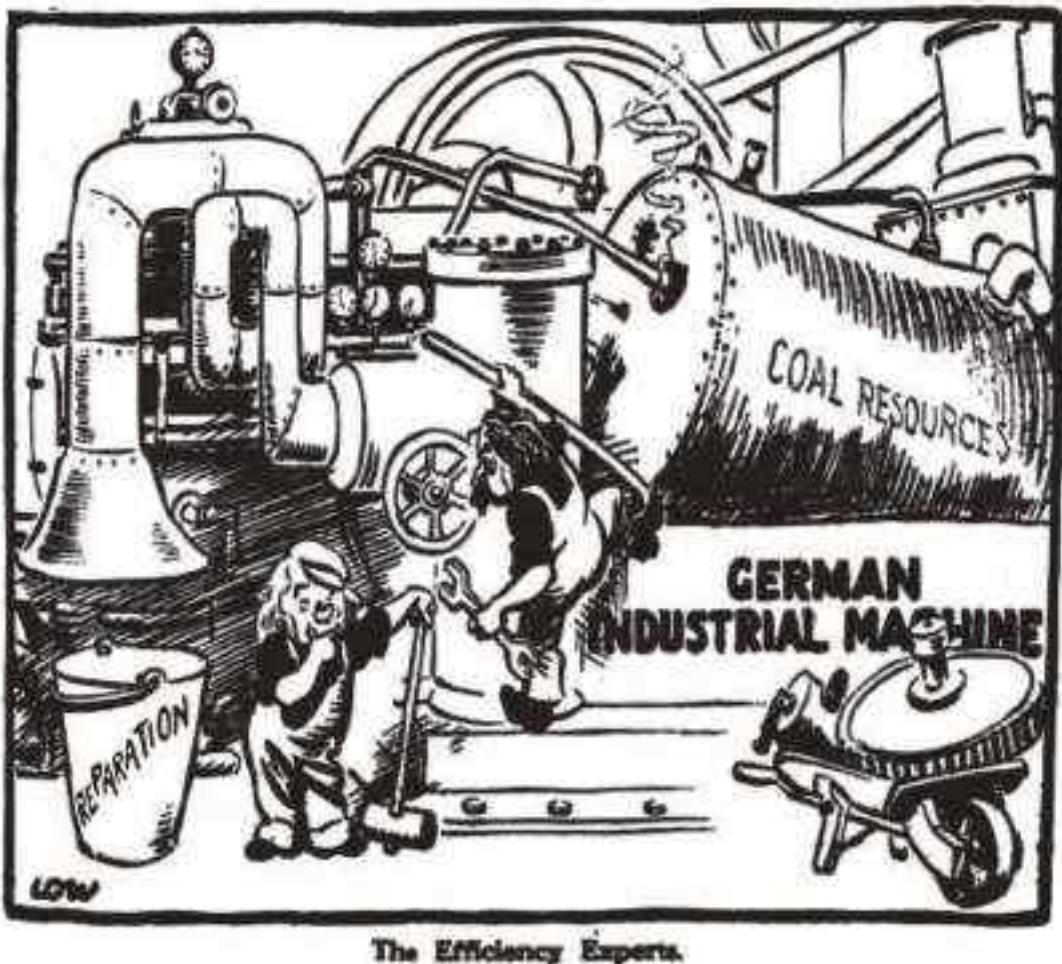
In January 1923, French and Belgian troops occupied the Ruhr in an attempt either to force Germany to pay reparations or extract goods of comparable value. It was Germany's policy of passive resistance and printing money that led to massive inflation and the collapse of the currency but none of this would have been necessary were it not for the Treaty of Versailles.

From a history book published in 1987.

SOURCE C



A cartoon from a British magazine, 1921. It shows Germany kneeling in the water. Lloyd George and Briand (the French Prime Minister) are on the right.

SOURCE D

A cartoon published in a British newspaper in 1921. Lloyd George is saying to Briand, 'Half a minute! I wonder if removing bits of the machine really does speed up production.'

SOURCE E

The terms are in many respects terrible terms to impose upon a country but Germany not merely provoked, but planned the most devastating war the earth has ever seen. Germany deliberately embarked upon it to increase its power at the expense of its neighbours. I cannot think of a worse crime.

The aim of the Treaty is to force Germany, in so far as it is in her power, to restore, to repair and to redress. Yes, and to take every possible precaution of every kind that is in our power against the recurrence of another such crime.

Lloyd George speaking in Parliament in July 1919.

SOURCE F

The greatest fraud in the history of the world is now being carried out in Germany, with the full support of its population. This fraud is being carried out under the very noses of the Allies. Germany is full of wealth. It is humming like a beehive. The comfort and prosperity of its people amazed me when I was there. Poverty is almost non-existent. Yet this is the country that is determined it will not pay its debts. It is a nation of actors. If it was not for the fact that the German has no humour, one might imagine the whole nation was carrying out a great practical joke.

A letter to a British newspaper from a businessman who had just returned from Germany, April 1922.

SOURCE G

A British cartoon published in 1923. Bonar Law was the British Prime Minister and Poincaré was the French Prime Minister. Moratorium means a period of delay or suspension.

SOURCE H

The German Republic was born out of terrible defeat. This cast a dark shadow on the new political order. But at first there was a belief that the new order was necessary for the rebirth of Germany. This is why the Weimar constitution met with little opposition. For everyone expected a peace settlement in accordance with Wilson's Fourteen Points which all countries had accepted as the basis for the peace. The criminal madness of the Versailles Diktat was a shameless blow to hopes of political and economic recovery. That the Republic did not collapse immediately is proof of the genuine vitality of its basic principles.

How far is it true that the Treaty wrecked Germany's democracy, that reparations ruined the German economy and that its security was undermined? Economically speaking there is no truth in these allegations. Much more serious was the disillusion which prevented moderate men from supporting the Republic. The peace settlement poisoned the political atmosphere for many years.

Hugo Preuss, the politician and lawyer chiefly responsible for producing the Weimar constitution, writing in 1923.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1** Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2** Study Sources C and D.

Does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge. [8]

- 3** Study Sources E and F.

Does Source F prove that Lloyd George was lying in Source E? Explain your answer using details of the sources and your knowledge. [8]

- 4** Study Source G.

Why was this source published in 1923? Explain your answer using details of the source and your knowledge. [8]

- 5** Study Source H.

Do you trust this source? Explain your answer using details of the source and your knowledge. [7]

- 6** Study **all** the sources.

How far do these sources provide convincing evidence that, in the period 1919–1923, Germany was treated unfairly by the Allies? Use the sources to explain your answer. [12]

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HISTORY

0470/41

Paper 4 Alternative to Coursework

May/June 2017

1 hour

Additional Materials: Answer Booklet/Paper



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question from your chosen Depth Study.

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **3** printed pages and **1** blank page.

Answer **one** question from your chosen Depth Study.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–1918

- 1 How significant were changes made to the Schlieffen Plan as a cause of the plan's failure? Explain your answer. [40]

- 2 How important was the Eastern Front to the outcome of the war? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How significant was the use of the Freikorps to the survival of the Weimar Republic, 1919–23? Explain your answer. [40]

- 4 How important was the role of Papen as a reason for Hitler's appointment as Chancellor in January 1933? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How significant were industrial changes in Russia as a cause of the 1905 Revolution? Explain your answer. [40]

- 6 How important was the role of the Petrograd Soviet as a reason for the collapse of the Provisional Government by November 1917? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How significant was the impact of the First World War as a cause of the economic boom in the USA in the 1920s? Explain your answer. [40]

- 8 How important was the growth in popularity of the radio in changing US society in the 1920s? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How significant was the Chinese Civil War to the success of the Communist Party by 1949? Explain your answer. [40]

- 10 How important were the establishment of collectives and communes to the development of communism in China? Explain your answer. [40]

DEPTH STUDY F: SOUTH AFRICA, c.1940– c.1994

- 11 How significant was the ANC Youth League in opposing the South African government? Explain your answer. [40]
- 12 How important were propaganda and censorship as methods used by National governments to control South Africa? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How important were the Arab states as a cause of the Palestinian refugee crisis after 1948? Explain your answer. [40]
- 14 How significant was the role of the United Nations in attempting to secure peace between Arabs and Israelis? Explain your answer. [40]

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HISTORY

0470/42

Paper 4 Alternative to Coursework

May/June 2017

1 hour

Additional Materials: Answer Booklet/Paper

READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question from your chosen Depth Study.

The number of marks is given in brackets [] at the end of each question or part question.

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Answer **one** question from your chosen Depth Study.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–1918

- 1 How important was the machine gun in determining the nature of trench warfare? Explain your answer. [40]
- 2 How significant was the use of the convoy system in the war at sea? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important to the Nazi regime was the persecution of minorities in German society, 1933–45? Explain your answer. [40]
- 4 How significant was the Second World War to the stability of the Nazi regime? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How significant was repression as a reason for the survival of Tsarist rule by 1914? Explain your answer. [40]
- 6 How important was Lenin's death as a reason for Stalin's emergence as leader by 1928? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important was the film industry in changing US society in the 1920s? Explain your answer. [40]
- 8 How significant was the loss of confidence in the economy as a reason for the Depression in the USA in the 1930s? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was Mao Zedong in bringing the Communists to power in 1949? Explain your answer. [40]
- 10 How significant was the Great Leap Forward in changing life in China after 1949? Explain your answer. [40]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 11 How significant were UN resolutions in efforts to combat apartheid? Explain your answer. [40]
- 12 How important was government repression as a cause of violence between the races in South Africa? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How significant was the role of Britain in the Middle East up to 1948? Explain your answer. [40]
- 14 How important was Arab nationalism as a cause of Arab–Israeli conflict, 1956–73? Explain your answer. [40]

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HISTORY

0470/43

Paper 4 Alternative to Coursework

May/June 2017

1 hour

Additional Materials: Answer Booklet/Paper

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Answer **one** question from your chosen Depth Study.

The number of marks is given in brackets [] at the end of each question or part question.



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Answer **one** question from your chosen Depth Study.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–1918

- 1 How significant was the First Battle of Ypres in the events of 1914? Explain your answer. [40]
- 2 How important was the USA to the outcome of the war? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How significant was the First World War in determining how the Weimar Republic developed to 1929? Explain your answer. [40]
- 4 How important was the threat of a communist revolution as a reason for Hitler's appointment as Chancellor in January 1933? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How significant were political demands as a cause of the 1905 Revolution? Explain your answer. [40]
- 6 How important was the land issue in Russia as a reason for the downfall of the Provisional Government? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How significant was the policy of laissez-faire as a cause of the economic boom of the 1920s? Explain your answer. [40]
- 8 How important was organised crime as a reason for the failure of prohibition? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How significant was superior Communist leadership to the overthrow of the Nationalist government in 1949? Explain your answer. [40]
- 10 How important was the development of communes in changing life in China? Explain your answer. [40]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 11 How significant was the Group Areas Act (1950) in creating the system of apartheid? Explain your answer. [40]

- 12 How important was the PAC in the opposition to apartheid? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How significant was the role of the United Nations Organisation in shaping events in Palestine between 1945 and 1948? Explain your answer. [40]

- 14 How important was the Cold War to the development of Arab-Israeli relations between 1956 and 1973? Explain your answer. [40]

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HISTORY

Paper 0470/03
Coursework

Key messages

The main focus of the coursework is the assessment of the significance of an event, individual (or group), development or place. It is important that titles use terms that make this focus clear. It is a good idea to use in the title the term ‘significance’. It also helps if the instruction ‘assess’ is used. These two terms will help candidates understand what they are required to do. A title such as ‘Assess the significance of the Night of the Long Knives’ would be perfectly satisfactory and should work well.

Secondly, it is important that candidates understand that they have to attempt a broad assessment of significance. Whether they are assessing the significance of an event, development or individual, it is necessary to consider different ways in which it may have been significant. The best way to achieve this is to ask different questions about their subject and to use a range of criteria to judge how far it was significant in different ways, for different reasons and for different groups.

It is important that candidates attempt to assess significance rather than just describe or explain it. It is not necessary to write descriptive introductory sections ‘setting the scene’. The focus should be on assessment all the way through answers.

The best answers assess whether the development, event or individual was more significant in some ways than in others. Reasoned arguments should be used, leading to an overall assessment of significance.

Finally, it is important that candidates do not confuse ‘failure’ with a lack of significance, or ‘success’ with significance. Actions or individuals that failed or events that led to nothing important can still be significant (the important point is if how far the failure mattered). It is also important to remember that an individual or event may have had little impact at the time, but a much greater one in the longer term.

Assessing significance often requires two moves on the part of the candidate. Firstly, they need to explain the consequences, results, impact or outcomes of an event, development or individual. Then they need to reach and support a judgement about how far the consequences, results, impact or outcomes mattered at the time or later.

General comments

A very high standard of work was seen, with candidates able to focus on the issue of significance due to titles which facilitated this. Titles that worked well included: ‘Assess the significance of the Munich Putsch’, ‘Assess the significance of the British naval blockade in the First World War’, ‘How significant was Hitler in the period 1923–1934?’, ‘How significant was Gustav Stresemann for Germany, 1923 to 1933?’ and ‘Assess the significance of Steve Biko’. These titles demonstrate that it is possible to set an end date – the end date in the Hitler title worked well as it made the task more manageable – but that it is equally effective to have no end date, as in the title about Steve Biko. This allowed candidates to consider his legacy.

A good number of valid alternative approaches were seen, such as focusing the title on the idea of a ‘turning point’. Two titles of this type which worked well were ‘Assess how far the Munich Putsch was a turning point’ and ‘How far was the New Deal a turning point in US history up to 1941’. It is important when responding to ‘turning point’ questions that candidates consider what happened before, as well as after, the event. Judging whether an event was a turning point involves comparing what was happening before the event with what the situation was afterwards, and assessing how far the event changed the direction of events rather than simply continuing, or accelerating, developments already underway.

The subject matter chosen for an assessment of significance is important. Some subjects can be difficult to manage because they are so large, e.g. the significance of Hitler or Mao (although it is possible to make these manageable by focusing on one aspect of their careers), while others lack potential for judgements about significance. The development, event or individual chosen must have the potential of being assessed for significance in different ways. It should also provide potential for assessment, rather than just explanation. In other words, it must be a development, individual or event where judgements about significance are provisional and debatable, rather than clear-cut.

Comments on specific questions

The best answers were those that avoided both lengthy introductory sections setting the scene and sections that drifted into narrative and description. It was evident from these answers that candidates had planned and therefore knew what they wanted to say when they started writing. They had clearly asked themselves how their development, individual or event could be significant in different ways. In other words, they asked themselves different questions about significance, for example: was it more significant politically or economically, was its main impact at the time or later, what was the breadth and depth of its impact, was it more or less significant for different groups? These questions then provided the backbone and shape of their answers.

The criteria that was used to assess significance was varied; some was less, and some was more appropriate, depending on the topic. For some topics criteria such as political, social and economic worked well. For others, duration and breadth of impact worked better. Long and short term were also useful for some topics, while for others the idea of ‘turning point’ gave candidates useful possibilities. In better answers, the criteria was not used in mechanistic ways and it was clear that individual candidates had selected which criteria they thought was useful to use.

Some candidates were helped a lot by asking themselves whether their event or individual represented a turning point. To explore this properly they considered what had gone before, as well as after, and were able to assess how far their event or individual had truly changed the direction of events in a major way or had merely accelerated developments already underway.

Some answers did use a range of criteria but were limited because significance was just described or explained, but not assessed. Others answers were limited because they made few connections or comparisons. The best answers pursued links between the different ways in which a development, individual or topic was significant. Another useful approach was to compare the different ways in which the development, individual or event was significant and to make assessments about whether it was more significant in some ways than in others or whether it was more significant for some people than for others. These types of approaches opened up for the candidates the interesting and challenging question about the overall significance of their development, individual or event.

There were some very good answers that involved considering how far an event, development or individual was remembered or commemorated and what this tells us about its significance. This approach is always relevant. Some candidates just explained the impact of their subject. Their answers would have been improved by taking a second step and assessing how far the impact mattered, and to whom.

Candidates do not have to use all the approaches mentioned above but the careful use of some of them led to many interesting and excellent answers. In stronger answers, candidates appeared to have decided which approaches would work best with their event, development or individual.

The generic mark scheme should be used unchanged for all coursework. It needs to be used in a holistic way by considering answers as a whole and focusing on how well knowledge and understanding has been used to assess significance. Much of the work seen was accurately marked. Detailed annotations and summative comments were common and were most useful when they referred to key parts of the markscheme. It should be remembered that the statements in the mark scheme are to be used to help overall judgements about the work. Some marks were adjusted, often due to an over emphasis on description and narrative in the answers or because there needed to be greater focus on assessment of significance. Overall, however, the marking of candidates’ work was done to a very high standard.

HISTORY

Paper 0470/11

Paper 11

Key messages

- Candidates need to read the questions very carefully to ensure that their responses are relevant. They should note the particular focus of any given question, and structure their answer accordingly.
- Dates given in a question should be noted so that only relevant material is included in responses.
- Candidates need to be aware of the specific demands of each type of question. **Part (a)** questions require recall and description. **Part (b)** questions require recall and explanation, and **part (c)** questions require recall, explanation and analysis.

In **part (c)** questions the most effective responses argue both for and against the focus of the question and also reach a valid judgement. A valid judgement will go beyond restating what has already been written in the response by addressing ‘how far’, ‘how important’, ‘how successful’ or ‘to what extent’, depending on the actual question set.

General comments

Successful **part (a)** answers focused on relevant details; explanation was not required. A small number of candidates wrote lengthy responses to **part (a)** which resulted in them not having enough time to fully develop their responses to **part (c)** questions.

Both **parts (b)** and **(c)** demand explanation, and many responses provided this. Some responses would have been improved by excluding narrative material or long introductions which ‘set the scene’.

In **part (c)** the stronger responses were well organised, included detailed arguments on either side of the debate, and were evaluative, with conclusions managing to avoid summaries of the points presented earlier in the answer. Less successful responses were very descriptive and often included information that was not relevant to the question.

Comments on specific questions

Section A: Core Content

Questions 1 to 4

The limited number of responses to these questions prevents useful comment.

Question 5

This question was answered by many candidates.

- (a) Many candidates had a good knowledge of The Treaty of Sevres and most performed strongly. Others did not know the treaty or confused it with the Treaty of St Germain or the Treaty of Versailles. The strongest answers showed that the Treaty of Sevres was harsh, and that Smyrna was lost to Greece, leading to a nationalist uprising. Responses could have mentioned that the Turkish army was reduced to 55 000, that the uprising was led by Mustapha Kemel and that the Treaty was renegotiated. Answers which showed the involvement of Britain and France in Turkish financial and economic affairs and the ruling of mandated areas from the Turkish Empire also gained credit. Some responses were very long. They had gained maximum credit in the first four

lines but went on to write nearly a page. This appeared to take time away from **parts (b)** and **(c)**, which required explanation.

- (b)** The focus of this question was the attitudes of the German people towards the Treaty of Versailles. Less successful responses concentrated on the views of Clemenceau, the French or the views of historians. When explaining the reparation payments, the size of the German army or the war guilt clause, responses needed to show how German people considered these terms excessive, unfair or vindictive and, therefore, show that the terms were motivated by revenge. Some candidates explained the actions of Clemenceau without showing why Germans felt that the Treaty of Versailles was motivated by revenge.
- (c)** Candidates needed to produce a well-balanced answer explaining why Lloyd George and President Wilson were satisfied and dissatisfied with the terms of the Treaty of Versailles. Stronger responses explained that Lloyd George was satisfied that the Treaty was not too harsh so that the German economy would recover quickly and resume trading with Britain to the level it had been at pre-war. Responses also explained that Wilson was satisfied that his proposal in his Fourteen Points to set up an organisation to keep world peace had been accepted and would be called the League of Nations. Some less successful responses focused just on explaining Lloyd George's and Wilson's aims for the Treaty. Some focused on Clemenceau's reactions to the Treaty, which lacked relevance to the question.

Question 6

- (a)** There were many candidates who gained very high marks for this question by focusing on the events and role of the League of Nations in the Upper Silesia dispute of 1919–1921. Four brief statements such as 'it was between Germany and Poland', 'the League organised a plebiscite', 'the League decided that the territory should be shared' and 'the League safeguarded rail links between the two countries' were provided in the best responses. Less successful candidates were confused as to which countries were involved and a small number struggled to recall the role of the League in this dispute.
- (b)** Successful responses to this question identified which countries were absent from the League (usually USA, Russia or Germany), then took each country separately and went on to explain the impact of their absence on the workings of the League. For example, as a result of the USA not being in the League, imposing economic sanctions was ineffective, because the aggressor country could carry on trading with the USA. It is important that candidates read the question carefully, as a number of candidates spent time writing in detail about why America, Germany and Russia were not members of the League, which was not the focus of the question.
- (c)** There were some well-developed responses to this question, with candidates demonstrating a clear and detailed understanding of the humanitarian work of the League of Nations on one side of the argument, and then discussing the diplomatic and peace-keeping activities on the other side. Stronger responses demonstrated good contextual knowledge on both sides of the argument and were also able to demonstrate clearly the impact of their work. It was important to emphasise the impact of the League's work; weaker responses tended to be descriptive lists of humanitarian, peace-keeping and diplomatic activities, with little attempt to explain the impact. Some candidates missed the dates in the question and went on to include, often in depth, details of the Manchurian and Abyssinian crises, which lacked relevance to the question.

Question 7

- (a)** This question was well answered. Answers, such as 'What was to happen to Nazi war criminals?', 'Would Germany have to pay reparations?', 'How should Berlin be ruled?', 'Were there to be any boundary changes in the east of Germany?' were all acceptable.
- (b)** Answers to this question were variable in quality, with weaker responses limited to simple description of reasons as to why Poland was a cause of tension between the Great Powers in 1945. Such responses included statements such as 'It was in the Soviet sphere of influence' or 'There had been no free elections'. The stronger responses explained that at Yalta it had been agreed that a provisional government would be set up in Poland consisting of pro-Soviet Lublin Poles and exiled London Poles, and that there would be free elections, yet these hadn't happened. A small number misread the question and made the focus of their answer the Nazi-Soviet Pact of 1939.

- (c) Effective answers to this question explained how both the Soviet Union and the USA contributed to the start of the Cold War. Candidates explained how Stalin's failure to abide by the decisions made at Yalta and Potsdam, the forming of Cominform and Comecon and then the blockading of Berlin contributed to the start of the Cold War. Similarly, good responses explained how Truman's aggressive attitude towards Stalin, Truman's 'Truman Doctrine', Marshall Aid, the establishment of Bizonia and the setting up of NATO equally contributed to the start of the Cold War. Weaker answers often described these points in detail without explaining how they contributed to the start of the Cold War. Some candidates wrote about the Korean War, Cuban Crisis and the Vietnam War, which all occurred during the Cold War but were not the cause.

Question 8

A small number of candidates answered this question.

- (a) Most candidates performed very strongly on this question by outlining four benefits to the Iraqi people of Saddam Hussein's rule. These responses included electrification extended throughout the country, more employment available, a major campaign to end adult illiteracy and hospital treatment being free.
- (b) Candidates found it a challenge to explain two distinct reasons why Saddam Hussein introduced purges. Most identified reasons such as to remove potential rivals and to act as an example to anyone who thought of opposing him, but more detail needed to be included by some candidates to ensure a strong answer.
- (c) There were some good well-developed answers to this question, with candidates being able to deploy strong, relevant evidence to support the hypothesis that the influence of Khairallah Tulfah was the most important reason for Saddam Hussein being able to come to power in Iraq. Evidence included Khairallah's inspiration and insistence on a good education, in addition to instilling in Saddam an appreciation of Arab Nationalism and hatred of the monarchy that ruled Iraq. To balance this argument, strong responses developed other factors that contributed to Saddam coming to power, including his own ambitions, his role as Deputy Chairman of the Revolutionary Command Council and increasing his popularity through his spending on schools and hospitals.

Section B: Depth Studies

Questions 9 and 10

The limited number of responses to these questions prevents useful comment.

Question 11

- (a) There were mixed responses to this question. Many candidates achieved very high marks with simple statements such as, Luxemburg led the Spartacists, she encouraged them to rebel against the Weimar Government, the revolt was halted by the Freikorps and she was put to death. Some candidates did not know who Rosa Luxemburg was.
- (b) There were many good responses to this question. Highly successful answers were restricted to 1923, as the question indicated. Two explained reasons were needed to show how the Weimar Republic was under threat. Most explained the invasion of the Ruhr by the French and Belgians and its impact on Germany. Candidates had the opportunity to explain why and how hyperinflation seriously affected the civilian population and therefore, the Republic. Most candidates explained a direct threat to the Republic, with the Munich Putsch.

- (c) Many candidates achieved strong responses by explaining the recovery of the Weimar Republic between 1924 and 1929 and by showing its problems. Both sides of the argument were required for better answers. Most were able to explain Stresemann's work to overcome hyperinflation and put the economy on a seemingly sound footing with a new currency and American loans. Cultural achievements and the progress made in foreign relations were well explained. Some candidates could have improved their answers by providing more than a list of actions by Stresemann and the government in the form of a narrative. It was important to explain how the actions created an impression of recovery. Less successful responses comprised one-sided answers which did not explain that many did not see the period as one of secure recovery. Candidates could have mentioned the poor unemployment record and the depressed agricultural sector throughout the period. Those that did explain the negative side concentrated on the recovery being an illusion, because the economic recovery depended on American loans and if the loans were called in, then Germany would be in serious economic trouble.

Question 12

- (a) The focus of this question was on the school curriculum and what was taught to reflect Nazi ideas. Candidates who realised this scored highly, concentrating on specific subjects such as History which was taught to impress on children that Germany had been 'stabbed in the back' by the Weimar politicians who had made peace in 1919. Another subject frequently mentioned was Biology, where students were taught that they were special by belonging to the Aryan Race. Other subjects used to reflect Nazi ideas included PE, Maths and Domestic Science. The responses of weaker candidates were more general and concentrated more on 'why' the curriculum changed rather than 'how'.
- (b) Candidates displayed sound knowledge of the activities of the Edelweiss Pirates and the 'Swing' movement but weaker answers tended to be purely descriptive of the activities of the two groups. Stronger responses identified why some young people did not join the Nazi youth groups, such as that they preferred 'to do their own thing, their own way' and then linked these reasons to the activities of the Edelweiss Pirates and the 'Swing' movement in order to explain their answers.
- (c) This question produced some unbalanced answers. Most candidates agreed with the hypothesis and were able to give detailed descriptions about the key role of women being to produce lots of children. Answers such as these included details about the falling birth rate and how important it was to increase the master race and provide more soldiers for future armies. Candidates were also well-versed on the various incentives given to women to encourage them to have more children. Weaker answers did not provide convincing arguments against the hypothesis, which could have included the Nazi regime U-turn because of the lead-up to the Second World War when there was a need for women to work, especially in factories producing armaments. As a result of this, the role of women changed, and they were persuaded back into work to support the war effort.

Question 13

- (a) Some candidates would have benefited from giving more attention to the words 'at the turn of the century' in the question; rather than just providing narrative on the 1905 Revolution and Bloody Sunday, they could have simply identified the serious problems that were facing the Tsar at this time. These included that the empire was huge, had twenty different nationalities, had regular famines and that living and working conditions were poor.
- (b) There were some very good responses to this question. The most well explained reason was that after the 1905 Revolution, Nicholas produced the October Manifesto which offered the people a Duma, the right to free speech and the right to form political parties, thus satisfying some of the discontented groups. The most successful responses went on to explain a second reason, which usually was the impact of Nicholas' troops returning from the Russo-Japanese War.
- (c) Answers to this question were variable, with most responses being one-sided, focusing on the Tsar's effective dealings with the difficulties of ruling Russia, usually the granting of a Duma in the October Manifesto. There was little acknowledgement of the Fundamental Laws. More candidates could have developed the work of Stolypin, which could have been used as an example on both sides of the argument: for example his 'carrot and stick' approach.

Question 14

- (a) Most of the small number of candidates who attempted this question performed well as they were aware of Stalin's views on Trotsky's idea of a 'permanent revolution'. A few candidates missed 'permanent revolution' and wrote generally as to why Stalin did not like Trotsky.
- (b) Successful responses to this question explained 'a cult of personality' and then linked it to why Stalin created such a cult. Many candidates developed the idea that Stalin wanted to be popular and worshipped as a great leader and hero of the Revolution and Second World War. This was an explained reason. The best responses went on to explain a second reason, usually developing the idea that the 'cult of personality' made it more difficult for the opposition to criticise Stalin's rule.
- (c) Some less successful candidates wrote a one-sided argument going against the hypothesis in the question. Most responses confined their response to details on the purges and the 'Great Terror'. There was little acknowledgement of the ways in which Stalin's dictatorship was not as total as it appeared. Answers would have been improved if they had included details on both sides of the argument.

Question 15

- (a) Good responses understood the Fordney-McCumber Tariff and the best ones often provided four simple statements such as: it was passed in 1922, it was passed by a Republican government, it raised tariffs on many imported goods and it was part of the policy called 'Protectionism'. A small number of candidates did not answer this part question at all.
- (b) A good number of successful responses were seen, including many which contained two explained reasons. Explained reasons included the impact of the competition from Canada and Argentina and the effect of US tariffs on imports. A small number of candidates shifted the focus of the question to what happened to the farmers as a result of finding it difficult to make a living in the 1920s, rather than addressing the issue of why they found it difficult.
- (c) There were some well-developed responses to this question in which candidates demonstrated a clear and detailed understanding of the reasons for the boom in America in the 1920s. Effective responses to the question discussed the importance of electricity, usually through linking it to the increase in demand for electrical appliances such as fridges, washing machines and vacuum cleaners. Some stronger responses then went on to explain other factors which contributed to the boom, usually including Republican policies, advertising and mass production. The best responses assessed and evaluated whether electricity did create the boom or whether it was one of the other factors.

Question 16

- (a) Many candidates had a detailed knowledge of the Emergency Quota and the National Origins Acts. The significance of the 1920s in controlling immigration was understood by most candidates even when specific legislation was not recalled. These candidates would refer in general terms to legislation, perhaps mentioning the specific banning of Asian peoples. A few candidates misread the question and wrote about 'why' the government controlled immigration rather than 'how'.
- (b) The trial of Sacco and Vanzetti was generally well known, and candidates usually placed it in the context of the 'Red Scare' though not necessarily making a distinction between fears about Communism and the threat posed by Anarchism. When a candidate developed a good explanation, it was usually for linking the trial to the Red Scare. Some struggled to draft a second relevant explanation through reference to the political bias of the trial judge or the flimsiness of the evidence.

- (c) It was unusual to find a response that addressed both sides of the hypothesis. Candidates were more knowledgeable about the consequences for women of increasing employment opportunities than on the range and nature of employment available to them in the 1920s. They tended to know more about war work than peacetime opportunities. On the greater independence of some women, candidates wrote relevantly, amongst other things, about flappers, labour-saving devices and the increase in divorce. More candidates could have mentioned women getting the vote, though for those who did include it, this point was usually identified, rather than explained.

Questions 17 to 22

The limited number of responses to these questions prevents useful comment.

HISTORY

Paper 0470/12
Paper 12

Key messages

- Candidates need to read the questions very carefully to ensure that their responses are relevant. They should note the particular focus of any given question, and structure their answer accordingly.
- Dates given in a question should be noted so that only relevant material is included in responses.
- Candidates need to be aware of the specific demands of each type of question. **Part (a)** questions require recall and description. **Part (b)** questions require recall and explanation, and **part (c)** questions require recall, explanation and analysis.

In **part (c)** questions the most effective responses argue both for and against the focus of the question and also reach a valid judgement. A valid judgement will go beyond restating what has already been written in the response by addressing ‘how far’, ‘how important’, ‘how successful’ or ‘to what extent’, depending on the actual question set.

General comments

Many candidates were able to demonstrate sound factual knowledge. These candidates used their knowledge to good effect in writing well-developed explanations and arguments in answers to their chosen questions. Some candidates, whilst demonstrating sound and detailed factual knowledge, found it difficult to use their knowledge effectively to answer the specific question set. **Parts (b)** and **(c)** of the questions require understanding and explanation. Some candidates were able to identify numerous factors/reasons when answering their chosen questions, but needed to go on further and develop these identified points into explanations. Candidates need to focus upon using their factual knowledge to explain events, rather than deploying a narrative approach. In **part (c)** answers, successful candidates demonstrated that they were aware of how to structure balanced responses. Candidates need to ensure that they use their factual knowledge to substantiate the arguments they make; some candidates set out a clear argument but were unable to support this argument with relevant factual knowledge. Successful responses focused carefully upon the specific question set; in other answers, candidates wrote in considerable depth about the topic given in the question, but without a clear focus on the actual question asked.

There were a small number of rubric errors; some candidates chose **parts (a), (b) and (c)** from different questions, some answered fewer than the required number of questions, and some answered three questions and then an extra **part (a)** or **part (b)** from another question. On the whole, candidates used the time allocated effectively. A small number of candidates wrote over one side in response to a **part (a)** question; this should not be required, and it clearly reduced the time then available to answer the remaining questions on the paper.

Comments on specific questions

Section A: Core Content

Questions 1 to 4

The limited number of responses to these questions prevents useful comment.

Question 5

- (a) There were many effective answers to this question, with candidates giving four clear and focused details from the Fourteen Points. These usually focused upon the desire to uphold the principle of self-determination, the desire to build a more peaceful world, free access to the seas, free trade between countries, no secret treaties, disarmament and the formation of an international body, later known as the League of Nations. Some candidates wrote out the terms of the Treaty of Versailles, rather than focusing upon the Fourteen Points.
- (b) A number of candidates were able to explain clearly that Lloyd George was unhappy with the French demands because a harsh treaty could damage the German economy and ultimately damage the British economy. Further explanations focused upon a weak Germany being an inadequate barrier to Communism from the east, and Lloyd George's fears about possible French domination in Europe if Germany were left too weak. Some less successful candidates wrote long lists of the demands made by Clemenceau and the concerns of Lloyd George, without linking them together to give a clear and focused explanation.
- (c) Effective answers to this question explained carefully that the reduction in military strength meant that Germany was vulnerable to attack, and also that Germany would be unable to cope effectively with large-scale uprisings with such a reduced military. On the other side of the argument, candidates explained that reparations linked with certain territorial losses were the main reason for Germany's bitterness, and that war guilt caused bitterness given the circumstances actually causing the war. A number of candidates demonstrated comprehensive knowledge of the terms of the Treaty of Versailles and described them in substantial detail. This knowledge needed to be used to explain why these terms caused Germany's bitterness

Question 6

- (a) Many candidates demonstrated a detailed knowledge of the work of the League of Nations in the 1920s in relation to health. Relevant points given included the setting up of research institutions in London, Copenhagen and Singapore, information and advice being given to countries who were not members of the League at the time, such as the USSR, the campaign to exterminate mosquitoes and thus reduce the incidence of diseases such as malaria, the organisation of an education campaign on sanitation and the development of vaccines for fighting diphtheria, tetanus and tuberculosis. Some less successful responses wrote about health matters generally, without focus on the particular role of the League in the 1920s. Some candidates exaggerated the role of the League, erroneously crediting the League with eradicating a number of diseases which are still prevalent today.
- (b) A small number of candidates wrote detailed and carefully structured explanations in response to this question. They explained that the concerns of Britain and France about upsetting Italy prevented effective action being taken, and also that Italy undermined the League by taking matters to the Conference of Ambassadors. Some candidates identified weaknesses of the League such as the lack of a standing army and the absence of the USA; these points needed to be developed into explanations specific to the Corfu Crisis. Some less successful answers wrote at some length about events in Abyssinia, rather than events in the Corfu Crisis; candidates needed to be able to distinguish between the two.
- (c) Effective responses to this question gave clearly constructed explanations on both sides of the argument. Agreement with the statement in the question focused primarily upon the absence of the USA, and this making League trade sanctions ineffective, as nations could still trade with the USA. On the other side of the argument, candidates explained the effect of Britain and France acting in their own self-interest, the lack of a standing army, the League being very slow to act and the effects of the Depression in bringing extreme political parties to power. Less successful responses identified numerous reasons why the League failed to preserve world peace, but these

identifications were not developed into explanations. A small number of candidates wrote about the work of the League with health matters and working conditions, which lacked relevance to the question.

Question 7

- (a) A number of candidates gave clearly focused responses to this question, detailing relevant points such as the USSR gaining a 'sphere of influence', a buffer against attack from the west, a market for Soviet goods and a supply of cheap raw materials. Some candidates wrote only about what the USSR provided for Communist Eastern Europe; this was not the focus required in the question, which asked what a strong Communist Eastern Europe provided for the USSR.
- (b) Effective answers to this question constructed clear explanations focused upon the USA failing to tell the USSR about the USA's atomic weapon until the eve of Potsdam, the fear of an atomic war and the race to develop more powerful atomic weapons. Some less successful answers wrote about multiple reasons why there was tension between East and West, rather than focusing upon the tension engendered by the development of the atomic bomb, as required by the question. Some candidates described the effects of atomic bombs on Hiroshima and Nagasaki, without linking this to the focus of the question.
- (c) There were some clearly argued and clearly structured responses to this question. Explanations focused on Stalin's decision being surprising due to the inherent risk of causing a war, and, on the other side of the argument, his decision being unsurprising as Stalin hoped to force the Western Allies out of Berlin, and his belief that the actions of the West, such as the creation of Bizonia and Trizonia, were clear threats to his regime. Some less successful answers comprised lengthy descriptions of the events of the Berlin Blockade and the Berlin Airlift, lacking explanation of whether Stalin's decision to impose the blockade was surprising or not. A number of candidates wrote answers focused upon the Berlin Wall and why it was built, which was not relevant.

Question 8

- (a) There were a number of concise and focused responses to this question, with candidates detailing the division of Vietnam into north and south, the respective leaders and ideologies of both parts of Vietnam and the actions of the Vietcong immediately after the Peace Accords. Other answers focused on events in the 1960s in Vietnam, whereas the question asked what happened immediately following the Geneva Peace Accords of 1954.
- (b) Most candidates answering this question were able to identify at least one reason why Khrushchev placed nuclear weapons in Cuba. Identifications usually focused upon Khrushchev wanting to test Kennedy, Khrushchev wanting to defend Cuba against threats from the USA, the increased bargaining-power gained and the location of the missiles meaning the USSR would be able to attack many of the USA's major cities. Many candidates then developed at least one of these points into an explanation. A small number of candidates described at length the events of the Cuban Missile Crisis, rather than answering the specific question set.
- (c) Effective answers to this question explained that America failed to contain communism in North Vietnam as it rapidly spread to South Vietnam, Laos and Cambodia. Answers also explained that Cuba remained a Communist country after the Missile Crisis, and pointed to the situation in Eastern Europe, with so many countries being under Communist control. On the other side of the argument, candidates explained that the USA prevented the spread of communism into South Korea and Greece. A number of candidates wrote in great depth about the events of war in Korea and in Vietnam, and would have improved their responses by explaining the outcomes in terms of the USA's failure or success in containing Communism.

Section B: Depth Studies

Question 9

- (a) Candidates were able to identify that rationing was introduced, that posters encouraged people not to waste food, that women were encouraged to join the Land Army and that public parks were ploughed up and used to grow food. A number of candidates focused their answers on the situation in other countries, which lacked relevance to a question asking about the methods used in Britain to deal with food shortages.
- (b) Some candidates were able to identify that the Defence of the Realm Act brought in censorship of the press, and developed this point into an explanation focused upon this helping the government to ensure good news was published to keep up civilian morale. Less successful responses were only able to identify a general point such as that the Act gave the government certain powers.
- (c) Candidates were able to identify that censorship ensured public morale remained high, and that it ensured military secrets remained secret and were not leaked. They also identified that propaganda focused on the portrayal of the enemy as evil, and the glorification of the bravery of British troops. The best answers developed these points into explanations, giving specific contextual support relevant to the war effort on the home front in Britain.

Question 10

- (a) A number of candidates were able to identify four relevant details in response to this question. These usually focused upon the use of 'storm-troopers' acting in small groups and at speed, the tactics being to attack along the whole front line, to try to win the war before the Americans arrived, and Ludendorff hoping to seize Paris. Many candidates wrote answers based on tactics used generally on the Western Front, and thus gave no specific focus to the tactics used by Ludendorff between March and May 1918.
- (b) Some candidates were able to identify that Ludendorff's Offensive of 1918 was a gamble because it would mean leaving the safety of the Hindenburg Line and because the Germans did not have the reserves to cope if the gamble failed. A small number of candidates also identified that the Offensive changed the nature of the war into a war of movement, with its inherent unpredictability. Answers could have been improved by developing these identifications into explanations.
- (c) The role of America in ending the First World War was clearly explained by some candidates, with explanation focused on the numbers of US troops, the weapons they had, and the food supplies they brought, together with the huge morale boost this gave to Allied troops and the ways in which this hastened the ending of the war. Explanation of the contribution of the Kiel Mutiny to the ending of the war was less effective. Candidates gave descriptions of the events of the Kiel Mutiny, but only rarely was this linked explicitly to the ending of the war.

Question 11

- (a) A number of candidates were able to give several relevant points in response to this question. These points included that the SA were known as Brown-Shirts, that their leader was Ernst Röhm, that they were often ex-soldiers, that they provided protection at Nazi rallies and meetings, and that they disrupted the meetings of parties other than the Nazis. Some candidates wrote about the SS, rather than the SA.
- (b) Some candidates were able to give one clear explanation, focusing upon Hitler's speaking ability and how this attracted people, as Hitler gave them scapegoats to blame for Germany's problems. Responses also showed an awareness that Germans were attracted to the Nazis, due to their 25-Point programme and due to the propaganda methods used by Goebbels. A number of responses focused solely upon why Germans were attracted to the Nazis in the 1930s, whereas the question asked, 'by the end of the 1920s'.
- (c) Effective answers to this question explained that the Munich Putsch was crushed too easily by the police and the army for it to be any real threat to the Weimar Republic. Further explanation focused upon Hitler's misjudgement of the mood of the German people, who did not actually support him. On the other side of the argument, explanation was given of Hitler gaining publicity from the Putsch at his trial, and of his realisation that he could not achieve power through violence and would need

to gain power through legal means. Some less successful responses described the events of the Munich Putsch in detail, without explaining whether or not it was a threat to the Weimar Republic. A few candidates wrote at considerable length about the Great Depression of the 1930s; this was not relevant to this question.

Question 12

- (a) Relevant points given in response to this question included the signing of a Concordat between the Catholic Church and the Nazis, with the Church agreeing to make no comments on political matters if the Nazis did not interfere in religion, the denunciation of Nazism as anti-Christian by Pope Pius XI, Niemoller's setting up of a Protestant Church to rival the Reich Church, and Bishop Galen's criticisms of euthanasia, forced sterilisation and concentration camps. Some responses focused on the actions of the Nazis, rather than the response of the churches to Nazi rule.
- (b) There were a number of highly effective responses to this question. Candidates clearly explained the importance of the Night of the Long Knives for Hitler in eliminating the threat posed by Röhm and its importance in ensuring the loyalty of the army. Some candidates demonstrated a detailed knowledge of the events of the Night of the Long Knives, describing events in depth; this knowledge needed to be used to frame explanations of why the Night of the Long Knives was important for Hitler. A small number of candidates wrote about the events of Kristallnacht, rather than the Night of the Long Knives.
- (c) Effective answers to this question explained clearly the importance of the Gestapo to the Nazis in dealing with opposition and with engendering fear in ordinary Germans so that they were too frightened to oppose the regime. On the other side of the argument, clear explanations were focused on the control of education being important as it engendered loyalty to Hitler and also ensured the future of the Nazi Party was assured. A number of responses described the actions of the Gestapo and/or the changes in education without addressing the importance of the Gestapo and the control of education to the Nazis.

Question 13

- (a) Candidates demonstrated a clear understanding of the ways in which Stolypin helped the Tsar. Relevant points given included the use of a 'carrot and stick' approach, the exiling of opponents and the hanging of over 1000 opponents, specific reference to Stolypin's 'necktie', the encouragement given to the kulaks to buy more land and improvements to elementary education. Some candidates were only able to give one relevant point, usually referring to the 'carrot and stick'.
- (b) Many candidates were able to give at least one clear explanation of why the events of Bloody Sunday were a threat to the Tsarist regime, with most focusing on people losing confidence in the Tsar as their 'Little Father'. Some responses also explained how the events of Bloody Sunday led to strikes and to attacks on the houses of nobles, thus endangering the very fabric of the Tsarist regime. Some less successful responses described the events of Bloody Sunday, rather than explaining why these events were a threat to the Tsarist regime.
- (c) Effective answers to this question explained that food shortages led to strikes, looting and violent protests, which undermined the position of the Tsar, with his failure to address the situation leading to a loss of support. On the whole, agreement with the statement in the question was less effectively explained than disagreement; many candidates wrote in general terms about food shortages. Disagreement with the statement focused clearly on the Tsar's failure as commander-in-chief of the armed forces, mutiny within the armed forces, the ineptitude of the Tsarina in controlling domestic affairs while the Tsar was away at the front, and the role of Rasputin. Some responses described events, rather than explaining how they contributed to the downfall of the Tsar.

Question 14

The limited number of responses to these questions prevents useful comment.

Question 15

- (a) Most candidates answering this question were able to give at least two valid points. Relevant points made included details about the number of licensed radio stations, the content of broadcasts such as news and light musical entertainment, developments in cinema including the introduction of 'talkies', and the way in which mass media were increasingly used as a tool for advertising. A small number of candidates seemed to be unaware of the meaning of the term 'mass media', and wrote about developments in the car industry, which lacked relevance to this question.
- (b) There were some effective answers to this question, with explanations clearly focused on the film 'The Birth of a Nation' being instrumental in the revival of support for the Ku Klux Klan, together with concerns about increased immigration into the USA and the fear of a communist revolution. Some candidates identified a number of relevant reasons why there was a revival of support for the Ku Klux Klan in the 1920s; these identifications needed to be developed into explanations. A small number of candidates described the activities of the Ku Klux Klan and/or the structure of the Ku Klux Klan, without explaining why there was a revival of support for them in the 1920s.
- (c) Candidates demonstrated a clear and detailed knowledge and understanding of the reasons for the failure of prohibition. Clear explanations were given, showing that those who were meant to enforce prohibition did not do so for a variety of reasons – insufficient enforcement agents to deal with such a large area, the poor pay of enforcement agents meaning they were open to bribery, and the number of judges, jury members and police officers who were open to bribery. On the other side of the argument, clear explanations were given relating to those who undermined prohibition through the opening of speakeasies, smuggling and the increasing control exercised by criminal gangs and individuals such as Al Capone. This side of the argument was also explained with reference to the reluctance of so many Americans to obey the prohibition law. A few candidates described events such as the St. Valentine's Day Massacre, and made no explicit explanation of why prohibition failed.

Question 16

- (a) Relevant points made in response to this question included Hoover's refusal to meet the Bonus Marchers, his belief that the Marchers were a revolutionary threat, his orders to the police to remove the Bonus Marchers from their camp and his refusal to give the Marchers their war pensions early. Less successful responses wrote generally about the Bonus Marchers, rather than focusing upon Hoover's reaction to them. Some candidates were not aware of the details relating to Hoover's reaction to the Bonus Marchers.
- (b) Many candidates were able to give at least one clear explanation, usually focused upon the Wall Street Crash harming the American economy, as businesses collapsed, and people lost their jobs. Some explanations also focused on the large number of banks who ceased trading and the way in which the Wall Street Crash caused a loss of confidence. There candidates who simply described the events of the Wall Street Crash; their responses would have benefited from the inclusion of clear explanations.
- (c) Effective answers to this question gave clear explanations focused upon Hoover's idea of rugged individualism being interpreted by people as showing that he did not care about their suffering during the very difficult times of the Depression, and that his idea of staying out of business matters at this time was totally inappropriate for the circumstances. On the other side of the argument, explanations focused upon the appeal of Roosevelt, and how he presented himself as a person who empathised with the American people and promised government intervention to address the serious issues of the time. Some candidates also emphasised that Hoover's reaction to the Bonus Marchers further reinforced the impression of his uncaring nature. A few candidates wrote at some length about Roosevelt's actual New Deal that was enacted once he became president; this was not relevant to a question asking why Hoover lost the 1932 election.

Questions 17 to 22

The limited number of responses to these questions prevents useful comment.

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Paper 13

Key messages

- Candidates need to read the questions very carefully to ensure that their responses are relevant. They should note the particular focus of any given question, and structure their answer accordingly.
- Dates given in a question should be noted so that only relevant material is included in responses.
- Candidates need to be aware of the specific demands of each type of question. **Part (a)** questions require recall and description. **Part (b)** questions require recall and explanation, and **part (c)** questions require recall, explanation and analysis.

In **part (c)** questions the most effective responses argue both for and against the focus of the question and also reach a valid judgement. A valid judgement will go beyond restating what has already been written in the response by addressing ‘how far’, ‘how important’, ‘how successful’ or ‘to what extent’, depending on the actual question set.

General comments

Generally, answers reflected sound understanding and good knowledge. Candidates expressed themselves clearly, provided a great deal of information and were able to put this to good use in the **part (a)** questions which require straightforward recall and description. Most candidates answered these questions in the appropriate form of a short paragraph and realised that explanation is not required here.

The best answers to **part (b)** and **(c)** questions applied knowledge precisely to what the questions were asking, rather than writing lengthy introductions which ‘set the scene’ or which included information which was lacking relevance. Candidates receive credit for the identification of relevant ‘why’ factors but the best responses go further and develop each factor fully. In other responses, candidates clearly possessed accurate knowledge but struggled to use it to answer the question set.

A significant number of responses to **part (c)** questions not only tried to argue on both sides of the topic (both agreeing and disagreeing with the given hypothesis), but also attempted to arrive at a judgement in the conclusion. Candidates should avoid repeating points already made in the answer but, instead, should explain and analyse *how far* the argument both supports and disagrees with the focus of the question. Some conclusions were limited to just asserting ‘how far’, rather than explaining which side of the argument is stronger than the other.

Comments on specific questions.

Section A: Core Content

Questions 1 to 4

The limited number of responses to these questions prevents useful comment.

Question 5

This was a widely-answered question, although some struggled with **part (a)**, which was about the Vilna crisis of 1920. However, many candidates were able to provide four pieces of information or two developed points. Answers included, ‘Polish troops seized Vilna’, ‘Lithuania appealed to the League of Nations over Vilna’, ‘The League of Nations told the Polish troops to leave Vilna’ and ‘Poland ignored the League’s request’. In **part (b)**, the reasons why the League failed to impose sanctions following the Japanese invasion

of Manchuria were well known. Better answers focussed on the Eurocentric focus of the League's main members and the potentially damaging effect of trying to impose sanctions in the wake of the Great Depression. In **part (c)** some candidates appeared to answer the question 'Why did the League fail to deal with the Abyssinian crisis?' However, the focus of the question set was about whether or not the League did all it could to deal with the crisis. Better responses included actions the League did take and why it did as much as was possible, given the circumstances, on the one hand, and why the League's sanctions did not go far enough, on the other. Candidates were also able to use their knowledge of the Hoare-Laval pact to reflect on the inadequacy of the League's response to the crisis.

Question 6

In **part (a)** there were some excellent answers reflecting detailed knowledge of Hitler's foreign policy aims. However, it was not unusual for responses to stray beyond foreign policy (for example, into economics). In **part (b)** candidates were able to show why Britain failed to act when Hitler broke the Treaty of Versailles. The best answers included two developed explanations which centred on justifications for appeasement. In **part (c)** there was evidence that students were striving hard to create arguments about whether or not the Munich crisis was a turning point in Hitler's foreign policy. An effective approach offered a debate which balanced the view that Munich changed Hitler, making him more confident and aggressive, with the concept of continuity, i.e. little had happened to change the basic aims of his foreign policy. When both sides of the argument were supported and explained, candidates provided strong responses.

Question 7

Candidates wrote about the more well-known aspects of the terms of Yalta and Potsdam relating to reparations and Japan in **part (a)**. Some answers went beyond the demands of the question including, for example, issues about Poland and the division of Germany. Responses to **part (b)** attracted some general information about Soviet expansion into Europe in 1945, ideological differences between the USA and the USSR and the fact that the USA possessed atomic weapons. Two or three developed explanations (rather than descriptions) of these would have led to very strong answers. It is important to look at dates in questions carefully, as the end date here was 1945. Similarly, **part (c)** answers should have focused on the reasons for the Cold War but sometimes strayed too far into the 1960s and 1970s. More successful responses were able to balance the importance of the Truman Doctrine, the Marshall Plan and the Berlin Airlift, with the impact of the USA's possession of the atom bomb.

Question 8

The limited number of responses to this question prevents useful comment.

Section B – Depth Studies

Question 9

Part (a) posed few problems and there was good knowledge of the intentions behind the Schlieffen Plan. Focusing on 'importance' was a helpful approach which drew candidates away from narrative and towards explanation in **part (b)**, which offered opportunities to explain the importance of the Battle of Ypres. Many were able to construct good responses which focussed on the 'race to the sea' and the development of trench defences to defend the salient. Some less successful answers confused Ypres with the Marne and the end of the Schlieffen Plan. It was rare to see weak answers to **part (c)** as there was good understanding of the impact of Russia's rapid mobilisation, balanced by explanations of the impact of the BEF, and Belgian and French actions which weakened the German armies attempting to encircle Paris. Candidates were able to use knowledge to support their arguments and explain why events led to military stalemate.

Question 10

The limited number of responses to this question prevents useful comment.

Question 11

Candidates knew a great deal about the impact of hyper-inflation in **part (a)**, and answers to **part (b)** similarly attracted detailed knowledge which was applied effectively to the question. The question was looking for a precise explanation of the anger caused by the French occupation of the Ruhr. Better answers explained German resentment as the French seized industrial wealth, the treatment of German protestors and the way the Germans suffered as the economy was plunged into the chaos of inflation. **Part (c)** responses tended to be unbalanced; there was secure understanding of the benefits of the Dawes Plan on the German economy but candidates found it more difficult to sustain counter arguments to achieve higher marks, such as explaining the role of the individual (Stresemann) in bringing recovery. Some credit was gained for discussing what 'recovery' might have meant, as this drew students into explanations of cultural and foreign policy factors which brought benefits to Weimar Germany.

Question 12

Part (a) revealed a lack of knowledge from some candidates about who supported the Nazis in the 1920s; references to peasant farmers, middle class shopkeepers, nationalists and ex-soldiers featured in better responses. It was rare to see weak answers to **part (b)** – the reasons why Nazi aims, policies and methods seemed irrelevant and inappropriate to the majority of Germans in the 1920s, were well known. **Part (c)** answers could have been more effectively argued on the whole, as they dealt with Hitler's racial views in a general way, instead of focussing on their appeal during the period 1929–32, as specified in the question. Good answers, for example, focused on the way Hitler exploited the Jews as a scapegoat for the problems faced by Germans during the Depression. Counter arguments drew upon the way Nazi propaganda offered hope to the unemployed, thereby increasing electoral support, especially during 1932.

Question 13

Part (a) was generally well answered as many candidates correctly identified several ways in which the July days damaged the Bolsheviks, although a number confused the July Days with the Kornilov affair. Responses to **part (b)** focused on explanations of how the Kornilov affair played into the hands of the Bolsheviks who then gained credit for saving Petrograd. For **part (c)** candidates were able to offer arguments on both sides of the question, dealing with reasons why the Whites were the architects of their own defeat on the one hand, and explanations of the Communists' significant advantages on the other. Less successful responses sometimes did not separate these factors out clearly.

Question 14

Part (a) was generally very well answered, with details of the leading old Bolsheviks who confessed to crimes, the manner in which the show trials aimed to expose spies and conspirators, plus specific references, for example, to the 1936 show trial which accused Zinoviev and Kamenev of planning to assassinate Stalin. **Part (b)** tended to attract general comments about NKVD activities, rather than explanations of why they created such a climate of fear. Answers to **part (c)** were well argued; candidates attempted to develop valid arguments which dealt precisely with the 'surprise' element of the question. Good answers contrasted Trotsky's charisma with Stalin's use of his position as General Secretary to put his supporters into important posts.

Question 15

Most candidates were able to recall four points which described assembly line production in **part (a)**. **Part (b)** tended to produce generalised, identified factors; a number of responses would have been improved by providing two identified and explained points – the impact of new machines, changing European markets and competition from Canada and US tariffs could have been cited by more candidates. Unbalanced answers characterised **part (c)** because of a tendency to write much more about a wide range of other reasons for the American 'boom' of the 1920s, rather than fully addressing the main factor stated in the question. Better response tended to deal with 'hire purchase' first by fully explaining why it was able to stimulate the US economy at that time.

Question 16

It was rare to see weak answers to **part (a)** and **part (b)**. The benefits of the TVA were well known, and there were some detailed explanations of Republican and Constitutional objections to New Deal measures. **Part (c)** required an explanation of the extent of New Deal success, measured against its aims. One approach was to argue that it did a great deal to provide relief for those in desperate need. On the other hand, the limitations of New Deal measures to effectively reduce unemployment provided a counter argument. Strong responses featured two explained factors on both sides of the debate. Other answers would have been improved by a less descriptive approach and by fully assessing the ‘impact’ of the New Deal.

Questions 17 to 20

The limited number of responses to these questions prevents useful comment.

Question 21

The benefits for Israel of the Six-Day War of 1967 produced some strong responses in **part (a)**. Similarly, candidates were able to explain in detail why the War of Yom Kippur occurred in 1973 (**part (b)**). Better answers analysed the impact of Egyptian and Syrian disagreements with Israel, as well as the opportunity of a surprise attack. In **part (c)** candidates were asked to consider how far problems between Jews and Arabs had been solved by the 1990s. They applied their knowledge of the impact of key peace agreements on the one hand, and explained continuing problems between Israel and Palestinians on the other, to produce strong responses.

Question 22

The limited number of responses to this question prevents useful comment.

HISTORY

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Paper 21

Key messages

Answering these questions well requires candidates to make good use of three elements: their knowledge, the sources and the information provided about the provenance of the sources. These elements need to be used together. Candidates need to be able to use their knowledge and understanding of the period they have studied to interpret the sources. This, with good use of the provenance of the sources, should then be used to directly address the question.

Knowledge is not rewarded for its own sake. It only has value in these answers when it is used by candidates to say something better about the sources. Candidates should also avoid using the provenance of the sources by itself, for example, ‘This source is not reliable because it was not written at the time.’ The provenance of sources is used best when knowledge and the content of the sources are also used.

When required to compare sources, candidates should avoid summarising each source in turn and then asserting that they agree or disagree. Comparisons need to be made point by point. Some preparation is needed to answer these questions well. It is a good idea to go through both sources marking the key points. A comparison can then be made using these key points – are the sources saying the same things about them? Candidates should also be aware that comparisons need to be about the same point. The best responses in comparison questions are comparisons of overall points of view.

It is important that candidates try to work out the overall sense (‘the big message’) of both written and pictorial sources. Most candidates understand parts of sources based on their details. Generally, fewer understand the overall point of view of the author or artist. When asked to compare sources, the best responses tend to compare this overall point of view. Candidates should try and be as explicit as possible about the point of view. Rather than simply stating that, for example, Source D is showing Khrushchev using unpleasant force, it is necessary to go beyond this and explicitly state that the cartoonist is being critical of Khrushchev.

Question 6, like all the other questions, is about the sources in the paper and candidates need to go through the sources carefully and systematically, explaining whether each one supports the hypothesis given in the question. Some candidates could have improved their answers by giving more attention to individual sources. Some missed the sources completely and wrote essays about how far the Soviets were using force in Hungary. Other candidates grouped the sources into those that support the hypothesis and those that do not. They then made rather general comments about each group which lacked specific references and often did not apply to every source in the group. These answers could have been improved by writing about each source in turn. Some candidates when writing about the sources did not deal directly with the exact hypothesis but wrote about something fairly similar. It is crucial that candidates read the hypothesis carefully and write about it, and nothing else. Some candidates did not grasp exactly how the sources agreed or disagreed with the hypothesis. Explanations would have been improved by more precision. Many candidates performed strongly on this question by going through each source in turn and carefully and briefly explaining how each supported or disagreed with the statement.

General comments

The twentieth century option was more widely answered than the nineteenth century one but a good number of candidates answered questions on the latter. There was much evidence that candidates were able to cope with the demands of this component and there were many good answers for both options, with candidates demonstrating the ability to use their contextual knowledge and understanding to interpret and evaluate historical sources. Very few candidates struggled to understand the language of written sources and most coped with the cartoons well.

Comments on specific questions

19th century topic

Question 1

Most candidates were able identify some agreements or disagreements of detail, for example both sources agree that Germany violated Belgium. A small number of candidates compared the overall points of view of the sources in terms of who was to blame for the First World War – Germany in A, Britain or France and Russia or Austria in B. Some candidates tried to explain that points that are made by one source were absent in the other. This is not a comparison. A small number of candidates simply summarised each source and were unable to make any valid comparisons either point by point or of the overall points of view.

Question 2

A number of candidates struggled with this question and wrote generally about the sources and then ended with assertions about them. The first step in answering this question is to work out whether they are saying the same thing, for example in Source C Britain is trying to find a solution, while in D it wants war, or it could be argued that they both suggest that Britain was playing other countries off against each other. The most common answer was to use a disagreement to argue that C does make D surprising because they disagree. However, this misses the authors of the sources. The best answers used their contextual understanding of the time to consider the possible motive, purpose or view of Grey and the Kaiser. For example, the Kaiser's views are well known and they suggest that even if Sources C and D disagree about Britain, what the Kaiser says about Britain in D is not surprising.

Question 3

Source E proved less straightforward to candidates than Source F. The latter clearly suggests that Britain had Germany under control, or had the upper hand. Most candidates understood this and explained the cartoon well. However, some candidates thought that Source E showed Britain. This is most unlikely, given the way that the figure is portrayed and the area of his interest – the Balkans. This meant that a number of candidates provided just a valid interpretation of one source. A good number of candidates did compare valid sub-messages, for example they both suggest Germany was a problem, and stronger responses gave comparisons of the big messages – Britain has Germany under control in F but not in E. A small number of candidates went on to compare the points of views of the artists by explaining that they are both anti-German.

Question 4

A reasonable number of candidates understood that this cartoon tells us that the Germans were 'brutes'. However, some missed the suggestion of hypocrisy. The German gentleman/soldier is claiming God is on his side, while using women and children as a shield. The 'gentleman' is actually the very opposite – uncivilised. The question asks why the source was published in September 1914 and many candidates were more confident in explaining a valid purpose, for example to stir up hatred against the Germans at the beginning of the war. The cartoon actually refers to claims of German mistreatment of Belgian civilians and better answers realised this.

Question 5

There was some undeveloped use of provenance to claim, for example, that Prince Lichnowsky is German and therefore cannot be trusted. However, the most common way to answer this question was by using cross reference to knowledge, or to other sources, to check the claims made by the Prince. For candidates that made it clear what was being checked, these answers worked well. The provenance for this source provided candidates with a lot of detail and some responses would have benefited from using it more relevantly. For example, we are told that Lichnowsky circulated this pamphlet in Germany during the war and that he was expelled from the Prussian House of Lords. This was used by a small number of candidates to explain sensible reasons why they did, or did not, trust him.

Question 6

Although some made very little or any reference to the sources, the majority of candidates did use them and were able to explain which ones supported the hypothesis and which disagreed with it. Some candidates did group the sources and their answers would have been improved by a source by source approach. It is vital

that candidates understand this question is about the sources and that answers must be based on an analysis of them. Some candidates attempted this but would have improved their responses with more careful explanations. For example, ‘Source E supports the hypothesis because it shows Germany had ambitions to expand in the Balkans.’ is a much better explanation than ‘Source E supports the hypothesis because it shows Germany was to blame.’

20th century topic

Question 1

This question was generally answered very well. Most candidates were able to make a valid inference about the uprising from the photograph and support it with relevant details. Many went beyond this and also made valid inferences about what the photograph tells us about the relationship between the Hungarians and the Soviets, for example hatred of Soviet rule as indicated by the toppling of Stalin’s head. A few candidates wrote answers that suggested that Stalin was still alive. Only a small number of candidates made the mistake of writing about the uprising without reference to the source, although a number did do this at some length before moving to the source.

Question 2

There was a wide range of answers to this question. Most candidates were able to find agreements and/or disagreements between the two sources, for example they both worry about the danger of counter-revolution, B apologises for the use of violence, while C thinks it is justified, and many focused on the crucial disagreement about whether the Soviet army should be withdrawn. These agreements and/or disagreements were used to argue that Source B did, or did not, make Source C surprising. Better answers used their knowledge and understanding of the context to develop their answers. For example, it can be argued that the fact that the differences between B and C make C surprising is confirmed by the fact that in C Khrushchev appears to be going back on the spirit of his 1956 secret speech, or that although there are disagreements between the two sources, these do not make C surprising because the fears it expresses about the West are repeated in Sources E and G. Some candidates bypassed Source B and explained good contextual reasons for being surprised/not surprised by Khrushchev. These answers were reasonable but to achieve a higher level response it was necessary to compare Sources B and C first and then evaluate at least one of them to reach a conclusion about surprise. Weaker answers tended to simply base their answers on the provenance of the sources, for example surprised because they both come from the Soviet side and yet they disagree (without explaining what the disagreement is). Other candidates struggled to make comparisons. They summarised one source, then the other, and wrote that the fact they agree or disagree made them surprised (leaving it unclear as to what the agreement or disagreement was). There were some answers that demonstrated the ability to compare the sources, and even evaluate them well, but these answers did not state whether any of this analysis led them to being surprised or not. The question asks candidates if they think Source B makes Source C surprising and, somewhere in their answer, candidates need to reveal this. This is best done in the opening sentence, with the rest of the answer being used to justify this initial claim.

Question 3

Some candidates explained the context in 1956 as a reason for why this cartoon was published at that time. While these answers make sense, they would have been improved by some attempt at interpreting the cartoon. Many candidates were able to explain something valid about individual countries, for example that Hungary and Poland were beginning to rebel against Soviet control, but more could have looked at the cartoon as a whole for its big message – that the Soviet Union tried to control Eastern Europe in an unpleasant way, but was failing. It is important that candidates try and look at cartoons as a whole for the overall big message, rather than focusing on a detail. In this cartoon the individual countries are being used to say something more broadly about Eastern Europe and Soviet control. The best answers went beyond explaining the big message to make the point that the cartoon was published to criticise how the Soviet Union was behaving in Eastern Europe. These answers were explicit about the criticism. Better responses understood that cartoons represent or symbolise historical events. Others wrote in terms of, for example, Yugoslavia trying to get through the bars, rather than being unhappy with Soviet control and influence. Answers need to go beyond what cartoons show

Question 4

The first step in answering this question well was to compare what Zhukov and Tito are saying. Zhukov claims the Soviets went into Hungary to fight fascism and did so at the request of the Government and people of Hungary. Tito, on the other hand, claims that the Hungarian people were opposed to the Government which called in Soviet troops. Some candidates used these disagreements as proof that Zhukov was lying. These answers could have been improved by evaluating either E or F. For example, a good number of candidates were aware of Tito's opposition to Soviet control, while Zhukov's motives in E can be worked out from his position as the Soviet Minister of Defence. The best answers realised that it is not sufficient to identify these points about Zhukov and Tito, and explained why they made sense of what they said and what their purpose was in context.

Question 5

There was a wide range of answers to this question. Most candidates were able to suggest a valid sub-message but some fell just short of the big message. The Soviets were often seen by candidates as trying to hide what was going on in Hungary. This is valid but needs to go further. The cartoonist is criticising the Soviets for their brutal behaviour in Hungary and for their hypocrisy in stopping the international community from intervening while they had intervened in a foreign country. Some strong responses explained all of this and were explicit on the point about criticism. Others understood part of the big message but could not quite put it all together. Some candidates were side-tracked by details and worried about who individual members of the crowd were or why the cartoon came from Holland. They would have improved their responses by looking at the cartoon as a whole for the big point was making.

Question 6

Many candidates reached wrote reasonable replies but some answers would have been improved by focusing on the sources more, and by careful explanation. Other answers would have been improved by giving more time to what individual sources say. Some grouped the sources correctly, for example stating that A, B, E and F support the hypothesis, but then made a general assertion about the group such as 'These sources show that the Soviets were influenced only by factors within Hungary.' Better responses stated, for example, that 'Source F supports the statement because Tito makes clear the Soviets acted because it was the Hungarian people that were opposing the Government and it was Gero who asked for help from the Soviet Union.' There are marks for evaluating the sources but this evaluation must be of appropriate quality; it needs to be properly developed evaluation. Candidates that focused on the purpose of the author of the source were more likely to achieve this.

HISTORY

Paper 0470/22
Paper 22

Key messages

This paper, which tests the interpretation and evaluation of sources, requires candidates to address in a valid way the particular skill or concept demanded by each question. Thus, if a question asks why a source was published at a certain time, discussing whether or not it is reliable is not a valid approach. Recognising what a question requires, and responding relevantly, is therefore essential. An equally important aspect is in understanding exactly what a source says or shows. Time spent on carefully studying the sources before answering is essential, enabling candidates to assess the precise nature of the claims made by the authors, and to appreciate potential links between different sources.

General comments

On both the nineteenth and twentieth century options, the sources appeared to pose few comprehension problems. Almost all candidates produced complete scripts, with positive answers to all the questions on their option. The level of contextual knowledge was good, though some responses would have benefited from remembering that contextual knowledge is never tested in isolation this paper – it has to be used to help answer the questions, all of which are about the sources. Overall, scripts displayed improved confidence in questions requiring evaluation of the sources. However, in **Question 6**, a number of answers did not use the sources to test the given hypothesis, writing instead about just the hypothesis itself.

Comments on specific questions

19th century topic

Question 1

Candidates were generally able to spot at least one agreement or disagreement between the sources. Many answers took the approach of summarising each source in turn before making direct comparisons but this was not needed as only the direct comparisons were required. Agreements, such as the idea that both sources saw the Ottoman Empire as failing, were more common than disagreements. Better answers were able to give examples of both. More candidates could have focused on the main issue of who was being blamed for war.

Question 2

Both sources dealt with the issue of whether the plot to assassinate Franz Ferdinand could be traced back to Belgrade. Source C, an Austrian source, claimed that it could, whilst Source D said that the Austrians claimed that it could, but that an enquiry had given no support to this claim. Some candidates missed the essential difference, and simply claimed that the sources agreed the plot was hatched in Belgrade. This produced the erroneous conclusion that Source D did not prove Source C wrong because they agreed.

Question 3

Candidates detected two possible routes to answering this question. The most common was to spot the obvious contradiction between Tsar Nicholas in Source E appealing for Wilhelm's help in preserving peace, whilst in Source F he is mobilising his troops for war. On the face of it, this was surprising. The other approach was to use the relationship between the two men as the basis for surprise, for example by asking why they would be going to war when they were obviously friends. Many answers would have been improved by a stronger grasp of what was actually going on during the last days of July 1914.

Question 4

As the question asked why the postcard was published, giving reasons for publication was essential. Some answers missed this, and instead gave an interpretation of what the card showed. Most answers mentioned the context as a reason, and most also mentioned the message that 'Serbia must die'. However, the real message was that Serbia must die because of its responsibility for the assassination, and more candidates could have put these two elements together as a reason for publication. Ultimately, though, the best reasons also had to show awareness of a potential audience, and the impact the message was intended to have on this audience – for example, to raise support in Austria for an aggressive policy towards Serbia.

Question 5

The cartoon was generally well understood, though there was a little confusion over the identity of the bear, with some candidates taking it as Austria. Plenty of valid sub-messages were identified, such as Serbia being prepared to stand up to Austria, with perhaps a majority of answers being able to explain the cartoon's big message of Serbia's willingness to confront Austria due to the support it was getting from Russia.

Question 6

This paper always concludes with a question asking candidates to test a hypothesis against the evidence offered in the sources. The most effective way of answering the question is to go through the sources, one at a time, indicating how the source content either does or does not support the hypothesis. The question is about the sources and the evidence they offer in relation to the hypothesis, and is not asking about the validity of the hypothesis. Most candidates understood this, and were able to find evidence in the sources both for and against the hypothesis, but some did not. Among these were answers which did not use the sources in an appropriate manner, if at all in some cases.

20th century topic

Question 1

By asking for impressions that could be gained from the source, the question was inviting candidates to make inferences, and many responses demonstrated this approach; less successful ones simply described the picture. Some answers were lengthy narratives of what happened during the Hungarian uprising, making only passing reference to the picture. Some answers assumed the picture showed Nagy, rather than simply an idealised 'freedom fighter'. Despite this, most answers included valid inferences – for example, that the uprising was violent, that it was supported by a wide cross-section of Hungarian society, that it had international support – and also used details from the picture to show how these inferences had been made. The most important inference – that the uprising was a good thing – was seen in the best responses.

Question 2

For some candidates there was a misconception about the exact context of Source B. Many thought that it referred to the final crushing of the uprising, rather than to the initial outbreak of violence that led to the resignation of the Gero government. In practice this made little difference to the validity of answers, though it did prevent candidates from explaining the particular purpose of the Soviets on 23/24 October. Most answers included reasons based on a more general awareness of context – because there had been protests against the government – or on the messages that the Soviets wished to pass on to their audience – that agitators and fascists were to blame for the violence. A slightly better version of this was to detect the particular manner in which the Russians were attempting to represent the events as their way of helping the Hungarians out in dealing with the evil counter-revolutionaries who were threatening them. The best answers were those that identified the Russians' purpose in issuing the statement; that is, the impact that they wished to have on their audience, which was to persuade people that they were in the right, and that what they were doing in Hungary was justified. It was here that lack of precision about the context could prevent the Russians' purpose being properly explained, since they were justifying their initial involvement and not the mass bloodshed of later in the month.

Question 3

Despite the fact that there were a few answers claiming that the two sources actually agreed (for example, on the fact that there was trouble in Hungary), and therefore neither proved the other wrong, the great majority of answers were nonetheless based on some valid direct comparison of the content of the two sources. Since the sources offered several clear contradictions, for most candidates these were sufficient to

prove that Source D either did or did not (in which case it was Source C that was believed) show that Source C was wrong. All such answers were limited in being based only on what the sources said, rather than on whether this could be believed. There were, though, opportunities to suspect the veracity of the sources. Zhukov's broadcast was an exercise in self-justification, and whilst Nagy's last message might have been more credible on the basis of him having little to lose, it still had the purpose of rousing international feeling against the Soviets. Whether one of these sources was capable of proving the other wrong was therefore not entirely clear-cut, as many answers pointed out.

Question 4

The cartoon was rich in detail, and contained many sub-messages. The challenge was to accommodate all that it showed in detecting the overarching 'Big Message'. Most candidates could explain the depiction of the Soviets' brutality in dealing with the Hungarian uprising, and their wish to remove any record of this from world history. More could have explained that the use of blood to clean the historical record meant that their efforts would fail. The figure of the grim reaper in the background was often noticed, but was interpreted by many candidates as being merely representative of the Hungarians who had died, rather than as a figure of doom haunting the Soviets. The final element which could be included, which was seen in better responses, was the opinion of the cartoonist. This was clearly condemnatory, portraying the Soviets in the most disapproving way.

Question 5

There were some candidates who struggled to grasp the nature of Source F – a statement issued by a group of Communist countries looking back on the Hungarian uprising and concluding that everything turned out fine (or at least claiming that it had). This made it hard to offer an explanation, and these answers were generally limited to making assertions on what was surprising or not. Fortunately, these answers were relatively few in number. Most answers took one or more of the claims made in the source, and judged whether or not they were surprising by comparing them against what actually happened. As the source was no more than Soviet propaganda, most candidates found it a fairly straightforward matter to illustrate its inaccuracy. However, being inaccurate factually did not necessarily make it surprising. Better candidates appreciated the purpose that the Communist countries had in issuing the statement, or at least why they might perceive the events in the manner they did, and thereby reached the conclusion that the statement was not at all surprising.

Question 6

This paper always concludes with a question asking candidates to test a hypothesis against the evidence offered in the sources. The most effective way of answering the question is to go through the sources, one at a time, indicating how the source content either does or does not support the hypothesis. The question is about the sources and the evidence they offer in relation to the hypothesis, and is not asking about the validity of the hypothesis. Most candidates understood this, and were able to find evidence in the sources both for and against the hypothesis, but some did not. The evidence in this set of sources fell into two clear groups, though sometimes candidates seemed to lose sight of the nature of the particular source they were using and so reached an incorrect conclusion. For example, some candidates looked at Source A and concluded that it showed Soviet intervention was justified, on the grounds that the Hungarians were rebelling against them. Although the source undoubtedly does show Hungarians rebelling against Soviet control, it actually supports them in doing this, and therefore shows Soviet intervention as unjustified. Another problem arose when candidates lost sight of the actual hypothesis to be tested. Sometimes this occurred from the start of the answer, with the hypothesis itself being misunderstood, but it also happened in the course of the answer, such answers starting with sources being used in the right manner, but then losing focus. On this question some answers were on *whether the Soviet intervention happened*, rather than on *whether it was justified*. These candidates unsurprisingly concluded that all the sources agreed that it happened – although this in itself should have alerted candidates to a problem, as the sources always contain evidence on both sides of the hypothesis.

HISTORY

Paper 0470/23

Paper 23

Key messages

On both the nineteenth and twentieth century options, the sources appeared to pose few comprehension problems. Almost all candidates produced complete scripts, with positive answers to all the questions on their option. The level of contextual knowledge was good, though some responses would have benefited from remembering that contextual knowledge is never tested in isolation this paper – it has to be used to help answer the questions, all of which are about the sources. Overall, scripts displayed improved confidence in questions requiring evaluation of the sources. However, in **Question 6**, a number of answers did not use the sources to test the given hypothesis, writing instead about just the hypothesis itself.

General comments

Overall, candidates responded well to the precise details in the questions. For example, on **Question 4** on both options, the issue of surprise was addressed by many in their opening sentence; this is a strategy that works well. The understanding of the context of the sources was generally good and there was evidence of background knowledge being used to help answer the questions being asked. Candidates were better at interpreting sources, rather than comparing or evaluating them. Many were able to work out the messages of the sources; however, some would have benefited from giving greater consideration to the point of view of the author or artist. An often helpful question to ask is whether or not the author or artist approves or is critical of the subject of their work. When comparing sources, candidates need to find agreements and disagreements and explain these point by point, using a series of direct comparisons. Those adopting this approach were more successful in their responses than those providing a simple summary of each source in turn. Those who attempted to evaluate the sources with generalisations about source type also struggled. Candidates need to go beyond accepting or rejecting sources at face value, or at the level of undeveloped provenance. The best attempts at evaluation were nearly always those that focused on a source's purpose in its historical context. These answers considered the reservations one should have about a source because of its purpose and used this to inform their responses.

While many candidates did well in response to **Question 6**, there were still some who did not use the sources as the basis of their answer. Similarly, those who grouped the sources together and made general comments about the statement generally neglected to engage with the content of each source. Better responses used the sources to both support and disagree with the given statement.

Comments on specific questions

19th century topic

Question 1

This question asked candidates to compare two sources and assess the level of agreement between them. The best responses identified points of agreement and disagreement and illustrated these with content from both sources. Weaker answers summarised the sources without making specific comparisons. Candidates found the agreements easier to spot than the disagreements, and many were able to explain the former well. For example, many responses explained that both sources agree that Germany was trying to break the British/French Alliance, that the Kaiser visited Tangiers and that Grey was fearful about Germany starting a war. One point of disagreement centred on Delcasse; in A he resigned, whereas in B he was dismissed. The best responses were from candidates who compared the overall 'big messages' of the sources; that is that in Source A, the Moroccan Crisis was a 'win' for Germany, while in Source B, there were limits to Germany's success.

Question 2

With the exception of candidates who did not address the issue of utility at any point during their response, this question was answered fairly well. Most candidates were able to understand the content of the source and explain how this makes it useful. Some candidates recognised the clear bias in the tone of the source and rejected it on this basis. Others considered the purpose of the source and, as a result, either rejected it, or, at the highest level, explained how this is precisely what makes it useful.

Question 3

This question asked candidates to explain the overall message of the cartoon; that being that the Kaiser caused crises wherever he intervened. A small number of candidates achieved this. Many, though, were able to explain valid sub-messages, for example, that the Kaiser had just visited Morocco, that the Kaiser was a significant figure or that he was responsible for Moroccan Crisis. When candidates are asked about the message of a source they should always try and consider the author's voice or opinion. In this instance, the best responses were provided by candidates who could explain that the cartoonist is being critical of the Kaiser's actions; he clearly disapproves of the trouble he caused wherever he went.

Question 4

While most candidates clearly stated whether or not Source F makes Source E surprising, there was a small number that did not address this vital element of the question. It is often a helpful strategy to begin an answer by using the key words from the question in order to avoid an omission of this kind. Other candidates identified aspects of Source E that they were surprised about but did not explain why. Better responses started by comparing what the two sources said. In one way, the sources agreed – that there was pro-French feeling in Britain. However, in another way, the sources disagreed on the central issue of British intervention; in Source E Grey suggests that Britain would remain neutral if France were to be attacked, while in Source F he says that British intervention on the side of France would be likely. Candidates could base their answers either on the agreement or the disagreement and use this as a reason for being surprised or not surprised by Source E. In order to answer the question fully, one or both of the sources needed to be evaluated; the most common way of doing this was to compare the sources and then consider Grey's purpose in Source F. A small number of candidates were able to compare the sources and evaluate them both.

Question 5

In this question candidates were required to compare the views of two cartoonists. Less successful responses tended to compare surface details or undeveloped provenance. However, few candidates failed to address the question and clear attempts at comparisons were made in most responses, although some were based on a misinterpretation of one or both sources. Source H was more commonly misinterpreted, with some candidates identifying one of the characters in the cartoon as Germany, rather than Britain and France. There is a clear difference in the big messages of the cartoons. In Source H, the crisis has been resolved and war averted, while in G, although they are talking, there is still a possibility of war. Those candidates that were able to interpret both cartoons in this way provided very good answers. The best responses directly compared the views of the cartoonists. For example, in H the cartoonist approves of the results of the Algeciras Conference but in G, the cartoonist approves rather less.

Question 6

There were some good answers to this question, with candidates explaining how some sources, (A,B,D, E, F and G) support the view that the Moroccan Crisis made war likely, and how other sources, (A,C, D, E and H) disagree with this view. These responses examined the sources one by one, made it clear which source they were using and explained how the content either agreed or disagreed with the given hypothesis. Less successful answers often neglected to use the sources at all and involved a general response about whether the Moroccan Crises made war likely. Some candidates would have improved their responses by making it clear whether the source under discussion supported or disagreed with the given statement. Candidates should avoid grouping the sources together and making assertions about them as a group, this rarely works well. Those candidates who provided genuine evaluation based it on a source's purpose, rather than on simple statements involving bias or undeveloped provenance.

20th century topic

Question 1

Many candidates were able to make inferences from the source about events in Hungary in November 1956. Most could also support these by referring to details in the source and consequently, many responses achieved good marks. Stronger responses were from candidates who recognised the overall 'big impression' of events that the source gives; that is that the Soviets are repressing the rebellion in Hungary, while at the same time pretending to restore peace or pretending to be friends of the Hungarians. The best responses were provided by candidates who explained both elements of the 'big impression' and supported this with details from the source. While many candidates appreciated that the source's caption contradicted the image or recognised that the mask was intended to comment on the brutality of the Russians, some missed the idea of deception or pretence.

Question 2

In this question, candidates were required to compare two written sources and reach a decision about whether the content of one (B) made the other (C) unreliable. Candidates needed to compare the two sources for agreements and/or disagreements and then evaluate at least one source to establish whether B makes C unreliable or not. Some responses identified agreements between the two sources - for instance, they both agree that Hungary was in chaos, whereas others focused on disagreements, the most obvious one being that B is pro-Soviet and anti-revolutionary, while Source C is anti-Soviet and supports the introduction of reform in Hungary. While some candidates were able to write an answer based on agreements or disagreements, others would have benefited from being able to effectively evaluate the sources. A large majority of responses recognised that the provenance of the two sources was an important element in the answer but needed to go further than stating that they were both written by communists, or, more commonly, that B was Chinese and therefore communist, while C was written by a British journalist and Britain wasn't a communist country (thereby missing the fact that the author of C was writing for a communist newspaper). Those candidates that were able to make a developed use of the provenance performed very well. Candidates at this level evaluated Source B (or, less frequently, Source C) by referring to their contextual knowledge, for example the Chinese disapproval of de-Stalinisation. Source B could also be evaluated internally, for example, it cannot make Source C unreliable as B is not a reliable account of events as the author admits to not having reliable information, rather the Chinese have to rely on students and the radio.

Question 3

There were some very good answers to this question which asked why the cartoon was published at this time. In order to answer the question well, it was necessary to consider the context the cartoon was published in, and the cartoonist's overall message and point of view. Many candidates were able to accurately explain the context of the time by referring to both the Suez Crisis and events in Hungary in 1956. Many responses also recognised the cartoonist's 'big message', that is that the Soviets were getting away with their actions in Hungary because the Western powers, or the UN, were distracted by events surrounding Suez. Stronger answers were seen from candidates that recognised that the cartoonist was criticising either the Soviets or the UN; the Soviets for taking advantage of the fact that the West/UN was distracted by events in Suez to behave badly in Hungary, or the UN for its inaction over Hungary as a result of Suez. Similarly, the cartoonist could be criticising the UN for its hypocrisy – it was punishing the western powers for their aggressive actions over Suez, while at the same time ignoring Russia's actions in Hungary.

Question 4

A number of candidates struggled with this question, and there was misunderstanding surrounding the role and position of the Hungarian Workers' Party, the government, Communism and democracy. These candidates would have benefited from a firmer grasp of who and/or what the author of each source was supporting. Some candidates were able to use their contextual knowledge to evaluate Gero and Nagy, but did not compare the content of the sources in order to explain their surprise or lack of surprise. The question asked whether Source E, written by Gero, makes Source F, written by Nagy, surprising. Most candidates began their answers well, by giving a direct answer in response to the question. This is crucial, as answers that don't address the required issue of surprise are limited in what they can achieve. In order to answer the question fully, the content of the two sources needed to be examined and direct comparisons between the two sources needed to be made. In addition to this, candidates needed to evaluate the sources. The best responses did this by considering Gero's purpose in Source E and Nagy's purpose in Source F. In other words, they considered the intended impact of the words of these men on their intended audience in terms of

how they hoped to try and change people's behaviour and attitudes. While some candidates could competently compare the content of the sources, a relatively small number was able to compare them and then evaluate.

Question 5

This question was answered well. In **Question 5**, candidates were asked to explain the overall message of a cartoon. Many recognised this and were able to explain that the cartoon shows us that the Soviets wanted to use the Suez Crisis to distract people from their brutality in Hungary. Those that fell short of this were able to explain valid sub-messages or part of the overall big message. When candidates are asked about the message of a source, they should always try and consider the author's voice or opinion. In this instance, better responses explained that the cartoonist is being critical of the Soviets' brutal behaviour in Hungary and their attempt to use Suez to distract others from their actions. The best answers picked up on the cartoonist's criticism of Soviet hypocrisy, that is that Soviets were condemning the aggressive actions of other nations over Suez, while doing the exact same thing themselves.

Question 6

Overall this question was answered well and many candidates performed strongly by carefully explaining how some of the sources (B, E, H) can be seen as providing convincing evidence that the Soviet armed intervention in Hungary was justified, while others (A, C, D, F, G) argue that Soviet actions were unjustified. The most successful answers examined the sources one by one and explained how the content of each supported or disagreed with the given hypothesis. Some candidates would have improved their answers by making it clear whether the source under discussion supported or disagreed with the given statement. Candidates should avoid grouping the sources together and making assertions about them as a group; this rarely works well. Answers need not include a summary of the source, nor should they involve generalisations about source type. More candidates could have included genuine evaluation based on a source's purpose, rather than simple statements involving bias or undeveloped provenance.

HISTORY

Paper 0470/41
Alternative to Coursework

Key messages and general comments

A range of Depth Studies were undertaken. Depth Study B: Germany, 1918–45 received comfortably the most responses, with a good number of candidates also attempting Depth Studies A (The First World War), C (Russia) and D (the USA). There were few responses to the other Depth Studies.

Good responses had been well-planned and were able to use a wide-range of material to give balanced answers with supported explanations. The very best answers also gave well supported and sustained arguments but a good number would have been improved by providing supported judgements and conclusions. Less successful answers contained a good deal of narrative or description, or did not address the question that was set properly. Some candidates displayed much knowledge about a particular topic or Depth Study, instead of focusing on the parameters set by the question. Candidates must read the question carefully before answering and ensure that their response focuses on importance or significance. The other key consideration for candidates is that this is a Depth Study paper and this means that it requires a wide range of detailed knowledge to support arguments and explanations. There were some rubric errors, the most common being an attempt to answer both questions within the Depth Study or multiple questions in a number of Depth Studies.

Comments on specific questions

Depth Study A: The First World War, 1914–1918

There were a number of responses for Depth Study A with both **Questions 1** and **2** being attempted by candidates.

Question 2 proved challenging for many candidates. The better responses were able to explain how the ‘race to the sea’ in 1914 helped develop a trench system in Western Europe after the failure of the Schlieffen Plan and compared this with other factors such as the impact of new technology and weapons like the machine gun, the lack of effective tactics on both sides, the early mobilisation of Russia and the intervention of both Belgium and the BEF during the initial German offensive. Many strong answers included explanations of the importance of specific events such as the Battle of the Marne. However, some candidates misunderstood the term ‘race to the sea’ and confused it with the ‘war at sea’, resulting in material lacking relevance to the question.

Question 3 was generally well answered by candidates. Some strong responses confidently explained the domestic problems faced by Germany by 1918, with many focusing on the impact of the British naval blockade of German ports, the consequences of the Kiel Mutiny and the October Revolution. This was then compared against other factors that led to the Armistice – most commonly candidates cited the failure of the Ludendorff Offensive and the entry of the USA in to the war in 1917. A small number of weaker responses concentrated too much on earlier events such as the failure of the Schlieffen Plan or the battles of 1914 which lacked relevance to the signing of the Armistice in 1918.

Depth Study B: Germany, 1918–1945

Both questions were widely-answered by candidates.

Question 3 was generally well answered by candidates. Good responses contained plenty of examples how the Ruhr invasion led to instability, although more could have linked the invasion to the subsequent period of hyperinflation in Germany in 1923. Knowledge of the occupation and the government's responses tended to be strong. The better answers compared the significance of the invasion with other factors that led to instability. These ranged from the impact of the First World War, the Weimar Constitution (particularly the system of proportional representation), the political uprisings by the left and right and the terms of the Treaty of Versailles. The very best responses were able to give well-developed explanations but many answers were more descriptive and did not explicitly link the material to the focus in the question – how it lead to instability.

Question 4 was also generally well answered by candidates. The stronger responses were able to fully explain the importance of the fear of communism as a reason for Nazi success. Candidates most commonly examined the impact anti-Communism had on the ruling elites, including the President, industrialists and farmers. This was then developed by linking it to Nazi propaganda and the role of the SA in causing problems on the streets. This was then balanced by explaining the significance of other factors such as the effects of the Depression, Hitler's leadership qualities and the weaknesses of the Weimar governments. Weaker responses were often more descriptive or narrative in style, with little contextual knowledge. A few candidates went beyond the chronological parameters of the question and cited events in 1934.

Depth Study C: Russia, 1905–1941

Candidates attempted both questions in this Depth Study but **Question 6** was the slightly more popular choice.

Question 5 saw some good responses, although many candidates would have benefited from a greater knowledge of the causes of the weakness of the Tsarist regime before 1914. The stronger answers were able to describe the events of Bloody Sunday competently and its subsequent knock on effects in the 1905 Revolution. This was then compared with other factors such as the disillusionment of the peasants and the land question, the desire for greater representation by the middle-classes and liberals and the growth in more radical opposition. References to the October Manifesto were commonly made, with a few candidates critically analysing the Bloody Sunday incident as insignificant as the Tsar was able to use the army and Stolypin's leadership to crush opposition effectively from 1906 onwards. Other responses would have been improved by better knowledge of the events of Bloody Sunday. A few responses went beyond the chronological parameters of the question and examined the effects of the First World War.

Question 6, in general, was answered more competently than **Question 5**. Good responses were able to explain the importance of Nicholas II's actions as a cause of the March Revolution and compare this with other causes competently. Most commonly cited were Nicholas II's decision to take charge of the Russian troops on the Eastern Front and the fact that he left the German-born Tsarina and Rasputin in charge in Russia. Candidates then examined the overall social and economic consequences of the war on Russian society, the growth in opposition and the failure by governments to address the land question, to give balance. Less successful responses tended to confuse the March Revolution with the November seizure of power and so often concentrated too much on the role of Lenin and the Bolsheviks which lacked relevance to this question.

Depth Study D: The USA, 1919–1941

More candidates attempted **Question 7** than **Question 8**.

Question 7 produced some good responses which were able to explain how mass-produced goods such as cars, radios, vacuum cleaners and refrigerators changed the lives of some women in the 1920s, and this was balanced by examining other factors such as the rise of the entertainment industry including the cinema, night clubs and jazz music, as well as women gaining the vote in 1920. A few of the strongest answers were able to evaluate how far these changes actually affected women across rural America at the time, which led to some convincing conclusions. Weaker answers gave non-specific material on the economic boom in general, with little focus on how it changed women's lives. There were also a number of one-sided responses and answers that did not get to grips with what goods constituted 'mass-produced' goods.

Question 8 generated some good answers in which candidates were able to provide impressive evidence about how important the Second New Deal was in dealing with the effects of the Depression, including the Wagner Act, the Social Security Act and the creation of new alphabet agencies such as the WPA and RA. This was then successfully compared with legislation created to tackle the Depression in the first New Deal or first Hundred Days, including the CCC, AAA, TVA, NIRA and PWA. Some stronger answers were able to evaluate the overall impact the Second New Deal had due to the cuts in public funding and growing opposition from radical and conservative critics, and also drew conclusions regarding the importance the outbreak of the Second World War ultimately had in solving the effects of the Depression. Weaker responses lacked knowledge of the Second New Deal and often confused the legislation with the First New Deal.

Depth Study E: China, c.1930–c.1990

There were too few responses to **Questions 9** and **10** for meaningful comments to be made.

Depth Study F: South Africa, c.1940–c.1994

There were too few responses to **Questions 11** and **12** for meaningful comments to be made.

Depth Study G: Israelis and Palestinians since 1945

There were too few responses to **Questions 13** and **14** for meaningful comments to be made.

HISTORY

Paper 0470/42
Alternative to Coursework

Key messages and general comments

Depth Study B: Germany, 1918–45 and Depth Study D: The USA, 1919–41 received the most responses from candidates. There were also some responses to Depth Study A (The First World War) and Depth Study C (Russia), with very few candidates choosing the other Depth Studies on the paper.

Good responses had been well-planned and were able to use a wide-range of material to give balanced answers with supported explanations. The very best answers also gave well supported and sustained arguments but a good number would have been improved by providing supported judgements and conclusions. Less successful answers contained a good deal of narrative or description, or did not address the question that was set properly. Some candidates displayed much knowledge about a particular topic or Depth Study, instead of focusing on the parameters set by the question. Candidates must read the question carefully before answering and ensure that their response focuses on importance or significance. The other key consideration for candidates is that this is a Depth Study paper and this means that it requires a wide range of detailed knowledge to support arguments and explanations. There were some rubric errors, the most common being an attempt to answer both questions within the Depth Study or multiple questions in a number of Depth Studies.

Comments on specific questions

Depth Study A: The First World War, 1914–1918

There were a number of candidate responses for both **Question 1** and **Question 2**.

Question 1 required candidates to examine poor intelligence as a reason for the huge losses at the Battle of the Somme. While some candidates were able to get to grips with the focus of the question, others would have benefited from a better understanding of the meaning of ‘intelligence’. The best answers examined the importance of Haig’s poor planning, his grand plan and ignorance of intelligence information being received from the trenches. This was compared with other factors such as the impact of weapons, German tactics and the use of volunteers and conscripts as opposed to the professional BEF.

Question 2 was an equally popular choice among candidates and, in general, the better answered of the two questions in this Depth Study. The question required candidates to consider the significance of the Treaty of Brest-Litovsk to the outcome of the First World War. The strongest responses were able to analyse the effect the Russian departure from the war had on German troops and the effect it had on German tactics, notably an end to the two-front war and the launch of Operation Michael. This was then balanced with a consideration of other factors ranging from the failure of the Schlieffen Plan, the impact of new technology and tactics, the impact of the British blockade and the entry of the USA in to the war in 1917. A small number of the best answers were able to critically evaluate the actual significance of the Treaty when the USA had already entered the war and had started to send fresh troops to the Western Front. Weaker responses tended to have a limited knowledge of the Treaty of Brest-Litovsk, with a small number of answers mistaking the Treaty with the Versailles Settlement.

Depth Study B: Germany, 1918–1945

Both questions were attempted by candidates, though **Question 3** received a higher number of responses.

Question 3 produced a wide range of different quality responses. The best responses examined the use of the SA, SS and Gestapo in allowing Hitler to control Germany by 1934. The impact of the use of concentration camps, the crushing of the Communists after the Reichstag Fire, the forceful intimidation used to pass the Enabling Act and the significance of the Night of the Long Knives were all referenced and explained well. This was then balanced with a comparison of other methods used to control Germany such as propaganda, censorship, the concordat with the Catholic Church and the promises made by the Nazis to solve the effects of the Depression and end the restrictions placed on Germany by the Treaty of Versailles. These responses tended to be well-developed and supported by good factual knowledge. Less successful responses often focused too much on events in the 1920s such as the Munich Putsch in 1923, which is not very relevant to Nazi control by 1934 beyond the fact that it changed Nazi tactics in the late 1920s. There was sometimes confusion between the SA and SS, and a few answers cited events beyond 1934.

Question 4 was, in general, well answered. Candidates were expected to compare the significance of Nazi policies towards the workers to the popularity of the Nazi regime with other policies. A few weaker responses tended to be thin on material or focused on control rather than popularity. The best responses focused on the new organisations set up by the Nazis such as 'Strength Through Joy' and 'Beauty of Labour', as well as the focus put on the Nazis in solving the unemployment problem in Germany as a result of the Depression. This was then often balanced with a critical evaluation of the loss of trade unions and the setting up of the German Labour Front, the long working hours and poor pay in the Reich Labour Service, the banning of workers' parties such as the Social Democrats, as well as a comparison with other Nazi policies which also tended to be popular, such as legislation to help farmers.

Depth Study C: Russia, 1905–1941

Candidates attempted both questions in this Depth Study but **Question 5** received a greater number of responses.

Question 5 varied in the quality of response produced. The best responses tended to give good examples of the social and economic impact of the war such as food and fuel shortages and consider how the Bolsheviks took advantage of this through Lenin's April Theses and popular Bolshevik slogans. This was then contrasted against other factors such as the significance of the Petrograd Soviet and the Dual Power system in Russia, the weaknesses of the Provisional Government and its failure to end the war and solve the land question, as well as focus on individual events such as the Kornilov Affair. A few responses overestimated the hold the Bolsheviks had on the Russian peasantry at the time.

Question 6 produced answers were generally weaker than those to **Question 5**. Some candidates were unsure of the term 'national security', which led to material being cited on the use of the NKVD and censorship, which was not relevant to the question. Very few candidates focused entirely on the reasons for Stalin's economic policies and many went on to examine the impact of these policies instead, which led to material lacking in relevance. The good answers seen were able to compare the importance of national security (namely the need for defence against the West and the growth in fascism in Europe) with other reasons, such as ideology (including the elimination of class enemies like the kulaks and Nepmen), and Stalin's desire for the modernisation and growth of Russia's industry and agricultural production.

Depth Study D: The USA, 1919–1941

This was a popular topic, with both **Question 7** and **Question 8** answered by candidates. Of the two, **Question 7** received the most responses.

Question 7 was generally well-answered. Candidates were often able to explain multiple examples of how confidence in the economy helped cause the prosperity of the 1920s and compared it with other factors, such as the use of mass production, mass advertising, the USA's natural resources and the Republican policies at the time. The best answers contained convincing explanations and some excellent supporting material, with some candidates attempting conclusions and reaching substantiated judgements on the relative importance of the different factors. Weaker responses tended to lack knowledge or presented a vague understanding of the term 'confidence'.

Question 8 saw a few good answers which got to grips with the question and examined the nature of opposition from both conservative and Republican critics of the New Deal, as well as the Supreme Court and radical opponents like Huey Long. This was then balanced with explanations on the relative success of the New Deal despite the opposition, such as the restoration of confidence in the banking system, the impact of some alphabet agencies like the TVA and the significance of legislation like the Wagner Act and Social Security Act. Other responses would have been improved by a deeper understanding of the political opposition towards the New Deal and some only gave one-sided responses only.

Depth Study E: China, c.1930–c.1990

There were too few responses to **Questions 9** and **10** for meaningful comments to be made.

Depth Study F: South Africa, c.1940–c.1994

There were too few responses to **Questions 11** and **12** for meaningful comments to be made.

Depth Study G: Israelis and Palestinians since 1945

There were too few responses to **Questions 13** and **14** for meaningful comments to be made.

HISTORY

Paper 0470/43
Alternative to Coursework

Key messages and general comments

A range of Depth Studies were undertaken. Depth Study B: Germany, 1918-45 received the most responses. Depth Study D: The USA, 1919-41 also attracted a number of responses. There were a significant number of attempts at Depth Study A: The First World War, 1914-18 and a number of candidates answered questions from Depth Study G: Israelis and Palestinians since 1945. There were a small number of answers to Depth Study C: Russia, 1905-41. There were very few responses to the other options.

Good responses had been well-planned and were able to use a wide-range of material to give balanced answers with supported explanations. The very best answers also gave well supported and sustained arguments but a good number would have been improved by providing supported judgements and conclusions. Less successful answers contained a good deal of narrative or description, or did not address the question that was set properly. Some candidates displayed much knowledge about a particular topic or Depth Study, instead of focusing on the parameters set by the question. Candidates must read the question carefully before answering and ensure that their response focuses on importance or significance. The other key consideration for candidates is that this is a Depth Study paper and this means that it requires a wide range of detailed knowledge to support arguments and explanations. There were some rubric errors, the most common being an attempt to answer both questions within the Depth Study or multiple questions in a number of Depth Studies.

Comments on specific questions

Depth Study A: The First World War, 1914–1918

There were a number of responses to **Question 1**, with fewer for **Question 2**. Many answers showed a good knowledge of the war at sea and were able to reference major battles and their impact. Most understood the impact of the naval blockade and its influence on the outcome of the war. The entry of the USA as a factor in the Allied victory was also well known. Less successful answers provided much description of the build up to war and the naval race, meaning that they tended to put less focus on outcome.

Question 2 had fewer responses but those answering this question showed a good knowledge of Germany's situation at the end of the war. Specific knowledge of the Kiel Mutiny would have improved a number of answers and lead to less general responses about German defeat.

Depth Study B, Germany, 1918–1945

This was the most widely answered Depth Study, with some responses to **Question 3** but more to **Question 4**.

Less successful answers to **Question 3** did not focus on the specific period of Hitler becoming Chancellor and tended to produce a long term narrative of Germany's problems from the end of World War I. Others gave a general account of Hitler's long term career, not focusing on him becoming Chancellor. The role of Hindenburg and his powers as President could have been better understood by some. Some candidates went beyond the period of the appointment and wrote about how Hitler kept control once in power. Successful responses were more controlled and addressed events around the specific period and immediately before, referring, for example, to the role of the Depression and a rise in the Nazi votes for Hitler's appointment.

Question 4 drew many responses, with a very good level of knowledge of lessons during the period displayed by candidates. This sometimes led to narratives of life in a Nazi school and some responses would have benefited from linking this material to the question of promoting Nazi ideas. More successful responses demonstrated an understanding of what the Nazis were trying to achieve through the indoctrination of children and others. How propaganda was spread was well understood, with references to radios, posters and control of the press but these measures were more frequently described than used to answer the question. The Hitler Youth was often included as part of the school curriculum.

Depth Study C: Russia, 1905–1941

There were too few responses to **Question 5** for meaningful comments to be made.

Successful answers to **Question 6** demonstrated a good knowledge of the failures of the Provisional Government and the role of the Bolsheviks during the period. Less successful answers were generally a little confused about the period and sometimes wrote more about the Tsar. Others confused the Bolshevik takeover with the Civil War and so wrote about the role of the Red Army and Trotsky. There were also a small number of candidates who wrote general answers on Russia's problems from the nineteenth century onwards.

Depth Study D: The USA, 1919–1941

Question 7 was the most widely answered question on the USA. Successful answers were able to make a distinction between segregation and general racial intolerance and reference specific laws like the Jim Crow Laws to support their answers. Overall knowledge of the period was good and many answers demonstrated balance.

Question 8 was less well done, with many answers looking at the reasons for the Wall Street Crash, rather than how the Republicans reacted. Successful answers were able to balance Republican actions and demonstrate how these led to unpopularity, and show that Roosevelt's popularity grew as a result. There were a few answers which described the New Deal, rather than understanding that it was the promise of this which helped Roosevelt's success.

Depth Study E: China, c.1930–c.1990

There were too few responses to **Questions 9** and **10** for meaningful comments to be made.

Depth Study F: South Africa, c.1940–c.1994

There were too few responses to **Questions 11** and **12** for meaningful comments to be made.

Depth Study G: Israelis and Palestinians since 1945

The majority of responses to this Depth Study were on **Question 13**. Successful responses were able to demonstrate the concept of determination and link it directly to Israeli success. Examples such as the impact of the Holocaust and how this led to Israeli determination to defend everything achieved up to 1948 were cited. Candidates were also able to demonstrate alternative factors, including the specific military experience of the Israeli fighters and the weakness and lack of unity of the Arab states. Less successful answers were more generalised narratives which did not fully address the concept of determination.

There were too few responses to **Question 14** for meaningful comments to be made.

Grade thresholds – November 2017

Cambridge IGCSE History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the November 2017 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 11	60	31	26	22	19	14	10	6
Component 12	60	34	30	26	22	17	11	5
Component 13	60	34	29	24	21	16	11	6
Component 21	50	30	25	19	15	12	9	6
Component 22	50	33	28	23	19	15	12	9
Component 23	50	30	25	20	16	13	9	5
Component 3	40	32	27	23	18	14	11	8
Component 41	40	21	16	12	10	9	7	5
Component 42	40	21	16	12	10	9	7	5
Component 43	40	21	16	12	10	9	7	5

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **150**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AX	03, 11, 21	108	93	78	64	52	40	30	20
AY	03, 12, 22	113	99	85	72	59	46	34	22
AZ	03, 13, 23	111	96	81	67	55	43	31	19
BX	11, 21, 41	97	82	67	53	44	35	26	17
BY	12, 22, 42	102	88	74	61	51	41	30	19
BZ	13, 23, 43	100	85	70	56	47	38	27	16
CX	11, 21, 83	108	93	78	64	52	40	30	20

HISTORY

0470/11

Paper 1

October/November 2017

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **90** printed pages.

Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Marks
1(a) What was meant by ‘Magyar nationalism’ before 1848? Level 1 One mark for each relevant point; additional mark for supporting detail	<p>e.g. ‘The Magyars were a race of people with their own language and culture who lived in Hungary.’ ‘Hungary was part of the Habsburg Empire.’ ‘Hungary was under the control of Austria.’ ‘It fell under the shadow of Metternich.’ ‘Poets, writers, clerics, nobles and workers worked towards political liberty.’ ‘In 1841 Kossuth edited Hungary’s first political newspaper.’ ‘Hungary wanted its independence from Austrian control.’ ‘Kossuth demanded the implementation of the 1847 reforms, which had been agreed by the Diet.’ ‘Hungary was made up of a number of groups including the Magyars, the Croats and the Slovaks.’ ‘Kossuth was a Magyar and believed that Croat and Slovak nationalism had no place in a new Hungary.’ ‘Kossuth wanted to proclaim an independent republic of Hungary.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

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

Question	Answer	Marks
1(c)	<p>'The growth of liberalism after 1830 was the most important cause of the revolutions across Europe in 1848–49.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The growth of liberalism was significant in the revolutions. Many wanted the freedom to vote, worship and own land. They wanted freedom of speech to express their views and freedom of the press. People wanted a say in how their country was governed.'</p> <p>OR</p> <p>e.g. 'Nationalism also played a significant part in the revolutions. In Hungary, the national groups were seeking independence from an empire, whilst in Germany and Italy nationalists wished to unite with other states to form a larger nation.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

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

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

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

Question	Answer	Marks
<p>2(c) How successful was the 1859 war with Austria? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how successful’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘When Cavour and Napoleon met at Plombières and agreed a secret alliance against Austria, Cavour had hoped the outcome would be a successful war against Austria which would sweep the Austrians out of Lombardy and Venetia. Cavour was upset that the outcome only ceded Lombardy to Piedmont, leaving Venetia still under Austrian control.’</p> <p>OR</p> <p>According to the Treaty of Villafranca, the rulers of central Italy, who had been expelled by revolution shortly after the beginning of the war, were to be restored. The central states had been occupied by the Piedmontese and they showed no willingness to restore the previous rulers in Parma, Modena, Tuscany and the Papal States. The French showed no willingness to force them to abide by the terms of the treaty.’</p>	<p>10</p> <p>7–9</p> <p>4–6</p>	<p>10</p>

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

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

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

Question	Marks
<p>3(c) ‘The most important cause of the Civil War was the election of Lincoln.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘In 1860, the South was alarmed with the election of the Republican, Abraham Lincoln, as president. Lincoln was a staunch opponent of slavery. Many Southerners thought Lincoln was unsympathetic to their views and, therefore, they wanted to secede from the Union to keep slavery.’</p> <p>OR</p> <p>‘The South felt it needed to keep slavery so that it could run its plantations with a profit. Southerners thought slaves were ideal for picking cotton and tobacco. Southerners believed that the North did not understand this factor.’</p>	<p>Answer</p> <p>10</p> <p>7–9</p> <p>4–6</p> <p>10</p>

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

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

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

Question	Answer	Marks
4(c)	<p>How far was religion the main reason for western imperialism in the nineteenth century? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Missionaries drew attention to the opportunities presented by hitherto unexplored territories. They wanted to stamp out many of the 'evils' such as sacrifices and heathen rites. They genuinely believed they knew what was best and 'right' for other people. They believed they had to bring civilisation and Christianity to the native peoples.'</p> <p>OR</p> <p>e.g. 'There was a strong economic argument for an overseas empire as the territories would be expected to contribute raw materials and food products, many of which were unobtainable in the home country. These might be bananas, palm oil, cocoa, rubber and tea. The colonies would also provide markets for home produced manufactured goods.'</p>	10

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

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

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

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

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

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

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

Question	Marks
<p>6(c) ‘The humanitarian work of the League of Nations was the most successful of its activities in the 1920s.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Fridtjof Nansen headed the League’s Refugee Organisation and managed to help 425 000 displaced persons either to return home or find new homes between 1920 and 1922. Many of these had been prisoners of war stranded in Soviet Russia, Poland, France, Germany and Turkey. His team found suitable transport, set up temporary camps, taught new trades and skills and issued identity documents. It was a great success.’</p> <p>OR</p> <p>e.g. ‘The League satisfactorily resolved the dispute between Sweden and Finland over the rival claims to the Åland Islands in the Baltic Sea. Most of the islanders wanted to be ruled by Sweden, but the League investigated and awarded the islands to Finland with safeguards for the islanders. Sweden accepted the decision.’</p>	10

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

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

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

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

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

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

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

Question	Marks
<p>8(c) ‘The most important reason for Saddam Hussein being able to come to power in Iraq was the influence of Khairallah Tulfah.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘If it had not been for his uncle, Khairallah, Saddam could have spent his life as an unknown Iraqi peasant. Saddam lived in his household and Khairallah instilled in Saddam an appreciation of Arab nationalism and a hatred of the monarchy that ruled Iraq supported by the British. Khairallah ensured Saddam went through primary school and attended high school. He inspired Saddam to join the Baath Party.’</p> <p>OR</p> <p>e.g. ‘Saddam was fortunate that Prime Minister Bakr was both from Tikrit and a kinsman, the cousin of Khairallah Tulfah. Saddam lost no time in joining his faction of the Baath Party and proving he was indispensable. In 1964 Bakr appointed him to the Regional Command. He was put in charge of security and the Party’s military organisation.’</p>	10

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

Question	Answer	Marks	4
9(a)	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>Describe what happened at the First Battle of Ypres.</p>	1–4	0

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

Question	Answer	Marks
9(c)	<p>'Haig's over-estimation of the effectiveness of artillery fire was the main reason for the high loss of life on the first day of the Battle of the Somme.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Haig hoped that seven days of heavy shelling would destroy the German defences. He hoped that the shells would blow huge gaps in the defensive wire protecting the German trenches. Haig over-estimated the impact of the shells. The German dugouts were deep underground and reinforced by concrete and, as a result, the shells had little effect. The wire was tangled into a dense mess rather than having huge holes blown in it.'</p> <p>OR</p> <p>e.g. 'The British soldiers had been ordered to walk across no-man's land and to walk through the holes in the wire. By walking, it gave the Germans time to emerge from their dugouts and set up their machine guns. The wire remained undamaged in some places, making British troops funnel through the gaps. They were sitting targets for the German machine gunners.'</p>	10

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The heavy artillery did not destroy the German defences.'</p> <p>'Many of the shells did not explode.'</p> <p>'The wire was not cleared from in front of the German defences.'</p> <p>'British intelligence was inadequate.'</p> <p>'Heavy cloud limited reconnaissance aircraft.'</p> <p>'When the artillery firing stopped, it gave the Germans warning of an imminent attack.'</p> <p>'The British troops were walking slowly.'</p> <p>'After the failure of the first wave, the attacks continued causing massive casualties.'</p> <p>'Haig did not use tanks on the first day of the battle.'</p> <p>'There was inflexibility in tactics.'</p> <p>'Machine gun fire was deadly.'</p>	2–3

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

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

Question	Answer	Marks
10(c)	<p>'The main reason why Russia lost the war was the failure of the Brusilov Offensive.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Brusilov did considerable intelligence gathering and large-scale reconnaissance before his Offensive. It was initially a great success destroying half the Austrian Army, but the reluctance of other Russian generals to follow up the Offensive and German reinforcements allowed the Alliance to push the Russians back to where they started and inflict half a million casualties on the Russian Army. Most Russians were dismayed at the news.'</p> <p>OR</p> <p>e.g. 'There was chaos in the Russian command structure. The staff headquarters resembled a gentlemen's club rather than a military headquarters. The Tsar had appointed many of his loyal courtiers as senior army commanders, who were more concerned with their dining arrangements than military planning. They assumed the bravery of their men would win the war even though this might cause mass casualties.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

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

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

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

Question	Answer	Marks
11(c)	<p>'For the Weimar Republic, the years 1924–29 were a period of recovery.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Stresemann brought economic stability and confidence back by ending hyperinflation, introducing a permanent currency, the Reichmark, and by reducing government spending. Stresemann had worked closely with the Americans in securing loans under the Dawes Plan, which was invested in German industry.'</p> <p>OR</p> <p>e.g. 'To a greater extent, Germany's recovery after 1923 was an illusion. The economic recovery depended on loans, and if the loans were recalled Germany would be in serious trouble again. As it was, agriculture never fully recovered, unemployment remained stubbornly high and small businesses continued to struggle.'</p>	10

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

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

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

Question	Answer	Marks
12(c)	<p>'The most important role of women in Nazi Germany was to have lots of children.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Nazis were determined to boost the birth rate because, if Germany went to war, then more German men would be required to replace losses at the battlefield and work in the war-supporting industries. There had to be enough members of the master race to occupy defeated territories. Hence, Nazi policy encouraged marriage and child-bearing.'</p> <p>OR</p> <p>e.g. 'In peacetime, women were forced out of the professions and discouraged from being in the workplace. After 1937, the Nazi regime performed an u-turn because of the increasing demands of German industry, especially those firms involved in rearmament. Labour could not be met by the pool of unemployed men, which was becoming exhausted. Women were persuaded back into work to support the war effort.'</p>	10

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Nazis wanted to increase the birth rate.' 'The Nazis thought they would need more men for the armed forces.' 'The Nazis believed they would need more Aryans to occupy conquered territories.'</p> <p>'The Nazis believed in traditional values.'</p> <p>'The Nazis believed the central role of women was to be a wife and mother.'</p> <p>'The Nazis wanted women to stick to the 'three Ks' – Kinder, Kirche und Kuche.'</p> <p>'The Nazis believed in the traditional family because it brought stability to society.'</p> <p>'The Nazis, at first, thought women should give up their jobs for men to be employed.'</p> <p>'As war developed, the Nazis wanted women back into work.'</p> <p>'The Nazis gave women incentives.'</p>	2–3

Question	Answer	Marks
1.3(a)	<p>At the turn of the century, what were the most serious problems facing the Tsar?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Russia was a vast empire.'</p> <p>'It had 20 different nationalities.'</p> <p>'Peasants' living and working conditions were poor.'</p> <p>'There were regular famines, and starvation was common.'</p> <p>'Russian peasants still used ancient farming techniques.'</p> <p>'There was resentment that the aristocracy, the Church and the Tsar owned most of the land.'</p> <p>'Industrial workers suffered wretched living and working conditions.'</p> <p>'No government regulations on child labour.'</p> <p>'Opposition groups were growing.'</p> <p>'The rising middle classes wanted greater democracy in Russia.'</p> <p>'The Social Revolutionaries believed a revolution was the answer to the people's troubles.'</p> <p>'The Social Democratic Party regularly discussed the possibility of a revolution.'</p> <p>'There were increasing waves of strikes, demonstrations and protests causing unrest.'</p>	<p>1–4</p> <p>4</p>

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

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

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

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

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

Question	Answer	Marks
14(c)	<p>'Stalin's dictatorship over the Soviet Union was not as total as it appeared.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Stalin found it difficult to control people's personal lives. Petty crime and hooliganism were common in the cities; divorce and abortions were rising fast. There is plenty of evidence that people in their private lives behaved as they wanted rather than as the government wished. Although open opposition was rare, local officials and managers would often fail to cooperate with orders that they did not like.'</p> <p>OR</p> <p>e.g. 'Over 500 000 party members were arrested on charges of anti-Soviet activities and were either executed or sent to gulags. Over 25 000 army officers were removed from office. Stalin made sure no-one became too powerful and, therefore, did not undermine his authority.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

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

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

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

Question	Marks
<p>15(c) ‘Electricity created the boom in 1920s America.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’ As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides 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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks More detailed explanation of one issue to be given two marks.</p> <p>OR e.g. ‘The widespread availability of electricity meant that homes and industry now had a clean, cheap and efficient power source. Domestic appliances powered by electricity, such as fridges, washing machines and vacuum cleaners became affordable to ordinary Americans. The demand for these appliances created companies and employment.’</p> <p>e.g. ‘The motor car was central to America’s economic success. The car industry, which employed up to half a million workers, stimulated road and hotel construction, the building of roadside filling stations and the development of suburbs and holiday resorts. It also boosted a range of other associated industries such as plate glass, rubber, steel, leather and upholstery.’</p>	10

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

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

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

Question	Answer	Marks
16(c)	<p>'The most important change for women in the 1920s was increasing employment opportunities.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The number of women in employment increased by 25% to 10 million by 1929, although women continued to be paid less than men for precisely the same work. Office work and manufacturing accounted for much of the increase and in some new industries, such as electronics, women were preferred to men.'</p> <p>OR</p> <p>e.g. 'The lifestyle of many women changed in the 1920s. Before the war, women were expected to be modest, polite and discrete. This meant no drinking or smoking and, if unmarried, no male company without a chaperone. In the '20s, it was not unusual for women to drink, smoke and kiss in public. It was thought respectable by those living in towns and cities to have no chaperone.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p> <p>10</p>

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

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

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

Question	Marks
<p>17(c) 'By 1962, Communist attempts at developing an industrial society had been successful.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The first Five-Year Plan was a huge success. The experience of Soviet advisors helped to organise the Chinese economy and the propaganda of the Communists helped to motivate the workforce. The plans transformed China with rapid growth in the size of cities and the development of infrastructure such as railways.'</p> <p>OR</p> <p>e.g. 'In the Great Leap Forward, thousands of small factories proved to be inefficient. Much of the "backyard" iron and steel was of low quality and could not be used. In 1960, after poor Sino-Soviet relations, Russia began to withdraw their technicians and advisers. This deprived the Chinese of much needed expertise and money.'</p>	<p>Answer</p> <p>10</p> <p>7–9</p> <p>4–6</p>

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

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

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

Question	Answer	Marks
18(c)	<p>How far did the death of Stalin change relations between China and the Soviet Union? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Relations soured as Mao did not like Khrushchev as he thought he was betraying Marx and Lenin. Mao thought his form of Communism based on the peasants was what Marx and Lenin had preached. Mao disapproved of Khrushchev's suggestion that Russia and the capitalist West could follow peaceful co-existence.'</p> <p>OR</p> <p>e.g. 'Despite Mao's and Khrushchev's disagreements, economic aid continued to flow into China from Russia until 1960. This helped with Chinese economic reforms. Once Mao and Khrushchev had left power, relations improved. With the appointment of Gorbachev, relations improved slightly between China and the USSR.'</p>	10

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

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

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

Question	Marks
Question	Answer
19(c) ‘The Freedom Charter had more effect on opposition to apartheid than the actions of Umkhonto we Sizwe (MK).’ How far do you agree with this statement? Explain your answer.	10
Level 5 Explains with evaluation of ‘how far’	As Level 4 plus evaluation.
Level 4 Explanation of both sides	A L4 answer will have a minimum of three explanations (2 on one side; 1 on the other). This will be worth a mark of 7. Fuller explanation of one issue to be given two marks.
An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
Level 3 One-sided explanation OR one explanation of both sides 5–6 marks	More detailed explanation of one issue to be given two marks.
	e.g. ‘The Congress of the People met to discuss the Freedom Charter. It pulled together the ANC with anti-apartheid groups representing whites, Indians, Coloureds and trade unionists. The Charter set out a new vision for the future of South Africa, calling for an end to apartheid and the introduction of democracy, human rights, land reform and equality before the law.’
OR	e.g. ‘The failure of peaceful means and the banning of ANC drove the organisation to go underground. The MK decided on a policy of violent resistance, sabotaging government and police buildings, and power installations. This resulted in the imprisonment of Nelson Mandela, who became a symbol of the fight against apartheid.’

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

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

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

Question	Answer	Marks
20(c)	<p>Before 1980, how far did external opposition to apartheid affect the situation in South Africa? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'There was much verbal criticism of apartheid, but very little action. Comprehensive international trade sanctions could have brought a rapid change in government policy but the world economy depended on South Africa for a broad range of minerals such as chromium, platinum and gold. In addition, it was a major producer of diamonds, coal, asbestos, copper, nickel, iron and zinc.'</p> <p>OR</p> <p>e.g. 'There was mounting criticism of apartheid within Africa. With the independence of Lesotho, Botswana, Swaziland, Angola and Mozambique, the membership of the Organisation of African Unity rapidly increased. The OAU set up a Liberation Committee with its headquarters in Tanzania providing education and military training for refugees from South Africa.'</p>	10

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

Question	Answer	Marks	
21(a)	<p>What was the role of the United Nations in Palestine during 1946 and 1947?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'In 1946, the UN held discussions about the violence in Palestine.'</p> <p>'It began early discussions about a one or two state solution.'</p> <p>'Britain handed over the Palestinian problem to the UN to resolve in February 1947.'</p> <p>'The UN established a Special Committee on Palestine to prepare a report on the future of Palestine.'</p> <p>'The Committee was to gather evidence from all sides and report back to the UN by September 1947.'</p> <p>'The Arabs refused to cooperate with UNSCOP believing it to be biased.'</p> <p>'In its report, UNSCOP suggested a two state solution.'</p> <p>'It suggested a common currency and customs area.'</p> <p>'It suggested that Jerusalem should be under international trusteeship.'</p> <p>'The plan needed a two thirds majority in the UN.'</p> <p>'The USA and the USSR supported the plan and it was passed.'</p> <p>'The UN Palestine Commission was given responsibility for implementing the partition plan.'</p> <p>'The British refused the Commission access to Palestine.'</p>	1–4	4

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

Question	Answer	Marks
21(c)	<p>'Israel's success in the war of 1948–49 was because of the strength of their fighting forces.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'About 25 000 Israelis had fought in the British Army in the Second World War and gained valuable experience in training, organisation and technology. The Israelis were better equipped having stockpiled British supplied weapons from the war and bought heavy artillery and tanks from Czechoslovakia. The Israelis had total air superiority and had strong military leadership.'</p> <p>OR</p> <p>e.g. 'Few of the Arab leaders trusted King Abdullah even though he was considered by the Arab League as the supreme commander of the Arab forces. It emerged that he had been secretly negotiating with Israeli leaders over a plan to take over parts of Palestine. Abdullah's Arab Legion did not invade the territory of the new Jewish state.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

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

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

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

Question	Answer	Marks
22(c)	<p>'Violent action by the Palestine Liberation Organisation was the main reason why it was difficult for Palestinians to gain international support for their cause.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The PLO used terrorism to gain publicity for their cause. In 1972, massive publicity was gained for the death of 11 Israeli athletes at the Munich Olympic Games and in 1976 for the hijacking of a French plane which was taken to Entebbe in Uganda. These terrorist acts gained publicity but alienated international support for the PLO because the incidents took lives and involved western powers.'</p> <p>OR</p> <p>e.g. 'The formation of Hamas offered an Islamist-nationalist alternative to the secular PLO. Hamas rejected peace with Israel, claiming that Israel did not recognise the right to an independent Palestinian state, and pledged that violence and the destruction of Israel were the only way for the future of Palestinian people. As a result, international support is lacking.'</p>	10

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

HISTORY

0470/12

Paper 1

October/November 2017

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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Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **WHERE EXAMPLES OF RESPONSES ARE GIVEN, THESE ARE NOT PRESCRIPTIVE, BUT ARE INTENDED AS A GUIDE.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response. Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Marks
1(a)	<p>What was meant by nationalism in the nineteenth century?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘It was a desire for a nation to rule itself.’ ‘Nationalism meant developing a national identity based on shared characteristics.’ ‘Nationalism meant shared culture, language, religion, political goals or a belief in a common ancestry.’ ‘In Hungary, the national groups were seeking independence from an empire.’ ‘In Germany, national groups wished to unite with other states to form a larger nation.’ ‘In Italy, nationalists wanted to unite the Italian states into one nation of Italy, but this required removing a foreign occupying power.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Marks
1(b)	<p>Why did liberalism pose a revolutionary threat in 1848?</p> <p>Level 4 Explains TWO reasons</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Large numbers of the middle and upper classes were discontented with absolutism or near absolutism. Many wanted the freedom to vote, worship and own land. They wanted freedom of speech and freedom of the press. People wanted a say in how their country was governed.’</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Liberals’ demands were a direct threat to the ruling elite.’ ‘Some could lose the right to rule if the demands were met.’ ‘There was a demand for more say in how the country was governed.’ ‘The privileges of the ruling few were under threat.’ ‘There was a demand for more liberal benefits for the ordinary person.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Many people wanted more freedom.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many people wanted more freedom.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
1(c)	<p>How far was Louis Philippe responsible for revolution in France in 1848? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Louis, the government and businessmen became richer, while most lived in poverty. Louis and his government did not do enough to spread the wealth. The idea that wealth would cascade down to all classes did not happen. Under Louis’ management, the conditions of the working classes deteriorated and the income gap widened considerably.’</p> <p>OR</p> <p>e.g. ‘Between 1846 and 1848, there was a series of poor harvests and food prices were high. There was also an economic depression which meant many lost their jobs or their pay was low. Many struggled to afford the high prices.’</p>	10 10 7–9 4–6

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Louis was uninspiring.' 'He did little to solve poverty.' 'The rich got richer and the poor got poorer.' 'Louis had a lack-lustre foreign policy.' 'There had been poor harvests and high food prices.' 'There was much unemployment.' 'The Chamber of Deputies did not feel appreciated.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Louis had done nothing to help ordinary people.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1 0</p> <p>2–3</p>

Question	Answer	Marks	
2(a)	<p>What contribution did Mazzini make to the growth of Italian nationalism?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Mazzini founded 'Young Italy'.' 'Young Italy was formed to promote Italian unification.' 'He inspired young Italians, often in exile, to believe in a united Italy in the future.' 'Mazzini wanted the Italian states to form a single state republic.' 'While in exile in London, he wrote endless articles promoting unification.' 'In London, he formed the 'Friends of Italy'.' 'Mazzini demanded that foreign countries, such as Austria, should leave the Italian states.' 'Mazzini governed the Roman Republic in March 1849.' 'Mazzini took part in numerous failed attempts to seize power.' 'Mazzini was a visionary.'</p> <p>'He promoted the idea of an Italian state before the efforts of Charles Albert, Garibaldi and Cavour.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4	4

Question	Answer	Marks
2(b)	<p>Why was Piedmont humiliated in its conflict with Austria in 1848–49?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Charles Albert was urged by liberals and nationalists to invade Lombardy and drive out the Austrians. He delayed too long waiting for the result of the Lombardy plebiscite. This gave the Austrians time to regroup behind the Quadrilateral under their excellent commander, Radetzky. The Austrians proved to be too strong and better led than the Piedmontese forces.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Charles Albert was indecisive.’ ‘Support did not materialise.’ ‘The Austrian forces were too strong.’ ‘Radetzky was an outstanding commander.’ ‘The Piedmontese army moved too slowly.’ ‘The Pope sent an army and then withdrew it.’ ‘The people of Lombardy failed to support Charles Albert.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The opposition proved to be stronger.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
2(c)	'A lack of unity between revolutionary groups was the main reason Italy was not unified in 1848–49.' How far do you agree with this statement? Explain your answer.	10

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Some nationalists wanted a monarchy, others wanted a republic.'</p> <p>'Some wanted the Pope to head a united Italy.'</p> <p>'The Austrian army was too strong in northern Italy.'</p> <p>'The French would not allow the Pope to be threatened in Rome.'</p> <p>'Many small Italian states were linked to the Austrian Hapsburgs by marriage.'</p> <p>'There was no coordination between those involved in armed conflict in the north and the south.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was no overall plan to achieve an Italian state.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
3(a) What opportunities existed for slaves to escape to the Northern states of America?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Underground Railway aided fugitive slaves to reach the North.' 'There were stations set up in private homes, churches and barns.' 'Stations were safe places for slaves to stay along the route.' 'At the stations there was food, clothing, shelter and sometimes a guide.' 'There were conductors who drove slaves hidden in wagons to the next station.' 'Quakers, Baptists and Methodists were especially active in helping slaves on the Underground Railway.' 'Some slaves followed the North Star at night and hid during the day.' 'Some were helped by freed slaves.'</p>	4

Question	Answer	Marks
3(b)	<p>Why was there opposition to the Fugitive Slave Act of 1850?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘The Law brought the issue home to anti-slavery citizens in the North, as it made them and their institutions responsible for enforcing slavery. Before the passing of the Act, many in the North had little or no opinions or feelings on slavery; but now this law seemed to demand their direct assent to the practice of human bondage, and it galvanised Northern sentiments against slavery.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Many in the North felt they either had to break the law or break with their conscience.’ ‘The Law penalised officials who did not arrest an alleged runaway slave.’ ‘There were heavy penalties against officials who refused to obey the law.’ ‘Officials were required to arrest a runaway slave only on the claimants sworn testimony of ownership.’ ‘The suspected slave could not ask for a trial by jury or testify on his or her own behalf.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many thought it was an unjust law.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
3(c)	<p>How successful was the economic reconstruction of the South after the Civil War? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how successful’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘State governments did build roads, bridges, schools and hospitals. They loaned money to companies to build railroads. There was rebuilding of towns such as Richmond, which had been decimated by the war.’</p> <p>OR</p> <p>e.g. ‘Many landowners decided to split up their farms and rented out small areas to black farmers. With the land came tools and seed. The owner would get a large share of the crop of the tenant farmer. Share-croppers worked for themselves but rarely improved their standard of living.’</p>	10

Question	Answer	Marks
3(c) Level 2 Identifies AND/OR describes (One mark for each point) e.g. 'Communications were rebuilt.' 'Towns such as Atlanta, Charleston and Richmond were reconstructed.' 'Too much money for investment was dishonestly taken by officials.' 'The Southern economy still mainly relied on agriculture.' 'The plantations worked with paid labour.' 'Share-cropping became common for former slaves.'	Level 1 General answer lacking specific contextual knowledge e.g. 'It succeeded in some ways but not in others.' Level 0 No evidence submitted or response does not address the question	2–3

Question	Answer	Marks
4(a)	<p>What was the impact of French imperialism on Senegal?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The French adopted a policy of assimilation.' 'If the Senegalese adopted the French language and culture, they could become French citizens.' 'The Senegalese were given the same rights as French citizens.' 'A Deputy was elected to sit in parliament to represent Senegal.' 'The Senegalese were expected to speak French.'</p> <p>'Faidherbe built forts along the Senegal River.'</p> <p>'Faidherbe developed trade with the interior.'</p> <p>'Faidherbe made Dakar the capital of Senegal.'</p> <p>'Faidherbe built railways, bridges and roads throughout Senegal.'</p> <p>'A telegraph system operated and fresh drinking water was provided.'</p> <p>'Large French firms, mainly from Bordeaux, took over the commercial networks of the interior.'</p> <p>'Groundnut cultivation was put under direct French control.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
4(b)	<p>Why did events of the Indian Mutiny cause bitterness amongst Indians?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Indians were unhappy with the extreme punishments inflicted on rebels by British soldiers. As well as bayoneting civilians and hanging mutineers, the British had some blown up by cannon, in which sentenced rebels were tied over the mouths of cannon and blown to pieces when the cannon was fired.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The war and its aftermath resulted in 100 000 Indian deaths.’ ‘They were bitter about the extreme punishments inflicted on the rebels.’ ‘Indian women and children were killed.’ ‘In Delhi, all remaining citizens were bayoneted.’ ‘In the reorganisation after the Mutiny, Indians were only allowed in the lower sections of the civil service.’ ‘After the Mutiny, the Bengal Army was drastically reduced.’ ‘The British increased the ratio of British to Indian soldiers in India.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Indians were unhappy with the treatment given to their citizens.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
4(c)	<p>How important for the West was intervention in China? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how important’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘West European nations and the USA were keen to open up China for trade. The West wanted China’s silk, tea and porcelain, while China wanted armaments, steamships, modern machinery, military training and opium.’</p> <p>OR</p> <p>e.g. ‘During the nineteenth century, the trade with China was relatively small compared to the trade with India, Australia, Canada and many African states. The trade with these countries brought in many raw materials and provided markets for manufactured goods.’</p>	10 10 7–9 4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Both the West and China wanted trade.' 'The West wanted high priced goods such as silk.' 'In quantity and value, the trade was small for most of the century.' 'India was more profitable with precious stones, spices and textiles being traded for manufactured goods.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Intervention in China helped the West.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
5(a)	<p>What did Wilson hope to achieve with his 'Fourteen Points'?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'When first proposed, a reason to end the war.' 'Wilson wanted to achieve a fair and lasting peace settlement.' 'Wilson wanted to build a better and peaceful world.'</p> <p>'He wanted to strengthen democracy.'</p> <p>'He wanted to uphold the principle of self-determination.'</p> <p>'He wanted countries to co-operate to achieve world peace.'</p> <p>'He hoped to set up an international body, later called the League of Nations.'</p> <p>'Wilson tried to identify the general causes of the conflict and then devised remedies for each cause. For example, Wilson decided that a cause of the war had been the build-up of armaments.'</p> <p>'He recommended nations disarm, maintaining just what was needed for basic defence.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
5(b)	<p>Why was Lloyd George unhappy with the French demands?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Lloyd George realised that the future economic well-being of Britain depended largely upon the economic revival of Europe. This, in turn, depended upon the revival of the German economy. He felt that if France’s demand for the Rhineland to become an independent state materialised, then Germany would not be wealthy enough to buy British goods on the same scale as before the war because the Rhineland contained much of Germany’s industry.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Lloyd George thought French demands were extreme.’ ‘The extremely high reparation figure demanded by the French would check Germany’s economic growth.’ ‘A weak Germany would prove to be an inadequate barrier to communism from the east.’ ‘If the French demand for an excessively harsh treaty took place, then this would give rise to a sense of intense grievance.’ ‘This may lead to Germans in the future trying to overturn the treaty.’ ‘He did not want to see the French President’s idea of breaking Germany up into smaller states.’ ‘Lloyd George did not want to see the defeat and punishment of Germany leading to French domination in Europe.’ ‘Germany should be able to rebuild its economy.’ ‘The French demands could mean the Germans would want revenge in the future.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Lloyd George disagreed with their ideas.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
5(c)	<p>'The reduction in its military strength was the main reason for Germany's bitterness with the Treaty of Versailles.'</p> <p>How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The reduction in armaments brought a loss of pride and resentment. This contributed to a feeling of insecurity as the size of the army, fixed at 100 000, was thought to be too small to defend against a possible French attack.'</p> <p>OR</p> <p>e.g. 'The war guilt clause was particularly hated. Germans felt that the blame should be shared. As Germany was forced to accept the blame for the war, it was expected to pay for all the damage caused by the war.'</p>	10

Question	Answer	Marks
<p>5(c)</p> <p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. ‘Germans did not think they were the sole cause of the war.’ ‘The Germans thought the reparation bill was far too high.’ ‘The Germans felt that the armed forces were not large enough to defend the country.’ ‘The Germans objected to the ‘diktat’ as they thought they should be allowed to participate in discussions.’ ‘The temporary loss of the Saar would hit German industrial production.’ ‘Germans did not think their colonies should be taken away from them.’ ‘The treatment of Germany was not in keeping with Wilson’s 14 Points.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Many Germans did not think they had lost the war.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p>	<p>2–3</p>

Question	Answer	Marks
6(a)	<p>Describe the work of the League of Nations in the 1920s in relation to health.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It helped to reduce the incidence of leprosy.' 'It began a campaign to exterminate mosquitoes. This led to the reduction in the spread of malaria and yellow fever.' 'It established links about health matters with non-member countries.' 'It provided Germany, the USSR and the USA with information and advice on public health matters.' 'It helped the USSR prevent a typhus epidemic in Siberia.' 'The League organised a public education campaign on sanitation.' 'The League set up research institutes in London, Copenhagen and Singapore.' 'The League developed vaccines for fighting diphtheria, tetanus and tuberculosis.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4 0 4

Question	Answer	Marks
6(b)	<p>Why was the League of Nations ineffective in resolving the Corfu Crisis?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'Members of the League, especially Britain and France, feared another war and therefore did not want to use force. Italy was considered a great power willing to use force and, as the League did not have a standing army, it backed down. They allowed the dispute to be settled outside the League.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The League feared offending a powerful nation.' 'Britain and France were not strong enough.' 'The League did not have a standing army.' 'Britain and France did not want another war.' 'The Council put pressure on Greece to accept Mussolini's demands.' 'Mussolini used the Conference of Ambassadors.' 'Italy, as a Council member, should have set a better example.' 'The League could not deal with strong powers.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The League was weak.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
6(c)	<p>'The main reason for the League of Nations failing to preserve world peace was that not all Great Powers were members.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The United States refused to join and this meant that the League was missing the world's wealthiest and most powerful country. This reduced the ability of the League to take action against aggressive countries either militarily or by considering economic and trade sanctions.'</p> <p>OR</p> <p>e.g. 'All decisions taken by the Assembly or Council had to be unanimous. This meant that if the Assembly or Council was meeting to vote on aggressive action by a country, it would take just one negative vote, not including the negative vote of the aggressor, for the motion to fail.'</p>	10

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Britain and France acted in their own interest.' 'The USA was not a member.' 'Unanimous decisions were necessary from the Assembly and Council.' 'The League was slow to act.' 'The League had no standing army.' 'The Depression brought extreme political parties to power.' 'Italy and Japan withdrew from the League.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Members did not always agree.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
7(a)	<p>What did a strong Communist Eastern Europe provide for the USSR?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It provided protection for the USSR.' 'It provided a buffer against an attack from the capitalist West.' 'It gave the USSR governments loyal in their attitude to them.' 'It gave the USSR a sphere of influence.' 'If necessary, Soviet troops could be placed in these countries.' 'Through Comecon all countries of eastern Europe traded with the USSR.' 'It provided a market for Soviet goods.' 'It guaranteed the USSR a cheap supply of raw materials.' 'Through Cominform, Soviet leaders instructed communist governments what the USSR wanted them to do.' 'It restricted eastern European governments' contact with the West.'</p>	4

Question	Answer	Marks
7(b)	<p>Why did the development of the atomic bomb increase tension between East and West?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'By 1945 the USA had developed the atomic bomb. The USSR had developed a similar bomb by 1949. This created fear in both the East and West because the destructive power of these bombs had been shown in Hiroshima and Nagasaki. One mistake could lead to exchanges of such devastating weapons.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Truman informed Stalin on the eve of Potsdam that the USA had an atomic weapon.'</p> <p>'Truman hoped the atomic weapon would allow him to dictate terms at Potsdam.'</p> <p>'The pictures of Hiroshima and Nagasaki shocked both sides.'</p> <p>'It inevitably led to a race to produce more and more powerful bombs.'</p> <p>'In the 1950s, Inter-Continental Ballistic Missiles were developed which meant the USSR and the USA could hit each other directly.'</p> <p>'They were afraid there could be an atomic war.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were worried about its effects.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
7(c)	<p>How surprising was Stalin's decision to impose a blockade on West Berlin? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how surprising'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Stalin felt he had to react when Britain and the USA created a single economic zone called Bizonia in 1947, which was joined by France in 1948. He feared the three powers were trying to force him out of Berlin, especially when they created a new currency without informing him.'</p> <p>OR</p> <p>e.g. 'It was a huge risk to impose the blockade because the USA, Britain and France may have attempted to use force to relieve the blockade. If they had driven armed convoys through the Soviet zone or fired on Soviet aircraft, then war could have been the consequence.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p> <p>10</p>

Question	Answer	Marks
7(c) Level 2 Identifies AND/OR describes (One mark for each point) e.g. 'Stalin hoped to force the Western Allies out of Berlin.' 'Stalin thought the Western Allies were trying to remove him from Berlin.' 'It was not surprising he reacted to the formation of Bizonia and the new currency.' 'The blockade could have led to force being used.' 'It was surprising considering the USA was the only power with the atomic bomb at the start of the blockade.' 'There was increased tension between the East and the West.' 'It was brave to take on Britain and France.'	Level 1 General answer lacking specific contextual knowledge e.g. 'It was surprising because he didn't have to do it.' Level 0 No evidence submitted or response does not address the question	2–3

Question	Answer	Marks
8(a)	<p>What happened to Vietnam immediately following the Geneva Peace Accords of 1954?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Vietnam was temporarily partitioned into two parts, the north and the south.' 'Internationally supervised free elections were to be held in 1956.' 'The proposed elections never took place.'</p> <p>'The Vietminh became the government of North Vietnam.'</p> <p>'The anti-communist Vietnamese 'regrouped' in the south.'</p> <p>'The south was under the leadership of Bao Dai, a former emperor of Vietnam.'</p> <p>'Eisenhower suggested the Domino Theory in 1954 and was concerned that the whole of Vietnam would become communist.'</p> <p>'When France left Vietnam in 1955, the USA saw Vietnam as a key battleground in the fight against communism.'</p> <p>'In 1955 Ngo Dinh Diem toppled Bao Dai.'</p> <p>'Diem set up the Republic of South Vietnam.'</p> <p>'Soon after the peace conference, the Vietcong started fighting the South's forces.'</p> <p>'The Vietcong were communist guerrillas based in South Vietnam and supported by the communists in the north.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(b)	<p>Why did Khrushchev place nuclear weapons in Cuba?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Khrushchev was anxious to defend Cuba. It was the only Communist state in the Western hemisphere and it had become Communist willingly, not as a result of force by the Red Army. The USSR became aware that the USA was carrying out practice invasions with thousands of US marines. The USSR wanted to defend Cuba against possible attack.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Khrushchev was defending Cuba against US threats.’ ‘He was placing missiles in ‘Uncle Sam’s backyard’. ‘It was a base for communist expansion.’ ‘Khrushchev was testing Kennedy.’ ‘Placing missiles in Cuba would reduce the USA advantage with its missiles in Turkey.’ ‘Missiles close to the USA would give Khrushchev increased bargaining power.’ ‘Missiles placed on Cuba could attack most of the USA’s major cities.’ ‘Medium-range weapons were cheaper to produce and these could hit the USA from Cuba.’ ‘Khrushchev was probably hoping to strengthen his own position in the USSR by getting Kennedy to make concessions.’ ‘He was protecting Cuba.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He wanted to be helpful.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
8(c)	<p>'America failed to contain Communism.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The action of the USA, through the UN, successfully stopped the spread of communism into South Korea by resisting the attempts of North Korea to occupy the whole country. This saved Formosa and Japan from the communist threat.'</p> <p>OR</p> <p>e.g. 'Eisenhower believed that if South Vietnam became communist then Laos, Cambodia, Burma, India, Thailand and Pakistan would quickly follow. The US actions failed to contain communism in North Vietnam as, within two years of leaving the war, South Vietnam, Laos and Cambodia became communist.'</p>	10 7–9 4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'South Korea was saved from the spread of communism.' 'In Cuba, communism was contained within the island for many years.' 'South Vietnam, Laos and Cambodia fell to communism.' 'Greece was saved from falling to communism.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The success rate of US containment was mixed.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
9(a)	<p>What methods were used in Britain to deal with food shortages?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The shortage of grain led to 'standard bread' which was grey in colour.'</p> <p>'Standard bread was made from real flour mixed with powdered potatoes and beans.'</p> <p>'Margarine became a substitute for butter.'</p> <p>'The government used posters to stop wastage.'</p> <p>'Posters had slogans like 'Save the Wheat and Help the Fleet – Eat less Bread'.'</p> <p>'A great effort was made to grow more food in Britain itself.'</p> <p>'Hillsides and public parks were ploughed up and planted.'</p> <p>'Wasteland was turned into allotments to grow vegetables.'</p> <p>'British Summer Time was introduced to create longer daylight working hours for farm workers.'</p> <p>'The government appealed to women to join the Women's Land Army.'</p> <p>'The 'Land Girls' replaced farm labourers who had joined the forces and they kept the country supplied with food.'</p> <p>'Sugar was rationed in December 1917.'</p> <p>'Meat and butter were rationed in early 1918.'</p> <p>'Ration cards were issued for foods like meat and sugar.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>4</p> <p>0</p>

Question	Answer	Marks
9(b)	<p>Why was the introduction of the Defence of the Realm Act helpful to the British government?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'DORA gave the government unprecedented and wide-ranging powers to control many aspects of people's daily lives. It allowed it to seize any land or buildings it needed, and to take over any industries which were important to the war effort. It allowed government to control what the public knew about the war through censorship.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It allowed the government to make any regulations considered necessary for the safety of the country.'</p> <p>'It meant the government did not have to keep going to Parliament to pass individual acts for changes in the law.'</p> <p>'It meant the government had control of all docks and railways.'</p> <p>'The coal mines were nationalised to support the war effort.'</p> <p>'Strikes were declared illegal in vital industries such as mining.'</p> <p>'Miners, farmers and machine-tool operators were not allowed to join the Army because their skills were needed for the war effort.'</p> <p>'The 'Direction of Labour' meant a man could be directed to do a certain job which was vital for the war effort.'</p> <p>'Under DORA, the government could take over land and turn it into farm production.'</p> <p>'The government brought in air raid precautions.'</p> <p>'Censorship of the press was brought in.'</p> <p>'Only good news was published to keep up civilian morale.'</p> <p>'Sensitive information had to be stopped from leaking out to the enemy.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It allowed the government to take immediate action.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
9(c)	<p>'Censorship was more important than propaganda to the war effort on the home front in Britain.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Censorship of the press began in an attempt to keep up morale at home. Newspapers, films and letters home were not allowed to mention the disastrous battles being fought in France or Gallipoli. The armed forces did not want to affect recruitment.'</p> <p>OR</p> <p>e.g. 'The government wanted the British people to believe that the Germans were cruel and evil. This would encourage support for the war effort and increase recruitment. The Germans were called 'Huns'. It wanted the public to believe that the Germans crucified soldiers, raped nuns and bayoneted babies.'</p>	10

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Censorship stopped the leaking of military secrets.' 'Censorship stopped bad news getting to the public, thus keeping up morale.' 'Propaganda made the enemy seem evil.' 'Exaggerated stories of cruelty helped improve recruitment.' 'Propaganda glorified the part played by British troops.' 'British troops were portrayed as brave and merciful.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They were both equally important.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
10(a)	<p>Describe the tactics used by Ludendorff between March and May 1918.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Ludendorff decided on one major offensive in the Spring.'</p> <p>'It was an attempt to win the war before the Americans arrived.'</p> <p>'His tactics were those of movement and mobility.'</p> <p>'He deliberately concentrated his first attacks on the British.'</p> <p>'His tactics were to use 'storm-troopers' at speed and in small groups.'</p> <p>'They would attack along the whole front line so that the Allies would not be able to mass in one place to hold him back.'</p> <p>'When a weak spot was detected, they would push right through it.'</p> <p>'The tactics and the attack were kept secret.'</p> <p>'The Germans were to attack under cover of smoke and gas shells.'</p> <p>'Ludendorff would make use of a million troops from the Eastern Front.'</p> <p>'In April, Ludendorff attacked the Ypres area to try to capture the Channel ports.'</p> <p>'In May, Ludendorff launched attacks on the French defences near Verdun.'</p> <p>'Ludendorff hoped to seize Paris.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
10(b)	<p>Why was Ludendorff's Offensive of March 1918 a gamble?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'It was a gamble because by breaking out of the heavily fortified Hindenburg Line, the Germans would transform a war of attrition into a war of movement. This move, if not immediately successful, would play into the hands of the enemy which would have more men, tanks and aircraft. In addition, any ground captured had to be occupied and defended, which the Germans had failed to do in the 1916 campaigns.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It would mean leaving the safety of the Hindenburg Line.' 'The new tactics had not been tried in this war before.' 'The 'war of movement' was less predictable than trench warfare.' 'It depended on taking key targets before the Americans arrived in large numbers.' 'The Germans did not have the reserves to defend if the gamble failed.' 'The German Army was no longer the highly disciplined force of 1914.' 'If it failed, Germany could be invaded.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It could fail.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
10(c)	<p>'America's entry into the war was more important than the Kiel Mutiny in ending the war.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By July 1918, there were over a million US troops on the Western Front helping to combat the German offensives. The US troops plugged the gaps created by Ludendorff's Offensive. The arrival of the Americans provided a tremendous morale boost as well as fresh troops and equipment.'</p> <p>OR</p> <p>e.g. 'The trigger for the second stage of the German revolution was a mutiny of sailors at the main base of Kiel. Not wanting to partake in a planned large naval assault on the British High Seas Fleet, the sailors either refused to return from leave or refused to set sail. This meant that Germany would be unable to continue the war at sea.'</p>	10

Question	Answer	Marks
<p>10(c) Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The arrival of US troops was a huge psychological boost.' 'A million fresh US troops arrived.' 'The US brought artillery, planes, and tanks as well as food supplies.' 'By the end of the war, the US had recruited 5 million men.' 'The US did anti-submarine work and brought destroyers.' 'The Kiel mutiny led to riots breaking out across Germany.' 'The Kaiser abdicated when riots spread to Berlin.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Both brought the war to a swift ending.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p>

Question	Answer	Marks
11(a)	<p>What was the SA?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'SA stood for Sturmabteilung.' 'It was the paramilitary wing of the Nazi Party.' 'They were called the Brown-shirts or Storm-troopers.' 'The SA was formed in 1920.' 'Members were often ex-soldiers and beer hall brawlers.' 'They provided protection at Nazi rallies and assemblies.' 'Members of the SA disrupted the meetings of the opposing parties.' 'They particularly picked on members of the Communist Party.' 'They were often involved in street fights.' 'The SA led the campaign against the Jews in the streets.' 'By 1933, its membership was about 3 million.' 'The SA's most famous leader was Ernst Röhm.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(b)	<p>Why were some Germans attracted to the Nazi Party by the end of the 1920s?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Some Germans were attracted to the Nazi Party when they heard Hitler speak. He had the ability to persuade and influence a popular assembly. Hitler had a clear and simple appeal. He stirred nationalist passions in his audiences. He gave them scapegoats to blame for Germany’s problems: the Allies, the Versailles Treaty, the ‘November Criminals’, the Communists and the Jews.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘They were attracted by the charismatic personality of Hitler.’ ‘The Nazis had a 25 Point Programme.’ ‘Ex-servicemen were attracted to the SA and SS.’ ‘The Nazi Party set up the Hitler Youth and the Nazi Students League.’ ‘Goebbels, through his propaganda methods, attracted people to the Party.’ ‘They were attracted by the discipline of the Party.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They liked their ideas.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks	
11(c) How far did the Munich Putsch of 1923 pose a threat to the Weimar Republic? Explain your answer.	<p>Level 5 Explains with evaluation of 'how far' As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'When Hitler and members of the SA marched through the streets of Munich, they were met by the police and army. The Putsch was easily crushed and therefore did not pose an immediate threat to the Republic.'</p> <p>OR</p> <p>e.g. 'Because of the failure of the Putsch, Hitler posed a threat to the Republic by re-organising his Party and making it more popular and professional. He employed Party activists to recruit and gave coaching in public speaking and the use of propaganda.'</p>	10	10 7–9 4–6

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'There was no immediate physical threat from Hitler.' 'The trial gave Hitler widespread publicity for his ideas.' 'The failure of the Putsch made Hitler realise that power could not be achieved by the use of violence.' 'After the failure, Hitler concentrated on increasing Party membership.' 'Hitler realised that his Party had to be more professional.' 'Hitler's changes to the Party would bear fruit in 5 to 6 years' time.' 'The Putsch resulted in a change of course for the Nazi Party.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Munich Putsch made the Weimar Republic uneasy.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
12(a)	<p>What was the response of the churches to Nazi rule?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'At first, Christian churches were willing to work with the Nazis.'</p> <p>'The Catholic Church initially got on well with the Nazi regime.'</p> <p>'The Nazis' belief in family values and its drive against immorality were in keeping with the churches' beliefs.'</p> <p>'In 1933, the Catholic Church signed a Concordat with the Nazis.'</p> <p>'The Church agreed not to make comments on political matters if the Nazis did not interfere in religion.'</p> <p>'In 1937, Pope Pius XI denounced Nazism as anti-Christian.'</p> <p>'In 1941, the Pope criticised the Nazis for their abuse of human rights.'</p> <p>'When Hitler set up the Reich Church to replace Protestant churches, many Protestant leaders spoke out against the new Church.'</p> <p>'Pastor Niemöller set up a rival Protestant church to the Reich Church.'</p> <p>'Bishop Galen spoke out against euthanasia, forced sterilisation and concentration camps.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
12(b)	<p>Why was the ‘Night of the Long Knives’ important for Hitler?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Senior army generals had heard that Röhm was in favour of merging the army with the SA under his leadership. These generals were upset by such rumours and Hitler felt he needed to show the army that they were to remain a special, highly professional body central to his plans. By removing Röhm and taking control of the SA, Hitler showed the army that there was no doubt he favoured them in preference to the SA.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The SA was brought directly under Hitler’s control.’ ‘Hitler was assured of the Army’s support.’ ‘The threat of a coup from Röhm was eliminated.’ ‘The removal of senior politicians, such as Schleicher, strengthened Hitler’s control.’ ‘The SA was superseded by the more professional SS.’ ‘Business leaders were pleased there would be no socialist revolution, which had been proposed by Röhm.’ ‘Hitler removed a serious rival.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Hitler dealt with serious problems.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
12(c)	<p>'The Gestapo was more important to the Nazi regime than control of education.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Gestapo helped to deal with the regime's opponents. It had sweeping powers to spy on Germans by tapping telephones, intercepting mail and using information from a network of informers. Arrests could result in being sent to a concentration camp without trial.'</p> <p>OR</p> <p>e.g. 'All schools were placed under the Ministry of Education in Berlin. Schools, being under Nazi control, ensured that young Germans emerged as adults fully familiar with, and accepting of, Nazi ideas.'</p>	10

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The Gestapo was invaluable at dealing with opposition.' 'The Gestapo was effective as it used informers to be its 'eyes and ears'.' 'Nazi education indoctrinated the children.' 'Schools were able to make children loyal to Hitler.' 'The loyalty instilled meant the young would become loyal adults and parents.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Education could have a longer lasting effect.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
13(a)	<p>In what ways did Stolypin help the Tsar?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Stolypin reduced terrorism and revolutionary activity.’ ‘He came down hard on strikers, protesters and revolutionaries.’ ‘Over 20 000 opponents were exiled and over 1 000 hanged.’ ‘Stolypin’s necktie effectively killed off opposition to the regime in the countryside until after 1914.’ ‘He used a ‘carrot and stick’ approach.’ ‘Stolypin encouraged the kulak class.’ ‘The kulaks bought more land to produce larger and more efficient farms.’ ‘The kulaks increased the production of food and improved food supplies to the towns.’ ‘Stolypin boosted Russia’s industries.’ ‘Stolypin increased coal and iron production.’ ‘The railway network was improved.’ ‘Stolypin introduced a health insurance scheme for workers.’ ‘He made some improvements to elementary education.’ ‘He introduced Russification.’</p>	1–4

Question	Answer	Marks
13(b)	<p>Why were the events of Bloody Sunday a threat to the Tsarist regime?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘The shooting in Palace Square in St Petersburg had a huge effect on the people of Russia as it destroyed their confidence in the Tsar. Although he had not been in the palace and did not personally order the troops to fire, the killings destroyed the centuries’ old belief among the common people that the Tsar was the Little Father who had their interests at heart. This belief never returned and, after 1905, the Tsar’s position changed.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Most Russian people lost confidence in the Tsar.’ ‘The events of Bloody Sunday soon spread across Russia and its empire.’ ‘Peasants attacked the houses of nobles.’ ‘Strikes took place all over the country.’ ‘There was a railway workers’ strike which paralysed the whole network.’ ‘Lenin and Trotsky established the St Petersburg Soviet.’ ‘The Potemkin Mutiny spread to units in the army and navy.’ ‘It appeared the Tsar was losing control of the country.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It could cause problems for the Tsar.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
13(c)	<p>'Discontent caused by food shortages was the main reason for the downfall of the Tsar.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By March 1917, food shortages led to widespread looting with thousands of workers and strikers participating in violent protests. This, together with discontent in the countryside, resulted in the loss of support for the Tsar.'</p> <p>OR</p> <p>e.g. 'When Nicholas took over as commander-in-chief at the front, he was blamed for the series of defeats. He failed to bring victories and there were serious mutinies in the army. The government lost control of its own armed forces as soviets undermined the officers and military discipline.'</p>	10

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Strikes and food shortages were crippling.' 'The Tsar failed as commander-in-chief.' 'There was mutiny in the armed forces.' 'The Duma lacked power.' 'The Petrograd Soviet was re-formed.' 'The Tsarina lacked control of domestic affairs.' 'The Tsar lost support at home and at the front.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Discontent caused by food shortages was just one of several reasons.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
14(a)	<p>In what ways did Stalin encourage women to participate in his economic changes?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Stalin encouraged women by offering free health care.' 'He offered accident insurance in the work place.' 'He increased the number of crèches for children of working mothers.' 'He introduced paid holidays.'</p> <p>'Some factories were encouraged to establish 'sitting' services. This was for mothers so that they could work even while caring for children.'</p> <p>'Stalin encouraged women into skilled jobs such as doctors and engineers.'</p> <p>'He promoted the idea that it was normal for women to work in industry.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4 0 4

Question	Answer	Marks
14(b)	<p>Why was Russification introduced?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'Stalin saw the pull of nationalities as a barrier to the development of Russia. Therefore he sought to unite all who lived in Russia with a series of measures designed to bring all in line. Russification had been tried under the tsars, but under Stalin it took on a harder edge.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Stalin wanted to discourage differing national identities.' 'He wanted all Soviet citizens to speak Russian.' 'Stalin did not want citizens to have divided loyalties.' 'He was convinced there were anti-Soviet nationalist activities.' 'In the war, he deported several entire nationalities for suspected collaboration with the Germans.' 'He wanted to remove Muslims and he encouraged their emigration.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was introduced to make the Soviet Union easier to govern.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
14(c)	<p>'Russia becoming stronger militarily was the greatest impact of Stalin's economic policies.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Russia entered the war in 1941 and, without industrialisation, it would have probably lost. There was considerable emphasis on defence in the Plans and the materials produced during the Plans also enabled Russia to be equipped with the tools to defend itself.'</p> <p>OR</p> <p>e.g. 'The economic policies transformed the way Russia worked with new chemicals for farming and new machines in factories. Russia not only resembled the industrialised nations of Europe, but in fact became the world's second largest industrialised power.'</p>	10

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'By 1940, the USSR produced 20% of the world's manufacturing output.' 'It was able to successfully defend itself against the Germans.' 'It built its industries in safer areas deep inside the country.' 'In the late 1930s there was a better standard of living for citizens.' 'It modernised farming and industry.' 'Its greatest impact was the deaths of citizens from famine and hardship.' 'There was a lack of quality and low productivity.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Stalin's economic policies had a variety of impacts.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
15(a)	<p>What developments in mass media occurred in the 1920s?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Newspapers benefited from the advancement in electronic communication.' 'Mass media was used for advertising.' 'Newspapers received stories from far afield and reported them quickly.' 'Many papers published multiple editions in a single day.' 'Radio's first commercial broadcasts occurred during the 1920s.' 'In 1921, there was one licensed radio station, but by the end of 1922 there were 508.' 'In 1926, the first national network, NBC was set up.' 'Radio was used to broadcast light musical entertainment, producing an age of great dance bands.' 'Radio became important for transmitting news, often with live updates.' 'Cinema provided an opportunity for escapism for Americans.' 'Audiences doubled in the 1920s and reached 95 million by 1929.' 'Hollywood launched stars such as Charlie Chaplin and Mary Pickford.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
15(b)	<p>Why was there a revival of support for the Ku Klux Klan in the 1920s?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'The film, <i>The Birth of a Nation</i>, was released in 1915. It was set in the 1860s, just after the Civil War. This helped revive the Klan as it glorified the Klan as defenders of decent American values against immigrants, black Americans and corrupt businessmen.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It was a response to the dislike of increased immigration.' 'It was a response by some Protestants to the influx of Jews and Catholics.' 'There was a fear of a communist revolution with the growing number of eastern European immigrants.' 'It was a reaction to the film <i>The Birth of a Nation</i>.' 'There was a feeling that decent American values had to be defended.' 'There was a national and state structure with full-time paid recruiters.' 'To defend jobs and the levels of pay.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Many felt it was a way of expressing their views.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
15(c)	<p>'Prohibition failed because it could not be enforced.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The government appointed several thousand enforcement agents but this was not enough and they were poorly paid. They were open to threats and bribes made by criminal gangs. State officials, judges, senior police officers and jury members were often bought off with bribes.'</p> <p>OR</p> <p>e.g. 'The biggest problem was that millions of Americans, especially in urban areas, were simply not prepared to obey this law. By 1925, there were more speakeasies in American cities than there had been saloons in 1919.'</p>	10

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Prohibition made alcohol more attractive through illegal speakeasies.' 'Many urban Americans refused to obey the law on alcohol.' 'Many made their own alcohol, called 'moonshine'.' 'The speakeasies were well supplied by bootleggers.' 'Two thirds of the illegal whisky came from Canada.' 'The border between the USA and Canada was almost impossible to patrol.' 'Rum was smuggled from the West Indies.' 'Organised gangs fought to control the manufacture and sale of alcohol.' 'Organised gangs bribed policemen, enforcement agents, judges and juries.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Many people changed their minds about Prohibition.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
16(a)	<p>Describe President Hoover's reaction to the Bonus Marchers.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'He was not sympathetic to the Bonus Marchers' demands.'</p> <p>'Hoover refused to meet the marchers.'</p> <p>'He considered the Bonus Army a revolutionary threat.'</p> <p>'He pointed out that Congress had recently voted against issuing the bonds early.'</p> <p>'He ordered the police to remove the Bonus Army from their camp.'</p> <p>'Hoover ordered the Army to evict the Bonus Army from Washington.'</p> <p>'Hoover put General Douglas MacArthur in charge of the operation.'</p> <p>'Hoover instructed MacArthur to treat the veterans with respect.'</p> <p>'Hoover told MacArthur to stop the assault on the Bonus Marchers.'</p> <p>'Hoover did not give the Bonus Marchers their war pensions.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
16(b)	<p>Why was the Wall Street Crash harmful to the American economy?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘The Crash had destroyed the one thing that was crucial to the prosperity of the 1920s and that was confidence. As a result, people kept their money instead of buying new goods or shares. The downward spiral was established. Businesses cut production further and laid off more workers. They reduced the wages of those who still worked for them. As workers were paid less or laid off, they bought even less.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Businesses and banks went bust.’ ‘11 000 banks stopped trading.’ ‘The economy had to adjust to a general reduction in trade.’ ‘There was a reduction in demand for American goods at home and abroad.’ ‘Businesses had to reduce their operations by cutting production.’ ‘Workers were sacked or had their wages reduced.’ ‘Less money in the economy meant that people could not afford to buy goods.’ ‘Business confidence collapsed.’ ‘Any thought of business expansion had to be abandoned.’ ‘By 1933, the economy was producing only 20% of what it had in 1929.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was a downturn in the economy.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
16(c)	<p>'Hoover's idea of rugged individualism was the main reason he lost the 1932 election.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Hoover created an image of being heartless and uncaring by believing that government should stay out of business matters. He believed in "rugged individualism", the idea that people should work hard for themselves and not expect the government to help them.'</p> <p>OR</p> <p>e.g. 'Roosevelt promised a "New Deal" and this offered some hope. He came over as someone with energy and determination and people felt he was on their side. He promised government schemes for new jobs, measures to revive industry and agriculture, and relief for the poor and unemployed.'</p>	10 10 7–9 4–6 10

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. ‘Republican policies seemed uncaring,’ ‘Republican policies wanted little government intervention.’ ‘Hoover himself seemed uncaring over the Bonus Army incident.’ ‘Roosevelt proposed a New Deal.’ ‘Roosevelt proposed government intervention.’</p> <p>Level 1 General answer lacking specific contextual knowledge e.g. ‘Hoover did not seem to offer much hope.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3 1 0

Question	Answer	Marks
17(a)	<p>What problems faced the Chinese Communists before 1934?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Communists were part of the KMT, but in 1925 they were expelled.' 'The two rival groups clashed over control of China.' 'In 1927, Chiang ordered the arrest of leading communists in Shanghai. The Communist Party protested and Chiang ordered the army to take control.' 'Violent attacks led to 1000 arrests, 300 public executions and 5000 missing communists.' 'By the end of 1928, an estimated 300 000 people had been killed in anti-communist action.' 'Between 1930 and 1934, Chiang launched 5 extermination campaigns against the Jiangxi Soviet.' 'KMT troops attempted to wipe out Communist strongholds.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4 0 4

Question	Answer	Marks
17(b)	<p>Why did the Second World War weaken the Nationalist government?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Chiang Kai-shek was reluctant to engage the Japanese in military confrontation. Too often he adopted defensive positions and rarely attacked. This annoyed the Chinese population who saw the Communists, in contrast, use guerrilla-style tactics against the Japanese. The result was increasing support for the Communists and less support for the Nationalists, which proved decisive after the war.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Chiang was keener on wiping out the Communists rather than the Japanese.’ ‘Chiang refused to engage with the Japanese which annoyed the Chinese population.’ ‘Public opinion was strongly anti-Japanese, but the Nationalists did not use this sentiment to their advantage.’ ‘The Chinese wanted the Nationalists to attack the Japanese and defend China.’ ‘The Nationalists were corrupt, misusing foreign war aid.’ ‘In contrast to the Nationalists, the Communists fought the Japanese.’ ‘The Communists organised local resistance groups to sabotage the enemy war effort.’ ‘The Chinese peasants were won over by the Communists’ attempts to defend their local areas and country.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Nationalists did not do enough to fight for China.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
17(c)	'The result of the Civil War was decided by the quality of leadership.' How far do you agree with this statement? Explain your answer.	10

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'Mao was seen as looking after China's interests.'</p> <p>'Mao treated the peasants well.'</p> <p>'Mao used guerrilla warfare.'</p> <p>'People lost faith in the KMT to solve China's economic problems.'</p> <p>'Chiang was considered corrupt and not popular.'</p> <p>'The USA withdrew aid to the KMT and remained neutral.'</p> <p>'Mao won the hearts and minds of the peasantry.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao was a good leader.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2-3

Question	Answer	Marks
18(a)	<p>Describe the increased hostility between Communist China and Taiwan up to 1954.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Chiang Kai-shek considered his government the legitimate Chinese government.' 'The USA supported the Nationalists and this was resented by Communist China.' 'Chiang kept Communist China out of the UN.'</p> <p>'There was regular shelling between the two.'</p> <p>'In 1950, the Communists attempted to seize control through an invasion of the island of Kinmen.'</p> <p>'The Communists captured Hainan Island and Wanhsian Islands.'</p> <p>'The Taiwanese closed their ports to all foreign shipping.'</p> <p>'There was a military clash in September 1954 known as the First Taiwan Strait crisis.'</p> <p>'The US Congress voted extra arms and supplies to the Taiwanese government.'</p> <p>'Both sides used propaganda showing the other to be suffering and living in poor conditions.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
18(b)	<p>Why were Communist China's relations with Tibet hostile?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'The Chinese invaded Tibet in 1950 and, by 1951, they were in control of Tibet. They had turned it into a province of China. The Chinese then began a prolonged campaign to destroy the Tibetan identity by undermining the local culture, religions and traditions. The area was deliberately flooded with Han settlers in order to outnumber the indigenous community.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'China invaded Tibet in 1950.' 'Tibet was made into a province of China.' 'Mao wanted total control of Tibet.' 'Mao wanted to remove Buddhism and the power of the Dalai Lama.' 'In 1958, there was a rebellion and the Tibetans declared independence. In the hostilities that followed, the Dalai Lama left Tibet for India.'</p> <p>'Over 6,000 monasteries were destroyed between 1959 and 1961.'</p> <p>'Land was re-allocated to Chinese "immigrants" from the main Chinese states.'</p> <p>'China encouraged a mass influx into Tibet of "non-ethnic" Chinese.'</p> <p>'China took over Tibet.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They did not like each other.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Marks
<p>18(c) ‘Trade was the main reason for China’s closer relations with the USA from 1970.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Both countries were keen to increase trade, which had been almost negligible because of poor relations during the Vietnam War. American envoy, Henry Kissinger, went to China in 1971 and negotiated a trade agreement.’</p> <p>OR</p> <p>e.g. ‘China had given support to the regime in North Vietnam against the USA in the Vietnam War. In late 1969, the USA began to withdraw troops from Vietnam. This removed one of the main reasons not to have good relations with the USA.’</p>	<p>10</p> <p>7–9</p> <p>4–6</p> <p>10</p>

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The USA left Vietnam.' 'China joined the United Nations.' 'China was less friendly with the USSR.' 'The USA changed its foreign policy.' 'Trade developed between the USA and China.' 'There were sporting and cultural exchanges.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'World circumstances changed.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
19(a)	<p>By 1945, in what ways was freedom of movement affected by the pass system?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Movement around the country at will was severely limited.' 'Every black male over 16 years had to carry a pass.' 'The pass had to be presented on demand to the police.' 'The pass system enabled the authorities to monitor and control the movement of black Africans.' 'Passes ensured that blacks moved out of towns as soon as their work was complete.' 'White farmers used passes to ensure African labourers completed their work contracts.' 'It was illegal for black Africans to leave the farm without their passes.' 'Failure to produce a pass on demand could result in a jail sentence or deportation to a black reservation.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Marks
19(b)	<p>Why was the growth of manufacturing industry important for South Africa's economic development by 1945?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'South Africa needed to balance its economy. It was too dependent on gold and diamond output which accounted for over 70% of its exports in value. Agriculture employed about 30% of the working population but produced only about 20% of the economy's output. It was essential that manufacturing helped exports and gave employment, which it did. In 1910 manufacturing contributed 5% to the economy's output, but by 1945 it had reached 20%. There was good growth in engineering and textiles.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'It needed to contribute more to the economy.' 'It needed to employ a higher percentage of the working population.' 'It needed to contribute more to exports.' 'More goods produced at home meant fewer goods to import.' 'It began to exploit the country's rich resources such as coal and iron.' 'It began to produce cheap electricity to help other industries.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Manufacturing began to take a larger share in South Africa's economy.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
19(c)	<p>'Government policies on land issues had a greater impact than employment policies on the non-white population.'</p> <p>How true was this up to 1945? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Fuller explanation of one issue to be given two marks.</p> <p>An answer which only has one explanation on one side of the argument cannot be awarded more than 8.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'As a result of the Natives Land Act, farming gradually collapsed. The reserves were so over-populated that water-holes dried up and there was soil erosion. The reserves became a source of cheap, unskilled labour for white farmers and industrialists.'</p> <p>OR</p> <p>e.g. 'One of the main results of segregation in the workplace was that wages for non-whites were set substantially below those of the white population. In 1940, white income was ten times that of Africans.'</p>	10

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. '90% of black people were forced to live in rural areas.' 'Black people were allocated 13% of the land in South Africa.' 'The reservations for black people had the least productive land.' 'Black people were not allowed to buy or rent land outside their reservations.' 'Black workers did not receive pensions or holidays.' 'Most black people could only afford the bare necessities of life.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Both did not help non-whites have a good standard of living.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
20(a)	<p>Describe the contribution of Desmond Tutu to the collapse of apartheid.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Tutu was an articulate and tireless campaigner against apartheid.'</p> <p>'He denounced apartheid as 'evil and unchristian'.'</p> <p>'He campaigned for equal rights for all South Africans.'</p> <p>'He spoke in favour of a common education system.'</p> <p>'He spoke against the pass laws and forced relocation to the Homelands.'</p> <p>'Tutu used his positions, such as the Archbishop of Cape Town, to gain a worldwide audience.'</p> <p>'His views were listened to on favouring economic sanctions and the peaceful reconciliation between all parties involved in apartheid.'</p> <p>'He used his persuasive and charismatic personality towards the cause.'</p> <p>'His contribution was recognised with the Nobel Peace Prize.'</p> <p>'Tutu persuaded white people that they would not become victims of revenge in a new South Africa.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
20(b)	<p>Why was reform legislation introduced by Botha's government between 1979 and 1986 not as successful as he had hoped?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. 'If Botha hoped that the new constitution would look like power sharing and win the support of 2.6 million Coloureds or the 800 000 Asians, he was soon to be disappointed. Forty per cent of Coloureds and Asians could not be bothered to register and of those who did, only 30% of Coloureds and 20% of Asians voted in the first elections.'</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'Allowing black trade unions meant more strikes.' 'In joint sessions of the new parliament whites held a majority of 48.' 'Black Africans took no part in the new parliament, which soured relations.' 'Hard-line whites felt Botha was undermining the apartheid state.' 'There were breakaway parties like the Conservative Party and the Afrikaner Resistance Movement.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The reforms raised expectations but nothing really happened.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6 4–5 2–3 1 0

Question	Marks
<p>20(c) ‘The transfer of power between 1990 and 1994 proceeded smoothly.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The talks between de Klerk and Mandela were conducted against a backdrop of continued violence and killings. Between 1990 and 1994 there were, on average, more than 3 200 deaths per year due to political violence.’</p> <p>OR</p> <p>e.g. De Klerk regained the initiative over his critics by holding a referendum, for and against the peace process, among the white electorate in March 1992. A clear majority of nearly 70% supported de Klerk’s policy.’</p>	10

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The release of Mandela and unbanning the ANC brought progress.' 'De Klerk put the best interests of the country first.' 'There was persistent violence during the talks.' 'De Klerk's security forces often took the law into their own hands.' 'Some members of the ANC wanted the armed struggle to continue.' 'Buthelezi wanted an independent Zulu nation.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was white and black opposition to the peace process.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
21(a)	<p>In what ways did the British attempt to limit Jewish immigration to Palestine at the end of the Second World War?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'At the end of the war, Britain said that there would be no change in immigration policy.' 'A maximum of 10 000 Jewish immigrants would be allowed.' 'Britain rejected Ben Gurion's demand for 100 000 Holocaust survivors to enter Palestine.' 'Britain transported many illegal Jewish immigrants back to Europe.' 'Many illegal Jewish immigrants were sent to an internment camp in Cyprus.' 'A ship called 'The Exodus' carrying 4 500 refugees from Europe was prevented from landing its passengers in Palestine.' 'The British authorities sent 'The Exodus' back to Europe.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0 1–4 4

Question	Answer	Marks
21(b)	<p>Why was the Haganah more reluctant than other Jewish groups to use violence against the British?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘The Haganah had worked with the British forces during the Arab Revolt of 1936–39. They had been trained and led by Colonel Wingate. They had received some of their arms from the British Army. The Haganah appreciated the battle experience gained by working and training with the British.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Many of the Haganah had been trained by the British.’ ‘They had received weapons from the British Army.’ ‘They had helped to protect British property in 1936–39.’ ‘Members of Haganah had been part of the British Army in North Africa.’ ‘The British trained the Palmach, an elite commando section of Haganah, members of which later took senior positions in the Israeli Army.’ ‘Haganah, with the British, tracked down the Lehi and Irgun members who assassinated Lord Moyne.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Haganah had a history of working with the British.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
<p>21(c) ‘The main reason for Britain’s decision to withdraw from Palestine was the campaign of terrorism.’ How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘Irgun attacked British military camps and convoys. It occasionally captured British soldiers and executed them. This put the British government under pressure to ‘bring the boys home’, especially after having fought the Nazis and Japanese for six years.’</p> <p>OR</p> <p>e.g. ‘The Second World War had been an exhausting and costly war for Britain. Britain had been left with huge debts. Britain found it too expensive to keep large numbers of troops in Palestine, especially as the Labour Government needed the finances for the Welfare State.’</p>		10

Question	Answer	Marks
<p>21(c)</p> <p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'The Second World War left Britain with huge debts.' 'Britain could not cope with the numbers of Jews coming to Palestine.' 'There was considerable violence against the British.'</p> <p>'The actions of Irgun proved to be decisive.'</p> <p>'The Labour Government had different priorities.'</p> <p>'There was a lack of support from the USA for two independent provinces.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The Second World War left Britain exhausted.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>1</p> <p>0</p>	<p>2–3</p>

Question	Answer	Marks
22(a)	<p>Describe the role of the United Nations in the Arab-Israeli conflict between 1967 and 1982.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'A UN Emergency Force had been placed in Egypt after the Suez Crisis.'</p> <p>'In 1967, Nasser insisted the UNEF was withdrawn from Egypt.'</p> <p>'The UN General Assembly voted in July 1967 declaring Israel's annexation of east Jerusalem to be illegal.'</p> <p>'The UN attempted to restore peace after the Six Day War.'</p> <p>'It passed Resolution 242 containing incentives for both sides to make peace.'</p> <p>'In 1973, the UN returned to Egypt in a peace-keeping capacity.'</p> <p>'After Israel's invasion of Lebanon in 1982, UNIFIL stayed behind Israeli lines to provide protection and aid to the civilian population.'</p> <p>'In 1982, the role of the UN declined in the country with the intervention of the US and a multinational force of peace-keepers.'</p> <p>'The Security Council has concentrated on conflict resolution.'</p> <p>'The General Assembly has passed many resolutions over the 'Palestinian problem'.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1–4 0 4

Question	Answer	Marks
22(b)	<p>Why did the Camp David accords not bring peace to the Middle East?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(One mark for an explanation, additional mark for full explanation.)</p> <p>e.g. ‘Some Arab countries felt that Egypt had not demanded enough at Camp David to further the cause of the Palestinians. The peace treaty did not demand from Israel the recognition of the Palestinians’ right to self-determination. There was no provision in the Agreement for an independent Palestinian state centred on the West Bank.’</p> <p>Level 2 Identifies AND/OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘The Agreement did not remove Israeli occupation of the West Bank.’ ‘There was no agreement on an independent Palestinian state.’ ‘Jewish settlements could be built in the West Bank on Arab land.’ ‘Palestinians in the West Bank would be restricted in their movements.’ ‘There was a feeling that Egypt had broken a united front.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Agreement did not go far enough.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
22(c)	<p>'Since 1993, the Palestinians have been more responsible than the Israelis for the failure of the peace process'. How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'In 2006, Hamas won a majority in the Palestinian parliament. The Hamas majority in the parliament refused to recognise the state of Israel. As a result, Israel, the USA and European governments refused to have dealings with Hamas. The peace process stalled yet again.'</p> <p>OR</p> <p>e.g. 'The issue of Jewish settlements on the West Bank remains the greatest obstacle to peace. These continue to expand under both hard-line and more moderate Israeli governments. This is preventing the emergence of a viable Palestinian state.'</p>	10

Question	Answer	Marks
22(c)	<p>Level 2 Identifies AND/OR describes</p> <p>(One mark for each point)</p> <p>e.g. 'The Israelis have continued building in the Occupied Territories,' 'Israeli troops remain in the West Bank.' 'Hamas has an aim to destroy the state of Israel.' 'Rockets have been fired from Gaza into Israel.' 'Israel has bombed Hamas targets in Gaza.' 'Israel has built a security wall and barrier around the West Bank.' 'The USA can have influence over Israel but has not chosen to use it.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Views are entrenched on both sides.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

HISTORY

0470/13

Paper 1

October/November 2017

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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Applying the Mark Scheme

- When marking a response the overall criterion to be considered should be – ‘How good is this response to this question?’
- The Level Descriptor should be used to decide the level into which the quality of the answer fits.
- Exhaustive lists of possible facts are not given in the mark scheme, as there is often a choice of factual knowledge that candidates may use.
- **Where examples of responses are given, these are not prescriptive, but are intended as a guide.** It is not possible to cover every possible type of response within a levels of response mark scheme and examiners are expected to use their professional judgement at all times in ensuring that responses are placed in the correct level and given an appropriate mark within that level.
- Marking must be positive. Marks must not be deducted for inaccurate or irrelevant parts of answers. In itself, poor use of historical terminology, spelling, grammar or handwriting does not affect the mark. The overall quality of the answer to the question should be judged.
- If a candidate reaches a particular level, s/he must be rewarded with a mark within that level. It is not necessary to work through the levels.
- The full range of marks should be used. Do not be afraid to award full marks or no marks. Failure to do this will seriously affect the distribution of marks. Be prepared to reward candidates who show any level of understanding. The mark scheme starts from basic acceptable response.
- Where a band of marks is indicated for a level, these marks should be used with reference to the development of the answer within that level.

Assessment Objectives

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

Question	Answer	Marks
1(a)	<p>What influence did Austria have over Italy by the beginning of 1848?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Habsburgs married into the ruling families of the Italian states.'</p> <p>'Austrian laws had to be obeyed.'</p> <p>'Newspapers were censored.'</p> <p>'Metternich used the army to maintain control.'</p> <p>'Metternich opposed any liberal and nationalist expression in Italy.'</p> <p>'Metternich used spies to report anyone inciting nationalist feelings.'</p> <p>'The secret police imprisoned opponents.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
1(b)	<p>Why were Italian nationalists shocked by the issuing of the Allocution in April 1848?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>Level 3 Explains ONE reason (One mark for one explanation.)</p> <p>e.g. 'Italian nationalists were shocked by the issuing of the Allocution because they believed the Pope was supportive of the cause to gain freedom from Austrian control, and that he would be willing to lead an Italian federation. The Allocution showed Italian nationalists that they were wrong, as the Pope made it very clear that he would not sanction war against the Austrians and that he was not encouraging rebellions against Austria. He also made it clear he would not lead an Italian federation.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'Pope Pius IX made it clear he did not want to lead an Italian federation.' 'Pope Pius IX made it clear he could not give his blessing to war with Austria.' 'It became clear that the Pope would not upset Austria for the sake of Italian unity.' 'The Allocution made it clear that the Austrians were the rightful rulers of Lombardy and Venetia.' 'The Allocution showed that Pius IX thought the Austrians were too strong to be challenged.' 'The Italian nationalists had thought that Pius IX was ready to take the lead in the struggle to free Italy from Austrian control.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was not what they expected the Pope to say.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
1(c)	<p>'Charles Albert was more important than Cavour in putting Piedmont at the head of the Italian movement by 1858.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> More detailed explanation of one issue to be given two marks. <p>e.g. 'Charles Albert was considered to be a liberal monarch, who was willing to confront the Austrians. As he was king of Piedmont his actions in confronting the Austrians would place Piedmont at the head of the movement for national independence from Austria. In March 1848, Charles Albert declared war on Austria, demonstrating that his willingness to confront Austria had not just been false words.'</p> <p>OR</p> <p>e.g. 'Cavour's work as Prime Minister of Piedmont made Piedmont a more developed and wealthy state. He strengthened Piedmont's infrastructure and communications by expanding the railway network, telegraph lines and encouraged industrialists to build more factories. This all ensured that Piedmont was well prepared for war.'</p>	<p>10</p> <p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
1(c) Level 2 Identifies AND/OR describes (One mark for each point)	<p>e.g. 'Charles Albert granted a constitution to the people of Piedmont-Sardinia in March 1848.'</p> <p>'Charles Albert was considered to be a liberal monarch.'</p> <p>'Charles Albert was willing to confront the Austrians.'</p> <p>'Cavour strengthened Piedmont's infrastructure.'</p> <p>'Cavour's diplomatic skills ensured Piedmont dominated Italian politics.'</p> <p>'Cavour reduced the influence of the Catholic Church.'</p>	<p>2-3</p> <p>1</p>

Question	Answer	Marks
2(a)	<p>What diplomatic preparations did Bismarck make in 1865–66 for war with Austria?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Bismarck promised Victor Emmanuel that Italy would be given Venetia if she attacked Austria.’ ‘The agreement with Italy meant that the Italian army should be able to pin down a large part of the Austrian forces on the Italian front.’ ‘Bismarck met Napoleon III at Biarritz in October 1865.’ ‘At Biarritz it seemed that Bismarck was promised French neutrality if there was a war between Austria and Prussia.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0

Question	Answer	Marks
2(b)	<p>Why was the Treaty of Prague (1866) a success for Bismarck?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The Treaty of Prague was a success for Bismarck as it ensured Prussia increased her power and influence. Bismarck expanded Prussian territory by incorporating important areas such as Schleswig-Holstein and Frankfurt into Prussia. At the same time he reduced the influence of Austria as Austria was excluded from the new North German Confederation.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘A new North German Confederation was set up. ‘Austria was not allowed to be part of the North German Confederation. ‘Austria’s influence in western Europe was reduced. ‘Prussia annexed much territory. ‘Prussia became a major power.</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘A new North German Confederation was set up. ‘Austria was not allowed to be part of the North German Confederation. ‘Austria’s influence in western Europe was reduced. ‘Prussia annexed much territory. ‘Prussia became a major power.</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Treaty gave Prussia advantages.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
2(c)	<p>'The Hohenzollern Candidature was the main reason for the Franco-Prussian War of 1870.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The French thought Prussia was using the Hohenzollern Candidature issue to expand her influence. If Leopold became King of Spain this would mean an increase in Prussian influence as Leopold was related to the Prussian royal family. France informed Prussia that this was not acceptable. Initially the matter was dropped, but Bismarck promoted the idea again. William was deeply insulted by the French insistence on a guarantee that Leopold's claim would not be renewed.' (5 marks)</p> <p>OR</p> <p>e.g. 'The Franco-Prussian War was caused by France's desire to regain her dominance in Europe. France was increasingly concerned by the growth of Prussian influence, especially after the Treaty of Prague. The treaty resulted in Prussia gaining military forces and industry from territorial gains such as Hanover, Schleswig-Holstein and Frankfurt. France was determined to prevent the Prussians extending their control even further.' (5 marks)</p>	10 10 7–9 4–6

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Leopold of Hohenzollern was offered the throne of Spain.' 'Leopold of Hohenzollern was related to the Prussian royal family.' 'The French viewed Prussian support of Leopold as expansionism.' 'The Ems Telegram caused the war.' 'France had gained nothing for her neutrality during the Seven Weeks War between Austria and Prussia.' 'French dominance in Europe was threatened by Prussia's growing power.' 'It was due to the Luxembourg crisis.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The actions of both France and Prussia caused the war.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
3(a)	<p>Describe conditions under which slaves worked.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'They worked in intense heat and humidity in the south.' 'They worked very long hours, often from sunrise to sunset.' 'They were often forced to work when they were ill.' 'They had inadequate nutrition during the working day.' 'They were punished for being late to the fields.' 'They were punished for not working hard enough.' 'Punishments included whipping, imprisonment and being sold.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0

Question	Answer	Marks
3(b)	<p>Why were some states in favour of slavery?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Some states were in favour of slavery because without slavery their economy would collapse. The economy in the South was heavily reliant on slave labour. The cotton plantations were very labour intensive and slaves were used to plant and harvest the cotton. The Southern states argued that without slaves the cotton industry would collapse as they would be unable to compete as paying for labour would seriously affect profits.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Plantations in the South relied upon slave labour.’ ‘Without slavery the economy in the South would collapse.’ ‘They quoted biblical references to support slavery.’ ‘They said slaves were looked after by their owners.’ ‘There had been slavery throughout history.’ ‘They said some people were meant to be slaves as it was the natural order of mankind.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It was legal in some states.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6 4–5 2–3 1–2 0

Question	Answer	Marks
3(c)	<p>'Black Americans benefited from Reconstruction.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The defeat of the South in the Civil War resulted in slavery being abolished. This meant that black Americans were now free, and would be entitled to receive payment for any work they did. The intention was that former slaves would soon be entitled to the same rights as white Americans, and would be able to travel around America freely and would eventually be given the right to vote.'</p> <p>OR</p> <p>e.g. 'In practice former slaves did not benefit from Reconstruction. They were discriminated against and subjected to violence from the Ku Klux Klan. In the South the Black Codes deprived black Americans of many rights, such as stopping them from renting or buying land and forcing those classed as unemployed into work chosen by white employers. Little had really changed.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
3(c) Level 2 Identifies AND/OR describes (One mark for each point)	<p>e.g. 'Black Americans benefited because they were now free.'</p> <p>'Black Americans could now vote in elections.'</p> <p>'Black Americans could move from state to state freely.'</p> <p>'Pay for black Americans was low in all states.'</p> <p>'Black Codes were introduced in the South.'</p> <p>'The Ku Klux Klan terrorised black Americans.'</p>	Level 1 General answer lacking specific contextual knowledge <p>e.g. 'Some black Americans did benefit, but it is untrue to say all did.'</p> Level 0 No evidence submitted OR response does not address the question <p>0</p>

Question	Answer	Marks
4(a) What do you understand by the phrase ‘the white man’s burden’? Level 1 One mark for each relevant point; additional mark for supporting detail e.g. ‘It was the idea that white people were superior and therefore responsible for the native peoples of colonies.’ ‘It was the duty of white colonisers to bring education to the native inhabitants of their colonies.’ ‘It was the duty of white colonisers to bring western culture to the native inhabitants of their colonies.’ ‘It meant that having an empire came with responsibilities towards the people of that empire.’ Level 0 No evidence submitted OR response does not address the question	1–4 0	4

Question	Answer	Marks
4(b)	<p>Why was the opportunity for trade a strong reason for imperialism?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The opportunity for trade was a very strong reason for imperialism as an empire would provide the home country with markets for manufactured goods with no import tariff restrictions. This was very important for a country like Britain which found her European markets declining as more and more European countries became industrialised. The empire provided new markets to counteract the decline in Britain’s European export market.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The territories of an empire would give raw materials and food products not obtainable in the home country.’ 'An empire would provide markets for manufactured goods.' 'Goods would not be subject to tariffs.' 'For Britain it would counteract any decline in their European export market.' 'A growing empire would help protect existing trade routes.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Trade brought many benefits.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
4(c)	<p>'The presence of the British in India in the nineteenth century had little impact on the lives of Indians.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The presence of the British had little impact because life continued to be very hard for many Indian people. There was still great poverty in India, and people often did not have enough to eat. The situation was exacerbated by famines, such as the Central India Famine of 1868–70 and the Great Famine of 1876–78. The British did little to improve the lives of many.'</p> <p>OR</p> <p>e.g. 'The presence of the British had a big impact on the lives of Indians, with huge improvements being made in communications. New roads were built and the railway system was expanded so much that by 1919 there were 60 000 kilometres of railway line in India. This helped with the movement of goods and trade and made it much easier for the Indian people to move around their country.'</p>	10 10 7–9 4–6

Question	Answer	Marks
4(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'There was still great poverty in India.' 'There were still frequent famines in India.' 'The level of literacy was still very low.' 'The railway system in India was greatly expanded.' 'Healthcare improved greatly.' 'Schools and universities were opened.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The British caused great changes in some areas of Indian life.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
5(a)	<p>Describe events in Vilna in 1920.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Polish troops seized Vilna.' 'Lithuania appealed to the League of Nations over Vilna.' 'The League of Nations told the Polish troops to leave Vilna.' 'The League of Nations tried to arrange a plebiscite to decide Vilna's future.' 'The Polish government agreed to the plebiscite at first but then changed its mind.' 'The Poles refused to leave Vilna.' 'Britain and France did not want to get involved in the dispute over Vilna.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
5(b)	<p>Why did the League of Nations not impose sanctions against Japan following the Mukden Incident?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. 'The League was Eurocentric in nature, and therefore any action that could affect European interests was unlikely to take place. European powers in the League such as Britain and France had colonies in the Far East and they did not want anything to pose a threat to their colonies and the trade that came with them. They thought that imposing sanctions on Japan could cause Japan to attack these British and French colonies.'</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. 'European members of the League thought it was too far away to concern them.' 'The main European powers in the League possessed colonies in the Far East.' 'European powers did not want to lose trade in the Far East.' 'Some League nations were worried sanctions could provoke an attack by the Japanese.' 'European nations did not want to send a military force to the other side of the world.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'They did not want to get involved.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They did not want to get involved.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
5(c)	<p>'The League did all within its power to deal with the Abyssinian crisis.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The League acted swiftly when Italy invaded Abyssinia, condemning Italy's aggression and setting up a committee to decide upon economic sanctions in an attempt to cause problems for Italy's economy and her war effort. The League banned arms sales and the export of rubber, tin and metals to Italy. Loans to Italy were banned as were imports from Italy. It was hoped these actions would stop Italy.'</p> <p>OR</p> <p>e.g. 'The League simply did not do enough. Some countries acted in self-interest and this affected exactly what was done to Italy. The Suez Canal was the main route for Italian ships to take supplies to the Italian army, and closing it would have caused immense problems for Italy. The League did not close the Suez Canal; it was kept open because Britain was afraid that closing it would mean Italian attacks on her colonial possessions of Gibraltar and Malta.'</p>	10 10 7–9 4–6

Question	Answer	Marks
5(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The League condemned Italy's unprovoked aggression towards Abyssinia.' 'The League banned arms sales to Italy.' 'The League banned exports of rubber to Italy.' 'The League did not ban oil and coal exports to Italy.' 'The Suez Canal remained open.' 'Britain and France drew up the Hoare-Laval Pact.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The League did take some action, but nowhere near enough.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
6(a) What did Hitler hope his foreign policy would achieve?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hitler hoped to destroy the Treaty of Versailles.' 'Hitler hoped to create a Greater Germany.' 'Hitler hoped to bring all German speaking people into his Reich.' 'Hitler hoped to destroy communism.'</p> <p>'Hitler wanted to gain Lebensraum (living space).' 'Hitler hoped to control a central European empire.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0 4

Question	Answer	Marks
6(b)	<p>Why did Britain not act to stop Hitler breaking the Treaty of Versailles?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Many British politicians thought the Treaty of Versailles had been far too harsh on Germany, and that Hitler was only addressing genuine grievances when he broke the terms of the Treaty. When Hitler broke the terms of Versailles by marching into the Rhineland in 1936 he was not stopped because many people in Britain believed he had every right to station German troops there. The Rhineland was, after all, part of Germany.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Many British politicians thought the Treaty of Versailles had been too harsh on Germany.’ ‘It was thought that Hitler was just addressing genuine grievances.’ ‘Britain wanted to avoid war.’ ‘Britain and France were not militarily ready for another war.’ ‘Britain thought communism was a far greater threat than Hitler.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Britain thought it was reasonable for him to do so.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
6(c)	<p>'The Munich Conference was a turning point for Hitler's foreign policy.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The Munich Conference was a turning point because it made him even more convinced that he could demand and take whatever he liked and no-one would stop him. He had gained the Sudetenland without having to use force and he now thought other powers were too scared to stand up to him. He therefore went ahead and took all of Czechoslovakia and then invaded Poland.'</p> <p>OR</p> <p>e.g. 'The Munich Conference was not a turning point for Hitler's foreign policy because his overall foreign policy aims were largely the same, and Munich did not change that. He had always made it clear he hated the very existence of Czechoslovakia and wanted to gain Lebensraum in the east. This is why he took over all of Czechoslovakia and then invaded Poland.'</p>	<p>10</p> <p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
6(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Hitler had gained the Sudetenland without having to use force.' 'Hitler now thought he could take all of Czechoslovakia unopposed.' 'Hitler now had access to the manufacturing and natural resources of Czechoslovakia.' 'Hitler's foreign policy was unaffected; his plans had been set out in <i>Mein Kampf</i>'. 'Hitler had always disliked the very existence of Czechoslovakia.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Munich enabled Hitler to gain even more land.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
7(a) What issues were discussed with regard to (i) Japan and (ii) reparations at the Yalta and Potsdam Conferences?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The issue of how to end the war with Japan as quickly as possible was discussed at Yalta.' 'Stalin said he would enter the war against Japan once Germany was defeated.' 'The USSR would receive land lost to Japan during the 1904–05 Russo-Japanese War.' 'Germany would have to pay reparations.' 'They discussed how much of the reparations would go to the USSR.' 'At Potsdam they discussed the size of reparations from Germany. Stalin wanted to cripple Germany, but other nations did not agree with this.' (2 marks)</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0 4

Question	Answer	Marks
7(b)	<p>Why was tension beginning to show between the USA and the USSR by 1945?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>Level 3 Explains ONE reason (Four marks for one explanation.)</p> <p>e.g. ‘Tensions were beginning to show between the USA and the USSR by 1945 because with the defeat of Germany they no longer had a common enemy to bind them together and make them co-operate. Discussions about what to do with Germany showed this clearly. Stalin wanted to cripple Germany so Germany could never invade the USSR again, but Truman thought this was just an attempt by the USSR to become even more powerful. Truman thought making Germany too weak would be unwise, but Stalin interpreted this as lacking understanding of the USSR’s security concerns.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘There was no longer a common enemy to bind them together.’ ‘The ideological differences between the USA and the USSR were returning to the fore.’ ‘The USA had tested an atomic weapon.’ ‘They could not agree about how to deal with Germany.’ ‘Stalin’s armies were occupying many countries in Eastern Europe.’ ‘Truman did not trust Stalin.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They argued about their differences.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
7(c)	<p>'The USA's possession of the atom bomb was the main reason for the Cold War.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> More detailed explanation of one issue to be given two marks. <p>e.g. 'In July 1945, the USA had successfully tested an atomic bomb. Truman had not told Stalin about this before using the bomb, and the USA refused to share the secret of how to make atomic bombs. Stalin interpreted this secrecy to mean that the USA would use the atomic bomb to win worldwide power.'</p> <p>OR</p> <p>e.g. 'Stalin's actions were the main reason for the Cold War. Having freed much of Eastern Europe from Nazi control, the Red Army remained in occupation and, rather than allowing free elections, the USSR started to impose communist rule on these countries. This was seen by the USA as the start of a Soviet attempt to spread communism around the world.'</p>	10 10 7–9 4–6

Question	Answer	Marks
7(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Truman did not tell Stalin before using the atomic bomb.' 'The USA refused to share the secret of how to make atomic bombs.' 'Stalin thought the atomic bomb could be used to gain power worldwide.' 'The USA and the USSR had different ideologies.'</p> <p>'The USA introduced the Marshall Plan.'</p> <p>'Eastern Europe was communist controlled.'</p> <p>'The Berlin Blockade contributed to the Cold War.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The USA and the USSR just couldn't agree.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
8(a)	<p>Describe the role of the SAVAK (secret police) in Iran.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'SAVAK's role was to root out opponents to the Shah's rule in Iran.' 'SAVAK used torture to gain confessions from opponents to the Shah's rule.' 'SAVAK imposed censorship.' 'SAVAK screened government appointments.' 'SAVAK screened university appointments.'</p>	<p>4</p> <p>1-4</p> <p>0</p>

Question	Answer	Marks
8(b)	<p>Why was there dissatisfaction with the modernisation plan introduced by the Shah after 1963?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. 'The modernisation plan after 1963 seemed to be the answer to many of Iran's problems in theory, but in practice little changed for many people. Health care reform meant that the number of doctors, nurses and hospital beds increased, but there was dissatisfaction because by the mid-1970s Iran still had one of the worst doctor-patient ratios and one of the worst infant mortality rates in the Middle East.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'Land redistribution gave peasants land holdings only just sufficient to support their families.' 'Most villages still had no piped water or electricity.' 'Infant mortality was still very high.' 'There was still a high level of adult illiteracy.' 'Very few people were in higher education.' 'Wealth was still distributed unevenly.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The plan did not help everyone.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–6</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
8(c)	<p>How important was Western involvement to the outcome of the Iran-Iraq War of 1980–88? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘Western involvement was very important to the outcome of the Iran-Iraq War. American support was vital. The Americans used their own satellite technology to keep Iraq informed of the movements of Iranian troops, and when Iran cut off Iraq’s access to the gulf through the Shatt al-Arab water way the Americans gave protection to Iraqi shipping and destroyed a lot of the Iranian navy.’</p> <p>OR</p> <p>e.g. ‘The involvement of Jordan was also important to the outcome of the Iran-Iraq War. Jordan supported Iraq with money and arms. Jordan’s help was vitally important when Iraq’s access to the Gulf was cut off by the forces of Iran. Jordan gave Iraq a vital route through the port of Aqaba, so Iraq could continue to import and export goods.’</p>	10 7–9 4–6

Question	Answer	Marks
8(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Western involvement gave Iraq a clear advantage in military terms.' 'Western involvement meant Khomeini agreed to a ceasefire in August 1988.' 'The USA provided protection for Iraqi shipping.'</p> <p>'France became the main non-Arab supplier of arms to Iraq.'</p> <p>'Saudi Arabia and the smaller oil-rich Gulf states supplied arms and money to Iraq.'</p> <p>'Egypt and Jordan gave Iraq money and arms.'</p> <p>'Jordan gave Iraq a route for imports and exports.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was important, but so was the involvement of other countries.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
9(a)	<p>How was the Schlieffen Plan intended to work?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The French armies would collapse in the face of the German advance.' 'The Germans would attack through Holland and Belgium.' 'Belgium would not resist the German attack.' 'German armed forces would surround Paris before French troops arrived.' 'If the British did enter the war, their army would not reach France until after the Germans had defeated France.' 'Russia would take six weeks to fully mobilise.' '10% of the German army would go to the east to stop the Russians.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
9(b)	<p>Why was the First Battle of Ypres important?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The battle 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.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>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.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>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.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There was a lot of fighting.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
9(c)	<p>How far was Russia responsible for the failure of the Schlieffen Plan? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘The Schlieffen Plan was based on the idea that Russia would take six weeks to fully mobilise. Russia mobilised far more quickly than this and within ten days she had invaded Germany. This meant that the Germans had to switch 100 000 troops away from western Europe to hold up the Russian invasion. This weakened the German advance on Paris.’</p> <p>OR</p> <p>e.g. ‘The Belgians played a major part in the failure of the Schlieffen Plan. As part of the Schlieffen Plan, the Germans expected to march through Belgium unopposed. The Belgians put up determined resistance using their forts and managed to slow down the German advance. This brought time for the French and the BEF to organise their troops in the defence of Paris.’</p>	10 7–9 4–6 10

Question	Answer	Marks
9(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The Russians mobilised far more quickly than expected.' 'Within 10 days Russia had invaded part of Germany.' 'Extra German troops had to be sent to the Eastern Front.' 'The French moved their armies northwards to protect Paris.' 'The Germans encountered fierce resistance from the Belgians.' 'The BEF arrived much more quickly than Germany expected.' 'The German soldiers were exhausted by the end of August.' 'It was von Moltke's fault as he ignored Schlieffen's advice.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Russia played a part, but so did other countries.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
10(a)	<p>Describe the naval mutinies at Kiel and Wilhelmshaven.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Sailors did not want to be involved in the planned large naval assault on Britain’s High Seas Fleet.’ ‘Sailors refused to return from leave.’ ‘Sailors refused to set sail.’ ‘Mutiny at Wilhelmshaven was a reaction to the arrest of 300 sailors who refused to obey orders.’ ‘Sailors at Kiel detained their officers and took control of their ships.’ (2 marks) ‘Sailors, soldiers and workers took over Kiel and Wilhelmshaven.’ ‘Workers’ and Soldiers’ Councils were formed.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
10(b)	<p>Why was the British naval blockade important in ending the war?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Germany’s ability to feed her people was seriously affected by the British naval blockade. Daily rations dropped to only 1000 calories per person as Germany was incredibly short of food. People were dying from starvation. Morale amongst the German people was low and there were riots and strikes across Germany as the civilian population demanded an end to the war.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Daily rations dropped to 1000 calories per person.’ ‘Many civilians died from malnutrition.’ ‘The blockade cut off imports of fodder for animals.’ ‘The blockade cut off supplies of nitrates.’ ‘The lack of nitrates affected the production of fertilisers.’ ‘The lack of nitrates affected the production of explosives.’ ‘There was a shortage of iron and steel.’ ‘The government had to slaughter one third of all pigs in 1915 as there was no fodder for them.’ ‘The German people were less keen to support the war effort.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It caused huge problems for the Germans.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
10(c)	<p>'The Ludendorff Offensive of 1918 failed because of the superior allied military strength.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'The Ludendorff Offensive did fail because of the superior allied military strength. During the offensives of 1918 German casualties were over a million, which was much higher than those suffered by the allies. The German army was further weakened by an influenza epidemic with half a million soldiers affected. This all happened at a time when the military strength and morale of the Allies was boosted by the entry of the USA into the war.'</p> <p>OR</p> <p>e.g. 'The Ludendorff Offensive failed because the Germans broke out of the heavily fortified Hindenburg Line, and this changed the nature of the war from a war of attrition to a war of movement. This gave the Allies an advantage as they had more men, more tanks and more aircraft. The Allies launched a counter attack and by late September the Germans were in full retreat.'</p>	<p>10</p> <p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
10(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The Germans had suffered over 1 million casualties in the 1918 offensives.' 'The German army suffered from half a million cases of influenza.' 'Allied military strength was boosted by the USA's entry into the war.' 'The Germans had left the security of the Hindenburg Line.' 'The war changed from a war of attrition to a war of movement.' 'The discipline of the German troops was poor.' 'The Allies launched an effective combined infantry, artillery, tank and air offensive.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Superior allied strength was important, but there were other reasons.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
11(a)	<p>What was the impact of hyperinflation in 1923 on the German people?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'People's savings became worthless.' 'Money became worthless.' 'Prices rose faster than incomes.' 'People could not afford food.' 'People could not afford heating.' 'Pensioners on fixed incomes did not have enough money for day to day living.' 'Workers needed wheelbarrows to carry home their wages.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
11(b)	<p>Why did Germans resent the French occupation of the Ruhr in 1923?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Ultimately the French occupation of the Ruhr led to a collapse in the German economy. In reaction to the occupation the German government authorised passive resistance, so workers went on strike. The halt in industrial production meant that the government had to print more money to pay the striking workers and this quickly led to hyperinflation. Germans blamed the French for causing the problem by occupying the Ruhr in the first place.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The Ruhr was one of the main wealth-producing areas in Germany. ‘Iron and coal were seized as reparations. ‘It meant industrial production stopped. ‘100 German workers were killed. ‘100 000 protesters were expelled from the region. ‘It contributed to the collapse of the German economy. ‘It contributed to the onset of hyperinflation.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘They thought it could not be justified.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘They thought it could not be justified.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
11(c)	<p>How important was the Dawes Plan of 1924 to the recovery of the Weimar Republic? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘The Dawes Plan was important to the recovery of the Weimar Republic. By linking reparation payments to Germany’s economic performance, the Plan ensured that Germany only paid what it could afford in reparations. This, together with a loan of 800 million gold marks, greatly boosted the German economy.’</p> <p>OR</p> <p>e.g. ‘The recovery of the Weimar Republic was due to the actions of Stresemann. He ended passive resistance in the Ruhr, which meant that industrial production restarted. He followed this with the introduction of a new currency, the Rentenmark. His actions stabilised the German economy and put an end to hyperinflation.’</p>	10 7–9 4–6

Question	Answer	Marks
12(a)	<p>From which parts of German society did the Nazis gain their support in the 1920s?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Peasant farmers in northern Germany supported the Nazis.' 'Middle-class shopkeepers supported the Nazis.' 'Small business people in country towns supported the Nazis.' 'People who viewed Weimar's art, literature and film as immoral supported the Nazis.' 'Nationalists supported the Nazis.' 'Ex-soldiers supported the Nazis.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0 4

Question	Answer	Marks
12(b)	<p>Why were Nazi Party policies unpopular with some Germans before 1929?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Nazi Party policies were unpopular with some Germans before 1929 because the situation in Germany seemed to be improving. Nazi policies emphasised the need to improve the lot of workers, arguing that the workers were exploited. Urban industrial workers felt they were doing well in Weimar Germany and saw no need to switch their loyalties from the socialist SPD to the more extreme right wing Nazi Party.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Most industrial workers supported the left wing parties.’ 'The prosperity of Germany under Stresemann meant Germans were not interested in extreme politics.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Nazi Party policies were associated with violence.’ 'The Socialist Democratic Party (SPD) held more appeal for most workers.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Some Germans thought they were too extreme.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
12(c)	<p>'Hitler's racial views were the main reason for the success of the Nazis between 1929 and 1932.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'Hitler realised that the German people were suffering and losing their faith in the Weimar Republic. By portraying the Jews as an inferior race, who were successful at the expense of hard working German people, he argued that the Jews were responsible for Germany's problems. This gave people a scapegoat and this increased his support.'</p> <p>OR</p> <p>e.g. 'The Depression was the main reason for the success of the Nazis. Germany was in economic chaos and by 1932 unemployment stood at six million. Hitler promised to make Germany great again and to end unemployment. This meant that many people turned to the Nazis as the solution to their problems and a way of ensuring they could feed their families.'</p>	<p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
12(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Hitler's racial views gave the German people a scapegoat.' 'The Jews were blamed for Germany's economic problems.' 'The Jews were regarded as being an inferior race.' 'The Depression was the main reason.' 'Hitler's promise of employment for all was important.' 'Negative cohesion was the main reason.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hitler's views on many different areas were important.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
13(a)	<p>What were the results of the July Days for the Bolsheviks?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Bolsheviks were held responsible for the uprising.' 'Leading Bolsheviks were imprisoned.' 'Trotsky was imprisoned.'</p> <p>'Kamenev was imprisoned.'</p> <p>'Lenin was accused of being a German spy.'</p> <p>'Lenin fled into exile in Finland.'</p> <p>'There was a temporary decline in Bolshevik influence.'</p> <p>'Public opinion turned against the Bolsheviks.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0 4

Question	Answer	Marks
13(b)	<p>Why was the Provisional Government weakened by the Kornilov affair?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The Kornilov affair weakened the Provisional Government because Kerensky had no option but to ask the Bolsheviks for help in defending Petrograd against Kornilov’s troops. Bolshevik activists persuaded Kornilov’s troops to desert and so the Bolsheviks were seen as heroes who had saved Petrograd. Bolshevik popularity increased greatly.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation.)</p> <p>e.g. ‘Kornilov had tried to seize power from the Provisional Government.’ ‘Kerensky had no option but to ask for help from the Bolsheviks.’ ‘The Bolsheviks were credited with saving Petrograd.’ ‘Kerensky lost a lot of support.’ ‘The Red Guards had been given arms by Kerensky.’ ‘The Bolsheviks gained popularity and won a majority in the Petrograd Soviet.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘The Provisional Government made mistakes.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The Provisional Government made mistakes.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
13(c)	<p>'The Whites were responsible for their own failure in the Civil War.' How far do you agree with this statement?</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. 	<p>10</p> <p>7–9</p> <p>4–6</p>

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The Whites lacked an overall commander.' 'The Whites failed to gain the support of the people of Russia.' 'The Whites were spread out so they were unable to coordinate their campaigns.' 'The White generals did not trust each other.'</p> <p>'There was indiscipline and corruption in the White armies.'</p> <p>'Trotsky produced a first rate fighting force, the Red Army.'</p> <p>'War Communism provided an economy that met the needs of war.'</p> <p>'The Bolsheviks held the central area, including Moscow and Petrograd.'</p> <p>'Britain and France withdrew their support from the White armies.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The strengths of the Reds were also a factor.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p>

Question	Answer	Marks
14(a)	<p>What were the show trials carried out by Stalin?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The show trials were trials in which leading Bolsheviks confessed to crimes.' 'The show trials aimed to expose spies and conspirators.' 'They were where prominent old Bolsheviks were publicly tried.' 'The 1936 show trial accused Zinoviev and Kamenev of planning to assassinate Stalin.' 'The second main show trial in 1937 was where senior Party members were accused of industrial sabotage and spying.'</p> <p>'The show trial in 1938 condemned Bukharin, Rykov and Yagoda.'</p> <p>'The show trials were broadcast on radio, so everyone could hear what was happening.'</p> <p>'The show trials aimed to rid Stalin of any threats to him.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
14(b)	<p>Why was the NKVD feared by Russians?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The NKVD were feared by Russians because they were responsible for strictly enforcing Stalin’s rule. People could be arrested because the NKVD suspected they were not loyal to Stalin; no evidence was needed. Once arrested, people could be beaten, tortured or murdered. Russians were always scared they were next on the NKVD list.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘The NKVD arrested people suspected of opposing Stalin.’ ‘The NKVD took people away without warning.’ ‘The NKVD took people to labour camps.’ ‘The NKVD had a network of informers.’ ‘The NKVD strictly enforced Stalin’s rule.’ ‘The NKVD prepared lists of people for execution.’ ‘The NKVD could arrest people simply because they suspected they were disloyal to Stalin.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘The NKVD arrested people suspected of opposing Stalin.’ ‘The NKVD took people away without warning.’ ‘The NKVD took people to labour camps.’ ‘The NKVD had a network of informers.’ ‘The NKVD strictly enforced Stalin’s rule.’ ‘The NKVD prepared lists of people for execution.’ ‘The NKVD could arrest people simply because they suspected they were disloyal to Stalin.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The NKVD could make life difficult.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
14(c)	<p>'It was a surprise that Stalin defeated Trotsky in the Russian leadership contest.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> More detailed explanation of one issue to be given two marks. <p>e.g. 'It was a surprise that Stalin defeated Trotsky. Lenin's Last Testament was highly critical of Stalin, and warned that Stalin could not be trusted as he was unlikely to use power wisely. He was not viewed as a natural successor to Lenin.'</p> <p>OR</p> <p>e.g. 'It was not a surprise that Stalin defeated Trotsky. Stalin used his power within the Communist Party very effectively. He was the General Secretary and used this and his other positions to put his own supporters in important posts. He also made sure he removed people likely to support his opponents. He gradually increased his own support base.'</p>	10 10 7–9 4–6

Question	Answer	Marks
14(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Lenin had warned that Stalin could not be trusted.' 'Trotsky was seen by many to be Lenin's natural successor.' 'Stalin was considered by some Bolsheviks to be "a grey blur".' 'Trotsky's policy of "World Revolution" worried some party members.' 'Stalin gained influence through his job as General Secretary of the Communist Party.' 'Stalin's policy of "Socialism in One Country" was popular.' 'Trotsky offended other senior party members.' 'Stalin portrayed himself as Lenin's closest comrade.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was a surprise because Stalin had many faults.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
15(a)	<p>Describe how the assembly line method of production operated.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There was a large moving belt – the assembly line.' 'The assembly line brought the work to the worker.' 'Each worker was responsible for fitting a certain component.' 'Each worker carried out one task and then the line moved the work on to the next worker.' 'The whole process depended on the assembly line being kept in motion.' 'In car production, a skeleton of a car went on the assembly line at the beginning, and at the end of the production line the car was complete.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
15(b)	<p>Why did agriculture suffer from over-production in the 1920s?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘New machines like the combine harvester and the use of new improved fertilisers had made American agriculture very efficient indeed. During the war any surplus production had been sold to European countries. After the war, agricultural production in European countries gradually returned to normal, and these countries no longer needed to import so much from the USA. The USA was left with a surplus.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘New machines made production much easier and quicker.’ ‘America was producing far more than the Americans needed for their own use.’ ‘European markets no longer imported so much American food.’ ‘There was competition from Canadian farmers.’ ‘US tariffs caused problems.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were many problems in agriculture.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
15(c)	<p>'Hire purchase was the most important factor in causing the American economic boom.' How far do you agree</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> More detailed explanation of one issue to be given two marks. <p>e.g. 'Hire purchase was very important as it meant that more and more goods could be sold. People who could not afford to purchase an item outright were able to pay for it in instalments under a hire purchase agreement. This meant increasing numbers of goods were purchased which stimulated the economy.'</p> <p>OR</p> <p>e.g. 'Republican policies were very important in causing the economic boom. Tariffs were placed on imported goods which made these imports more expensive than American made goods. This encouraged people to buy American, which helped American producers to increase their profits.'</p>	10 7–9 4–6

Question	Answer	Marks
15(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Hire purchase meant people could purchase goods in instalments.' 'Hire purchase meant people could buy goods even if they did not have enough money to pay on the spot.'</p> <p>'Mass marketing was important.'</p> <p>'Mass production helped to cause the economic boom.'</p> <p>'The motor industry boosted the economy.'</p> <p>'Republican policies were important.'</p> <p>'The USA had taken over European overseas markets in the war.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hire purchase was important, but there were many other reasons.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
16(a)	<p>What benefits did the Tennessee Valley Authority (TVA) bring to the region?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The building of hydroelectric dams helped to control the Tennessee River.' 'Flood prevention schemes were introduced.' 'Measures were taken to improve soil quality in the region.' 'Forests were planted.' 'The dams made it possible to irrigate dried out land.' 'Power stations provided cheap electricity.' 'New industries were attracted by cheap electricity.' 'A new waterway linked major river systems.' 'The new waterway gave easy access to the area.' 'New industries were attracted by good transport systems.' 'The TVA created thousands of jobs.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
16(b)	<p>Why was there conflict between President Roosevelt and the Supreme Court?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. 'During the 1930s most of the judges in the Supreme Court were old, conservative and Republican. The Supreme Court had to decide if measures passed by the President and Congress were consistent with the Constitution, and they declared that the NRA and the AAA were both unconstitutional. Roosevelt felt they were trying to undermine his attempts to solve America's problems, and that their actions were based solely on a political dislike of the New Deal.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'The Supreme Court was conservative in nature.' 'The Supreme Court thought parts of the New Deal were unconstitutional.' 'The Supreme Court believed the New Deal was undermining the American Constitution.' 'Roosevelt was determined the Supreme Court would not stop his reforms.' 'Roosevelt wanted to appoint judges sympathetic to his policies.' 'Roosevelt was accused of acting like a dictator.' 'Roosevelt was accused of trying to overthrow the Constitution.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They did not like each other's ideas.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
16(c)	<p>How far did the New Deal achieve its aims? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘One aim of the New Deal was relief, and part of this involved the relief of extreme poverty. The New Deal achieved this aim as millions of Americans were helped by the Federal Emergency Relief Administration (FERA). FERA had a budget of \$500million and this was used to provide soup kitchens, clothing and bedding for those in desperate need.’</p> <p>OR</p> <p>e.g. ‘The New Deal did not achieve its aim of recovery and getting everyone working again. Between 1933 and 1939 unemployment did not fall below 14% of the workforce, so there were still lots of people without jobs. The problem of unemployment was really only addressed when the USA became involved in the Second World War and the demand for American food and manufactured goods increased greatly, creating more jobs.’</p>	10 7–9 4–6

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. ‘Unemployment fell by over 30% between 1933 and 1939.’ ‘Emergency benefits were given to help those in dire need.’ ‘Working conditions improved overall.’ ‘The banking system was reformed.’ ‘Unemployment never fell below 14% of the workforce between 1933 and 1939.’ ‘The New Deal did not end racial discrimination.’ ‘Some companies still used violence to break up strikes and sit-ins.’ ‘Sharecroppers and tenants were evicted from their land.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It achieved a lot, but was not always successful.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
17(a) Describe the impact of Communist rule on women.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Mao moved the focus from women in the home to women producing for the state.'</p> <p>'Arranged marriages were banned.'</p> <p>'The practice of foot binding was removed from society.'</p> <p>'Women maintained their share of the wealth after divorce.'</p> <p>'Divorce was easier to obtain.'</p> <p>'Women were encouraged to work.'</p> <p>'Women were encouraged to become Communist officials.'</p> <p>'Women now had the same educational opportunities as men.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	4

Question	Answer	Marks
17(b) Why was the first Five-Year Plan a success?	<p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>Level 3 Explains ONE reason (Four marks for one explanation.)</p> <p>e.g. 'The first Five-Year Plan was a success because investment was available. Ordinary Chinese citizens were encouraged to save money in State banks through the patriotic savings campaigns. As part of the plan the supply of consumer goods was deliberately limited, which meant the Chinese people had little to spend their money on and so saved more money in the State banks. These savings helped to finance industrial investment.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'Scarce resources were allocated carefully.' 'Patriotic savings campaigns helped to finance industrial investment.' 'Soviet advisers helped with the plan.' 'The Soviet Union helped out with machinery and equipment.' 'Propaganda helped to motivate the workforce.' 'Rewards were given to productive workers.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was well planned.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
17(c)	<p>'Attempts by Mao to improve agriculture in China were unsuccessful.' How far do you agree with this statement?</p> <p>Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'Mao's early attempts to improve agriculture were successful. Mutual Aid Teams encouraged peasants to share tools, machinery and knowledge. Profits were shared out among members of the co-operative according to how much land, tools and hours of work they had contributed. Together they were able to buy machines and better seeds. The peasants grew more food and ate better.'</p> <p>OR</p> <p>e.g. 'Mao's Four Pests Campaign did not help agriculture at all. One target of the campaign was sparrows because it was said they consumed large quantities of seed and grain. The campaign against them was so successful that the ecological balance was disturbed and caterpillars usually eaten by sparrows thrived and consumed large areas of crops.'</p>	10 10 7–9 4–6

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Grain production was at a record high by 1952.' 'Cooperative farming was more efficient.' 'Mutual Aid Teams were successful.' 'The Four Pests Campaign did not help agriculture.' 'Mao's eight point agricultural constitution did not work.' 'There was a Great Famine in the late 1950s and early 1960s.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Mao had both successes and failures with agriculture.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
18(a)	<p>Describe the treatment of ‘enemies of the state’ during the Cultural Revolution.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Some enemies of the state were tortured.’ ‘Some enemies of the state were executed.’ ‘Many party officials were removed from office.’ ‘Their property was seized.’ ‘Enemies of the state were denied medical attention.’ ‘Enemies of the state were sent to the countryside to be re-educated in the ways of the revolution.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
18(b)	<p>Why did Mao introduce a ‘cult of personality’?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Mao introduced a ‘cult of personality’ to ensure the loyalty of the Chinese people to him. The ‘cult of personality’ promoted Mao as the Great Helmsman who had led China away from the old problems and into a wonderful new world of communism. By emphasising everything that was positive and concealing the failings of Mao, the ‘cult of personality’ ensured Chinese people would see him as their saviour and he would therefore increase his control over China.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘To demonstrate he was the guardian of the Chinese people.’ ‘To show himself as a kind and benevolent leader.’ ‘To communicate effectively with China’s millions of peasants.’ ‘To conceal his failings.’ ‘To promote himself as China’s Great Helmsman.’ ‘To ensure the loyalty of the Chinese people.’ ‘To increase his authority over the Communist Party.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘He thought it would help him.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
18(c)	<p>How far did the death of Mao lead to improvements to the lives of Chinese people? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘During the Great Leap Forward industry was inefficient, and during Mao’s Five-Year Plan industry was nationalised. Few consumer goods were available. Deng changed this by allowing people to have their own small businesses. Record numbers of consumer goods such as bicycles, sewing machines and watches were produced.’</p> <p>OR</p> <p>e.g. ‘Under Mao all opposition was crushed. Deng adopted the same approach. Students occupied Tiananmen Square in 1989 demanding democratic reforms, and refused to leave even when ordered to do so. Deng used force to remove them. Hundreds of students were killed, and thousands more arrested and imprisoned. Nothing had really improved – opposition would still not be allowed.’</p>	10 7–9 4–6

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Foreigners were encouraged to visit China and invest money.' 'Education was seen as important.' 'People were free to own their own businesses.' 'Thousands of political prisoners were released.' 'The cost of living remained high.' 'Wages were low.' 'China did not move closer to democracy.' 'Some protesters at Tiananmen Square were killed.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It led to some improvements, but some things didn't change.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>1</p> <p>0</p> <p>2–3</p>

Question	Answer	Marks
19(a)	<p>In what ways did government policy discriminate against black people before 1948?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'There were no black members of parliament.' 'Extra-marital intercourse between a white person and a black person was a criminal offence.' 'Black people were not allowed to buy or rent land outside their reservations.' 'There was segregated housing for black and white people.' 'Black people were only allowed in some towns if they were required for domestic service or factory work.' 'There was limited movement of travel by the pass system.' 'Every black male over 16 years had to carry a pass.' 'Black workers were not eligible for skilled jobs in the mines.' 'Black workers were not allowed to join trade unions.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0

Question	Answer	Marks
19(b)	<p>Why did the Second World War lead to a loss of popularity for the United Party?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. 'The Second World War meant that more and more black people were moving into the towns to work in war manufacturing industries. The colour bar in the job market was weakening, and white people were becoming increasingly concerned about this. Malan and the Nationalist Party played on the fears of white people, and this resulted in the United Party losing popularity.'</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. 'The Second World War caused a split between Smuts and Hertzog.' 'The ANC compared the fight for freedom in Europe to their demand for freedom for all South Africans.' 'The booming war economy meant that the colour bar in the job market was weakening.' 'Many people in South Africa did not believe that Smuts could cope with post war problems.' 'The Nationalists were becoming a more effective opposition.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Other parties were more appealing.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
19(c)	<p>'South Africa's economic development was a success before 1945.' How far do you agree with this statement?</p> <p>Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'Manufacturing had risen to 20% of the total output of the economy by 1945. The government established the Electricity Supply Commission, which ensured cheap and efficient electricity to industry. It also established the Iron and Steel Industrial Corporation which exploited the country's rich resources of coal and iron ore.'</p> <p>OR</p> <p>e.g. 'South Africa's economic development was not always a success before 1945. When the world depression hit hard in the early 1930s, South Africa saw the value of her exports drop dramatically. Trade decreased because there was much less demand for South African agricultural and mineral exports. Countries around the world were struggling, and simply did not have the money to spend on imports from South Africa and other countries.'</p>	10 10 7–9 4–6

Question	Answer	Marks
19(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'Rising gold prices meant successful economic development.' 'Gold mining created many jobs.' 'Manufacturing made impressive progress during this period.' 'Major public corporations stimulated the economy.' 'South Africa was hit by world depression in the early 1930s.' 'In the 1920s Afrikaner farmers struggled to make ends meet.' 'In the 1930s demand for South African mineral exports fell dramatically.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There were successes and failures in South Africa's economy.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

Question	Answer	Marks
20(a) What was apartheid?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Apartheid meant separateness.' 'Apartheid was racial segregation.' 'Apartheid meant the different races in South Africa would live apart.' 'Apartheid meant the different races in South Africa would develop their lives separately.' 'Apartheid meant black people had to live in special reserves.' 'Black children had to go to separate schools.' 'Marriage between white people and non-white people was forbidden.' 'Black people could only travel to white areas to work and they had to be issued with a pass for this travel.' (2 marks)</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	0 1–4 4

Question	Answer	Marks
20(b)	<p>Why were black people unhappy with the Bantu Education Act introduced in 1953?</p> <p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘Black people were unhappy with the Bantu Education Act because it extended apartheid into schools and ensured that black children would receive an inferior education to white children. The education provided aimed to equip black children only to do jobs involving menial labour. There was no opportunity for black children to realise their potential.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation.)</p> <p>e.g. ‘Black people were unhappy with the Bantu Education Act because it extended apartheid into schools and ensured that black children would receive an inferior education to white children. The education provided aimed to equip black children only to do jobs involving menial labour. There was no opportunity for black children to realise their potential.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Education of black people was brought fully under government control.’ ‘Schools for black children had to teach in their ethnic language, not in English.’ ‘Schools for black children were not allowed to provide the same courses as schools for white children.’ ‘Schools for black children were told to prepare black children for life in the homelands.’ ‘Many mission schools were closed down.’ ‘The Bantu Education Act meant black children received an inferior education.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘It discriminated against them.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>6</p> <p>4–5</p> <p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
20(c)	<p>How successful was the ANC between 1948 and 1961? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘In 1952 the ANC launched the Defiance Campaign, a programme of civil disobedience when people would peacefully but deliberately break the apartheid laws. The campaign had a huge effect on people and by the end of 1952 the membership of the ANC had increased to 100 000. The Defiance Campaign gave people confidence that mass protest really could bring change if they were determined enough.’</p> <p>OR</p> <p>e.g. ‘The Defiance Campaign eventually had to be called off as the government introduced new laws. Defiance could result in punishment by whipping, heavy fines and prison sentences of up to three years for protest leaders. The ANC felt it had no alternative but to call off the Defiance Campaign.’</p>	10 7–9 4–6

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'The ANC Youth League organised direct action against the government.' 'The ANC organised a Defiance Campaign against apartheid laws.' 'In 1955 the ANC and other opposition groups approved the Freedom Charter.' 'In 1956 most of the leaders of the ANC were arrested and charged with high treason.' 'In 1960 the ANC was banned by the South African government.' 'There were disagreements within the ANC about the Freedom Charter.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The ANC had both successes and failures.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
21(a) What benefits did winning the Six-Day War of 1967 bring for Israel? Level 1 One mark for each relevant point; additional mark for supporting detail e.g. 'Israel captured and kept Sinai.' 'Israel captured and kept the Gaza Strip.' 'Israel captured and kept the West Bank.' 'Israel captured and kept the Golan Heights.' 'Israel had control of the Old City of Jerusalem.' 'The Sinai desert formed a huge buffer between Israel and the Egyptian army.' 'Territorial gains made Israel's frontiers easier to defend.'	1–4	4

Level 0 No evidence submitted OR response does not address the question

Question	Answer	Marks
21(b) Why did the Yom Kippur War occur in 1973? Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.) Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.) e.g. 'Israel's victory in the Six-Day War of 1967 meant that Egypt lost control of Sinai and the Gaza Strip. Sadat was prepared to recognise the state of Israel in order to regain Sinai, but the Israelis did not want to discuss this. Sadat believed that the only way Israel would negotiate about Sinai would be if she was threatened militarily.' Level 2 Identifies AND/OR describes reasons (One mark for each identification/description) e.g. 'There had been no peace treaty at the end of the Six-Day War in 1967.' 'There were disagreements about the Suez Canal.' 'Fighting over the Suez Canal was causing Egypt economic problems.''Sadat wanted to regain Sinai.''Assad wanted to regain the Golan Heights.' Level 1 General answer lacking specific contextual knowledge e.g. 'There were disagreements.' Level 0 No evidence submitted OR response does not address the question	6 4–5 2–3 1 0	6

Question	Answer	Marks
21(c)	<p>How far had the problems between Israel and its neighbours been solved by the 1990s? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. ‘At times it appeared that the problems between Israel and some of her neighbours were being solved. At Camp David an outline for peace was agreed between Israel and Egypt. In March 1979 the leaders of the two countries signed the Treaty of Washington, agreeing to recognise that each country had the right to live in peace within their recognised boundaries.’</p> <p>OR</p> <p>e.g. ‘Problems between Israel and Palestine were not easily solved. The expansion of Jewish settlements in the occupied territories has continued to cause problems, as the Palestinians saw more settlements being built on land they considered to be Palestinian. By 1987 there were over 80 000 Israelis living in and around Jerusalem and 20 000 in parts of the West Bank and in Gaza.’</p>	10 7–9 4–6

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes (One mark for each point)</p> <p>e.g. 'In 1978 the Camp David Accords brought peace.' 'The Treaty of Washington was signed in 1979.' 'In 1991 Israel negotiated with Palestine at the Madrid Peace Conference.' 'Egypt and Syria attacked Israel in 1973.' 'Israel continued to expand settlements in the occupied territories.' 'Israel continually refused to recognise a Palestinian state.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There had been some agreements, but there were still problems.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3 1 0

Question	Answer	Marks
22(a)	<p>Describe the Palestinian refugee problem up to 1949.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘During the fighting in 1948–49, over 700 000 Arabs fled from their homes in Palestine.’ (2 marks) ‘Most Palestinian refugees in 1948–49 went to the West Bank or the Gaza Strip.’ (2 marks) ‘Some Palestinian refugees in 1948–49 went to Syria, Jordan and Lebanon.’ (2 marks) ‘Palestinian refugees lived in overcrowded camps.’ ‘The refugee camps did not have adequate sanitation.’ ‘Refugees did not have enough food.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	1–4 0

Question	Answer	Marks
22(b) Why were Arab states reluctant to support the PLO?	<p>Level 4 Explains TWO reasons (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘King Hussein of Jordan was afraid of Israeli reprisals which followed any Palestinian attacks that were launched from Jordan. He felt that the PLO members acted as though they ruled Jordan and posed a direct threat to his authority. He was not prepared to tolerate this. He therefore shut down the PLO offices in Jordan and banned their newspapers. The PLO was expelled from Jordan in 1970.’</p> <p>Level 3 Explains ONE reason (Four marks for one explanation; five marks for full explanation.)</p> <p>e.g. ‘In the late 1960s the PLO declared that armed struggle was the only way to free Palestine.’ ‘Arab states did not approve of the PLO’s extreme violence.’ ‘King Hussein of Jordan was afraid of Israeli reprisals.’ ‘PLO attacks had resulted in Israeli attacks on Lebanon and Syria.’ ‘World opinion was shocked by the PLO’s violent attacks.’</p> <p>Level 2 Identifies AND/OR describes reasons (One mark for each identification/description)</p> <p>e.g. ‘Arab states thought the PLO’s actions were wrong.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Arab states thought the PLO’s actions were wrong.’</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	6 4–5 2–3 1 0

Question	Answer	Marks
22(c)	<p>How successful had Palestinians been in winning support from the international community by the early 1990s? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <ul style="list-style-type: none"> • 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. <p>Level 3 One-sided explanation OR one explanation of both sides</p> <ul style="list-style-type: none"> • More detailed explanation of one issue to be given two marks. <p>e.g. 'In 1988 Arafat publicly recognised the state of Israel and rejected terrorism. This meant that the USA was now willing to negotiate with the PLO and also to try to get the Israelis to begin peace talks with the Palestinians. Arafat's willingness to recognise the state of Israel gained support for Palestine from the USA.'</p> <p>OR</p> <p>e.g. 'Although much of the international community sympathised with the plight of the Palestinian refugees and felt that the matter needed to be resolved, many felt the Palestinian use of terrorism could not be justified. They were appalled by the murder of Israeli athletes at the Munich Olympic Games in 1972 and the numerous acts of violence directed towards civilians. Whilst they might understand the thinking behind the violent acts, they did not feel it could be justified.'</p>	10 10 7–9 4–6

Question	Answer	Marks
22(c) Level 2 Identifies AND/OR describes (One mark for each point)	<p>e.g. 'In 1974 Arafat was invited to speak at the UN.'</p> <p>'In 1988 the USA recognised the PLO was a necessary partner in any peace talks.'</p> <p>'In 1988 the USA invited the PLO to talks.'</p> <p>'The international community was very concerned about conditions in Palestinian refugee camps.'</p> <p>'The international community condemned Palestinian attacks on civilians.'</p> <p>'The international community was shocked by the Palestinian hijacking of three planes in 1970.'</p> <p>'In 1972 the international community was horrified by the Palestinian murder of Israeli athletes at the Olympics.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'They had some support, but not all the time.'</p> <p>Level 0 No evidence submitted OR response does not address the question</p>	2–3

HISTORY

0470/21

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 50

Published

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19th Century Topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages A blames Germany, B blames Britain, or France and Russia or Austria	7
	Level 4 Agreement and disagreement of detail or sub-messages	5–6
	Level 3 Agreement or disagreement of detail or sub-messages Agreements include – Germany violated Belgium, British foreign policy was not clear, Britain acted because of Belgium; Britain gets involved through Grey. Disagreements include – A favourable towards Grey, B unfavourable; in A Germany is the aggressor, in B not.	3–4
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Level 2 Compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Sources C and D. Does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources for disagreement and evaluates both	8
	Level 5 Explains surprise/no surprise for D but no valid use of C	6
	Level 5 Compares the sources for disagreement and evaluates one of them	7
	Level 4 Answers based on disagreements	4–5
	Level 3 Answers based on agreements	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Sources E and F. Are the opinions of the artists of these two sources the same? Explain your answer using details of the sources and your knowledge	7
	Level 6 Compares the points of view of artists Both sources are anti-German	7
	Level 5 Compares valid big messages Britain has got Germany under control in F but not in E	6
	Level 4 Compares valid sub-messages e.g. Germany a threat in both Germany is a problem Germany needs to be dealt with Germany is a threat in E, not in F	5
	Level 3 Valid interpretation of one or both but no comparison	3–4
	Level 2 Surface comparison of sources OR Level 2 Compares provenance	2
	Level 1 Writes about the sources but no valid comparison or misinterpretations	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source G. Why was this cartoon published in September 1914? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains purpose in context of German treatment of Belgium civilians	7
	Level 5 Explains the purpose of the cartoon Must have intended impact on audience e.g. to make people have anti-German feelings	6
	Level 4 Explains the big message e.g. The Germans are uncivilised – must include the elements of hypocrisy	5
	Level 3 Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message e.g. German soldiers are brutes Award 4 marks for knowledge of German treatment of Belgium civilians	3–4
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source OR Misinterpretations of the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source H. Do you trust this source? Explain your answer using details of the source and your knowledge.	8
	Level 5 Argues that he is to be believed because what he says would have been very unpopular in Germany during the war	8
	Level 4 Answers based on purpose in context (likely to be not trusting him)	6–7
	Level 3 Answers based on cross-reference	4–5
	Level 2 Undeveloped use of provenance	2–3
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that Germany was to blame for Britain and Germany being at war with each other? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement 7–10 Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement. Y – A, C, (D), E, (F), G, H N – B, D, F</p>	12
	Level 2 Uses sources to support or reject the statement	4–6
	Level 1 No valid source use	1–3
	Level 0 No evidence submitted or response does not address the question	0

20th Century Topic

Question	Answer	Marks
1	Study Source A. What impressions does this source give of the Hungarian uprising? Explain your answer using details of the sources.	6
	Level 5 Either Level 4 answer supported from the source Support must directly support the inference, not just any references to the source. Note: Do not allow parts of answers that are clearly implying Stalin was still alive. Do not allow the statue as Gero.	6
	Level 4 Inferences about the uprising or Hungarians and relationships with Soviets – not supported e.g. The uprising was against the Soviets/Stalin/Communism/Gero = 4 marks Award 5 marks if the inference goes as far as hatred of Stalin/Soviet control	4–5
	Level 3 Supported L2 answers – support needs to come from the source	3
	Level 2 Unsupported inferences – not about relationships between Hungarians and Soviets/Stalin	2
	Level 1 Describes surface features	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Sources B and C. Does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources as in Level 4 plus evaluates B on basis of its purpose or evaluates C explaining why can/cannot be surprised that Khrushchev does not want to withdraw	7–8
	Level 5 Evaluates C to explain surprised/not surprised by C, no valid use of B e.g. Surprised by C because Khrushchev seems to have gone back on his secret speech denouncing Stalinism.	5–6
	Level 4 Explains fundamental difference over withdrawing/not withdrawing	4
	Level 3 Answers based on agreements/disagreements e.g. They worry about counter-revolution in both, they both show some sympathy for Hungary, Soviets concerned about events in Hungary in both, in B Soviets are apologising for violence while in C they think its necessary, they want to restore order in both sources.	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question OR Identifies what is surprising but no valid explanation	1
	Level 0 No evidence submitted or response does not address the question	0
	Note: Place in Level 1 answers that do not address surprise.	

Question	Answer	Marks
3	Study Source D. Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.	8
	Level 5 Cartoonist is criticising how the Soviet Union is behaving in Eastern Europe (this might be stated as a purpose – which is fine) Allow 8 if this is put into context of Hungarian uprising but can also award 8 if cartoonist's opinion is well explained	7–8
	Level 4 Explains the big message – two elements – the unpleasant nature of Soviet control of Eastern Europe and it is beginning to lose control	5–6
	Level 3 Explains context only – fails to explain message or purpose of source OR Level 3 Explains a valid sub-message Look to award 4 if it has part of the big message	3–4
	Level 2 Interprets source or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1
	Level 0 No evidence submitted or response does not address the question	0
	Note: The reference to criticism must be explicit.	

Question	Answer	Marks
4	Study Sources E and F. Does Source F prove that Marshal Zhukov was lying in Source E? Explain your answer using details of the sources and your knowledge.	8
	Level 7 As first type of Level 6 but also explains why E is still lying	8
	Level 6 Compares the sources for disagreements then contextually evaluates (or evaluates by cross-reference) F to explain why F does prove E is lying. OR Compares the sources for disagreements then contextually evaluates (or evaluates by cross-reference) F to explain why F does not prove that E is lying.	7
	Level 5 Contextual evaluation (or evaluation by cross reference) of E to explain he is lying, no valid use of F Place answers that compare E and F and then evaluate E in this level	6
	Level 4 Explains he is lying because of disagreements between the two sources	4–5
	Level 3 Explains agreements between E and F to state not lying	3
	Level 2 Undeveloped reference to provenance to state whether lying or not lying	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source G. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	8
	Level 5 Explains point of view of cartoonist Must be built on L4. This must have explicit criticism of Soviet action in Hungary.	8
	Level 4 Explains big message There are three elements to this: (1) the Soviet behaviour in Hungary is brutal; (2) the Soviets are stopping the international community from intervening; (3) when they themselves are intervening in a foreign country.	6–7
	Level 3 Sub-message(s) explained Put in here criticism of Soviets without L4 reading of the cartoon	3–5
	Level 2 Plausible misinterpretations	2
	Level 1 Surface description of source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that the Soviet decision to use force in Hungary was influenced only by factors within Hungary. Use the sources to explain your answer.</p>	12
	<p>Level 3 Uses sources to support and reject the statement 7–10</p> <p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p>	
	<p>Allow answers that are about why the Soviets went in rather than just why they used force.</p>	
	<p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.</p>	
	<p>Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement.</p>	
	<p>Y – A, B, E, F, G. N – C, D, G.</p>	
	<p>Note: G can be used as a Y or a N but cannot be used as both by the same candidate.</p>	
	<p>Level 2 Uses sources to support or reject the statement</p>	4–6
	<p>Level 1 No valid source use</p>	1–3
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/22

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 50

Published

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This document consists of 13 printed pages.

Question	Answer	Marks
1	<p>Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.</p> <p>Level 5 Compares big messages i.e. overall judgement on who was to blame for war: this could be Germany/Russia in A, just Russia in B/Russia in both, but greater blame placed on Russia in B than in A</p> <p>Level 4 Agreement AND disagreement of detail or sub-messages</p> <p>Level 3 Agreement OR disagreement of detail or sub-messages Agreements: e.g. that Russia is looking after Serbia, that the Ottoman Empire was ailing, that the Great Powers wanted to partition the Ottoman Empire, that Russia was worried about the Straits etc. Disagreements: Russian guarantees to Serbia cause war in A, Russia does not go to war for Serbia in B/Strong support for Serbia in A, support much more qualified in B etc.</p> <p>Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject OR Compares the provenance of the sources</p> <p>Level 1 Writes about the sources but makes no valid comparison</p> <p>Level 0 No evidence submitted or response does not address the question</p>	7

Question	Answer	Marks
2	Study Sources C and D. Does Source D prove Source C to be wrong? Explain your answer using details of the sources and your knowledge.	8
	Level 7 Compares the sources and evaluates both	8
	Level 6 Compares the sources and evaluates one of them	7
	Level 5 Contextual explanation of how Source C is/is not wrong, no valid use of Source D	6
	Level 4 Yes or NO; answers based on disagreements	4–5
	Level 3 No: answers based on agreements	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Sources E and F. Does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates one of them	8
	Level 5 Explains surprise/no surprise for F but no valid use of Source E	7
	Level 4 Answers based on agreements/disagreements	5–6
	Level 3 Valid reasons with no comparison of content i.e. using everyday empathy, common sense, generalised context e.g. No, of course anyone would want to avoid war. No, not surprised because they are cousins.	3–4
	Level 2 Answers based on undeveloped provenance OR Identifies what is/is not surprising, no explanation	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source G. Why was this postcard published in Austria at this time? Explain your answer using details of the source and your knowledge.	7
	Level 6 Explains purpose in context of 1914 after the assassination of Franz Ferdinand	7
	Level 5 Explains the purpose of the postcard (must have intended impact on audience)	6
	Level 4 Explains the big message i.e. that Serbia must be crushed because it is responsible for the assassination (must have both elements)	5
	Level 3 Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message. Note: only allow 3 marks for ‘to say that Serbia must die’.	3–4
	Level 2 Interprets postcard or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source H. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	8
	Level 4 Interprets big message of cartoon i.e. Serbia can confront Austria because it has Russian support.	7–8
	Level 3 Interprets sub-message(s) of the cartoon	4–6
	Level 2 Misinterpretation of the cartoon	2–3
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that Russia was to blame for the outbreak of the First World War? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.</p> <p>Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement.</p> <p>Y – A, B, F, H N – A, B, C, D, E, G, H</p> <p>Level 2 Uses sources to support or reject the statement</p> <p>Level 1 No valid source use</p> <p>Level 0 No evidence submitted or response does not address the question</p>	12 7–10 4–6 1–3 0

Question	Answer	Marks
1	Study Source A. What impressions does this source give of events in Hungary in October and November 1956? Explain your answer using details of the source and your knowledge.	7
	Level 5 L4 answers supported	7
	Level 4 Big inference – that the Hungarian uprising was a good thing This must be on the events – not simply the supportive attitude of the magazine	6
	Level 3 Supported inferences One supported = 4 marks, two or more supported = 5 marks	4–5
	Level 2 Unsupported inferences i.e. about the events or about the Hungarians One inference = 2 marks, two or more = 3 marks	2–3
	Level 1 Describes the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Source B. Why did the Soviet Union issue this statement at this time? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains purpose in context of 23/24 October 1956.	8
	Level 5 Explains the purpose of the source i.e. to justify their intervention in order to persuade people that they were in the right. (Note: other purposes = L3)	7
	Level 4 Explains the big message i.e. to say that the demonstrators are evil, and that the Russians are helping Hungary out. (MUST have both elements)	5–6
	Level 3 Explains context only – fails to explain message or purpose of source OR Explains a valid sub-message e.g. because the Russians want to make themselves look good	3–4
	Level 2 Interprets source or describes the context – but not used as a reason for publication	2
	Level 1 Paraphrases the source, no reason given	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Sources C and D. Does Source D prove that Source C cannot be trusted? Explain your answer using details of the sources and your knowledge.	8
	Level 7 Compares the sources and evaluates both	8
	Level 6 Compares the sources and evaluates one of them	7
	Level 5 Contextual explanation of how Source C can be trusted – no valid use of Source D [Note: answers which simply evaluate Source D only = L2]	6
	Level 4 Yes or No: because they disagree	4–5
	Level 3 No: because the sources agree	3
	Level 2 Answers based on undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source E. What is the cartoonist's message? Explain your answer using details of the source and your knowledge. Level 5 L4 plus explains point of view of cartoonist This must be an explicit point about the cartoonist's disapproval/criticism (criticism only, no big message = L3)	7
	Level 4 Explains big message i.e. that the SU/Khrushchev will be unable to remove the stain of their bloody actions in Hungary, and that this will doom them. (MUST have both elements)	6
	Level 3 Sub-message(s) explained	3–5
	Level 2 Plausible misinterpretations	2
	Level 1 Surface description of source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source F. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	8
	Level 7 Not surprised, using explained purpose of the statement	8
	Level 6 Not surprised that the Communists would represent events in this way, supported by cross-reference	7
	Level 5 Uses cross reference to other sources/contextual knowledge to check details in the source	5–6
	Level 4 Answers based on explained use of provenance i.e. not surprised that Communists would want to make themselves look good	4
	Level 3 Assertions based on everyday empathy/common sense/arguments internal to the source etc. i.e. any valid answer that does not reach one of the higher levels.	3
	Level 2 Valid analysis of source but fails to state whether surprised or not OR Identifies what is/is not surprising, no explanation	2
	Level 1 Writes about source but fails to address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that Soviet armed intervention in Hungary was justified? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p> <p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.</p> <p>Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement.</p> <p>Y – B, D, F N – A, C, E</p> <p>Level 2 Uses sources to support or reject the statement</p> <p>Level 1 No valid source use</p> <p>Level 0 No evidence submitted or response does not address the question</p>	12 7–10 4–6 1–3 0

HISTORY

0470/23

Paper 2

October/November 2017

MARK SCHEME

Maximum Mark: 50

Published

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This document consists of **9** printed pages.

19th Century Topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages	7
	e.g. The Crisis is a success for Germany in A but not quite such a success in B	
	Level 4 Agreement and disagreement of detail or sub-messages	6
	Level 3 Agreement or disagreement of detail or sub-messages	3–5
	Agreements include: Germany tries to break the British/French alliance; the Kaiser visits Tangiers; Grey fears Germany will start a war; Delcassé's dismissal is a triumph for Germany.	
	Disagreements include : Delcassé resigns in A, but is dismissed in B.	
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject Or Level 2 Compares the provenance of the sources	2
	Level 1 Writes about the sources but makes no valid comparison	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Source C. How useful is this source as evidence about the Kaiser's visit? Explain your answer using details of the source and your knowledge.	7
	Level 6 Explains what can be learned from its purpose	7
	Level 5 Evaluates source to reject it – based on purpose, tone	6
	Level 4 Explains what can be learned from content	4–5
	Level 3 Undeveloped use of provenance	3
	Level 2 Paraphrases source	2
	Level 1 Unsupported assertions	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Source D. What is the message of this source? Explain your answer using details of the source and your knowledge.	8
	Level 5 Cartoonist's view Criticising the Kaiser for causing trouble wherever he goes.	8
	Level 4 Interprets big message of cartoon The Kaiser causes crises wherever he intervenes	6–7
	Level 3 Interprets sub-messages of the cartoon e.g. The Kaiser has just visited Morocco e.g. Kaiser responsible for Moroccan Crisis = 5	3–5
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Sources E and F. Does Source F make Source E surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates both	8
	Level 5 Compares the sources and evaluates one of them	7
	Level 4 Explains surprise/no surprise for E but no valid use of Source F	6
	Level 3 Answers based on agreements/disagreements If this agreement is on the central issue of British intervention = 5	4–5
	Level 2 Answers based on undeveloped provenance	2–3
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Sources G and H. How similar were the views of the two cartoonists? Explain your answer using details of the source and your knowledge.	8
	Level 6 Compares the view of the cartoonists	8
	In H the cartoonist approves of the results of the Conference but in G approves rather less	
	Level 5 Compares big messages	7
	In H the crisis has been resolved and war averted while in G, although they are talking, there is still a possibility of war	
	Level 4 Compares sub-messages	5–6
	Level 3 Interprets message(s) of one or both cartoons but no valid comparison	3–4
	Level 2 Answers based on undeveloped use of provenance	2
	Level 1 Writes about the sources but makes no valid comparisons	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that the Moroccan Crisis made war more likely? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement. Y – A, B, D, E, F, G N – A, C, D, E, H</p> <p>Level 2 Uses sources to support or reject the statement Level 1 No valid source use Level 0 No evidence submitted or response does not address the question</p>	10
	7–10	
	4–6	
	1–3	
	0	

20th Century Topic

Question	Answer	Marks
1	Study Source A. What impressions does this source give of events in Hungary in November 1956? Explain your answer using details of the sources.	7
	Level 5 Level 4 answers supported	7
	Level 4 Big impression – Soviets are repressing the rebellion/ while they are pretending to restore peace or while pretending to be friends of Hungarians Must have both elements for L4	6
	Level 3 Supported inferences	4–5
	Level 2 Unsupported inferences e.g. The events were violent	2–3
	Level 1 Describes surface features	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Sources B and C. Does Source B make Source C unreliable? Explain your answer using details of the source and your knowledge	7
	Level 5 Compares the sources and evaluates B (or C)	6–7
	Level 4 Contextual explanation of how Source C is/is not unreliable – no valid use of Source B	5
	Level 3 Answers based on disagreements	4
	Level 2 Answers based on undeveloped provenance OR Level 2 Answers based on agreements (3)	2–3
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Source D. Why was this cartoon published at this time? Explain your answer using details of the sources and your knowledge.	8
	Level 5 Level 4 plus explains cartoonist's criticism of either Soviets or western powers/UN (Allow – criticising UN because it is punishing western powers for what they did in Suez but allowing USSR to get away with its actions in Hungary.)	7–8
	Level 4 Explains the big message e.g. Soviets are getting away with what they did in Hungary because western powers/UN are distracted by Suez	5–6
	Level 3 Explains context only – fails to explain message or purpose of source OR Level 3 Explains a valid sub-message	3–4
	Level 2 Interprets cartoon or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Sources E and F. Does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares sources and evaluates both	8
	Level 5 Compares sources and evaluates one source	6–7
	Level 4 Evaluates to explain why surprised/not surprised by Source F – no valid use of Source E	5
	Level 3 Answers based on comparison of content	3–4
	Level 2 Valid analysis of source but fails to state whether surprised or not OR Level 2 Answers based on provenance	2
	Level 1 Writes about sources but fails to address the question OR Identifies what is/is not surprising	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Source G. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	8
	Level 5 Explains point of view of cartoonist	7–8
	Must reach Level 4 and then explain that cartoonist is criticising Soviets. Award 8 if explains Soviet hypocrisy.	
	Level 4 Explains big message	5–6
	e.g. Soviets want to use the Suez Crisis to distract people from their brutality in Hungary.	
	Level 3 Sub-message explained	3–4
	Level 2 Plausible misinterpretations	2
	Level 1 Surface description of source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that Soviet armed intervention in Hungary was justified? Use the sources to explain your answer.</p>	12
	<p>Level 3 Uses sources to support and reject the statement 7–10</p>	
	<p>Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).</p>	
	<p>Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.</p>	
	<p>Use ✓ in the margin for each source use in support of the statement and ✗ for each source use rejecting the statement.</p>	
	<p>N – A, C, D, F, G</p>	
	<p>Y – B, E, H</p>	
	<p>Level 2 Uses sources to support or reject the statement</p>	4–6
	<p>Level 1 No valid source use</p>	1–3
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

HISTORY

0470/41

Paper 4 Alternative to Coursework

October/November 2017

MARK SCHEME

Maximum Mark: 40

Published

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This document consists of 12 printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues in the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		

Question	Answer	Marks
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		
Level 1		[1–8]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge. • Demonstrate limited ability to select and organise information. • Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons. • Write relatively little or it is of some length but the content is not focused on the task. • Answer showing little understanding of the question. 		
Level 0		[0]
Candidates:		
<ul style="list-style-type: none"> • Submit no evidence or do not address the question. 		
Information Suggestions		
<p>The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.</p>		

Question	Answer	Marks
1	<p>How important was the ‘race to the sea’ in the development of the trench system on the Western Front? Explain your answer.</p> <p>YES Following the German retreat after the Battle of the Marne, both sides tried to outflank each other to gain control of the war; led to both sides attempting to control the Channel ports to cut supplies off; various battles after Marne led to both sides digging and reinforcing defences; created a network of zigzagged trench lines over 400 miles long as both sides then raced to the Alps in attempt to outflank each other; by November 1914, a trench system was in place and a static defensive war ensued until 1918, etc.</p> <p>NO Failure of the Schlieffen Plan more important – failure to surround the French armies, arrival of BEF, Belgian resistance and quick mobilisation of Russian forces caused the Germans to dig-in; new weapons such as accurate artillery and machine guns allowed both sides to defend the trenches, ending war of movement – advantage with defender; lack of effective offensive military tactics meant the trenches were difficult to attack and led to huge casualties by the end of 1914, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were domestic problems in Germany as a reason for the Armistice in 1918? Explain your answer.</p> <p>YES British blockade of German ports led to food shortages, riots and mutinies by the end of 1918; the German Reichstag was starting to take a more active role in questioning the war effort between 1916–18: influence of liberals and socialists; war weariness – 1.75 million casualties in 1918 alone, many in Germany starting to turn against the war and the Kaiser; impact of Prince Max von Baden, a liberal monarchist, who approached Wilson for an armistice; Kaiser’s October Reforms transferred power from the elites to the Reichstag – composed of liberals and socialists; Kiel Mutiny and the setting up of soldiers’ and sailors’ Soviets; riots across Germany – German Revolution; abdication of Kaiser; Ebert appointed Chancellor and German Republic founded, etc.</p> <p>NO Other factors more significant – extent of German losses could not be recovered after Somme and Passchendale offensives; allied superiority in technology and equipment by 1918 – more guns, planes and tanks; failure of Ludendorff Offensive and Operation Michael led to open warfare and German reserves were used up; Allied tactics improved – creeping barrages and combined arms tactics; entry of USA into the war – recruited nearly 5 million men by the end of the war, etc.</p>	40

Question	Answer	Marks
3	<p>How significant was the invasion of the Ruhr as a cause of instability in Weimar Germany to 1923? Explain your answer.</p> <p>YES</p> <p>Reparation payments set at £6.6 billion in 1921 and led to a failure to pay in 1922 due to war debts; French and Belgian governments believed the Germans to be bluffing and invaded and occupied the Ruhr in January 1923; intended to seize coal and other resources to the value owed by the Germans; led to violence and shootings between German and French troops; 100 000 Germans expelled from the Ruhr – these had to be rehoused and fed; government revenue fell drastically as Ruhr was one of the main wealth-producing areas; Ebert ordered passive resistance and continued to pay those on strike by printing more money; led to hyperinflation – led to bartering and collapse of German currency; pensioners and savers lost everything, German economy nearly collapsed; led to Stresemann's rescue plan which infuriated nationalists – Nazi Beer Hall Putsch, etc.</p> <p>NO</p> <p>Not significant as instability was brought under control by Stresemann – passive resistance ended; Rentenmark introduced and ended hyperinflation; other factors more significant – social, political and economic instability at the end of the First World War; impact of Treaty of Versailles led to resentment – military, territorial terms and War Guilt; growth in right-wing opposition such as Kapp Putsch; left-wing extremism – communist rebellions in Bavaria and the Ruhr; Weimar Constitution was weak – proportional representation and Article 48, etc.</p>	40

Question	Answer	Marks
4	<p>How important was the fear of communism as a reason for Nazi success by 1933? Explain your answer.</p> <p>YES</p> <p>1932 elections: Communist Party had won 17% of the popular vote and had 100 seats in the Reichstag; Depression had meant many workers had turned to left-wing extremist parties; Communists argued that capitalist system in Germany was the root of the problem; Russia from 1917 saw Communists in control; many amongst the established elites and middle-classes saw the possibility of a similar communist revolution in Germany as a real threat; Nazis propagated themselves as defenders of the established order and promised to crush the Communist Party; Nazi propaganda portrayed the Communists as scheming revolutionaries in league with Jewish interests; gained financial backing from industrialists; ‘negative’ cohesion; Nazis demonstrated their ability to deal with the Communists using the SA to violently break up meetings; many saw the Nazis as the last line of defence against a communist seizure of power; (allow Feb. 1933 Reichstag Fire and emergency powers) etc.</p> <p>NO</p> <p>Other factors more important to Nazi success – Depression had left 6 million unemployed by 1932 and the Nazis promised to create a strong government with a strong leader to solve this problem; democracy seen as weak with weak, ineffectual coalition governments that failed to deal with the problems; Hindenburg was already ruling by decree, democracy effectively already dead; Nazi propaganda machine highly effective; Hitler used speeches and rallies to spread Nazi messages and demonstrate their strength and discipline; Hitler flew by plane around the country to increase support; political manoeuvring by von Papen to get revenge on Schleicher; persuaded Hindenburg to appoint Hitler Chancellor and control him with a Conservative coalition; March elections; Enabling Act; concordat with Catholic Church; (allow reference to Munich Putsch only in relation to Hitler’s change in tactics) etc.</p>	40

Question	Answer	Marks
5	<p>How significant were the events of Bloody Sunday as a cause of the weakness of the Tsarist regime before 1914? Explain your answer.</p> <p>YES 22 January 1905, Father Gapon led a peaceful demonstration of 200 000 men, women and children to the Winter Palace calling for reform and an end to the Russo-Japanese War; they aimed to deliver a petition to Tsar Nicholas II but were fired upon by the police and troops, killing 96 (officially) but other estimates put this as high as 4000; sparked off the 1905 Revolution; people lost confidence in the Tsar as 'Little Father'; rioting and rebellion spontaneously erupted across the Russian Empire; peasants attacked property of the nobility; strikes by workers all over the country – 400 000 on strike by the end of January 1905; universities closed down; establishment of Union of Unions by professionals; railways stopped working due to strikes, etc.</p> <p>NO Tsar agreed to October Manifesto which allowed limited democracy and a State Duma; political parties and trade unions and freedoms of speech and conscience established which appeased liberals and middle-classes; on return of the Army from Japan, the Tsar issued the Fundamental Laws (1906) re-establishing autocracy; arrests of key Petrograd Soviet members including Trotsky; more significant on the stability of Tsarism were poor living and working conditions leading to a growth in radical opposition; demands for political representation from middle-class and workers; land issue not solved; Russo-Japanese War; establishment of Petrograd Soviet; mutiny on the Potemkin, etc.</p>	40

Question	Answer	Marks
6	<p>How important were the actions of Nicholas II as a cause of the March Revolution of 1917? Explain your answer.</p> <p>YES September 1915 Tsar Nicholas assumes supreme command of the Russian Army – this linked the military failures on the Eastern Front directly to the Tsar; Tsarist government begins to lose support; Russia had lost 1.7 million soldiers by 1915 with a further 3 million captured or missing – led to a decline in morale and patriotism; Tsarina left in charge of Russian government – she is unpopular due to her German heritage and her insistence on listening to Rasputin for advice on government ministers – led to rumours that they were both in league with the Germans; refusal of Tsar Nicholas II to reform government and autocracy in favour of constitutional monarchy, etc.</p> <p>NO Other factors more important – First World War led to food shortages and bread rationing in Russia; inflation led to workers' strikes; poor living and working conditions – low wages; problems in the countryside led to mutinies by peasant soldiers; land issue not solved; growth in liberal and socialist opposition – united front against Tsarist autocracy; Duma refused to follow Tsar's orders and created a Provisional Government, etc.</p>	40

Question	Answer	Marks
7	<p>How significant were mass-produced goods in changing the lives of women in the 1920s? Explain your answer.</p> <p>YES Car led to increased freedom for some women and allowed travel to place of work and visits to towns and cities (entertainment); Model T Ford in new colours to sell to women; new electrical appliances increased leisure time for women to either find work, engage in leisure activities, etc.; allow reference to clothing and fashion here – use of advertising by manufacturers and catalogues; radio allowed women to listen to new music such as jazz and sports; could mention new job opportunities in factories that mass produced goods, etc.</p> <p>NO New mass-produced goods only really available to wealthier families rather than poorer rural families, so not all women shared in the changes; more significant – gaining the vote in 1920 brought political freedom to some and greater participation; impact of entertainment such as the cinema introduced new icons to women; ‘flapper’ girl popularised in film, etc.</p>	40

Question	Answer	Marks
8	<p>How important was the Second New Deal in dealing with the effects of the Depression? Explain your answer.</p> <p>YES Second New Deal focused on helping the victims of Depression and creating a fairer society in America; Wagner Act, 1935 allowed workers to join trade unions and bargain with employers; Social Security Act, 1935 helped provide pensions for the elderly, unemployment benefit and help for the sick and disabled; WPA addressed continued unemployment by providing work on schools, hospitals and highways; Resettlement Administration helped resettle farmers who had been affected by the Dust Bowl – later the Farm Security Administration provided loans to farmers and set up work camps for migrant workers, etc.</p> <p>NO New Deal faced critics from the Republican Party and big business who viewed government intervention as socialist and anti-American; faced opposition for allowing trade unions; radical opponents such as Dr Francis Townsend and Huey Long criticised the Second New Deal as too moderate and proposed more radical solutions; First Hundred Days more important than Second New Deal – Emergency Banking Act, CCC and PWA provided millions of jobs until 1939; FERA spent \$500 million helping the poor; TVA most successful agency; Second World War, etc.</p>	40

Question	Answer	Marks
9	<p>How significant was the Second World War as a reason for the downfall of the Nationalist government? Explain your answer.</p> <p>YES</p> <p>KMT viewed the Communists as a greater threat than the Japanese during the Second World War and so did not focus their efforts on the foreign invaders; Nationalist government became more unpopular with the people, especially the peasants; the Nationalist government was seen to waste foreign funds from Britain, France and the USA – many viewed the Nationalists as corrupt with generals hoarding weapons and money – \$750 million saw ‘no visible results’ according to Truman; KMT seemed reluctant to engage Japanese invaders and adopted defensive strategies against the will of China’s allies and the Chinese population; Communists saw more success and gained more popularity with guerrilla style tactics against the Japanese; Communists focused on rural areas and gained support of peasants, etc.</p> <p>NO</p> <p>More important factors – Long March had seen the Communist Party united behind Mao’s leadership; Party delivered effective propaganda and gained support of many peasants by travelling through rural China; Mao made the CCP a party of the people with the Yenan settlement used to indoctrinate people in Communist ideology – Maoism; Yenan gained national and international interest with many visitors and helped boost membership of the CCP; Civil War saw Communists continue guerrilla warfare tactics effectively against the KMT and gained further support from the peasants, China’s largest social class; many KMT troops left the Nationalists and joined the CCP; USA withdrew funding to Nationalist government; Communists captured Shanghai and controlled key strategic points in China and forced KMT to flee by 1949, etc.</p>	40

Question	Answer	Marks
10	<p>How important was the death of Mao to communism in China? Explain your answer.</p> <p>YES</p> <p>Mao and Maoist ideology very much the focus for the CCP since the 1930s; led to internal fighting in the CCP and the rise of the reformer Deng Xiaoping by 1981; removal of the position of Chairman in the CCP to distance itself from Mao’s dictatorship; ended the excesses of Mao’s dictatorship such as the cult of personality and deification of Mao in propaganda to an extent; led to improved foreign relations – Hong Kong returned in 1997 and Macau in 1999; entry into World Trade Organisation, etc.</p> <p>NO</p> <p>Maoist thought and ideology very much ingrained in China and in the CCP; one-party dictatorship remained – propaganda, censorship, state control, etc.; Mao had already improved relations with the West – Chinese-American trade deal in 1972; bloody suppression of demonstrations such as Tiananmen Square; China already a nuclear superpower, etc.</p>	40

Question	Answer	Marks
11	<p>How important were the weaknesses of the United Party in the result of the 1948 elections? Explain your answer.</p> <p>YES By 1948, Jan Smuts was 78 and widely regarded as out of touch by many white South Africans; regarded with suspicion for his support of equal human rights and liberty in the Charter of the United Nations drawn up after WWII; United Party accepted that black South Africans were in the cities and towns to stay; many in the United Party promoted more integration and viewed segregation as impractical; many Afrikaners became disillusioned with United Party's racial policies, etc.</p> <p>NO More important – the growth of Afrikaner nationalism after WWII; Nationalist Party embodied the racial ideas of many Afrikaners; publication of De Burger and the programme set out by the secret Broederbond society promoted Afrikaner interests and identity; Dutch Reformed Church preached that Afrikaners were a chosen people destined to rule over black people and non-whites; WWII had led to industrial expansion and increased black employment while white people fought in the war – increased by 70%; led to migration of black people to towns and cities and growth of squatter camps – led to government relaxing Pass Laws; some black people demanded further concessions and many whites appalled by this situation, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were the Soweto riots in increasing opposition to white minority rule? Explain your answer.</p> <p>YES</p> <p>Soweto was a black township outside Johannesburg and many of the young population had been inspired by Steve Biko's Black Consciousness movement; 16 June 1976, thousands of black pupils and students protested at the latest government instruction to teach half their subjects in Afrikaans which was regarded as the language of repression and white supremacy; the riots and protests spread nationwide after the police shot dead a 13 year old African boy and then responded further with tear gas and more gunfire; estimates put the number killed at 575 with 134 under 18 years of age; news of the violence spread worldwide and led to international condemnation and outrage at the inhumanity and brutality of the apartheid regime; immediate falls in gold and diamond share prices as investors took flight; resistance to apartheid immediately became more international and many black South Africans went to neighbouring countries to train as resistance fighters, etc.</p> <p>NO</p> <p>More significant factors – ANC led by Mandela and Tambo was the leading anti-apartheid organisation; Youth League and Programme of Action in 1950; Defiance Campaign in 1952 – peaceful protest; Freedom Charter and Treason Trial; PAC in 1960 began a national anti-Pass Law campaign; Sharpeville Massacre led to national demonstrations; role of Botha's reforms; de Klerk's role in ending apartheid; religious leaders such as Tutu; international opposition from UN; sanctions and boycotts, etc.</p>	40

Question	Answer	Marks
13	<p>How important were the experiences of Jews during the Second World War as a reason for the Israeli victory in 1948? Explain your answer.</p> <p>YES</p> <p>Jewish settlers in Palestine believed that Britain had to be supported in defeating Germany; Haganah provided military assistance to the British – they gained access to weapons and military training; they also gained experience in hunting down Jewish terrorists who assassinated Lord Moyne, the British Resident Minister in 1944; 20 000 Palestinian Jews enlisted in the British Army giving them access to modern military strategy that they could use against the Arab states; Holocaust gave many Israelis the determination to protect what had been fought for in 1945–48; received financial aid from America, etc.</p> <p>NO</p> <p>USA supported Israelis and boosted morale; continued financial support from European and American Jews after the war; guerrilla campaign against the British by Haganah and Irgun gave Israeli military a wide variety of tactics against Arab states; Israeli Army better equipped and armed than Arabs; military leadership was better; Arab forces inexperienced and poorly led; poor communication; outnumbered by Israeli Army, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was the Suez Canal as a cause of war between Israel and Egypt? Explain your answer.</p> <p>YES 1956 war focused on Egyptian attempts to nationalise the Suez Canal which would remove British and French influence; led to Israel, Britain and France secretly planning to invade Egypt to regain control of the Canal for trade routes into the Indian Ocean; 1967 war saw the Israelis launch a pre-emptive attack on Egypt (which had retained control of the Suez Canal), Syria and Jordan; Suez Canal became the front line between Israeli and Egyptian forces after 1967 – both sides set up defences that were permanently guarded; Soviet SAM launchers installed behind Egyptian lines; Suez Canal was used as the base of surprise attack in Yom Kippur War in 1973, etc.</p> <p>NO Other significant factors – context of Cold War – Egypt became an ally of USSR and Syria, while the USA supported Israel; both sides gave money and weapons to support their interests in the Middle East; Nasser and Egyptian nationalism; Egyptian presence in the Sinai; Palestinian support from Arab countries and increased Palestinian raids into Israel; creation of PLO from Fatah and other resistance groups led to a ‘united’ front against Israel; control of territory, particularly the Sinai peninsula; religion, etc.</p>	40

HISTORY

0470/42

Paper 4 Alternative to Coursework

October/November 2017

MARK SCHEME

Maximum Mark: 40

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.

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This document consists of 12 printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues in the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		

Question	Answer	Marks
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		
Level 1		[1–8]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge. • Demonstrate limited ability to select and organise information. • Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons. • Write relatively little or it is of some length but the content is not focused on the task. • Answer showing little understanding of the question. 		
Level 0		[0]
Candidates:		
<ul style="list-style-type: none"> • Submit no evidence or do not address the question. 		
Information Suggestions		
<p>The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.</p>		

Question	Answer	Marks
1	<p>How important was poor intelligence as a reason for the huge losses in the Battle of the Somme? Explain your answer.</p> <p>YES Poor intelligence after the initial bombardment led Haig to believe the German defences had been completely destroyed – actually the Germans were well protected and had dug extra lines of trenches; initial reports from the first day gave misleading results to the generals who continued with the overall plan; a lot of intelligence was exaggerated or misleading so as to give a positive spin for the commanders, etc.</p> <p>NO Poor tactics and strategies more important – Haig and other commanders stuck to the grand plan and continued to believe in the ‘Big push’ rather than allowing junior officers to use their own initiative; initial bombardment ineffective; poor use of combined arms by British at the beginning of the battle; German defences were well established; new technology was not employed effectively, etc.</p>	40

Question	Answer	Marks
2	<p>How significant was the Treaty of Brest-Litovsk to the outcome of the First World War? Explain your answer.</p> <p>YES Russia’s exit from the war ended Germany’s war on two fronts; allowed German High Command to move troops, resources and machinery to the Western Front and focus on the war against Britain, France and the newly entered USA; Germany gained valuable mineral and fuel resources from ceded Russian land from the Treaty; led to Ludendorff launching the Spring Offensive which ended the stalemate and resulted in eventual German defeat, finally exhausting the German Army, etc.</p> <p>NO Russia mainly on the defensive since Brusilov Offensive in 1916; Treaty was too late to make a difference to German fortunes – US had already agreed to enter war in 1917; more significant – German naval blockade by Royal Navy led to hardship in Germany; improved Allied tactics; war at sea; Kiel Mutiny and October Revolution, etc.</p>	40

Question	Answer	Marks
3	<p>How significant were violence and intimidation in allowing Hitler to control Germany by 1934? Explain your answer.</p> <p>YES Reichstag fire allowed Hitler to persuade Hindenburg to pass emergency decrees to suspend civil liberties – SA used to arrest and beat up communist leaders; SA and police used to intimidate voters before March elections; SA and SS used to intimidate Reichstag Deputies to pass Enabling Act; SA, SS and gestapo used to close down trade unions, political parties and arrest and detain enemies of the state; concentration camps set up, etc.</p> <p>NO Reichstag Fire and Enabling Act gave Hitler legal powers to ban or arrest opponents; Concordat with Catholic Church; united protestant churches into Reich church; Hitler Youth used to indoctrinate young people; initial economic success in reducing unemployment saw many in Germany support Nazi policies; propaganda used effectively to control and censor newspapers, music, theatre, film, etc.</p>	40

Question	Answer	Marks
4	<p>How important were policies towards the workers to the popularity of the Nazi regime by 1939? Explain your answer.</p> <p>YES Workers were largest single social group in Germany; unemployment was high priority for Nazi regime – 6 million reduced to half a million by 1938; trade unions banned and DAF set up to control and coordinate workers' activities under Robert Ley; New Plan focused on heavy government investment to create jobs; rearmament and conscription provided jobs in the armed forces; National Labour Service employed 18–25 year olds on public works schemes such as the autobahns; Strength Through Joy campaign gave benefits to workers such as holidays; Beauty of Labour improved conditions in factories, etc.</p> <p>NO Policies towards workers were about control – trade union rights lost (pay and conditions bargaining); pay in real terms did not rise past 1928 levels; benefits reduced; working week increased by 4 hours between 1933–39; RAD labour was poorly paid and hard – very unpopular with some; other policies more important to success – helping farmers, industrialists and middle classes; propaganda policy, etc.</p>	40

Question	Answer	Marks
5	<p>How significant were the social and economic effects of the war in allowing the Bolsheviks to increase their popularity? Explain your answer.</p> <p>YES March Revolution had not led to an ending of the war for Russia, despite huge losses and economic hardship; Bolsheviks only party that directly opposed the war and the Provisional Government's policy of continued fighting; economic hardship continued in Russian cities due to the war; Lenin's popular slogan 'Peace, Bread, Land' promised an end to the war and drew support from workers and soldiers; Summer Offensive by Kerensky massive failure and sparked July Days revolts; Petrograd Soviet anti-war by October 1917 with Bolshevik control, etc.</p> <p>NO Provisional Government failed to deal with other pressing issues in Russia – poor living and working conditions in the cities; land issue in the countryside; dual power shared between Provisional Government and Soviets of workers and soldiers; Kornilov Coup led to surge in Bolshevik support as saviours of the Revolution; leadership of Lenin and later Trotsky; Bolshevik propaganda –'pravda', etc.</p>	40

Question	Answer	Marks
6	<p>How important was national security as a reason for Stalin's economic policies? Explain your answer.</p> <p>YES Stalin saw threat from the capitalist west as very real since the Civil War and British, French and US involvement; heavy industry required for Soviet Army to modernise; Stalin saw rise of fascism in Europe as a threat to communism (Italy and Germany); economic power would mean Soviet power in the world to compete with dominant capitalist countries such as the USA; Stalin wanted to rely less on foreign specialists and investors, etc.</p> <p>NO Other factors more important – NEP viewed by many in the Communist Party as reactionary and counter-revolutionary; Marxist theory committed the USSR to creating an industrialised workers' state; Stalin wished to expose opponents to his 'socialism in one country' plans; removal of class enemies such as the Kulaks and Nepmen; central control of the economy had already been practised during the Civil War and War Communism, so not viewed as radical by many Communist Party members, etc.</p>	40

Question	Answer	Marks
7	<p>How important was confidence in the economy as a cause of prosperity in the 1920s? Explain your answer.</p> <p>YES Confidence led to increased share prices and greater profits for investors and speculators – this allowed expansion of industry and more jobs; banks were more willing to lend money to businesses which invested in new technology and increased production; higher profits and share prices led to wage rises for workers; hire-purchase schemes available for many products; ‘buying on the margin’ encouraged more speculation and increased share prices, etc.</p> <p>NO Candidates could argue that overconfidence led to Wall St Crash in 1929 and overproduction; other factors more important to economic prosperity – new inventions and innovations; end of WWI created new profitable markets in Europe; mass production and assembly line production (motor industry – Ford); mass marketing of new products; Republican government policies – low taxes and tariffs, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was political opposition in weakening the impact of the New Deal? Explain your answer.</p> <p>YES Conservative opposition from Republicans called New Deal ‘socialist’ and Roosevelt ‘dictatorial’ and anti-American – NIRA criticised heavily; business leaders united in opposition in Liberty League and fought against trade union laws and insurance schemes of the Second New Deal; some state governments objected to intervention by Federal government, e.g. TVA; radical opponents such as Father Coughlin, Dr Townsend and Huey Long said New Deal was too moderate (Huey Long’s share the wealth scheme attracted 7.5 million supporters); Supreme Court dominated by conservative judges and opposed New Deal legislation – NRA and AAA both declared unconstitutional and forced to shut down, etc.</p> <p>NO Opposition had minimal effect as Roosevelt elected for second term during New Deal; radical opponents only attracted a small percentage of national support; Republican opposition ignored by many Americans as they were associated with the ‘do nothing’ President Hoover; Roosevelt set up the RA and FSA after the AAA was closed down; forced Supreme Court to back down after he tried to ‘pack’ the Court with more judges; candidates could consider ways in which the New Deal legislation and agencies lacked impact on the Depression and its effects due to racism, agency failures, lack of funding after 1935, etc.</p>	40

Question	Answer	Marks
9	<p>How important were improvements in women's lives in the social changes brought about by the Chinese Communist Party? Explain your answer.</p> <p>YES</p> <p>Role of women greatly improved under Communist rule; Mao keen to elevate their status and move away from traditional roles for women in Chinese society – Mao saw their role as crucial to the state; ended the practice of foot-binding; Mao encouraged more women to become social, economic and political contributors in Chinese society; infidelity was made illegal; Marriage Reform Act, 1950 banned forced marriages and said marriages should be based on free consent; divorce was made easier to obtain and women maintained their share of the wealth; some women were encouraged to be Communist Party officials; many more women worked – needed for collective farms and industrialisation; education opportunities more accessible to women, etc.</p> <p>NO</p> <p>Other factors were more important as social changes brought about by the Communist Party – health care became free and the Communists increased the number of doctors in rural areas; education for all was improved – nationwide literacy drive introduced – 90% could read and write by 1960s; removal of landlords as a class was more important to the peasants, the Communists' largest group of supporters – as many as 1 million executed; Agrarian Reform Act ,1950 redistributed land to the peasants and formed cooperatives, then collectives to increase grain production, etc.</p>	40

Question	Answer	Marks
10	<p>How significant to China's international relations was the spreading of communist ideas? Explain your answer.</p> <p>YES China and the USSR both wanted their system of communist ideology to be the dominant one; China saw South East Asia as ripe ground for spreading Maoist ideas as mainly agrarian rather than industrial; Mao's annexation of Tibet was to suppress Buddhist ideas and spread Maoist ideas to the people; China continued to support the Communist Party in India; China's involvement in Vietnam was to aid both financially and militarily the Communists in order to gain ideological support for Maoist principles; Chinese involvement in North Korea to support the communists against American invasion in the South etc.</p> <p>NO More important than spreading Maoism was territory – annexation of Tibet was about removing Indian influence in the region; tensions and a brief war in 1962 over borders with India; national security more significant – danger of Taiwan and possible American support for a future invasion by the KMT; economic factors more important – Soviet Union provided loans and expertise during the Five Year Plans; improved trade with the USA in the 1970s–1972 Sino-American Trade Agreement; China searched for new markets abroad etc.</p>	40

Question	Answer	Marks
11	<p>How significant was segregation in education as a feature of apartheid? Explain your answer.</p> <p>YES Bantu Education Act, 1953 brought black schools under government control; government grants for missionary schools withdrawn, forcing them to close down; black children taught a different curriculum to white children, preparing them for life as an underclass; black children often only taught in their native language; money allocated to black education was reduced, producing larger classes and less qualified teachers; apartheid introduced later on in universities, banning non-whites from previously mixed universities and setting up colleges for Africans, coloureds and Indians, etc.</p> <p>NO Other features of apartheid more significant – Population Registration Act classified people into races to segregate them more easily; Marriages Act forbade mixed race marriages; Group Areas Act segregated living areas between the races; Passes Act extended in 1952; Native Laws Amendment Act restricted movement of black people into white areas; voting rights removed for many non-whites; separate amenities for non-whites; Bantustans were homelands for black people – largely infertile, etc.</p>	40

Question	Answer	Marks
12	<p>How important was the policy of ‘Total Strategy’ as a reason for the growing opposition in the 1980s to white minority rule? Explain your answer.</p> <p>YES Total Strategy part of Botha’s reforms to the system of apartheid in order to reduce opposition; 1979 black trade unions were made legal and given access to the courts – right to strike; job reservations for white people were abolished; this allowed black opposition useful experience in a democratic organisation and unions became increasingly militant – over 300 000 working days lost in 1982, 6 million lost by 1986; some non-whites were allowed limited political representation under the new 1984 constitution in the South African Parliament except blacks – this further soured relations; 1986 Pass Laws were repealed; Botha allowed certain non-white communities to live in white areas, leading to opposition from white communities; education spending on non-white schools was increased; desegregation of amenities – petty apartheid – this led to the formation of the United Democratic Front which pushed for more radical reforms, etc.</p> <p>NO Other factors more important in ending minority rule – ANC formed Youth League and led to Programme of Action in 1949; Defiance Campaign in 1952; Freedom Charter and Treason Trial; creation of PAC in 1959; impact of Steve Biko and Black Consciousness; Soweto riots; international opposition from UN; economic sanctions; sports boycotts; roles of Mandela, Tambo, de Klerk, Tutu, etc.</p>	40

Question	Answer	Marks
13	<p>How important were the conditions in the Palestinian refugee camps as a reason for the development of Palestinian nationalism? Explain your answer.</p> <p>YES Over 700 000 Palestinian refugees fled to neighbouring Arab countries following the 1948–49 war – mainly West Bank, Jordan, Syria, Lebanon and the Gaza strip; refugees were forced to live in camps with poor health care provision, poor job opportunities and a lack of education; living conditions deteriorated even more after more refugees came after 1967 war; Al-Fatah formed in 1959 and launched guerrilla attacks into Israel, made up of refugees from the camps; other resistance groups merged to form the PLO – led to increased terrorism in the 1970s; PLO acted as a state within a state in Jordan due to the high number of refugees there, etc.</p> <p>NO 1950 UNRWA set up projects to improve health care, education and farming, reducing the impact of the poor conditions in the camps; other factors more important for the growth in resistance groups – Israeli aggression and expansion of settlement in the West Bank; 1967 war; growth of pan-Arab nationalism; influence of resistance leaders such as Yasser Arafat; support for the Palestinian cause after the Intifada (1987–90); importance of religious fundamentalism and jihadism; growth of al-Qaida; anti-Western feeling, particularly against the USA, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was Hamas as a cause of the breakdown of the peace process between Israelis and Palestinians? Explain your answer.</p> <p>YES</p> <p>As Jewish settlement on Palestinian land continued after the Oslo Accords, many former PLO supporters turned to Hamas, an Islamist militant group in Palestine; they opposed the ‘peace process’ as they said that Palestine gained little from it; they preached that an independent Palestinian state would never be recognised by Israel; committed to the destruction of Israel; 1994 support increased after a massacre by a Jewish settler in a mosque in Hebron, killing 29 Muslims; Hamas blamed Israel for not disarming Jewish settlers and allowing this to happen; Israeli army and police supported violence against Palestinians; Hamas carried out suicide bombings in the late 1990s causing the Israeli government to retaliate and the peace process to fail; Israelis imposed curfews in West Bank and sealed off borders – led to many Palestinians not being able to work and created higher unemployment, etc.</p> <p>NO</p> <p>Despite Hamas and the terrorist tactics, the Israeli government and the Palestinian Authority continued peace talks; many negotiations took place in neutral countries; agreements made by the PLO and Israelis to arrest Hamas militants; other factors more significant for breakdown of peace process – continued distrust between Israelis and Palestinians, both sides viewed the peace process differently; Israelis saw the process as a measure to retain control over Gaza and the West Bank while withdrawing troops, whereas the Palestinians saw it as a process towards gaining independence; continued Israeli fears over the return of refugees; lack of authority of the Palestinian Authority; assassination of Rabin in 1995 by Israeli terrorist; continued suicide bombings by groups such as Hamas led to hardliner support in Israel; 1997 Jewish settlements increase in Arab land in Jerusalem, etc.</p>	40

HISTORY

0470/43

Paper 4 Alternative to Coursework

October/November 2017

MARK SCHEME

Maximum Mark: 40

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2017 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of 17 printed pages.

Question	Answer	Marks
Assessment Objectives 1 and 2		
Level 5		[33–40]
Candidates:		
<ul style="list-style-type: none"> • Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers. • Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions. • Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues in the question. • Produce well developed, well reasoned and well supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 4		[25–32]
Candidates:		
<ul style="list-style-type: none"> • Deploy mostly relevant and accurate contextual knowledge to support parts of their answers. • Select a range of relevant information which is generally well organised and deployed appropriately. • Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question. • Can produce developed, reasoned and supported conclusions. • Write with precision and succinctness, showing structure, balance and focus. 		
Level 3		[17–24]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers. • Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic. • Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context. • Produce structured descriptions and explanations. • Support conclusions, although they are not always well substantiated. • Write with some precision and succinctness. 		

Question	Answer	Marks
Level 2		[9–16]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate some, but limited contextual knowledge. • Select and organise some relevant information. This is only deployed relevantly on a few occasions. • Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions. • Attempt conclusions but these are asserted, undeveloped and unsupported. • Present work that lacks precision and succinctness. • Present a recognisable essay structure, but the question is only partially addressed. 		
Level 1		[1–8]
Candidates:		
<ul style="list-style-type: none"> • Demonstrate little relevant contextual knowledge. • Demonstrate limited ability to select and organise information. • Describe a few key features, reasons, results and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons. • Write relatively little or it is of some length but the content is not focused on the task. • Answer showing little understanding of the question. 		
Level 0		[0]
Candidates:		
<ul style="list-style-type: none"> • Submit no evidence or do not address the question. 		
Information Suggestions		
<p>The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.</p>		

Question	Answer	Marks
1	<p>How important to the outcome of the war was the war at sea? Explain your answer.</p> <p>YES</p> <p>British blockade of German ports led to severe shortages of food and other supplies in Germany; massive damage to German armaments production – imports fell by 60% and daily rations fell to 1000 calories per person by 1917; led to a heavy reliance on ‘ersatz food’ in Germany; control of the North Sea crucial to both the British and Germans for supplies; some important naval battles such as Falklands in 1914 and Jutland in 1916; German naval attacks on coastal cities in Britain (Scarborough, Whitby) in 1914 led to civilian deaths; unrestricted submarine warfare from 1915 and later 1917 led to severe shortages in Britain, rationing by 1918 and the entry of the USA into the war in 1917; the sinking of the Lusitania led to increased support from the USA; convoy system helped reduce impact of German U-boat campaign, etc.</p> <p>NO</p> <p>German naval tactics were more defensive on the whole to protect supply lines; the number of important naval battles was small; Battle of Jutland was indecisive; effective rationing systems in Britain and Germany meant the war could continue; U-boat warfare made less important by convoy system; the outcome of the war more linked to the Western Front on land; Russia's departure from the war more important; US entry into the war in 1917 saw fresh troops and tipped the balance on the Western Front; improved tactics and technology by 1918; Ludendorff Offensive saw the breaking of the stalemate and the eventual end of the war; German Revolution sparked by Kiel Mutiny, etc.</p>	40

Question	Answer	Marks
2	<p>How significant was the Kiel Mutiny as a reason for German surrender in 1918? Explain your answer.</p> <p>YES</p> <p>Naval commanders at the Kiel base sent their ships out to fight the British fleet in a last suicidal bid for glory in October 1918; sailors mutinied and refused to sail; the Kaiser failed to send the army and crush the mutiny; led to strikes and demonstrations against the war and the Kaiser all over Germany; some soldiers also mutinied and joined the 'Revolution'; soldiers', sailors' and workers' Soviets (Councils) were set up and took control in many cities – called for an end to the war and many were fearful of a communist type revolution; led to abdication of Kaiser to prevent communist revolution; further strikes in November 1918 in Berlin led to Ebert declaring a new German Republic with him as Chancellor, etc.</p> <p>NO</p> <p>Impact of war had led to low morale from poor conditions and number of deaths; British blockade of German ports had caused huge food and fuel shortages in Germany; failure of Ludendorff Offensive was the last chance for breakthrough for Germany – defeat inevitable as they had left the defensive Hindenburg Line; Allies now had fresher troops from US entry into war; newer tactics and better technology – combined arms and creeping barrage developed to break the stalemate, etc.</p>	40

Question	Answer	Marks
3	<p>How significant was Hindenburg in the appointment of Hitler as Chancellor? Explain your answer.</p> <p>YES</p> <p>Hindenburg had been effectively ruling by decree since 1930 to deal with the economic crises caused by the Depression; inability of the Bruning coalition to pass laws meant Germany was a virtual dictatorship already; led many conservatives and middle-class Germans to support Nazis as the only solution to the weak Weimar government; poor choices by Hindenburg in appointing von Papen and Schleicher in 1932 as this caused internal rivalry and led von Papen to scheme against Schleicher by encouraging Hindenburg to appoint Hitler; Hindenburg feared the increase in Communist Party vote in 1932 – persuaded by wealthy industrialists and old elites to appoint Hitler as Chancellor with a conservative majority coalition, etc.</p> <p>NO</p> <p>More significant factors – Depression and massive unemployment – 6 million by 1932; many Germans turned to extremism; fear of communism amongst middle classes drove support to the Nazis who promised to defend capitalism and the established order; Nazis were largest party in the Reichstag by 1932 and prevented the coalition governments from passing reforms forcing new elections; Hitler's speeches and campaigning effective; Nazi propaganda was highly anti-Communist; wealthy industrialists started to fund the Nazis; SA gave impression of order and stability in a time of crisis, etc.</p>	40

Question	Answer	Marks
4	<p>How important was indoctrination at school in promoting Nazi ideas in Germany? Explain your answer.</p> <p>YES</p> <p>Schools in Germany were put under national control under the Ministry for Education in 1933 to ensure consistency of the curriculum, including the teaching of Nazi racial ideas; all teachers were required to take an oath of loyalty to Hitler and join the Nazi Teachers' League; Jewish teachers were sacked from the profession; Biology lessons were affected with the teaching of Nazi racial ideas and anti-Semitism; History and Geography focused on the racial wars between Aryans and non-Aryans and the control of territory such as the desired Lebensraum in the East; sport and PE lessons promoted racial hygiene; Maths questions openly used anti-Semitism and euthanasia to teach students about undesirables in Germany, etc.</p> <p>NO</p> <p>Hitler Youth was more effective in promoting race theory – from 1936 it was virtually compulsory to join and by 1938 nearly 90% of young people had joined; political indoctrination took place daily including anti-Semitism, readings from Mein Kampf and sporting activities encouraged bullying of the weak; violence towards undesirables was encouraged; girls in the League of German Maidens were taught how to select a racially pure Aryan husband and how to procreate so as to increase the birth rate of pure Aryans; other methods more important – Nuremberg Laws effectively classified Jews as ‘Untermenschen’ or sub-human and forbade marriages and sexual relations between Germans and Jews; Nazi control of the media allowed them to use propaganda such as ‘der Sturmer’ under Julius Streicher to promote violent anti-Semitism; children's books carried anti-Semitic messages such as the ‘Poisonous Mushroom’; Jewish discrimination and persecution increased 1933–39, culminating in Kristallnacht in 1938; Nazi policies on women and the family more important; Nuremberg rallies; Berlin Olympics; volksgemeinschaft, etc.</p>	40

Question	Answer	Marks
5	<p>How important were Stolypin's reforms as a reason for the survival of the Tsarist regime to 1914? Explain your answer.</p> <p>YES</p> <p>Stolypin was appointed Prime Minister in 1906 after the October Manifesto and he initiated reforms to ensure the survival of the Tsarist autocracy; he became the Tsar's closest advisor; he wanted to create a kulak class of peasant in order to increase support for Tsarism in the countryside by initiating agrarian reforms; political reform meant that the first two State Dumas were largely ineffective and were full of mainly pro-Tsarist representatives; creation of peasant Land Bank encouraged peasants to leave their communes (mir) and own privately run farms – by 1913 nearly 3 million peasants owned their own farms; Stolypin increased political repression on perceived enemies of the autocracy which saw 20 000 exiled from Russia and over 1000 hanged for treason – 'Stolypin's necktie'; the role of the Okhrana increased dramatically in monitoring opponents of the regime and arresting suspects, etc.</p> <p>NO</p> <p>Stolypin's reforms failed to deal with the poor living and working conditions in the industrial towns and cities; the land issue for many peasants was still not solved despite the reforms – many peasants remained poor and tied to landlords; political repression led to the growth of opposition parties who became more radical and influenced by socialist, Marxist and anarchist ideologies; Stolypin was assassinated in 1911; the 1905 Bloody Sunday incident was still in the memories of many Russians and would not be forgotten; third and fourth Dumas brought in more liberal reforms; revolutionary leaders such as Lenin led their parties in safety while in exile in other countries; entry into First World War was met with enthusiasm at first; October Manifesto more important; Tsar's control of the army; 1906 Fundamental Law, etc.</p>	40

Question	Answer	Marks
6	<p>How significant were the failures of the Provisional Government as a cause of the Bolshevik seizure of power in November 1917? Explain your answer.</p> <p>YES</p> <p>Provisional Government was made up of members of the Duma and were considered unrepresentative compared to the Petrograd Soviet; promised Constituent Assembly elections, but they were never held; Russia's involvement in the First World War continued and led to worsening conditions at home – food shortages, inflation; failure of Kerensky Summer Offensive led to increased Russian casualties; land issue was not solved and many peasants began seizing land from nobility; rising grain prices and unemployment brought resentment in the cities and increasing numbers of strikes; allow Kornilov Affair, etc.</p> <p>NO</p> <p>Petrograd Soviet more significant as it existed alongside the Provisional Government and had control over the army – Soviet Order No.1; it had the confidence of workers, sailors and soldiers and controlled communications; many socialists undermined the Provisional Government; First World War itself was the major cause – it led to the problems suffered in Russia at the time; Bolshevik agitation – Lenin's slogans of Peace, Bread, Land had widespread appeal as conditions worsened; Bolshevik victory after the Kornilov Affair; Trotsky switched to the Bolsheviks and was Chairman of the Petrograd Soviet; Military Revolutionary Committee controlled Red Guard which seized power under Trotsky's leadership and Lenin's decision making, etc.</p>	40

Question	Answer	Marks
7	<p>How significant was segregation in the South as an aspect of intolerance in the USA in the 1920s? Explain your answer.</p> <p>YES ‘Jim Crow Laws’ still being passed and enforced well into the 1900s; still bitter resentment amongst many southerners from the Civil War and end of slavery; segregation of black people in schools, parks, amenities, hospitals, transport; still strongly held beliefs in white racial superiority; fear and terror used to control black people and prevent them from voting or becoming representatives in state and local governments; many black people lived in chronic poverty – poorly paid, the worst jobs, ‘sharecropping’ was virtual slavery; many black people emigrated to the North where discrimination in jobs and housing continued; KKK supported and enforced segregation in the 1920s and gained nationwide support with 4 million members by 1925; KKK infiltrated local, state governments and judiciary making it impossible for black people to get fair treatment; lynchings continued in the 1920s, etc.</p> <p>NO Other aspects of intolerance more significant – intolerance towards mass immigration, especially from Eastern Europe; fear of communists and anarchists bringing anti-American ideas with them – Red Scare; Palmer Raids; Sacco and Vanzetti; KKK also anti-communist, anti-Catholic and anti-immigration; religious intolerance towards Darwinism seen in the ‘monkey trial’; Prohibition more significant with increased alcohol consumption, gangsterism, smuggling, bootlegging; intolerance towards alcohol consumption from KKK, Anti-Saloon League and other religious groups, etc.</p>	40

Question	Answer	Marks
8	<p>How important were the Republican government's actions after the Wall Street Crash as a reason for Roosevelt's victory in 1932? Explain your answer.</p> <p>YES</p> <p>Hoover was viewed as the 'do nothing' President by many Americans worst affected by the Wall Street Crash; Republican government did not believe the Federal government should provide relief to the hungry and homeless and saw it as a responsibility for state governments and charities, but they lacked funds to make any significant impact; the government offered no real solution to the falling demand for goods; Hawley-Smoot Act, 1930 increased tariffs on foreign goods but backfired as foreign countries increased duties on American exports; Hoover failed to improve confidence, so banks would not lend money to businesses; wages did not increase and the Republicans believed in 'rugged individualism' so only encouraged employers to enter voluntary agreements over wages – they did not work; Farm Board failed due to lack of funds to keep food prices up; failed to tackle unemployment; government schemes were underfunded; heavy-handed government reactions to the Bonus Marchers made Hoover more unpopular, etc.</p> <p>NO</p> <p>Some success in government schemes such as the Hoover Dam; RFC provided loans totalling \$1.5 billion to businesses; more important to Roosevelt's victory was his determination to do something to help the poorest; as Governor of New York State he showed how government schemes could be used to help poorer citizens; Roosevelt led a well managed and effective presidential campaign – he travelled all round the USA and made effective speeches promising to tackle the effects of the Wall Street Crash and the Depression; offered optimism and government intervention to help create jobs; Roosevelt promised to end Prohibition; promised 'Action and action now' as opposed to Hoover; promised a New Deal for the American people with the aims of Relief, Recovery and Reform which appealed to many despite any concrete policies, etc.</p>	40

Question	Answer	Marks
9	<p>How important was industrialisation to the consolidation of Communist rule in the 1950s? Explain your answer.</p> <p>YES</p> <p>Mao was set on increasing industrial production in China to make it a world power; he wanted to industrialise for national security reasons – a stronger and more modern military to defend communism from external threats and compete with the growing power of the Soviet Union; 1953 First Five Year Plan – nationalised industry and private businesses; central control of the economy – command economy; targets set by government – rewards for those who exceeded targets in factories such as better food, better accommodation and better schools; massive success in increasing production of iron, steel, coal, oil; transformed China and cities expanded and infrastructure improved such as new railways; ‘Great Leap Forward’ promised to overtake Britain in production of steel and other goods within 15 years – development of communes which included collective farms and even towns to give a huge pool of workers; backyard furnaces produced over 11 million tonnes of steel and iron increased by 45% in 1958, etc.</p> <p>NO</p> <p>First Five Year Plan saw some targets such as cement and fertiliser not reach government targets; Great Leap Forward unsuccessful and led to Mao being forced to resign as head of state; unrealistic targets; poor quality of steel from backyard furnaces; machinery and tools produced often unusable; workers from the fields were taken away and this caused underproduction of grain leading to mass famine – 20–40 million starved to death; other factors more important to the consolidation of Communist rule – agrarian reforms and collective farms and cooperatives saw peasants gain land from landlords; social reforms – health care now free, education and literacy improved dramatically; role of women in society improved – easier divorce laws and an end to foot binding; government propaganda more important; repression and persecution of counter-revolutionaries, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was the persecution of political opponents in establishing Mao's dictatorship in China? Explain your answer.</p> <p>YES</p> <p>Hundred Flowers Campaign was used to expose political enemies of Mao; Cultural Revolution was an attempt to revitalise the revolution in China and identify those who were a danger to the revolution; Mao's 'Little Red Book' used by Red Guard to identify 'revisionists' – punishments were issued such as torture, beatings, imprisonment, property seizure and forced emigration to the countryside to be re-educated; 1967 British Embassy was burnt down as Red Guard focused their attacks on 'Western' influence; Mao classed 5% of the population as counter-revolutionaries – estimated 50 million died under Mao's rule, etc.</p> <p>NO</p> <p>Other factors more significant in establishing a dictatorship – education was controlled by the Communist Party and mainly directed towards ideology; indoctrination commonplace in schools and universities; art and culture were heavily censored; historical sites, artefacts and museum pieces were destroyed to remove influences from the past; traditional Chinese practices such as fortune telling and feng shui were discouraged; Cult of Personality developed with Mao seen as the leader of the revolution and saviour of China; propaganda simple but effective – posters, statues and mass media used to promote Maoist thought and worship of Mao; young people were taught and encouraged to question their parents and fear Western nations, etc.</p>	40

Question	Answer	Marks
11	<p>How important was economic prosperity as a reason for white South Africans continuing to support the National Party? Explain your answer.</p> <p>YES</p> <p>Since 1948 Afrikaners wanted their economic and business interests protected; white farmers profited from the high taxes imposed on black farmers; government grants for missionary schools ended; money to black education was reduced; black people had poorer quality public amenities; Bantu Self-Government Act set up Bantustans as black homelands with the most infertile farming land available to farm; the economy boomed during the 1950s as white business owners and the professional classes became as rich as European and North American equivalents; car ownership, high living standards and access to luxuries with black servants; excellent public services for whites; Afrikaners benefited the most from this – senior positions in state institutions, the police, army and industrial corporations; the government directed official business to Afrikaner banks and gave state contracts to Afrikaner business; Afrikaners began to break the stranglehold of English speakers on mining, trade and financial services; massive state support to Afrikaner farmers, etc.</p> <p>NO</p> <p>More important factors than economic prosperity – Afrikaner nationalism remained high as they saw themselves as destined to rule over non-white population; Dutch Reformed Church preached Afrikaner superiority; many white people wished to reverse the changes brought about by the Second World War which saw an influx of black people into the cities and in unskilled and skilled labour; Afrikaners wished to see segregation strengthened in South Africa and racial policies enforced more strictly – Population Registration Act, Prohibition of Mixed Marriages Act, Pass Laws extended, Group Areas Act, Native Laws Act and Education Laws all further enforced apartheid; anti-communism was a reason why many supported the Nationalist Government – Suppression of Communism Act, 1950 banned the Communist Party and the Public Safety Act, 1953 allowed the government to declare a state of emergency, etc.</p>	40

Question	Answer	Marks
12	<p>How significant were international boycotts and protests in helping to end apartheid? Explain your answer.</p> <p>YES UN General Assembly had openly opposed apartheid system since 1952; Special Committee Against Apartheid set up in 1962 – publications produced to draw public attention to racism in South Africa; 1973 Resolution declared apartheid a ‘crime against humanity’; 1977 weapons embargo called for by UN; Soweto riots led to worldwide protests and condemnation; sporting sanctions in the 1970s – cricket tour to England cancelled in 1970; 1980s saw economic sanctions by both the USA and the EEC – refused to lend money to South Africa, etc.</p> <p>NO More significant reasons – Black Consciousness Movement – Steve Biko; Soweto riots sparked off nationwide protests domestically; Botha's reforms of Trade Unions, Pass Laws, education and petty apartheid increased calls for end of apartheid; role of Tambo and Mandela; de Klerk; Tutu, etc.</p>	40

Question	Answer	Marks
13	<p>How important was Israeli determination as a reason for victory in the 1948–49 war? Explain your answer.</p> <p>YES Strong desire by Israelis and new Jewish settlers to protect what had been fought for 1945–48; many believed there was a historical claim to the land; huge numbers of Jewish settlers from Europe arrived after the Holocaust with a determination to protect their new homeland; influence of Zionism; morale was boosted considerably by US support – Jewish lobby pressured US government; financial support by Jews in Europe and America, etc.</p> <p>NO The quality of the Israeli Army was superior to the Arab forces; Haganah had experience fighting with the British during WWII – well structured and modern tactics organised into six field brigades; guerrilla campaign against the British by Irgun put fear into many Arab villagers who fled their homes to neighbouring Arab states, putting political and economic pressures on them; Israeli Army was better equipped and had the latest technology; Israel had total air superiority; military leadership was better; Arab forces were poorly led and inexperienced; Arab communication lines were overstretched; Arab forces were outnumbered – 23 000 versus 30 000; Syria and Lebanon did little to aid the fight; few Arab leaders trusted King Abdullah of Transjordan after secret deal with Israel over Palestinian land; Arab forces horribly divided and lacked coordination, etc.</p>	40

Question	Answer	Marks
14	<p>How significant was the oil embargo of 1973 in changing the nature of the Arab–Israeli conflict? Explain your answer.</p> <p>YES</p> <p>US and Western Europe heavily reliant on Middle Eastern oil since the 1950s; US oil production had fallen to under 20% of world production by 1953; economic stability heavily dependent on events in Middle East; Arab states during Yom Kippur War protested against US involvement on Israel's side by increasing oil prices by 70% and reducing supply; when the US doubled its aid to Israel, OPEC implemented a complete embargo – oil prices rose to \$11 a barrel and triggered a period of stagflation, rising unemployment and a balance of payment crisis as import costs grew; Kissinger began diplomatic missions to Israel, Syria and Egypt to help call off the embargo; highlighted the vulnerability of the West; helped initiate peace process and a withdrawal of Israeli forces from the Suez Canal and Golan Heights, etc.</p> <p>NO</p> <p>Oil weapon not so significant – US foreign policy did not change as the US had always tried to broker a peace settlement in the Middle East and support UN Resolution 242; US policy more concerned with Soviet influence in the region as part of the Cold War; Nixon and Carter both introduced legislation designed to make the US less dependent on imported oil; Emergency Petroleum Act introduced rationing of petrol; Federal Energy department created by Carter; oil prices also fell in 1980s due to new markets in Alaska, Mexico and the North Sea; other factors more significant in changing nature of conflict – impact of PLO and Arafat; actions of President Sadat; actions of Begin – visit to Cairo in 1977; Camp David talks 1978; international pressure, etc.</p>	40

HISTORY

0470/11

Paper 1

October/November 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **three** questions.

Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **10** printed pages, **2** blank pages and **1** Insert.

SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 European revolutions in 1848–49 had many causes.
 - (a) What was meant by ‘Magyar nationalism’ before 1848? [4]
 - (b) Why, by 1848, were the people of France unhappy with Louis Philippe? [6]
 - (c) ‘The growth of liberalism after 1830 was the most important cause of the revolutions across Europe in 1848–49.’ How far do you agree with this statement? Explain your answer. [10]
- 2 Attempts at Italian unification before 1859 were affected by Austrian influence.
 - (a) What changes were introduced by the Roman Republic during its 100 days in power? [4]
 - (b) Why was an ultimatum issued to Piedmont in 1859? [6]
 - (c) How successful was the 1859 war with Austria? Explain your answer. [10]
- 3 The election of Lincoln increased tension in America.
 - (a) Who was Dred Scott? [4]
 - (b) Why was the Dred Scott case important? [6]
 - (c) ‘The most important cause of the Civil War was the election of Lincoln.’ How far do you agree with this statement? Explain your answer. [10]
- 4 The motives for imperialism were varied.
 - (a) What were the main features of Lord Dalhousie’s governor-generalship of India? [4]
 - (b) Why did Britain react to the Indian Mutiny in the way that it did? [6]
 - (c) How far was religion the main reason for western imperialism in the nineteenth century? Explain your answer. [10]

- 5 At the Paris Peace Conference the victors faced a difficult task.
- (a) What problems were caused by the Treaty of Sèvres? [4]
- (b) Why did the German people think the Treaty of Versailles was motivated by revenge? [6]
- (c) Who was more satisfied with the Treaty of Versailles: Lloyd George or Wilson? Explain your answer. [10]
- 6 The League of Nations was involved in various activities in the 1920s.
- (a) Describe the role of the League in the Upper Silesia dispute of 1919–21. [4]
- (b) Why did the absence of some countries from the League weaken it? [6]
- (c) ‘The humanitarian work of the League of Nations was the most successful of its activities in the 1920s.’ How far do you agree with this statement? Explain your answer. [10]
- 7 By 1949, differences existed between the former wartime allies.
- (a) What issues that affected Germany were addressed at the Yalta and Potsdam Conferences? [4]
- (b) Why was Poland a cause of tension between the Great Powers in 1945? [6]
- (c) How justifiable is the view that the Soviet Union was responsible for the start of the Cold War? Explain your answer. [10]
- 8 The Iraqi people were affected by the coming to power of Saddam Hussein.
- (a) In what ways did Saddam Hussein’s rule benefit some of the Iraqi people? [4]
- (b) Why did Saddam Hussein introduce purges? [6]
- (c) ‘The most important reason for Saddam Hussein being able to come to power in Iraq was the influence of Khairallah Tulfah.’ How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** By the end of 1914, the war had become one of attrition.
- (a) Describe what happened at the First Battle of Ypres. [4]
- (b) Why did conditions in the trenches cause illness and disease? [6]
- (c) ‘Haig’s over-estimation of the effectiveness of artillery fire was the main reason for the high loss of life on the first day of the Battle of the Somme.’ How far do you agree with this statement? Explain your answer. [10]
- 10** Events on other fronts went badly for the Allies.
- (a) What was the intended purpose of the Gallipoli campaign? [4]
- (b) Why was there more resistance than expected when the Allies attacked Gallipoli? [6]
- (c) ‘The main reason why Russia lost the war was the failure of the Brusilov Offensive.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11** Up to 1929, the Weimar Republic was never entirely stable.
- (a) Describe the activities of Rosa Luxemburg in the early months of the Republic. [4]
- (b) Why was the existence of the Weimar Republic under serious threat in 1923? [6]
- (c) 'For the Weimar Republic, the years 1924–29 were a period of recovery.' How far do you agree with this statement? Explain your answer. [10]
- 12** Women and children were important to the Nazis.
- (a) In what ways did the curriculum in German schools reflect Nazi ideas? [4]
- (b) Why did some young people not join the Nazi youth groups? [6]
- (c) 'The most important role of women in Nazi Germany was to have lots of children.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** The early years of the twentieth century tested the Tsar's ability to retain power.
- (a) At the turn of the century, what were the most serious problems facing the Tsar? [4]
- (b) Why was the Tsar able to remain in power during 1905 despite the Revolution? [6]
- (c) 'The Tsarist regime dealt effectively with the difficulties of ruling Russia between 1906 and 1914.' How far do you agree with this statement? Explain your answer. [10]
- 14** On gaining power, Stalin moved to strengthen his position.
- (a) What were Stalin's objections to Trotsky's idea of 'permanent revolution'? [4]
- (b) Why did Stalin create a cult of personality? [6]
- (c) 'Stalin's dictatorship over the Soviet Union was not as total as it appeared.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** The development and growth of the economy in 1920s America was significant.
- (a) What was the Fordney-McCumber Tariff? [4]
- (b) Why did many American farmers find it difficult to make a living in the 1920s? [6]
- (c) ‘Electricity created the boom in 1920s America.’ How far do you agree with this statement? Explain your answer. [10]
- 16** In the 1920s America experienced social change.
- (a) How did US governments control immigration? [4]
- (b) Why was the Sacco-Vanzetti case controversial? [6]
- (c) ‘The most important change for women in the 1920s was increasing employment opportunities.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

17 Communist rule brought changes to the lives of the Chinese people.

- (a) Describe the reforms to education introduced by the Communist government in the 1950s. [4]
- (b) Why did the Communist government encourage equality for women? [6]
- (c) 'By 1962, Communist attempts at developing an industrial society had been successful.' How far do you agree with this statement? Explain your answer. [10]

18 China's relations with other nations tended to improve over time.

- (a) Describe Communist China's relations with Vietnam up to c.1990. [4]
- (b) Why did Communist China have a hostile relationship with India between 1950 and 1965? [6]
- (c) How far did the death of Stalin change relations between China and the Soviet Union? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

19 Government actions increased hatred of apartheid.

- (a) What were the main features of the Bantu Self-Government Act of 1959? [4]
- (b) Why did the newly-created Bantustans create problems? [6]
- (c) 'The Freedom Charter had more effect on opposition to apartheid than the actions of Umkhonto we Sizwe (MK).' How far do you agree with this statement? Explain your answer. [10]

20 The situation in South Africa changed between 1966 and 1980.

- (a) How did (i) the Terrorism Act of 1967 and (ii) the Internal Security Amendment Act of 1976 assist the South African government in suppressing opposition? [4]
- (b) Why was the South African government's legislation of 1971 in relation to the Homelands effective in maintaining apartheid? [6]
- (c) Before 1980, how far did external opposition to apartheid affect the situation in South Africa? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** In Palestine the period 1945–49 was one of continuing hostility.
- (a) What was the role of the United Nations in Palestine during 1946 and 1947? [4]
- (b) Why did British attempts to limit Jewish immigration into Palestine at the end of the Second World War result in international opposition? [6]
- (c) ‘Israel’s success in the war of 1948–49 was because of the strength of their fighting forces.’ How far do you agree with this statement? Explain your answer. [10]
- 22** International views of the Palestinian cause changed over time.
- (a) After the rejection of the 1947 Partition Plan where did many Palestinian refugees flee to? [4]
- (b) Why had the Fedayeen become a problem for Israel by 1955? [6]
- (c) ‘Violent action by the Palestine Liberation Organisation was the main reason why it was difficult for Palestinians to gain international support for their cause.’ How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 1

0470/12

October/November 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **three** questions.

Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

The number of marks is given in brackets [] at the end of each question or part question.

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This document consists of **10** printed pages, **2** blank pages and **1** Insert.

SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 Nationalism and liberalism became increasingly important in nineteenth-century Europe.
 - (a) What was meant by nationalism in the nineteenth century? [4]
 - (b) Why did liberalism pose a revolutionary threat in 1848? [6]
 - (c) How far was Louis Philippe responsible for revolution in France in 1848? Explain your answer. [10]

- 2 Italian attempts at unification before 1849 were unsuccessful.
 - (a) What contribution did Mazzini make to the growth of Italian nationalism? [4]
 - (b) Why was Piedmont humiliated in its conflict with Austria in 1848–49? [6]
 - (c) ‘A lack of unity between revolutionary groups was the main reason Italy was not unified in 1848–49.’ How far do you agree with this statement? Explain your answer. [10]

- 3 Life was difficult for many living in the Southern states of America in the second half of the nineteenth century.
 - (a) What opportunities existed for slaves to escape to the Northern states of America? [4]
 - (b) Why was there opposition to the Fugitive Slave Act of 1850? [6]
 - (c) How successful was the economic reconstruction of the South after the Civil War? Explain your answer. [10]

- 4 European imperialism was not always viewed favourably.
 - (a) What was the impact of French imperialism on Senegal? [4]
 - (b) Why did events of the Indian Mutiny cause bitterness amongst Indians? [6]
 - (c) How important for the West was intervention in China? Explain your answer. [10]

- 5 Disagreements between the peacemakers at the Paris Peace Conference led to compromise and bitterness.
- (a) What did Wilson hope to achieve with his 'Fourteen Points'? [4]
- (b) Why was Lloyd George unhappy with the French demands? [6]
- (c) 'The reduction in its military strength was the main reason for Germany's bitterness with the Treaty of Versailles.' How far do you agree with this statement? Explain your answer. [10]
- 6 The League of Nations aimed to secure world peace and co-operation.
- (a) Describe the work of the League of Nations in the 1920s in relation to health. [4]
- (b) Why was the League of Nations ineffective in resolving the Corfu Crisis? [6]
- (c) 'The main reason for the League of Nations failing to preserve world peace was that not all Great Powers were members.' How far do you agree with this statement? Explain your answer. [10]
- 7 Following the ending of the Second World War both the USA and the USSR held strong views about the future.
- (a) What did a strong Communist Eastern Europe provide for the USSR? [4]
- (b) Why did the development of the atomic bomb increase tension between East and West? [6]
- (c) How surprising was Stalin's decision to impose a blockade on West Berlin? Explain your answer. [10]
- 8 After the Second World War, the USA viewed the Communist threat as significant.
- (a) What happened to Vietnam immediately following the Geneva Peace Accords of 1954? [4]
- (b) Why did Khrushchev place nuclear weapons in Cuba? [6]
- (c) 'America failed to contain Communism.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** War impacted on the British civilian population.
- (a) What methods were used in Britain to deal with food shortages? [4]
- (b) Why was the introduction of the Defence of the Realm Act helpful to the British government? [6]
- (c) ‘Censorship was more important than propaganda to the war effort on the home front in Britain.’ How far do you agree with this statement? Explain your answer. [10]
- 10** Ludendorff’s 1918 Offensive ultimately failed.
- (a) Describe the tactics used by Ludendorff between March and May 1918. [4]
- (b) Why was Ludendorff’s Offensive of March 1918 a gamble? [6]
- (c) ‘America’s entry into the war was more important than the Kiel Mutiny in ending the war.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11 By the end of the 1920s the Nazi Party was growing in popularity.
- (a) What was the SA? [4]
- (b) Why were some Germans attracted to the Nazi Party by the end of the 1920s? [6]
- (c) How far did the Munich Putsch of 1923 pose a threat to the Weimar Republic? Explain your answer. [10]
- 12 The Nazi Party aimed to control the German people.
- (a) What was the response of the churches to Nazi rule? [4]
- (b) Why was the ‘Night of the Long Knives’ important for Hitler? [6]
- (c) ‘The Gestapo was more important to the Nazi regime than control of education.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

13 Tsar Nicholas II survived in 1905 but abdicated in 1917.

- (a) In what ways did Stolypin help the Tsar? [4]
- (b) Why were the events of Bloody Sunday a threat to the Tsarist regime? [6]
- (c) ‘Discontent caused by food shortages was the main reason for the downfall of the Tsar.’ How far do you agree with this statement? Explain your answer. [10]

14 Stalin attempted to change the Soviet Union, although he found it difficult.

- (a) In what ways did Stalin encourage women to participate in his economic changes? [4]
- (b) Why was Russification introduced? [6]
- (c) ‘Russia becoming stronger militarily was the greatest impact of Stalin’s economic policies.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** The 1920s brought widespread changes to American society.
- (a) What developments in mass media occurred in the 1920s? [4]
- (b) Why was there a revival of support for the Ku Klux Klan in the 1920s? [6]
- (c) 'Prohibition failed because it could not be enforced.' How far do you agree with this statement? Explain your answer. [10]
- 16** Americans suffered both economically and socially following the Wall Street Crash.
- (a) Describe President Hoover's reaction to the Bonus Marchers. [4]
- (b) Why was the Wall Street Crash harmful to the American economy? [6]
- (c) 'Hoover's idea of rugged individualism was the main reason he lost the 1932 election.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** Eventually the Chinese Communists succeeded in their struggle against the Nationalists.
- (a) What problems faced the Chinese Communists before 1934? [4]
- (b) Why did the Second World War weaken the Nationalist government? [6]
- (c) ‘The result of the Civil War was decided by the quality of leadership.’ How far do you agree with this statement? Explain your answer. [10]
- 18** China’s relations with other countries tended to improve over time.
- (a) Describe the increased hostility between Communist China and Taiwan up to 1954. [4]
- (b) Why were Communist China’s relations with Tibet hostile? [6]
- (c) ‘Trade was the main reason for China’s closer relations with the USA from 1970.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** By 1945 government policy had ensured segregation was established.
- (a) By 1945, in what ways was freedom of movement affected by the pass system? [4]
- (b) Why was the growth of manufacturing industry important for South Africa's economic development by 1945? [6]
- (c) 'Government policies on land issues had a greater impact than employment policies on the non-white population.' How true was this up to 1945? Explain your answer. [10]
- 20** Despite difficulties, white minority rule in South Africa was ended.
- (a) Describe the contribution of Desmond Tutu to the collapse of apartheid. [4]
- (b) Why was reform legislation introduced by Botha's government between 1979 and 1986 not as successful as he had hoped? [6]
- (c) 'The transfer of power between 1990 and 1994 proceeded smoothly.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21** After the Second World War tension increased in Palestine.
- (a) In what ways did the British attempt to limit Jewish immigration to Palestine at the end of the Second World War? [4]
- (b) Why was the Haganah more reluctant than other Jewish groups to use violence against the British? [6]
- (c) ‘The main reason for Britain’s decision to withdraw from Palestine was the campaign of terrorism.’ How far do you agree with this statement? Explain your answer. [10]
- 22** Peace in the Middle East remains difficult to achieve.
- (a) Describe the role of the United Nations in the Arab-Israeli conflict between 1967 and 1982. [4]
- (b) Why did the Camp David accords not bring peace to the Middle East? [6]
- (c) ‘Since 1993, the Palestinians have been more responsible than the Israelis for the failure of the peace process.’ How far do you agree with this statement? Explain your answer. [10]

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HISTORY

Paper 1

0470/13

October/November 2017

2 hours

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Answer **three** questions.

Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

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SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 Different influences affected Italy's early progress towards unification.
 - (a) What influence did Austria have over Italy by the beginning of 1848? [4]
 - (b) Why were Italian nationalists shocked by the issuing of the Allocution in April 1848? [6]
 - (c) 'Charles Albert was more important than Cavour in putting Piedmont at the head of the Italian movement by 1858.' How far do you agree with this statement? Explain your answer. [10]
- 2 Bismarck was heavily involved in German unification.
 - (a) What diplomatic preparations did Bismarck make in 1865–66 for war with Austria? [4]
 - (b) Why was the Treaty of Prague (1866) a success for Bismarck? [6]
 - (c) 'The Hohenzollern Candidature was the main reason for the Franco-Prussian War of 1870.' How far do you agree with this statement? Explain your answer. [10]
- 3 For many in the South the American Civil War changed little.
 - (a) Describe conditions under which slaves worked. [4]
 - (b) Why were some states in favour of slavery? [6]
 - (c) 'Black Americans benefited from Reconstruction.' How far do you agree with this statement? Explain your answer. [10]
- 4 The reasons behind European imperialism were varied.
 - (a) What do you understand by the phrase 'the white man's burden'? [4]
 - (b) Why was the opportunity for trade a strong reason for imperialism? [6]
 - (c) 'The presence of the British in India in the nineteenth century had little impact on the lives of Indians.' How far do you agree with this statement? Explain your answer. [10]

- 5 The League of Nations faced many difficulties.
- (a) Describe events in Vilna in 1920. [4]
- (b) Why did the League of Nations not impose sanctions against Japan following the Mukden Incident? [6]
- (c) ‘The League did all within its power to deal with the Abyssinian crisis.’ How far do you agree with this statement? Explain your answer. [10]
- 6 From 1933 international peace was under threat.
- (a) What did Hitler hope his foreign policy would achieve? [4]
- (b) Why did Britain not act to stop Hitler breaking the Treaty of Versailles? [6]
- (c) ‘The Munich Conference was a turning point for Hitler’s foreign policy.’ How far do you agree with this statement? Explain your answer. [10]
- 7 Rising tensions between East and West turned into the Cold War.
- (a) What issues were discussed with regard to (i) Japan and (ii) reparations at the Yalta and Potsdam Conferences? [4]
- (b) Why was tension beginning to show between the USA and the USSR by 1945? [6]
- (c) ‘The USA’s possession of the atom bomb was the main reason for the Cold War.’ How far do you agree with this statement? Explain your answer. [10]
- 8 The Shah of Iran became increasingly unpopular.
- (a) Describe the role of the SAVAK (secret police) in Iran. [4]
- (b) Why was there dissatisfaction with the modernisation plan introduced by the Shah after 1963? [6]
- (c) How important was Western involvement to the outcome of the Iran-Iraq War of 1980–88? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** Despite the predictions, war was not over by the end of 1914.
- (a) How was the Schlieffen Plan intended to work? [4]
- (b) Why was the First Battle of Ypres important? [6]
- (c) How far was Russia responsible for the failure of the Schlieffen Plan? Explain your answer. [10]
- 10** By late 1918 the defeat of Germany was inevitable.
- (a) Describe the naval mutinies at Kiel and Wilhelmshaven. [4]
- (b) Why was the British naval blockade important in ending the war? [6]
- (c) ‘The Ludendorff Offensive of 1918 failed because of the superior allied military strength.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

- 11 The German people suffered mixed fortunes between 1923 and 1929.
- (a) What was the impact of hyperinflation in 1923 on the German people? [4]
- (b) Why did Germans resent the French occupation of the Ruhr in 1923? [6]
- (c) How important was the Dawes Plan of 1924 to the recovery of the Weimar Republic? Explain your answer. [10]
- 12 From 1923 the Nazis began to build support slowly.
- (a) From which parts of German society did the Nazis gain their support in the 1920s? [4]
- (b) Why were Nazi Party policies unpopular with some Germans before 1929? [6]
- (c) ‘Hitler’s racial views were the main reason for the success of the Nazis between 1929 and 1932.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** Between 1917 and 1921 Russia lacked peace and stability.
- (a) What were the results of the July Days for the Bolsheviks? [4]
- (b) Why was the Provisional Government weakened by the Kornilov affair? [6]
- (c) 'The Whites were responsible for their own failure in the Civil War.' How far do you agree with this statement? Explain your answer. [10]
- 14** Following Stalin's success in the leadership contest, he consolidated his position.
- (a) What were the show trials carried out by Stalin? [4]
- (b) Why was the NKVD feared by Russians? [6]
- (c) 'It was a surprise that Stalin defeated Trotsky in the Russian leadership contest.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

- 15** The economic boom of the 1920s affected Americans in different ways.
- (a) Describe how the assembly line method of production operated. [4]
- (b) Why did agriculture suffer from over-production in the 1920s? [6]
- (c) 'Hire purchase was the most important factor in causing the American economic boom.' How far do you agree with this statement? Explain your answer. [10]
- 16** The New Deal attempted to solve the problems caused by the Depression.
- (a) What benefits did the Tennessee Valley Authority (TVA) bring to the region? [4]
- (b) Why was there conflict between President Roosevelt and the Supreme Court? [6]
- (c) How far did the New Deal achieve its aims? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** Between 1949 and 1961 the lives of Chinese people were affected by changes made by Mao.
- (a) Describe the impact of Communist rule on women. [4]
- (b) Why was the first Five-Year Plan a success? [6]
- (c) ‘Attempts by Mao to improve agriculture in China were unsuccessful.’ How far do you agree with this statement? Explain your answer. [10]
- 18** The death of Mao brought change to the lives of many Chinese people.
- (a) Describe the treatment of ‘enemies of the state’ during the Cultural Revolution. [4]
- (b) Why did Mao introduce a ‘cult of personality’? [6]
- (c) How far did the death of Mao lead to improvements to the lives of Chinese people? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** By 1948 segregation had been established in South Africa.
- (a) In what ways did government policy discriminate against black people before 1948? [4]
- (b) Why did the Second World War lead to a loss of popularity for the United Party? [6]
- (c) ‘South Africa’s economic development was a success before 1945.’ How far do you agree with this statement? Explain your answer. [10]
- 20** Government action increased opposition to apartheid.
- (a) What was apartheid? [4]
- (b) Why were black people unhappy with the Bantu Education Act introduced in 1953? [6]
- (c) How successful was the ANC between 1948 and 1961? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 21 After 1967 Israel continued to face hostility from its neighbours.
- (a) What benefits did winning the Six-Day War of 1967 bring for Israel? [4]
- (b) Why did the Yom Kippur War occur in 1973? [6]
- (c) How far had the problems between Israel and its neighbours been solved by the 1990s? Explain your answer. [10]
- 22 The Palestine Liberation Organisation (PLO) was not always successful in promoting the Palestinian cause.
- (a) Describe the Palestinian refugee problem up to 1949. [4]
- (b) Why were Arab states reluctant to support the PLO? [6]
- (c) How successful had Palestinians been in winning support from the international community by the early 1990s? Explain your answer. [10]

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HISTORY

0470/21

Paper 2

October/November 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p8]

Option B: 20th Century topic [p10–p15]

The number of marks is given in brackets [] at the end of each question or part question.

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Option A: 19th Century topic

WHY DID BRITAIN AND GERMANY END UP FIGHTING EACH OTHER IN 1914?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

Some historians agree that neither Britain nor Germany wanted to be at war with the other. However, in August 1914 they were. How did this happen? It has been argued that Britain did not make it clear that if Germany attacked France, Britain would come to France's aid. Others have argued that Germany was determined to dominate Europe at any cost.

Was it Germany or Britain that was to blame for war breaking out between them?

SOURCE A

The British were entirely unmoved by Serbia's impending fate, and acted only in response to the German violation of Belgian neutrality and the threat to France. More than a few people blame Sir Edward Grey for Britain's involvement. But, granted Germany's determination to dominate Europe and the likely consequences for Britain, would Grey have acted responsibly if he had taken no steps to avert such an outcome?

Today, as in 1914, any judgement about the necessity for British entry must be influenced by an assessment of the character of Kaiser William II's empire. Dominance was its purpose, achieved by peaceful means if possible, but by war if necessary. Moreover, throughout the July crisis the Germans, like the Austrians, consistently lied about their intentions and actions. By contrast, whatever the shortcomings of British conduct, the British government told the truth as it saw it, to both its allies and its prospective enemies.

The British government is often accused of having a foreign policy that was impossible for others to read between 1906 and 1914 and during the July crisis. While Britain made itself a party to the Triple Entente, uncertainty persisted about whether it would join a European war. Its only sensible course in the decade preceding the war, and indeed in July 1914, was to offer its allies goodwill and provisional support, the scope and nature of which depended on events and exact circumstances. The failure of this policy is self-evident; Britain's tentative approach to European commitments, and especially to the Entente, ended up involving it in history's greatest conflict. It nonetheless seems hard to conceive of any alternative policy which would have commanded political support in Britain, and persuaded Germany that the risk of war was unacceptable.

From a history book published in 2013.

SOURCE B

Important as the German violation of Belgium was, it did not cause the First World War. It may not even have brought Britain into it until the German attack on Liège. By failing to develop a clear policy, Sir Edward Grey missed his chance to scare Berlin into thinking that Britain might intervene until it was too late for the Germans to pull Austria back from the brink. Grey's misleading positive signals, including his bizarre neutrality pledges of 1 August, left the Germans guessing until he finally sent Berlin an ultimatum on 4 August. By pretending to be neutral, and yet clearly taking the Franco-Russian side, by failing to notice Russia's secret early mobilisation and yet denouncing Austria and Germany for 'marching towards war', Grey encouraged Russian and then French recklessness. Britain's role in unleashing the war was one born of blindness and blundering, not malice. We can say something similar about Germany's role, although with allowance for the much greater sin of invading Belgium. Germany's sin was not one of intending a world war - British hostility was the last thing anyone in Berlin wanted - but of mishandling the diplomacy. The prevailing opinion in London was that Germany had started the war. This argument is not supported by the evidence. France and Russia were far more eager to fight than was Germany. Nor was the assault on Liège the cause of this error. Far from 'willing the war', the Germans went into it kicking and screaming as the Austrian noose tightened round their necks.

From a history book published in 2013.

SOURCE C

European crisis.

I hope that the conversations between Austria and Russia may lead to a satisfactory result. The stumbling block has been Austrian mistrust of Serbian assurances, and Russian mistrust of Austrian intentions. It has occurred to me whether it would be possible for those countries not involved in the dispute to offer to Austria that they would undertake to see that it obtained its demands on Serbia provided it did not threaten Serbian sovereignty.

I said to the German Ambassador that if Germany could get a reasonable proposal put forward that made it clear that Germany and Austria were striving to preserve European peace, I would support it. Russia and France would be unreasonable if they rejected this proposal, and then Britain would have nothing more to do with the consequences. But if Germany did not make a reasonable proposal, and France became involved, we would be drawn in.

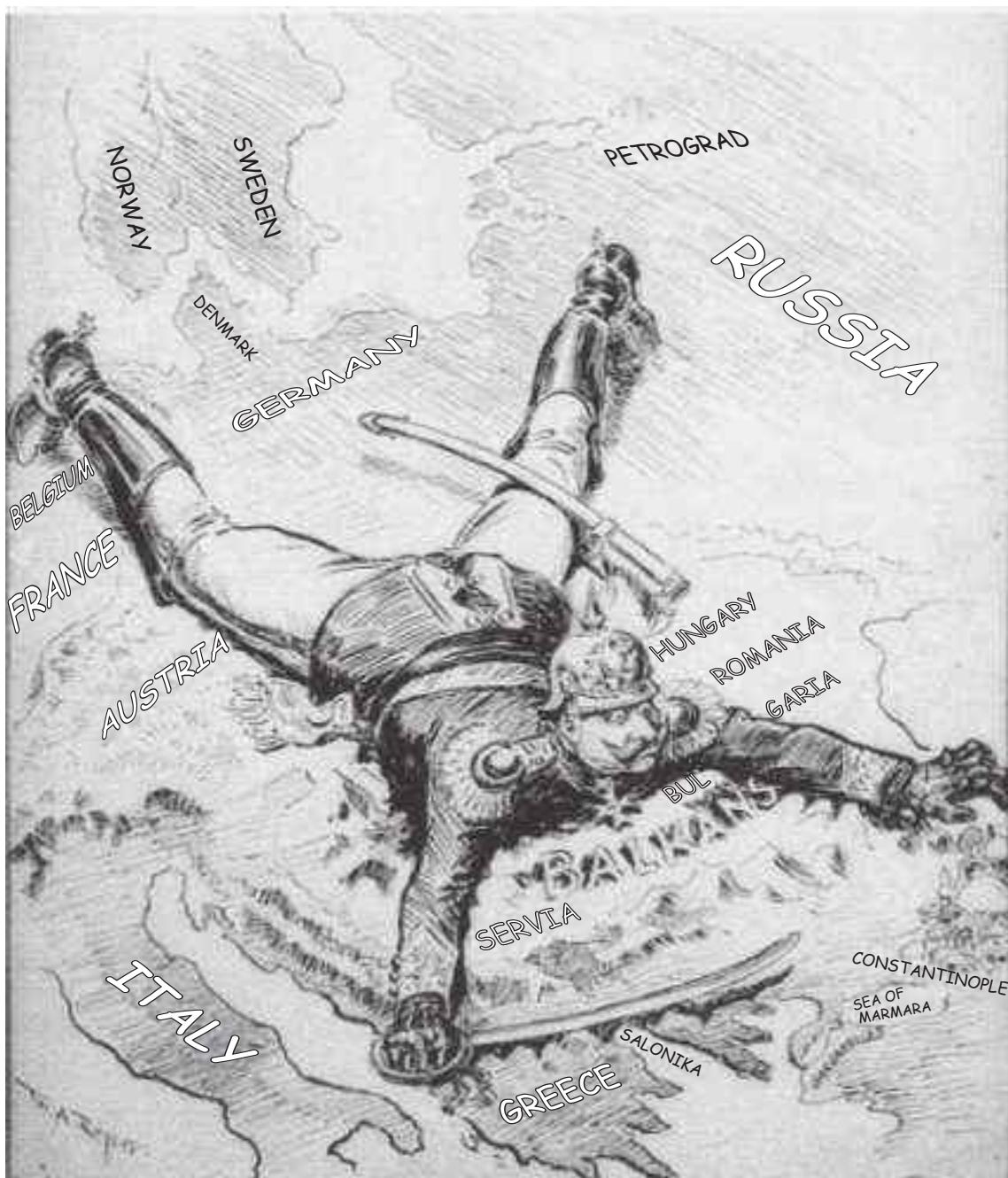
A telegram from Sir Edward Grey, British Foreign Secretary, to the British Ambassador in Berlin, 31 July 1914.

SOURCE D

For I no longer have any doubt that England, Russia and France have agreed among themselves—knowing that our treaty obligations compel us to support Austria-Hungary—to use the Austro-Serb conflict as a pretext for waging a war of annihilation against us. Our dilemma over keeping faith with the honourable Emperor of Russia has been exploited to create a situation which gives England the excuse it has been seeking to annihilate us with a false appearance of justice on the pretext that it is helping France and maintaining the well-known Balance of Power in Europe. In other words England is playing off all European states for her own benefit against us.

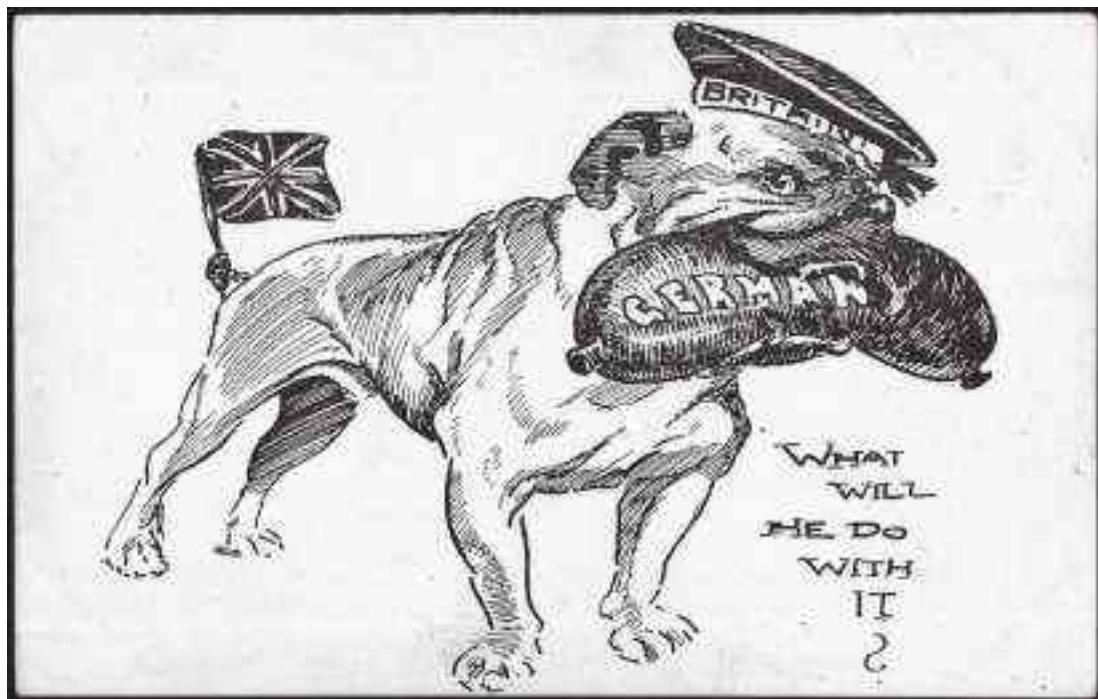
Marginal comments by William II on a telegram to him from the German ambassador to Russia, 31 July 1914. The telegram stated that the Russian government had said it could not reverse the mobilisation of its army.

SOURCE E



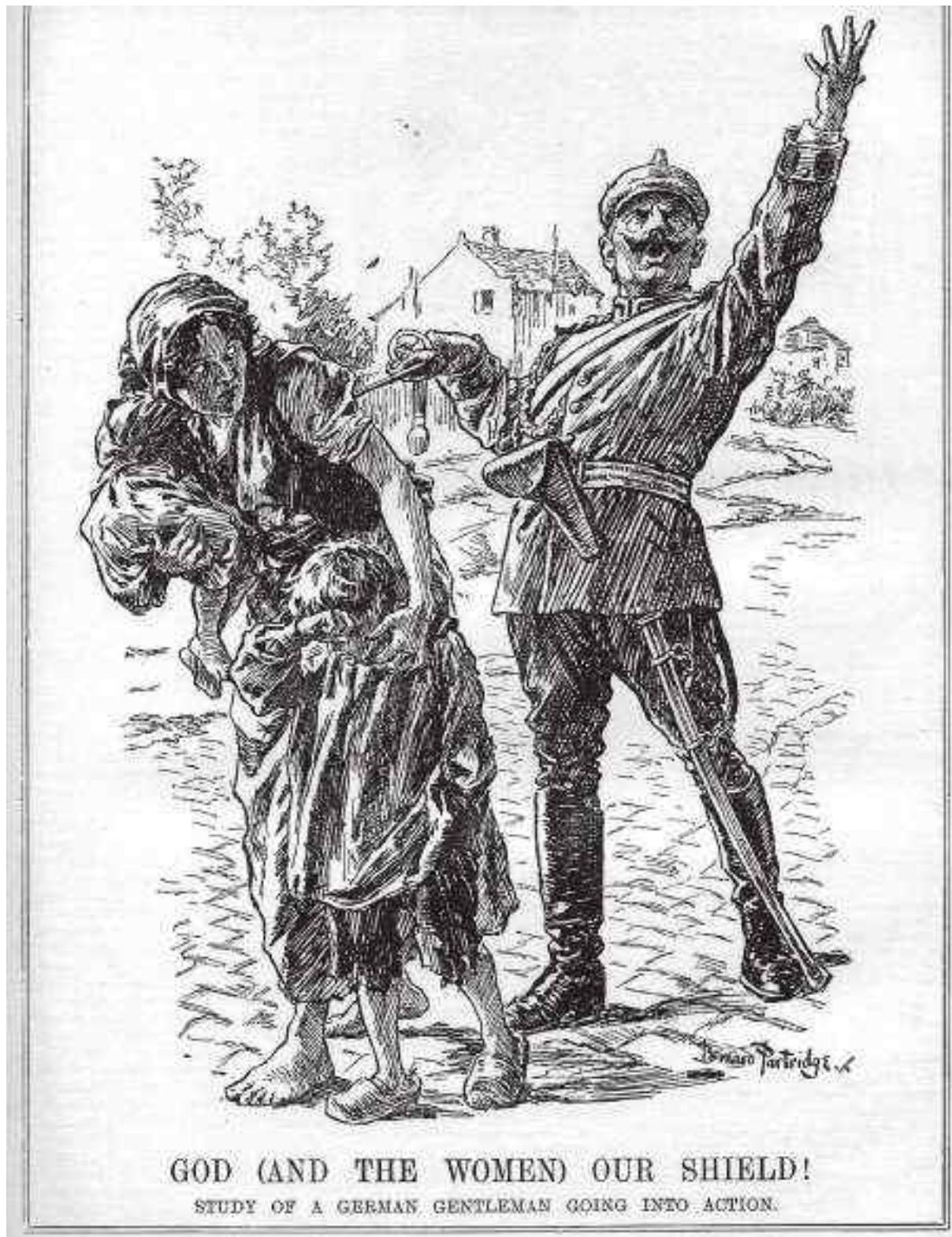
A British cartoon, July 1914.

SOURCE F



A British postcard, 1914.

SOURCE G



A British cartoon, 9 September 1914.

SOURCE H

On my arrival in London I had the conviction that under no circumstances had we to fear a British attack, but that under any circumstances England would protect the French. Looking back after two years, I come to the conclusion that there was no place for me in a system that only tolerated representatives who reported what their superiors wished to read. In spite of former mistakes, all might still have been put right in July 1914. We should have sent a representative to convince the Russians that we did not wish to strangle Serbia. Sazonov said to us, 'Drop Austria and we will drop the French.' We wanted neither wars nor alliances; we wanted only treaties that would safeguard us and others.

As soon as I got back to Berlin I saw that I was to be blamed for the catastrophe for which our Government was responsible by ignoring my advice and warnings. A report was circulated that I had allowed myself to be deceived by Sir Edward Grey. We encouraged Austria to attack Serbia. We rejected the British proposals of mediation. In view of these undeniable facts it is no wonder that the whole civilised world outside Germany places the entire responsibility for the world war upon our shoulders.

From a pamphlet written by Prince Lichnowsky in 1916. Lichnowsky was German ambassador to Britain, 1912–14. Sazonov was in charge of Russian foreign policy. The pamphlet circulated in Germany and was then published in the USA in 1917, leading to Lichnowsky's expulsion from the Prussian House of Lords.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2 Study Sources C and D.

Does Source C make Source D surprising? Explain your answer using details of the sources and your knowledge. [8]

- 3 Study Sources E and F.

Are the opinions of the artists of these two sources the same? Explain your answer using details of the sources and your knowledge. [7]

- 4 Study Source G.

Why was this cartoon published in September 1914? Explain your answer using details of the source and your knowledge. [8]

- 5 Study Source H.

Do you trust this source? Explain your answer using details of the source and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that Germany was to blame for Britain and Germany being at war with each other? Use the sources to explain your answer. [12]

Option B: 20th Century topic**WHY DID THE SOVIET UNION INTERVENE IN HUNGARY IN 1956?**

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

1956 was an eventful year. In February Khrushchev announced his policy of de-Stalinisation, in June riots began in Poland and on 29 October fighting started along the Suez Canal. News of the riots in Poland spread to Hungary where, on 23 October, people took to the streets demanding that Imre Nagy replace the unpopular Ernő Gerő. Khrushchev agreed but riots continued. On 30 October the Soviets decided to withdraw their troops. Nagy began to plan sharing power with non-Communist groups and on 1 November announced that Hungary would leave the Warsaw Pact. On 1 November the Soviets decided to invade Hungary.

Why did the Soviets decide to use force in November 1956? Was it simply to regain control over Hungary, were they worried about unrest spreading to the rest of Eastern Europe, or did they act because of events in Suez?

SOURCE A

A photograph taken in Budapest, October 1956.

SOURCE B

The course of the events has shown that the working people of Hungary correctly raise the question of the necessity of eliminating serious shortcomings in the field of economic building, the further raising of the living standards of the population, and the struggle against bureaucratic excesses in the state apparatus.

However, this just and progressive movement of the working people was soon joined by forces of reaction and counter-revolution, which are trying to take advantage of the discontent of part of the working people to undermine the foundations of the people's democratic order in Hungary and to restore the old landlord and capitalist order.

The Soviet Government and all the Soviet people deeply regret that the development of events in Hungary has led to bloodshed. Originally, on the request of the Hungarian People's Government, the Soviet Government consented to the entry into Budapest of the Soviet Army units to assist the Hungarian People's Army and the Hungarian authorities to establish order in the city. Believing that the further presence of Soviet Army units in Hungary can serve as a cause for even greater deterioration of the situation, the Soviet Government has now given instructions to its military command to withdraw the Soviet Army units from Budapest.

A public statement by the Soviet Government, 30 October 1956.

SOURCE C

The army should not be withdrawn from Hungary, and we must start an initiative to bring order to that country. Our party would not understand it if we gave Hungary, as well as Egypt, to the imperialists. If we leave Hungary it will encourage the American, English and French imperialists. They will see this as weakness on our part and go onto the offensive. We have no other choice. We want to meet the Hungarians halfway but now there is no government. Now we should set up a Provisional Revolutionary Government, headed by Kadar.

Khrushchev speaking at a meeting of Soviet leaders, 31 October 1956.

SOURCE D

A British cartoon published on 31 October 1956. The figure with the whip is Khrushchev.

SOURCE E

The Soviet Union has always proceeded from the principle of the peaceful co-existence of countries with different social systems and with the great aim of preserving world peace. However, the enemies of socialism proceed with their actions to undermine the friendly relations between the peoples of the Soviet Union and the peoples of other countries and to frustrate the noble aims of peaceful co-existence on the basis of complete sovereignty and equality. This is confirmed by the actions of the counter-revolutionary forces in Hungary aimed at overthrowing the system of people's democracy and restoring fascism in the country. The patriots of people's Hungary, together with the units of the Soviet Army called in to assist the revolutionary workers' and peasants' Government, firmly barred the road to reaction and fascism in Hungary.

A broadcast by Marshal Zhukov, the Soviet Minister of Defence. It was broadcast by the official Soviet radio station, 7 November 1956.

SOURCE F

People in Hungary were absolutely against the Stalinist elements still in power; they asked for their removal and a turn to the road of democratisation. When the Hungarian delegation headed by Gerő returned to their country, Gerő found himself in a difficult position. He called those hundreds of thousands of demonstrators, who at that time were still demonstrating, a gang, and insulted almost the whole nation. Imagine how blind he was, what kind of a leader he was! At such a critical moment, when everything boils and when the whole nation is discontented, he dares to call that nation a gang, among whom a great number, and perhaps a majority, were communists and young people. This was enough to blow up the powder keg. Conflicts took place.

Gerő called in the Soviet army. It was a fatal mistake to call Soviet troops at the time when demonstrations were still going on. To call upon troops of another country to give lessons to the people of one's own country is a great mistake. This made the people even more furious and this is how a spontaneous uprising came about.

From a speech by President Tito of Yugoslavia, 16 November 1956.

SOURCE G

A cartoon published in Holland in November 1956. The Soviet soldier is saying 'This is a purely Hungarian matter.'

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Source A.

What impressions does this source give of the Hungarian uprising? Explain your answer using details of the source. [6]

2 Study Sources B and C.

Does Source B make Source C surprising? Explain your answer using details of the sources and your knowledge. [8]

3 Study Source D.

Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources E and F.

Does Source F prove that Marshal Zhukov was lying in Source E? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source G.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Soviet decision to use force in Hungary was influenced only by factors within Hungary? Use the sources to explain your answer.

[12]

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HISTORY

Paper 2

0470/22

October/November 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p7]

Option B: 20th Century topic [p8–p13]

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **13** printed pages, **3** blank pages and **1** Insert.

Option A: 19th Century topic

WHY DID THE ASSASSINATION OF FRANZ FERDINAND LEAD TO THE FIRST WORLD WAR?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

On 28 June 1914 Franz Ferdinand, heir to the Austro-Hungarian throne, was assassinated by Serb terrorists. Austria blamed the Serbian government and by early August most of Europe was at war. Historians have always disagreed about which country was most to blame.

The chronology of events is clear: on 23 July Austria sent an ultimatum to Serbia and, on 28 July, declared war on Serbia. By 30 July Russia had mobilised its armed forces. On 1 August Germany declared war on Russia and, on 3 August, on France. But who was responsible for the assassination leading to a major war? Some historians blame Russia for beginning to mobilise its army even before Serbia had replied to the Austrian ultimatum. Was Russia to blame?

SOURCE A

The leaders of Russia shared with the Kaiser's court a belief that the two empires were fated to participate in a historic struggle between Germanism and Slavdom. The two nations' most conspicuous point of friction and threatened collision was Turkey. They circled the ailing Ottoman Empire as predators, each bent upon securing choice portions of its carcass. Control of the Straits, the entrance to the Black Sea through which 37 per cent of Russian exports passed, was an especially critical issue.

Russians were proud of their role in helping to free much of the Balkans from Ottoman rule, and were determined not to see this replaced by Austrian or German control. The semi-official Russian newspaper *Novoye Vremya* wrote in June 1908 that it was impossible 'without ceasing to be Russian' to allow Germanic cultural domination of southern and eastern Europe. In 1913 a British government minister wrote that 'Serbia is, practically speaking, a Russian province.' This was an exaggeration, because Serb leaders were intensely self-willed, but Russia made plain that the country was under its protection. Russian security guarantees to Serbia proved as fatal to European peace as was German support for Austria - with the important difference that the former were defensive, the latter aggressive. But at the very least, Russia was irresponsible in failing to insist upon a halt to Serbian subversion in the Habsburg Empire as the price for its military backing.

From a history book published in 2013.

SOURCE B

For all the hype about pan-Slavic solidarity created by nationalistic Russian newspapers, Sazonov was willing to throw fellow Balkan ‘Slavs’ overboard if Russia’s national interests were threatened. Serbia was of purely symbolic interest to Russian foreign policy. Of course, Russia had no wish to see ‘heroic little Serbia’ carved up by hostile neighbours such as Austria-Hungary, but neither did it wish to see Serbia strengthened. Denying Serbia access to the Adriatic became one of Russia’s main foreign policy goals following the Second Balkan War, to the extent that it plotted to restore Albania to Ottoman control so as to weaken Serbia.

To assume that Russia really went to war on behalf of Serbia in 1914 is naive. Great powers do not usually mobilise armies of millions to protect the territorial integrity of minor client states. An extensive survey of Russia’s diplomatic correspondence in the months before the Sarajevo incident does not reveal undue concern with any sort of Serbian problem, nor indeed is concern voiced in the months after July. What it does reveal is a widespread obsession, bordering on panic, with the Straits question. It was universally assumed that Turkey would not last for long. The question was, which power would swallow which pieces of the carcass as the Ottoman Sick Man was carved up? And for Russia, the question was starker still: who would now control Constantinople and the Straits?

Had Germany’s leaders known how worried the Russians were about the Turkish dreadnoughts that were about to close off the ‘Straits window’ for ever, they would not have been so paranoid about the ‘growth of Russian power’ in July 1914. Russia in 1914 was a country with much to lose but for which the risks of inaction seemed, by June or July of that year, to be at least as great, and possibly greater, than those of action. It was a country, in other words, whose rulers would not shrink from going to war to improve her precarious position in a hostile international environment.

From a history book published in 2011. Sazonov was in charge of Russian foreign policy.

SOURCE C

The crime of Sarajevo is not the deed of a single individual, but the result of a well-arranged plot whose threads reach to Belgrade. So long as the source of criminal agitation in Belgrade lives unpunished, the peace policy of all European monarchs is threatened. The danger will only pass when Serbia is eliminated as a political power-factor in the Balkans.

A letter from Emperor Franz Joseph of Austria to Kaiser William II of Germany, 5 July 1914.

SOURCE D

News reached us from Vienna that the Austrian government claimed the Sarajevo murders were the outcome of a political plot whose roots could be traced to Belgrade. The inquiry held at Sarajevo gave no support to this idea but the Austrian government continued to denounce Serbia. The Russian government heard with anxiety the bad news from Vienna; we daily expected the Austrian government to make some openly hostile move against Serbia.

On 23 July Austria delivered an ultimatum to Serbia in terms which aroused the astonishment and indignation of all Europe. Its appearance marked the beginning of a new era in the history of Europe and the whole world. The demands were such that had never been made by a European power, and their acceptance in full by Serbia would have been the equivalent of her giving up her national independence.

From Sazonov's memoirs, which he wrote in the 1920s while living in France.

SOURCE E

I appeal to you to help me. An ignoble war has been declared on a weak country. The indignation in Russia and shared by me is enormous. I foresee that very soon I shall be forced to take extreme measures which will lead to war. To try and avoid such a calamity as a European war, I beg you in the name of our old friendship to do whatever you can to stop your ally Austria from going too far.

Nicky

A telegram from Tsar Nicholas II to Kaiser William II, 29 July 1914.

SOURCE F

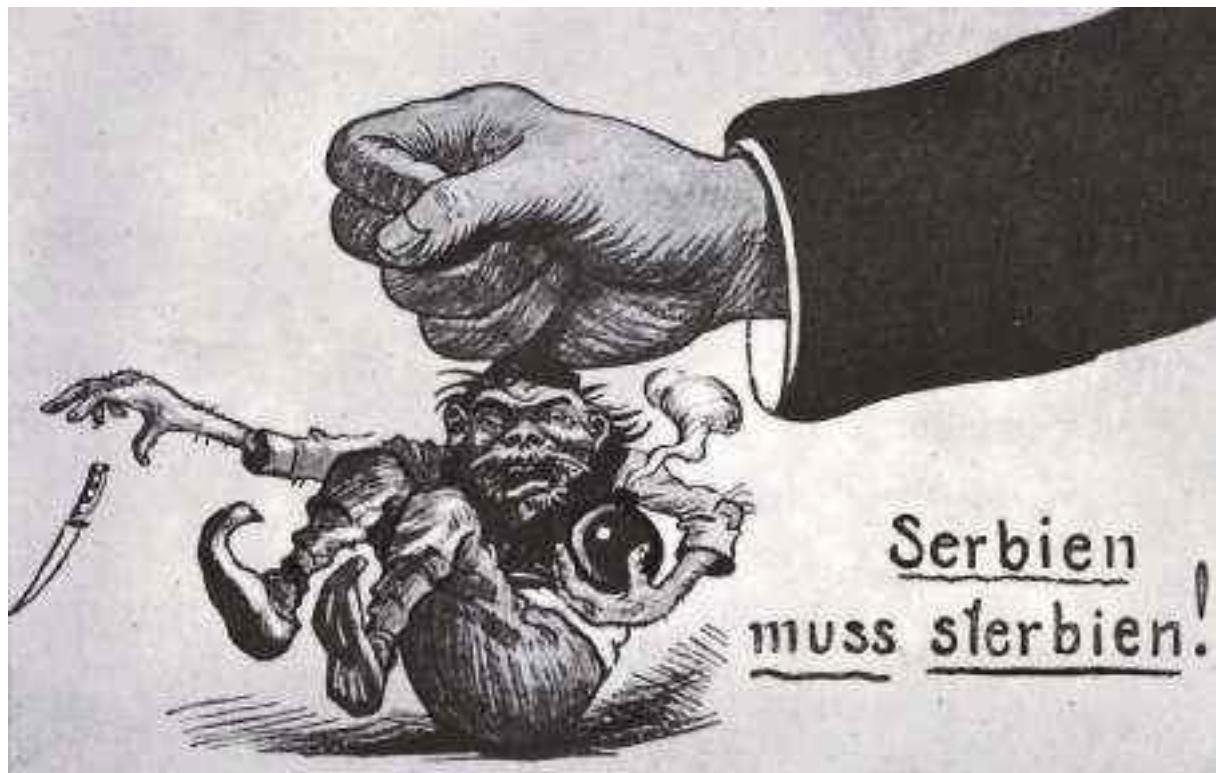
On your appeal to my friendship I began to mediate between your Government and the Austrian Government. While this was proceeding your troops were mobilised against Austria, my ally.

I now receive news of serious preparations for war on my Eastern frontier. Responsibility for the safety of my empire forces preventative measures of defence upon me. The responsibility for the disaster which is now threatening the whole world will not be placed on me. In this moment it still lies in your power to avert it. Nobody is threatening the honour or power of Russia. The peace of Europe may still be maintained by you, if Russia will agree to stop the military measures which threaten Germany and Austria.

Willy

A telegram from Kaiser William II to Tsar Nicholas II, 31 July 1914.

SOURCE G



A postcard published in Austria in 1914 soon after the assassination of Franz Ferdinand. The words in the bottom right say 'Serbia must die!'

SOURCE H



THE POWER BEHIND.

AUSTRIA (*at the ultimatum stage*). "I DON'T QUITE LIKE HIS ATTITUDE. SOMEBODY MUST BE BACKING HIM."

A cartoon published in Britain, 29 July 1914.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2 Study Sources C and D.

Does Source D prove Source C to be wrong? Explain your answer using details of the sources and your knowledge. [8]

- 3 Study Sources E and F.

Does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge. [8]

- 4 Study Source G.

Why was this postcard published in Austria at this time? Explain your answer using details of the source and your knowledge. [7]

- 5 Study Source H.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that Russia was to blame for the outbreak of the First World War? Use the sources to explain your answer. [12]

Option B: 20th Century topic**WAS THE SOVIET UNION JUSTIFIED IN INTERVENING IN HUNGARY IN 1956?**

Study the Background Information and the sources carefully, and then answer **all** the questions.

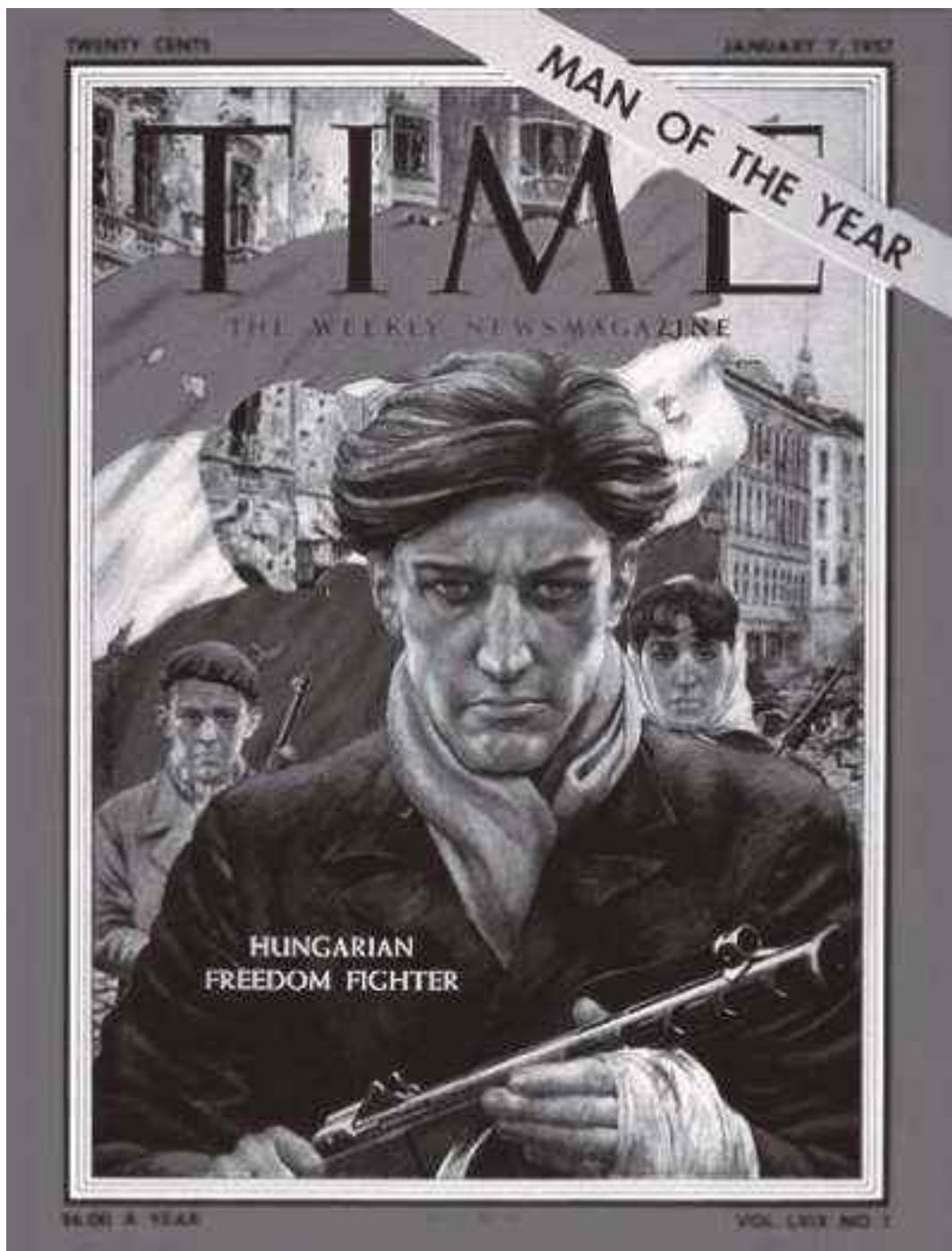
Background Information

On 23 October 1956 demonstrations against Soviet occupation and the government of Ernő Gerő began in Budapest. Russian troops were sent into the city to stop the protests. At the same time the Soviets decided to grant concessions. Imre Nagy was appointed Prime Minister and on 28 October Russian troops pulled out of Budapest.

When Nagy's government started to introduce reforms and announced that Hungary would leave the Warsaw Pact, Russian tanks and troops moved back into Budapest. Despite fierce fighting by the Hungarians, the uprising was soon defeated.

Was the Soviet Union justified in intervening?

SOURCE A



The cover of an American magazine, January 1957.

SOURCE B

Late in the evening of 23 October underground reactionary organisations attempted to start a counter-revolutionary revolt against the people's regime in Budapest. This enemy adventure had obviously been in preparation for some time. The forces of foreign reaction have been systematically inciting anti-democratic elements for action against the lawful authority.

Enemy elements made use of the student demonstration that took place on 23 October to bring out into the streets groups previously prepared by them, to form the nucleus of the revolt. They sent agitators into action who created confusion and tried to provoke mass disorder. A number of government buildings were attacked. The fascist thugs began to loot shops, break windows in houses and institutions, and tried to destroy the equipment of industrial buildings. Groups of rebels who succeeded in getting hold of arms caused bloodshed in a number of places.

The forces of revolutionary order began to repel the rebels. On orders of the Premier, Imre Nagy, martial law was declared in the city. The Hungarian Government asked the USSR Government for help. In accordance with this request, Soviet military units, which are in Hungary under the terms of the Warsaw treaty, helped troops of the Hungarian Republic to restore order in Budapest. In many industrial enterprises workers offered armed resistance to the bandits who tried to damage and destroy equipment.

A statement issued by TASS, the Soviet news agency, 24 October 1956.

SOURCE C

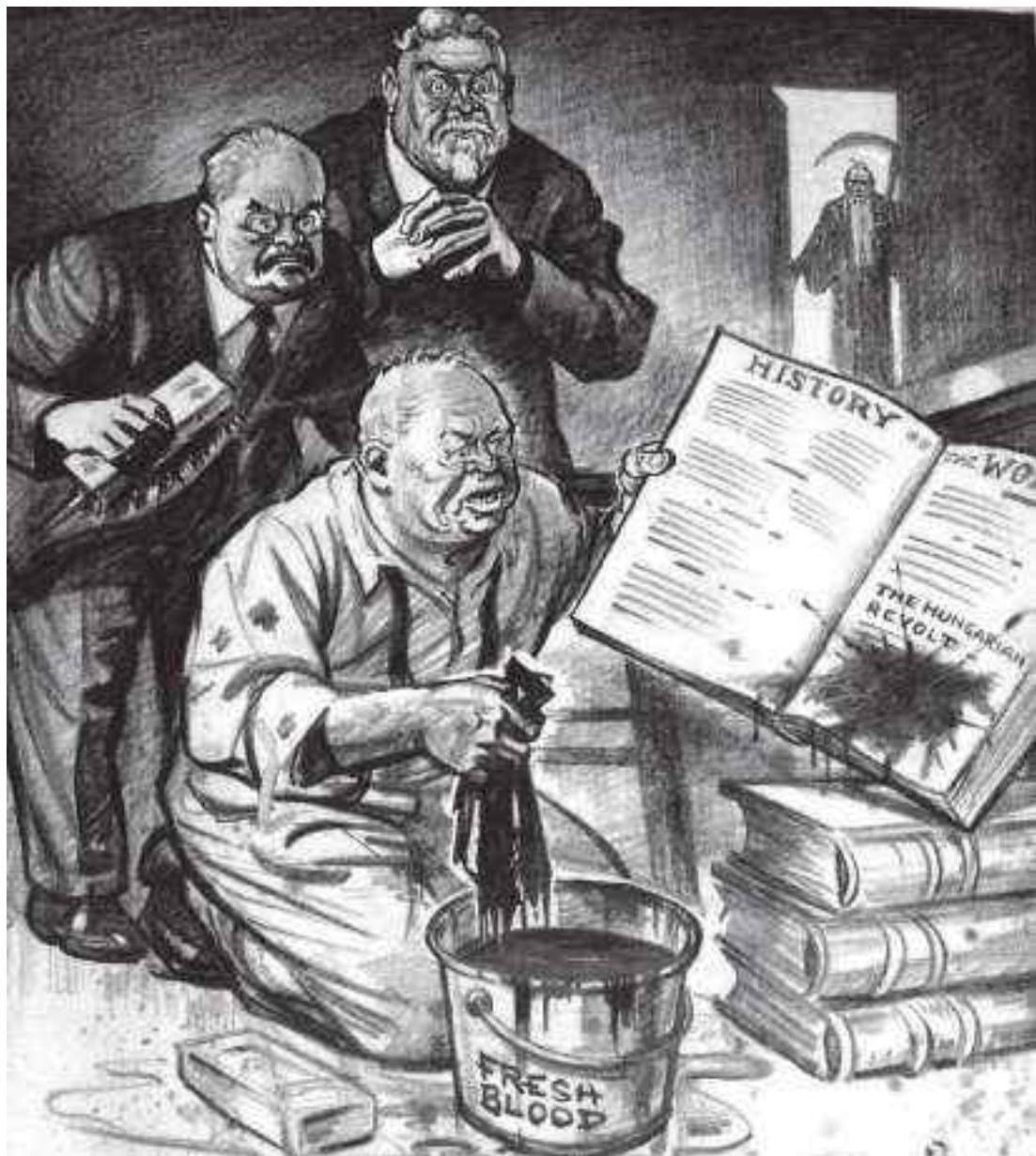
This fight is the fight for freedom by the Hungarian people against the Russian intervention, and it is possible that I shall only be able to stay at my post for one or two hours. The whole world will see how the Russian armed forces, contrary to all treaties and conventions, are crushing the resistance of the Hungarian people. They will also see how they are kidnapping the Prime Minister of a country which is a member of the United Nations, taking him from the capital, and therefore it cannot be doubted at all that this is the most brutal form of intervention. I should like in these last moments to ask the leaders of the revolution, if they can, to leave the country and turn to all the peoples of the world for help and explain that today it is Hungary and tomorrow, or the day after tomorrow, it will be the turn of other countries because the imperialism of Moscow does not know borders, and is only trying to play for time.

The last message issued by Nagy, 4 November 1956.

SOURCE D

The Soviet Union has always proceeded from the principle of the peaceful co-existence of countries with different social systems and with the great aim of preserving world peace. However, the enemies of socialism plotted to undermine the friendly relations between the peoples of the Soviet Union and the peoples of other countries, to frustrate the noble aims of peaceful co-existence on the basis of complete sovereignty and equality. This is confirmed by the actions of the counter-revolutionary forces in Hungary aimed at overthrowing the system of people's democracy and restoring fascism in the country. The patriots of people's Hungary, together with the units of the Soviet Army called in to assist the revolutionary workers' and peasants' Government, firmly barred the road to reaction and fascism in Hungary.

A broadcast by Marshal Zhukov, the Soviet Minister of Defence. It was broadcast by the official Soviet radio station, 7 November 1956.

SOURCE E

A cartoon published in November 1956. The figures on the left are Soviet leaders, including Khrushchev, who is kneeling.

SOURCE F

The Hungarian economy had made successful progress on the socialist road of development. It was this development that was thwarted by the attack of the counter-revolutionary forces. At the moment, after having repressed the counter-revolution, the socialist economy of the Hungarian People's Republic has started developing again and is showing clear signs of strength.

The participants of the meeting unanimously concluded that as a result of the efforts of the Hungarian workers, and with the support of the Soviet army, the attempts to eliminate the socialist achievements of the Hungarian people and their people's democratic system were successfully prevented. The danger of establishing a fascist dictatorship in Hungary was eliminated.

*A statement issued by a meeting of the Governments and Communist Parties
of Bulgaria, Czechoslovakia, Hungary, Romania and the Soviet Union,
6 January 1957.*

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Source A.

What impressions does this source give of the events in Hungary in October and November 1956? Explain your answer using details of the source and your knowledge. [7]

- 2 Study Source B.

Why did the Soviet Union issue this statement at this time? Explain your answer using details of the source and your knowledge. [8]

- 3 Study Sources C and D.

Does Source D prove that Source C cannot be trusted? Explain your answer using details of the sources and your knowledge. [8]

- 4 Study Source E.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [7]

- 5 Study Source F.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that Soviet armed intervention in Hungary was justified? Use the sources to explain your answer. [12]

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HISTORY

0470/23

Paper 2

October/November 2017

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p8]

Option B: 20th Century topic [p10–p15]

The number of marks is given in brackets [] at the end of each question or part question.

The syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **14** printed pages, **2** blank pages and **1** Insert.

Option A: 19th Century topic

WAS THERE A REAL CHANCE OF WAR BREAKING OUT OVER MOROCCO?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

By 1900 Morocco was one of the few African countries not under the control of a European power. Théophile Delcassé, the French Foreign Minister, was keen for it to be under French control. In 1904, as part of the Entente Cordiale, Britain recognised the French position in Morocco as long as France gave up its interest in Egypt. However, Germany, worried about the expansion of French power in the Mediterranean and North Africa, began to encourage the Sultan of Morocco to stand up to the French. In March 1905, as part of this effort, the Kaiser visited Tangiers, a major city in Morocco. This visit greatly upset the French and the First Moroccan Crisis had begun. It ended at the Algeciras Conference that took place from January to April 1906.

Was it ever likely that the crisis would develop into war?

SOURCE A

Emperor William II landed at Tangiers during a cruise in March 1905 and triggered the First Moroccan Crisis. The crisis was much more than a contest for influence in a failing state; it was a contest between two different visions of the international system - a German-led continental league and a global entente between Britain, France, and Russia. Germany sought not only to snap the newly formed Anglo-French entente, but more significantly attempted to forge an alliance with Russia and to make France dependent on Germany.

In 1905, Germany sought to demonstrate to France that Russia was not a reliable ally, and that the Anglo-French entente was of limited significance in continental power politics. Morocco was to be the test case, where Germany refused to accept French pre-eminence. 'Whilst in the act of ravishing Morocco,' noted the Grand Vizier of Morocco, 'France has received a tremendous kick in the behind from the Emperor William.' Confident of British support, Delcassé refused to negotiate with Germany. The weakness of the French army and the doubts of the French Prime Minister that Britain could offer effective military support in a Franco-German war conspired against Delcassé. On 6 June he resigned, paving the way for a conference, which would meet in Algeciras in 1906 to resolve the Moroccan Crisis. The resignation of the French Foreign Minister was a stunning triumph for German diplomacy. It signalled Germany's complete dominance of continental politics. Privately, Grey was deeply concerned at the prospect of war, but Germany was not prepared to go to war over Morocco.

From a history book published in 2010. Grey was in charge of British foreign policy.

SOURCE B

The Kaiser's visit to Tangiers represented a German challenge to France's ambitions in Morocco. Germany wanted an Open Door policy in Morocco. The Kaiser's visit was about much more than the fate of Morocco though: Germany was trying to regain the position it had enjoyed under Bismarck as the power at the centre of Europe's international affairs. Germany saw a chance as well to destroy the Entente Cordiale between Britain and France and perhaps even the alliance between France and Russia.

The British did not behave as Germany had hoped. The strong anti-German faction in the British government had no doubt that the sudden German interest in Morocco was an attempt by Germany to destroy the Entente and urged that Britain must stand firm. 'This seems,' Admiral Fisher told Lansdowne, the Foreign Secretary, 'a golden opportunity for fighting the Germans in alliance with the French.'

When Delcassé was dismissed from the French government there was consternation and shock in London. Lansdowne wondered whether the Entente Cordiale would survive; the French, he said, appeared to be on the run. In their triumph over the French, the Germans then overplayed their hand and insisted on an international conference. What is frightening in retrospect is how readily the countries involved in the crisis anticipated war. Grey, for example, told his friend Haldane that he was getting many reports that Germany intended to attack France in the spring of 1906, while the German Chancellor was expecting Britain and France to attack.

From a history book published in 2013.

SOURCE C

After overcoming the difficult technical task of landing in Tangiers, there was a ride through the gaily decorated streets amid the indescribable joy of the natives and the European population; it was a magnificent oriental pageant in fine weather. In the Embassy there was a reception of Germans, the diplomatic corps, and the Sultan's envoy.

The Kaiser said that his visit meant that he wanted free trade for Germany and complete equality of rights with other countries. His Majesty said that he would like to negotiate directly with the Sultan, the free ruler of an independent country, as an equal; that his Majesty would be able to make his just claims valid, and that he expected that these claims would also be recognised by France.

On the whole, the brief visit of His Majesty came off splendidly without any unfortunate event, and apparently made a great impression upon Moroccans. His Majesty was highly satisfied with the visit, especially with the confidential message of the Sultan that he would initiate no reforms without a previous understanding with the German Government. According to the custom of the country, our ships were richly loaded with gifts consisting of natural products of the land.

An account by a German diplomat of the Kaiser's visit to Morocco in 1905. The diplomat was reporting to the German government.

SOURCE D

A British cartoon published in 1905. The caption to this cartoon read 'The Morocco Crisis: Let men see - whom shall I call on next?'

SOURCE E

Cambon, the French Ambassador, spoke of the importance of arriving at an agreement as to the action which would be taken by France and Great Britain if the discussions ended in a rupture between France and Germany. Cambon said he did not believe that the German Emperor desired war, but that His Majesty was pursuing a very dangerous policy. He had succeeded in inciting public opinion and military opinion in Germany, and there was a risk that matters might be brought to a point in which a peaceful outcome would be difficult.

I could only state that if France were to be attacked by Germany, public opinion in England would be strongly in favour of France. I said that, as far as a definite promise went, I was not in a position to pledge the country to any more than neutrality. Cambon said that a promise of neutrality did not satisfy him.

A letter from Sir Edward Grey to the British ambassador in France, January 1906.

SOURCE F

It was certain that if Germany forced a quarrel on France over Morocco, the pro-French feeling in Britain would be very strong, so strong probably as to justify a British Government in intervening on the side of France or even to insist on its doing so. My own opinion was that if Germany forced war on France we ought to go to the help of France. We would be isolated and discredited if we stood aside.

From Sir Edward Grey's memoirs, published in 1925.

SOURCE G



A German cartoon published in February 1906. The caption to the cartoon read 'At the Moroccan Conference: enthusiasm for smoking the peace pipe does not exclude the danger of a general explosion.' Pulver means gunpowder.

SOURCE H



A British cartoon entitled 'Shots of Joy', published in April 1906. The caption to the cartoon read 'The Algeciras Conference has practically been concluded to the mutual satisfaction of the two rival powers whose differences at one time threatened to end in something worse than a diplomatic duel.'

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2 Study Source C.

How useful is this source as evidence about the Kaiser's visit? Explain your answer using details of the source and your knowledge. [7]

- 3 Study Source D.

What is the message of this source? Explain your answer using details of the source and your knowledge.

[8]

- 4 Study Sources E and F.

Does Source F make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

- 5 Study Sources G and H.

How similar were the views of the two cartoonists? Explain your answer using details of the sources and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that the Moroccan Crisis made war likely? Use the sources to explain your answer. [12]

Option B: 20th Century topic**WAS SOVIET INTERVENTION IN HUNGARY JUSTIFIED?**

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

On 23 and 24 October 1956 there were armed clashes between protestors and the authorities throughout Hungary. On 24 October the protestors achieved one of their demands when Imre Nagy was appointed as Prime Minister. On the same day, however, Russian troops were deployed in Budapest to stop the protests. Despite this, the protests continued and the Soviets appeared to compromise on 28 October by agreeing to pull Russian troops out of Budapest.

Nagy's government started to introduce reforms and announced that Hungary would leave the Warsaw Pact. Perhaps thinking that the world was distracted by the growing crisis over the Suez Canal, Russia moved tanks and troops back into Budapest. Despite fierce resistance by the Hungarians, the uprising was soon defeated.

Was the Soviet Union justified in intervening?

SOURCE A

A Dutch cartoon published in November 1956. The caption read 'Peace and order are restored'.

SOURCE B

To the Foreign Ministry and Party Central Committee:

The counter-revolutionary rebellion in the Hungarian capital became increasingly serious last night; the wild rattle of gunfire did not cease the whole night. Insofar as the situation can be judged, it is possible that certain sections of the Hungarian People's Army can no longer be trusted. Since yesterday night the Soviet army and the Hungarian State Security units have been putting down the rebellion.

Counter-revolutionary forces have fully exploited the crowds' extremely narrow-minded national sentiments, and are at present actively inciting bourgeois restoration. The central paper of the Hungarian trade unions reported in its special edition that Nagy yesterday expressed his full acceptance of the reactionary political demands submitted. A new government led by Nagy is being formed today at noon. In effect, it is possible that loyal communists will be removed from the government.

The Hungarian authorities have not made any form of contact with our embassy, and have not provided any kind of information. Under the circumstances of the whole-day curfew, and in the midst of weapon fire and falling bombs, it is not possible to maintain contact between embassies. This is why we rely primarily on Hungarian radio, and on accounts from our students, for information.

*A telegram from the Chinese embassy in Hungary to the Chinese government,
26 October 1956.*

SOURCE C

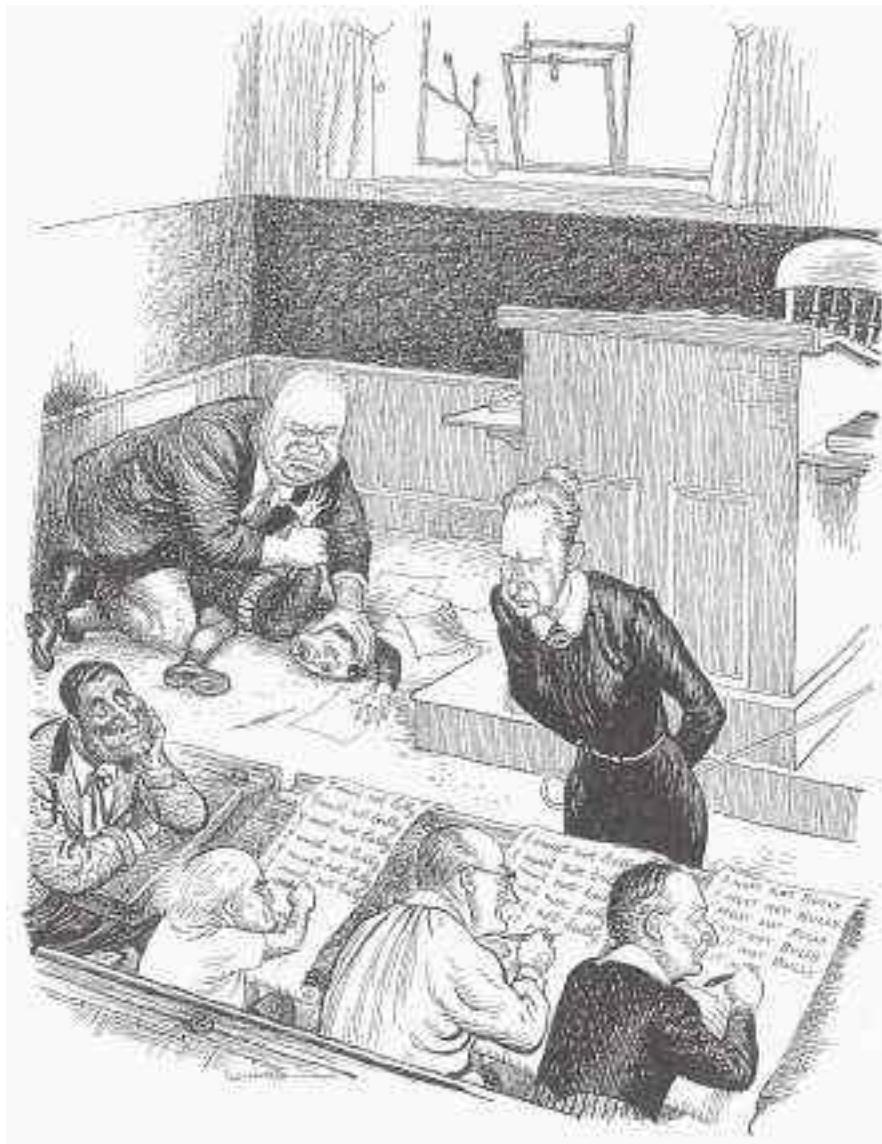
Look at the hell that Rákosi made of Hungary and you will see an indictment, not of Communism, but of Stalinism. Hypocrisy without limit; slogans devoid of life or meaning; national pride outraged; poverty for all but a tiny handful of leaders who lived in luxury, special schools for their children, special well-stocked shops for their wives. And to protect the power and privileges of this Communist aristocracy, the secret police - and behind them the ultimate sanction, the tanks of the Soviet Army.

Here in one small, tormented country was Stalinism, complete in every detail: the abandonment of humanism, the attachment of primary importance not to living, breathing, suffering, hoping human beings but to machines, targets, statistics, tractors, steel mills, plan fulfilment figures and, of course, tanks.

The Hungarian Stalinists made a mistake in invoking a non-existent clause of the Warsaw Treaty and calling in Soviet troops. This first Soviet intervention gave the people's movement exactly the impetus needed to make it united, violent and nation-wide. It seems probable that Soviet troops were already in action three or four hours before the appeal. Nagy became Prime Minister precisely twenty-four hours too late.

With Nagy in office it would still have been possible to avert the ultimate tragedy if the people's two demands had been met immediately - if the Soviet troops had withdrawn without delay, and if the security police had been disbanded. But Nagy was not a free agent during the first few days of his premiership. It was known in Budapest that his first broadcast was made - metaphorically, if not literally - with a tommy gun in his back.

*From a book published in 1956. It was written by a journalist working in Hungary
at the time for a British communist newspaper.*

SOURCE D

A cartoon published in Britain, 28 November 1956. Khrushchev is shown with Hungary on the floor. The figures seated at the desks represent, from the left, President Nasser of Egypt and the governments of Israel, Britain and France. The woman represents the United Nations.

SOURCE E

Dear Comrades, Beloved Friends, Working People of Hungary! Of course we want a socialist democracy and not a bourgeois democracy. In accord with our Party and our convictions, our working class and people are jealously guarding the achievements of our people's democracy, and they will not permit anyone to touch them. Today the chief aim of the enemies of our people is to shake the faith of the working class in its party, in the Hungarian Workers' Party. They are endeavouring to loosen the close friendly relations between our nation and other countries building socialism. They are trying to loosen the ties between our party and the glorious Communist Party of the Soviet Union.

They slander the Soviet Union. They assert that we trade with the Soviet Union on an unequal footing, that our relations with the Soviet Union are not based on equality, and allege that our independence has to be defended, not against the imperialists, but against the Soviet Union. All this is a lie which does not contain a grain of truth. The truth is that the Soviet Union liberated our people from the yoke of fascism and German imperialism.

From a speech on 24 October 1956 by Ernő Gerő, head of the Hungarian Communist Party until 25 October 1956.

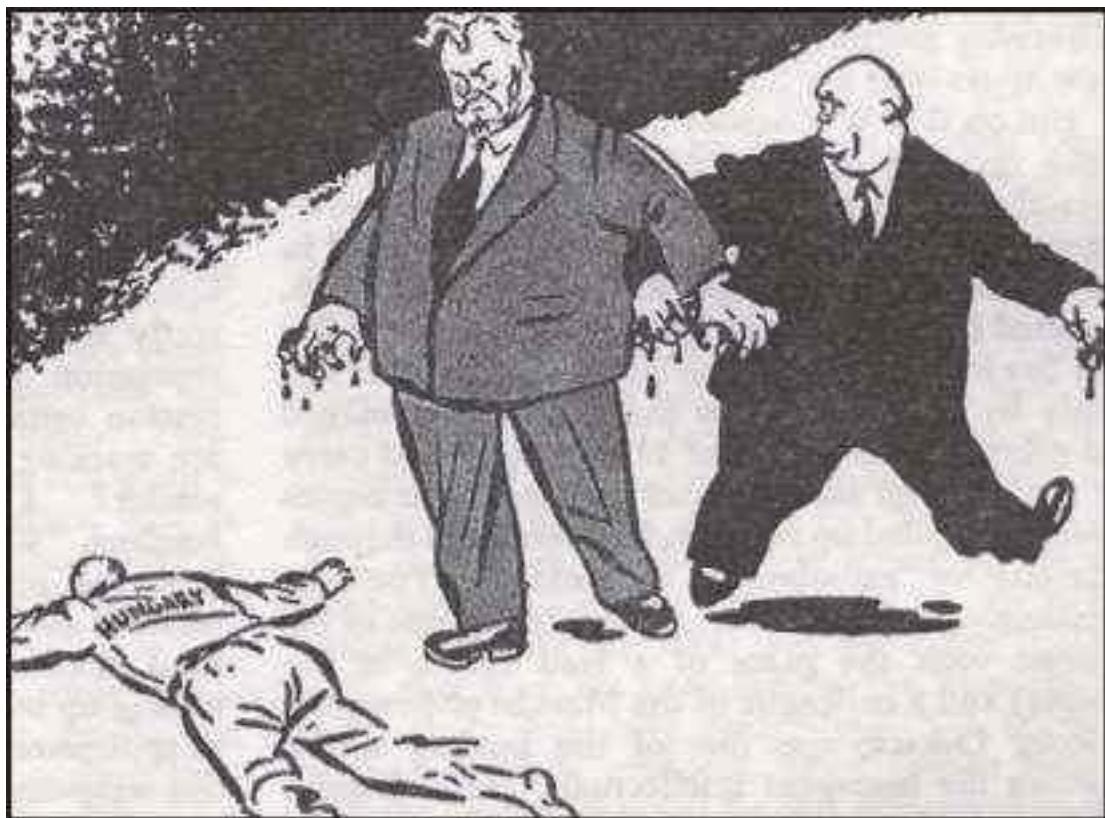
SOURCE F

Hungarian workers, soldiers, peasants and intellectuals. The National Government, in full agreement with the Hungarian Workers' Party, has decided to take a step vital for the future of the whole nation. In the interest of further democratisation of the country's life, the Government abolishes the one-party system and places the country's Government on the basis of democratic cooperation between coalition parties.

We wish to inform the people of Hungary that we are going to request the Government of the Soviet Union to withdraw Soviet troops completely from the entire territory of the Hungarian Republic.

On behalf of the National Government I wish to declare that it recognises all democratic local authorities which were formed by the revolution; we will rely on them and we ask for their full support. Hungarian brothers, patriotic citizens of Hungary! Safeguard the achievements of the revolution! We have to re-establish order first of all! No blood should be shed in our country! Prevent all further disturbances! Assure the safety of life and property with all your might! Hungarian brothers, workers and peasants: Rally behind the government in this fateful hour! Long live free, democratic and independent Hungary.

From a radio broadcast by Imre Nagy, 30 October 1956.

SOURCE G

A cartoon published in an Indian newspaper, November 1956. Khrushchev is saying to a colleague, 'Let's go wash our hands in the Canal.'

SOURCE H

In 1956 a bloody struggle broke out in Budapest. Imre Nagy used lies and threats to trick the people into mutiny and civil war. He shoved prominent citizens in front of microphones and forced them to support his leadership. Communist Party members were being hunted down in the streets. People were being murdered, strung up from lamp posts.

Imre Nagy issued a demand that we pull all Soviet troops out of Hungary. According to our obligations under the Warsaw Treaty, we could only pull out troops if asked to by a legal government. We certainly had no intention of doing what the leader of a putsch told us to do. Nagy no longer spoke for the Hungarian Communist Party. We quickly saw that the uprising and the Nagy government were without support from the workers and the peasants. We discussed the mutiny with other Socialist countries and came to the conclusion that it would be inexcusable for us to stay neutral and not help the working class of Hungary in its struggle against counter-revolution.

From Khrushchev's memoirs, published in 1971.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

1 Study Source A.

What impressions does this source give of events in Hungary in November 1956? Explain your answer using details of the source. [7]

2 Study Sources B and C.

Does Source B make Source C unreliable? Explain your answer using details of the sources and your knowledge. [7]

3 Study Source D.

Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge. [8]

4 Study Sources E and F.

Does Source E make Source F surprising? Explain your answer using details of the sources and your knowledge. [8]

5 Study Source G.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [8]

6 Study **all** the sources.

How far do these sources provide convincing evidence that the Soviet Union's armed intervention in Hungary was justified? Use the sources to explain your answer. [12]

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Grade thresholds – March 2018

Cambridge IGCSE History (0470)

Grade thresholds taken for Syllabus 0470 (History) in the March 2018 examination.

		minimum raw mark required for grade:						
	maximum raw mark available	A	B	C	D	E	F	G
Component 12	60	33	29	23	20	16	12	8
Component 22	50	28	23	19	17	15	12	9
Component 3	40	32	27	23	18	14	11	8
Component 42	40	20	15	11	9	8	7	6

Grade A* does not exist at the level of an individual component.

The maximum total mark for this syllabus, after weighting has been applied, is **150**.

The overall thresholds for the different grades were set as follows.

Option	Combination of Components	A*	A	B	C	D	E	F	G
AY	03, 12, 22	107	93	79	65	55	45	35	25
BY	12, 22, 42	95	81	67	53	46	39	31	23

HISTORY

0470/12

Paper 1

March 2018

MARK SCHEME

Maximum Mark: 60

Published

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

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2018 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **92** printed pages.

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.

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.

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.
- 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

Question	Answer	Marks
1(a)	<p>Describe events leading to the Plombières meeting of 1858.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Emperor Napoleon was keen to settle the 'Italian Question'. 'When young, Napoleon had been a member of the Carbonari.' 'Napoleon had been prompted by the Orsini Bomb Plot.'</p> <p>'Napoleon was convinced a war with Austria would help ease the Italian problem.'</p> <p>'Napoleon also saw the war would deliver glory to France and humiliate Austria.'</p> <p>'Supporting Italian nationalist aspirations would show France as progressively liberal.'</p> <p>'Cavour was looking to remove Austrian influence from as many Italians as possible.'</p> <p>'Cavour wanted to remind Paris of the help Piedmont had given in the Crimean War.'</p> <p>'Jacques Bixio acted as a 'go between' between Turin and Paris.'</p> <p>'There was a proposed marriage between the daughter of the Piedmontese King and the Emperor's cousin.'</p> <p>'Napoleon suggested a meeting between himself and Cavour at Plombières.'</p>	1–4

Question	Answer	Marks
1(b)	Why was the Plombières agreement important?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation) e.g. ‘The Plombières agreement was important because Piedmont was able to get a major power to support their efforts to remove the influence of Austria from the northern Italian states. If this agreement was successful, Piedmont would be able to unite with Lombardy and Venetia and form a northern Italian confederation.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description) e.g. ‘The agreement involved Napoleon in Italian affairs.’ ‘A major power was needed to help remove Austria from Italian states.’ ‘It put Piedmont at the head of the Italian unification movement.’ ‘It made Cavour the leading Italian politician.’ ‘It would give France Savoy and Nice.’ ‘It showed France to be aggressive in its foreign policy.’ ‘To the French it would mean a weak state on its southern border.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It changed Italian history.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
1(c)	<p>'Garibaldi deserves to be seen as the creator of the Kingdom of Italy.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Garibaldi had worked with Mazzini in forming the Roman Republic and he campaigned for the liberation of Rome. Later Garibaldi had led a daring expedition to Sicily, which he captured. He seized Naples and then liberated the whole of southern Italy. Despite his republican views, Garibaldi graciously recognised Victor Emmanuel II as King of Italy when he surrendered all his conquests.'</p> <p>OR</p> <p>e.g. 'Cavour's diplomatic skills ensured Piedmont-Sardinia dominated Italian politics in the 1850s. His troops acquitted themselves well in the Crimea and at the peace conference he gained the support of Napoleon, who was sympathetic to Italian liberation in northern Italy. As part of the Plombières Agreement, it was Cavour who provoked Austria to declare war and enabled the French to help Piedmont remove Austrian forces from Lombardy.'</p>	10

Question	Answer	Marks
1(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. ‘Mazzini was the prophet for a united Italy.’ ‘Mazzini set up the ‘Young Italy’ movement.’ ‘Mazzini shaped the thoughts of a united Italy.’ ‘Cavour made Piedmont strong to lead the liberation of Italy.’ ‘Cavour worked with the French in secret.’ ‘Cavour’s troops fought in the Crimea and to remove the Austrians from Lombardy.’ ‘Garibaldi was an inspiring and romantic figure.’ ‘Garibaldi liberated Sicily and Naples.’ ‘Garibaldi supported the King of Italy.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘Mazzini, Cavour and Garibaldi all played their part.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
2(a)	<p>What actions were taken between 1859 and 1862 to increase the strength of the Prussian army?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Von Roon was appointed Minister of War.'</p> <p>'The budget was increased for the army.'</p> <p>'The Landwehr was subordinated to the regular army.'</p> <p>'Moltke, the Chief of the General Staff, increased the General Staff.'</p> <p>'Moltke issued a handbook for warfare.'</p> <p>'He produced war-game training for officers.'</p> <p>'Moltke introduced the breech-loading needle gun to troops.'</p> <p>'Moltke supported many independent smaller armies.'</p> <p>'This allowed quick movement and encirclement of the enemy.'</p> <p>'Senior officers were allowed to use their initiative.'</p> <p>'The railways were developed to enable quick movement of troops.'</p>	1-4

Question	Answer	Marks
2(b) Why did Frederick William IV accept the Treaty of Olmütz?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason		4–5
(Four marks for an explanation, five marks for full explanation)		
e.g. 'The League of Princes was set up as a Prussian dominated union, but, when the ruler of Hesse-Cassel was overthrown, he turned to Austria not Prussia for help in suppressing the revolution. Austria sent an army of 200 000 demonstrating clearly to other German states that Austria, not Prussia, was still the dominant force in Germany.'		
Level 2 Identifies AND / OR describes reasons		2–3
(One mark for each identification/description)		
e.g. 'The Frankfurt Parliament had failed in its primary aim.' 'Frederick William had rejected the crown.' 'Frederick William had given up his opportunity to lead Germany.' 'States still looked to Austria for guidance.' 'Austria was militarily strong.' 'Frederick William felt he had little choice but to accept the terms.'		
Level 1 General answer lacking specific contextual knowledge		1
e.g. 'Austria re-imposed its authority.'		
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
2(c)	<p>'The most important outcome of the Treaty of Prague (1866) was that Schleswig-Holstein became Prussian.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The treaty was lenient toward the Austrian Empire because Bismarck persuaded Wilhelm I that maintaining Austria's place in Europe would be better in the future for Prussia than harsh terms as Bismarck realised he might need Austria's neutrality in any future conflict with France. If harsh terms were applied, then Austria might form an alliance in the future with France against Prussia.'</p> <p>OR</p> <p>e.g. 'Schleswig-Holstein became Prussian and provided Prussia with some good farming land, especially for wheat production and animal production. It also gave Prussia a thriving fishing industry. Its numerous ports facing the Baltic Sea and North Sea were ideal harbours for the Prussian navy. Taking the provinces meant a canal could be cut across Holstein thus avoiding sailing around Denmark, when entering or exiting the Baltic from the North Sea.'</p>	10

Question	Answer	Marks
2(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Bismarck did not impose harsh terms on Austria.' 'Bismarck did not want to make a permanent enemy of Austria.' 'The Habsburgs were permanently excluded from German affairs.' 'Prussia was the only major power among the German states.' 'The German Confederation was abolished.' 'The North German Confederation formed as a military alliance.' 'The Southern German states outside the Confederation paid large indemnities to Prussia.' 'The treaty meant Italy would receive Venetia.' 'Schleswig-Holstein gave Prussia access to the Baltic Sea.' 'Schleswig-Holstein gave Prussia excellent harbours to the North and Baltic seas.' 'Schleswig-Holstein provided some good farmland and fishing ports.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The outcome gave Bismarck control.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
3(a)	<p>What issues arose when Missouri applied to be admitted to the Union?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Missouri applied to join the Union as a slave state.’ ‘This caused tensions between pro-slavery and anti-slavery factions.’ ‘Up to the request, the Union was balanced with slave and non-slave states.’ ‘Admitting Missouri as a slave state would upset the balance.’ ‘It would set a precedent for the acquiescence of Congress in the expansion of slavery.’ ‘Proposals in Congress to end slavery in Missouri were passed in the House of Representatives but defeated in the Senate.’ ‘A Compromise was reached accepting Missouri as a slave state and Maine as a free state.’ ‘Southerners criticised the established principle that Congress could make laws regarding slavery.’ ‘Many northerners criticised it for accepting a slave state at all into the Union.’ ‘The Missouri Compromise kept the Union together for more than thirty years.’ ‘The issue of Missouri had highlighted the slavery problem for the future.’</p>	4

Question	Answer	Marks
3(b)	Why was the publication of the novel ‘Uncle Tom’s Cabin’ significant?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. ‘The novel captured the imagination of many Americans. In the first year of publication, it sold over 300 000 copies. Many have credited this novel with focusing Northern anger at the injustices of slavery and the Fugitive Slave Law and helping to fuel the abolitionist movement. It has been suggested that the novel helped lay the groundwork for the Civil War. It is reported that Lincoln met Stowe at the start of the Civil War and declared that she was the ‘little lady’ that started ‘this great war’.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘It was an anti-slavery novel.’ ‘The novel depicts the reality of slavery.’ ‘The main theme of the book is the evil and immorality of slavery.’ ‘It sold hundreds of thousands of copies.’ ‘Upon publication, the novel ignited protest from the defenders of slavery.’ ‘It was translated into many languages.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was the best-selling novel of the nineteenth century.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3(c)	<p>How successful was John Brown in aiding the abolitionist cause? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how successful’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘John Brown’s actions during the ‘Bleeding Kansas’ crisis and at Harper’s Ferry captured the nation’s attention. He was hailed as the man who killed slavery, sparked the Civil War and set the seed for civil rights. The Civil War broke out less than a year after Harper’s Ferry and to many in the North John Brown was considered a martyr and was remembered in the Union’s marching song.’</p> <p>OR</p> <p>e.g. ‘To many in the South, John Brown was no more than a madman and a terrorist, who deserved to be executed for the lives he was responsible for taking during slave raids. He had slaughtered innocent people and in earlier campaigns had been involved in sadistic butchery. It served no purpose other than to vent an old man’s rage.’</p>	10

Question	Answer	Marks
3(c) Level 2 Identifies AND/OR describes	<p>One mark for each point.</p> <p>e.g. 'John Brown drew attention to the evils of slavery.' 'He highlighted slavery by various violent campaigns.' 'His attack on Harper's Ferry attracted the nation's attention.' 'He had an influence on starting the Civil War.' 'In the South he was considered a murderer and a terrorist.' 'Some considered him mad and demented.'</p> <p>'Those who hoped to end slavery by peaceful means objected to Brown's methods.'</p> <p>'Brown had an influence on slave uprisings in the Caribbean.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'John Brown strongly divided opinion over slavery.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
4(a)	<p>What was the impact of the introduction of the German ‘Weltpolitik’ policy in 1890?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘Germany had an aggressive foreign policy.’ ‘Germany attempted to acquire colonies in Africa.’ ‘It led to the Kaiser attempting to gain control of Morocco.’ ‘Germany began building a strong navy to protect its colonies.’ ‘It impacted on Germany’s finances.’ ‘The Kaiser’s actions alarmed Britain and France.’ ‘Britain responded by building up its navy with Dreadnoughts.’ ‘Britain continued to come out of ‘splendid isolationism’.’ ‘Britain and France came closer through the Entente Cordiale.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
4(b)	Why was Italy a member of the Triple Alliance?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation) e.g. 'Italy had joined with Germany and Austria-Hungary because of being fearful of France. This occurred when France and Britain concluded an alliance that made Britain responsible for the mutual defence of the English Channel and freed the French fleet to concentrate in the Mediterranean, which could possibly threaten Italy.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Italy was fearful of France.' 'Italy wanted to join an alliance of great powers.' 'It would enhance their prestige.' 'Italy wanted to protect its newly gained independence and territory.' 'Italy had been upset with the French for not helping them take Venetia as agreed at Plombières.' 'Italy wanted to take Tunisia but this was seized by the French in 1881.' 'Italy wanted influence in Algeria but this was denied them by France.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Italy felt it needed protection.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4(c)	<p>'Instability in the Balkans was to blame for the First World War.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'With the Turkish Empire in serious decline, Serbia hoped to annex Bosnia-Herzegovina, but in 1908 Austria took the provinces. Germany supported Austria and its intervention added to the tension and instability. Serbia asked for support from Russia, but it backed down because it was not ready for war especially against the military might of Germany. Russia vowed it would not back down again.'</p> <p>OR</p> <p>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 and most powerful battleships. Germany's army was already powerful and Britain feared German world domination if it too had the strongest navy.'</p>	10

Question	Answer	Marks
4(c) Level 2 Identifies AND/OR describes One mark for each point.	<p>e.g. 'The Alliance System created two armed camps.'</p> <p>'Colonial rivalry was a cause of war.'</p> <p>'The arms race was responsible.'</p> <p>'The Balkan crises were the main cause of the war.'</p> <p>'Germany's aggressive attitude was partly responsible for war.'</p> <p>'The Moroccan crises contributed to the causes of war.'</p> <p>'The growth of Serbia contributed to the causes.'</p> <p>'The assassination of Archduke Franz Ferdinand led to war.'</p> <p>'The Austrian ultimatum to Serbia led to the war.'</p> <p>'The invasion of Belgium by Germany was a significant cause of war.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'War was caused by countries being aggressive towards each other.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
5(a)	<p>In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The German Army was limited to 100 000.' 'There was to be no conscription.' 'No tanks or armoured vehicles were permitted.' 'No heavy artillery was permitted.' 'No air force was permitted.' 'The German Navy was not allowed submarines.' 'The German Navy was allowed a maximum of 36 warships.' 'Included within the 36 warships was a maximum of 6 battleships.' 'Sailor numbers were limited to 15 000.' 'The Rhineland became a demilitarised zone.' 'The League of Nations would act as a deterrent.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
5(b)	Why was Lloyd George unhappy with Wilson's Fourteen Points?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. 'President Wilson wanted to establish the principle of self-determination. This inevitably clashed with the self-interested ambitions of Britain with regard to acquiring Germany's colonies. If the principle was applied to those territories, the inhabitants should have been able to determine whether they wished to stay under the rule of Germany or become independent.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'Lloyd George did not want the application of self-determination.' 'Britain wanted to gain German colonies.' 'Britain had a huge empire and feared self-determination.'	
	'He was not convinced that self-determination for eastern Europe would work in practice.'	
	'Lloyd George did not want free navigation of the seas.'	
	'Lloyd George wanted Britain to continue its dominance at sea.'	
	'Lloyd George was uneasy about the role of the League of Nations.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Lloyd George thought some of the 14 Points were not realistic.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5(c)	<p>'The German reaction to the Treaty of Versailles was not justified.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The German reaction was not justified because they had treated Russia more harshly in the Treaty of Brest-Litovsk. Under the terms of this treaty, Russia lost 32% of their agricultural land and 54% of their industry, and was fined 300 million rubles. The Germans had little cause for complaint given their treatment of Russia.'</p> <p>OR</p> <p>e.g. 'The German reaction was justified because Germany was forced to disarm to an extent not expected of any other nation. Their army was reduced to just 100 000 men, a very small number for a country of Germany's size. The Germans felt this would leave them vulnerable to attack.'</p> <p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The reaction was justified because their armed forces were severely reduced.' 'The reaction was justified because the reparations were very high.' 'The reaction was justified because the war was not solely Germany's fault.' 'The reaction was justified because Germany was not allowed to negotiate.' 'The reaction was not justified because Germany treated Russia worse.' 'The reaction was not justified because Germany had agreed to the terms of the Armistice.' 'The reaction was not justified because Germany would have imposed a harsh treaty if it had won.'</p>	10

Question	Answer	Marks
5(c)	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Their reaction was justified because the Treaty was too harsh.'</p>	1
	<p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
6(a)	<p>What was the role of the Permanent Court of Justice?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Court could advise League members on legal issues.' 'The Court could advise institutions of the League, such as the Council.' 'The Court made judgments on issues between League members.' 'The Court interpreted international treaties.' 'The Court intervened in matters of international law.' 'The Court advised the ILO on its legality in applying measures across all member states.' 'The Court advised on the changes from the Treaty of Sèvres to the Treaty of Lausanne.' 'The Court made a judgment on the Åland Islands.' 'The Court gave advice on German and Polish interests in Upper Silesia.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>	4

Question	Answer	Marks
6(b)	Why did the League not include all countries in its membership? Level 4 Explains TWO reasons Level 3 Explains ONE reason (Four marks for an explanation, five marks for full explanation) e.g. 'President Wilson's Democratic Party had run the USA for eight troubled years. The Republicans saw the League as an ideal opportunity to defeat him. When Congress voted in 1919, Wilson was defeated. Wilson did not run in the 1920 election because of ill health, but his Democrat successor fought on supporting the League. He lost by a landslide to Warren Harding who favoured isolationism and returning to 'normalcy'.'	6
	Level 2 Identifies AND / OR describes reasons (One mark for each identification/description) e.g. 'The Senate voted to stop the USA being a member of the League.' 'The 1920 presidential election voted for isolationism.' 'Some countries did not join because of the USA's absence.' 'Germany as a defeated nation was not allowed to join.' 'All defeated countries were not allowed to join.' 'Soviet Russia was not invited to join because it was communist.' 'Japan and Italy were both original members but left after disputes with the League.' 'Germany joined in 1926 but Hitler took Germany out of the League in 1933.' 'The USSR was allowed to join in 1934 but was expelled in 1939 for invading Finland.' 'Many considered the League a club for the victorious powers.'	4–5
	Level 1 General answer lacking specific contextual knowledge e.g. 'Some chose not to join.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6(c)	<p>'The League of Nations failed in its peacekeeping role.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The League was successful in settling small disputes during the 1920s. The League was new and countries were willing to give it a chance to be successful. It settled the dispute between Finland and Sweden over the Åland Islands. Most islanders wanted to be ruled by Sweden but Finland was given control of the islands although with safeguards for the islanders and Sweden accepted the decision.'</p> <p>OR</p> <p>e.g. 'The League was unsuccessful in its peace-keeping role in the 1930s. When the Japanese invaded Manchuria, the League sent a commission of enquiry under Lord Lytton to Manchuria. By the time Lytton arrived, the invasion was complete and by the time the League had voted on Lytton's Report, which blamed Japan, eighteen months had passed since the original Japanese action.'</p>	10

Question	Answer	Marks
<p>6(c) Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The League was generally successful in keeping the peace in the 1920s.'</p> <p>'The League was unsuccessful in keeping the peace during the 1930s.'</p> <p>'The League organised a plebiscite and partition of Upper Silesia.'</p> <p>'Greece and Bulgaria fought over their borders and the League settled it successfully.'</p> <p>'A dispute between Peru and Columbia was settled.'</p> <p>'A dispute between Bolivia and Paraguay was peacefully settled.'</p> <p>'There were failures in the 1920s such as the failure to remove the Poles from Vilna.'</p> <p>'Mosul was given to Iraq and Turkey accepted the decision.'</p> <p>'The League failed to remove Japan from Manchuria.'</p> <p>'The League failed to stop Mussolini conquering Abyssinia.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Peace-keeping became increasingly difficult for the League.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	<p>2–3</p> <p>1</p> <p>0</p>

Question	Answer	Marks
7(a)	<p>What happened at the United Nations Security Council meetings in June and July 1950?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Security Council met the day the North Koreans invaded South Korea.' 'The Security Council passed a resolution demanding that hostilities cease.' 'The resolution demanded that the North Koreans withdraw to the 38th parallel.' 'The resolution was passed because of the absence of the Soviet representative.' 'If present, it was thought the Soviet delegate would have used his veto.' 'When the North Koreans refused to obey the resolution, a second resolution was passed.' 'It called on members of the UN to provide troops to repel the North Koreans.' 'A third resolution put the forces under a unified command of the USA.' 'The UN forces were put under the command of General MacArthur.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
7(b)	Why was the USA concerned about North Korea's invasion of South Korea?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. 'The US feared that success in South Korea would encourage communist China to attack Formosa. If South Korea and Formosa fell to the communists, Japan would come under threat. From America's point of view, the fall of South Korea, Formosa and Japan to the communists would represent a major shift in world power balance. The most effective way to prevent this was to oppose the North Korean invasion of South Korea.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'The USA had been involved in the establishment of the Republic of Korea.' 'It was an act of aggression by North Korea.' 'If South Korea fell, Formosa and Japan could be next.' 'The USA decided a firm response to the first communist threat would be effective.' 'The US had a policy of containment.' 'The US did not want to see further expansion of communism.' 'The actions of North Korea were seen as part of Moscow's attempt to gain world domination.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'The US responded to an unprovoked invasion.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
7(c)	<p>How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘how far’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘It appears that the USA used the UN to reinforce its foreign policy over the Korean issue and containing communism. The USA was determined to end the aggression of North Korea in 1950. Although it did not unite Korea under Syngman Rhee, it pushed back the communists to the 38th Parallel.’</p> <p>OR</p> <p>e.g. ‘The war in Vietnam was a disaster for US foreign policy. The US wanted to stop the domino effect whereby if one country fell to communism then the surrounding ones would follow. The USA failed to defeat the Vietcong in South Vietnam and, after the evacuation of US troops, the South was overrun. As a result of Vietnam becoming communist, so did Laos and Cambodia become communist.’</p>	10

Question	Answer	Marks
7(c) Level 2 Identifies AND/OR describes One mark for each point.	<p>e.g. <u>Korea</u> – ‘The USA persuaded the UN to support their actions.’ ‘Containment was successful.’ ‘US forces, under the UN, pushed the North back to its border.’ <u>Cuba</u> – ‘Cuba remained communist after the Cuban missile crisis.’ ‘Castro remained in power and was allied with the USSR.’ ‘Some of Kennedy’s critics did not want to see communism on the US’ doorstep.’ ‘Kennedy was happy to isolate Cuba with no trade and no diplomatic contact.’ ‘The US managed to contain communism in Cuba for the immediate future.’ <u>Vietnam</u> – ‘The US failed to stop the spread of communism from the north.’ ‘The USA failed because the whole of Vietnam became communist.’ ‘As a result, neighbouring Laos and Cambodia became communist.’ ‘President Nixon ended the containment policy.’</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘There were some successes and some failures.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
8(a)	<p>Describe events leading to Saddam Hussein becoming President of Iraq.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. ‘The role of his uncle in Saddam’s life.’ ‘Saddam became a member of the Baath Party.’ ‘When Bakr became president in 1968, Saddam was made Deputy Chairman of the Revolutionary Command Council.’ (2 marks)</p> <p>‘Saddam was the second most powerful man in Iraq.’ ‘Saddam outwitted and eliminated those who might be a threat to him.’ ‘He had control of the party’s security apparatus.’ ‘He could uncover or invent plots and conspiracies.’ ‘Both military and civilian rivals were targeted by Saddam.’ ‘Saddam appointed those friendly to himself to the Revolutionary Command Council.’ ‘Saddam showed potential presidential skill by negotiating a treaty with the USSR.’ ‘He gained popularity with the people for using money from nationalising the oil industry.’ ‘Saddam spent money on hospitals, schools and improving transport facilities.’ ‘Bakr became increasingly ill and was ‘persuaded’ to hand over the presidency to Saddam.’ ‘Saddam became President of Iraq in 1979.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
8(b)	Why did Saddam Hussein repress the Iraqi people?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. ‘One of Saddam’s aims was to unify Iraq. This was a major challenge since 20% of the population from the oil-rich north were Kurds who wanted independence, while 60% of the population situated in the central and southern parts were Shiites, who were hostile to the Sunni-dominated regime. Saddam could use diplomacy but too often he resorted to exceptional brutality and ruthlessness against these two groups.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘Saddam would not give the Kurds independence.’ ‘He did not want to lose the oil-rich northern states.’ ‘The Shiites were hostile towards the ruling Sunnis.’ ‘There were attempts on Saddam’s life.’ ‘Saddam wanted to build a new waterway where the Marsh Arabs lived.’ ‘He needed to remove the Marsh Arabs.’ ‘He removed any political or military opponent who he feared might challenge him.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Saddam repressed those he saw as challenging Iraq’s unity.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
8(c)	<p>'The main reason for the First Gulf War was Saddam's need to restore his own people following the Iran-Iraq War.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Saddam needed to divert attention away from the problems he was considered to have caused. After the war with Iran, the Iraq economy was in tatters. There was no post-war economic recovery. Kuwait had valuable oil wells that could be taken over and increase the wealth of Iraq.'</p> <p>OR</p> <p>e.g. 'Saddam claimed that Kuwait was historically part of Iraq, although Britain recognised the full independence of Kuwait in the 1960s. Saddam was angry that Kuwait was demanding the repayment of a \$14 billion loan of money lent during the war with Iran. Many Iraqis thought the Kuwaitis ungrateful after being protected from the threat of Iranian expansion.'</p>	10

Question	Answer	Marks
8(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'Saddam wanted Kuwait's oil wells.' 'Saddam needed to improve the Iraqi economy.' 'Saddam blamed Kuwait for over-production of oil to undermine the Iraqi economy with falling oil prices.' 'Saddam claimed Kuwait was part of Iraq.' 'Saddam was angry with Kuwait for demanding the repayment of a loan to Iraq.' 'The Gulf War was an opportunity for Saddam to show he was the most powerful Arab leader in the Middle East.' 'Saddam did not expect intervention from Britain or the USA.' 'No international action had been taken for crushing the Kurds and suppressing the Shiites.' 'Saddam needed to distract the people at home from an economy in tatters.'	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Kuwait was a tempting and seemingly defenceless country.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
9(a)	<p>What happened to the British Expeditionary Force during the first month of the war (August 1914)?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The BEF landed in Calais and Boulogne.' 'The BEF had landed in France within 3 days of the declaration of war.' 'Two divisions remained in Britain in case there was a German invasion.' 'The BEF engaged the German Army at Mons.' 'It was the 23rd of August.' 'The rifle fire of the BEF inflicted heavy casualties on the German front lines.' 'The BEF retreated to a second defensive line because of the weight of German numbers.' 'The BEF fought a costly battle at Elouges on 24th of August.' 'The BEF continued to slow down the Schlieffen Plan when engaging the Germans at Le Cateau.' 'At Etreux on the 27th of August, the BEF held the Sambre Canal against German forces.' 'The BEF then retreated 400 km to the River Marne.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
9(b)	<p>Why were the Allied forces able to remove the immediate threat to Paris by 19 September 1914?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'The BEF stood with two French armies by the River Marne facing the Schlieffen Plan as it moved towards Paris. A split occurred in the German front lines. BEF reconnaissance balloons spotted the gap and the BEF cautiously moved into the gap to drive a wedge into the German front lines. The Battle of the Marne lasted over a week across 200 kms. The Germans fell back to the River Aisne to avoid a permanent split between the two German armies.'</p> <p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The French abandoned Plan 17.' 'The French regrouped their forces to defend Paris.' 'The French in taxis and on bikes poured out of Paris to protect their capital.' 'The BEF retreated from Mons and Le Cateau to the River Marne.' 'The Schlieffen Plan had been weakened with 100 000 troops going to the Eastern Front.' 'The German commander deviated from the original Schlieffen Plan.' 'Poor supply chains meant German troops were short of food and were exhausted.' 'The British and French counter-attacked.' 'They successfully forced the Schlieffen Plan back to the River Aisne.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'It was well defended.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
9(c)	<p>Which was more responsible for extending the war beyond the end of 1914: the First Battle of Ypres or Belgian resistance to the Schlieffen Plan? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘which was more responsible’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘The key to the Schlieffen Plan was its speed. It had to take Paris within 6 weeks, but the Belgians were not easily swept aside. Deep concrete forts protecting cities like Antwerp, Liege and Namur seriously delayed the Germans. Antwerp was not taken until October. The slowing of the Plan by the Belgians allowed the British to send the BEF, the French to reorganise their defences and the Russians to create a two front war.’</p> <p>OR</p> <p>e.g. ‘The Germans tried to capture the Channel ports of Dunkirk, Calais and Boulogne to cut off supplies for the BEF and reinforcements. The BEF met the Germans in the town of Ypres and held the town and saved the ports. The fighting continued until the end of November when both sides dug in for the winter.’</p>	10

Question	Answer	Marks
<p>9(c) Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>'The Belgians delayed the Schlieffen Plan.'</p> <p>'The Schlieffen Plan needed to take Paris within 6 weeks.'</p> <p>'If France was not defeated in 6 weeks, the war would continue for a long time.'</p> <p>'German troops had to remain behind to lay siege to Antwerp.'</p> <p>'Heavy artillery had to be called up to take Liege, Namur and Antwerp.'</p> <p>'Belgian resistance allowed the BEF to tackle the Germans at Mons.'</p> <p>'Antwerp resisted for two months.'</p> <p>'Delaying the Plan meant a two front war was inevitable.'</p> <p>'The Germans attempted to take the English Channel ports.'</p> <p>'The BEF cut them off at Ypres where an intense battle took place.'</p> <p>'The BEF held the town and kept the ports open for reinforcements.'</p> <p>'The fighting continued until late November when trenches were dug.'</p> <p>'It meant fighting would continue in the new year.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>1</p> <p>e.g. 'Stubborn resistance by the Belgians and the BEF meant war continuing into 1915.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>	2–3

Question	Answer	Marks
10(a)	<p>What was the 'Western Front'?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'It was a major theatre of war during World War 1.'</p> <p>'It was opened by the German Army invading Belgium in August 1914.'</p> <p>'Belgian, French and British forces fought to defend Belgian and French territory.'</p> <p>'By Christmas 1914, a line of trenches ran from the English Channel to Switzerland.'</p> <p>'For the next four years, fighting moved very little from the trench line.'</p> <p>'The Western Front saw massive casualties.'</p> <p>'Historic battles, such as the Somme and Verdun, took place on this front.'</p> <p>'It was the theatre of war where tanks, aircraft and poison gas were all introduced.'</p> <p>'It was the theatre of war where troops of the British Empire fought.'</p> <p>'It was the theatre of war where the US troops fought.'</p> <p>'This theatre of war proved decisive because of the advance of the Allied troops in the second half of 1918.'</p> <p>'German commanders saw that defeat was inevitable on this Front.'</p>	<p>1–4</p> <p>0</p>

Question	Answer	Marks
10(b) Why was trench warfare made more difficult by the weather?	<p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. ‘The prelude to the third Battle of Ypres was unseasonable heavy rains. This meant the ground around Passchendaele became extremely muddy and made movement of men, horses and equipment very difficult. Tanks were impossible to use as they sank into the mud. Moving heavy artillery into position proved difficult for the horses on such difficult ground. Men attacking had to be careful they did not fall into shell holes because they could drown in mud and water.’</p>	6
	<p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. ‘Trenches were often flooded after heavy rain.’ ‘Standing in water for long periods caused trench foot which could lead to amputation.’ ‘Summer heat caused hygiene problems with decomposing bodies attracting rats and lice.’ ‘Heat caused problems keeping food and water fresh.’ ‘In summer trenches were often hot, dusty and smelly.’ ‘In winter it was known that many troops suffered from frostbite.’ ‘Severe wet weather turned no-man’s land into a quagmire.’ ‘Tanks struggled to go across no-man’s land in wet muddy conditions.’ ‘Men and horses were known to be lost without trace at Passchendaele after heavy rains.’ ‘It affected the morale of the soldiers.’</p>	4–5
	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. ‘The weather determined whether heavy equipment could be used in an attack.’</p> <p>Level 0 No evidence submitted or response does not address the question</p>	1 0

Question	Answer	Marks
10(c)	'The most important achievement of the Battle of the Somme for the Allies was that it saved the French army from destruction.' How far do you agree with this statement? Explain your answer.	10
Level 5 Explains with evaluation of 'how far'	As Level 4 plus evaluation.	10
Level 4 Explanation of both sides	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.	7-9
	An answer which only has one explanation on one side of the argument cannot be awarded more than 8.	
Level 3 One-sided explanation OR one explanation of both sides 5-6 marks	More detailed explanation of one issue to be given two marks.	4-6
	e.g. 'In 1916, the French army came under intense pressure at Verdun. The Germans hoped it would break French morale if this heavily fortified town and symbol of French military pride was captured. The attack by the British on the Somme drew away some of the German troops and relieved some of the pressure on the French defences.'	
OR	e.g. 'When the Somme campaign was called off, the British had taken a strip of land 25 km long and 6 km wide. These small gains had been achieved with massive casualties. The Germans lost 500 000 men but these were some of Germany's best troops. The war of attrition had taken its toll particularly on the German army and would haunt it in 1918.'	

Question	Answer	Marks
10(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'The Battle of the Somme eased the pressure on the French at Verdun.' 'It drew German troops away from Verdun.' 'It allowed the French Army to regroup under Marshal Pétain.' 'The French Army survived.' 'Paris was now not in danger until 1918.' 'The Battle of the Somme made a modest gain of land.' 'It sapped the strength of the German Army.' 'Many of the best German troops were killed.' 'This would have an impact later in the war.' 'The British attempted a new tactic by using tanks.'	Level 1 General answer lacking specific contextual knowledge e.g. 'The achievements were limited.' Level 0 No evidence submitted or response does not address the question	2–3

Question	Answer	Marks
11(a)	<p>What were the roles of (i) the Chancellor and (ii) the President under the Weimar Constitution?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. (i) Chancellor 'Appointed a team of ministers to form a government.' 'Responsible for establishing government policy.' 'Responsible for running day-to-day political events.' 'To command the respect of the Reichstag.'</p> <p>(ii) President 'Head of State.' 'Protected the constitution.' 'Appointed the Chancellor.' 'Could dismiss the Chancellor.' 'Was Supreme Commander of the Armed Forces.' 'Appointed and dismissed senior officers in the Armed Forces.' 'Appointed the judges.' 'In times of emergency, could suspend the constitution and rule by decree.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
11(b)	Why was Ebert able to defeat left and right-wing threats to the Weimar Republic in 1919–20?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. ‘When the Spartacists launched their bid for power, Ebert and the government were in a weak position and had to make an agreement with some members of the army and the Freikorps to put down the rebellion. The Freikorps were anti-communist ex-soldiers who had formed themselves into vigilante groups. Ebert had no direct control over the Freikorps. Even so, the Freikorps crushed all rebellions in Berlin, Bavaria and the Ruhr.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘Some army commanders remained loyal in defeating the Left.’ ‘Ebert relied heavily on the Freikorps to defeat all communist uprisings.’ ‘Ebert used a combination of army, police and Freikorps to defeat the communists in the Ruhr.’ ‘Ebert was saved by the industrial workers of Berlin.’ ‘They declared a general strike which meant no transport, no power or water.’ ‘Kapp realised he had been outmanoeuvred by the people.’ ‘Ebert was thankful and showed the government had some support.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Ebert was successful because of factors outside his control.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
11(c)	<p>'After 1923, the Weimar Republic was a disaster for Germany.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'After 1923, there were six years of economic recovery. Stresemann introduced a temporary currency, the Rentenmark, and the Ruhr industries restarted production. In 1924 the Rentenmark was replaced by the permanent Reichsmark. The Dawes Plan and loans from the USA kick-started the economy which helped inflation and unemployment to fall, and industry expanded and exports increased.'</p> <p>OR</p> <p>e.g. 'When the American economy went into recession in 1929, many of the loans offered to Germany since 1924 were recalled. The German economy had to cope with a world depression and a reduction in export orders, but also had to repay substantial amounts of money to the USA. Unemployment figures rose to 6 million by 1932 and support for the moderate parties that made up the coalitions of the Weimar governments began to decline.'</p>	10

Question	Answer	Marks
11(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Stresemann stabilised the economy.' 'He introduced a new permanent currency, the Reichsmark.' 'He negotiated the Dawes Plan and loans from the USA.' 'Unemployment and inflation fell.' 'Unemployment was still too high.' 'The German economic recovery was based on foreign loans.' 'Germany was admitted to the League of Nations.' 'The 1920s was a decade of cultural revival.'</p> <p>'Civil liberties improved ending censorship, and encouraging a wide range of artists.'</p> <p>'Night clubs, dance halls, cafes and restaurants increased.'</p> <p>'Many considered artistic development as a sign of decadence, corruption and moral decay.'</p> <p>'With the Depression, American loans had to be repaid.'</p> <p>'Unemployment reached 6 million.'</p> <p>'Support for the two extreme parties, the Communist and the Nazis, rapidly increased.'</p> <p>'Hitler's appointment as Chancellor effectively brought an end to the Weimar Republic.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Six years of recovery followed by years of misery.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
12(a)	<p>In what ways was agriculture affected by Nazi rule?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hitler introduced the Reich Food Estate.' 'This set up central boards to buy agricultural produce from the farmers.' 'The boards then distributed it to markets across Germany.' 'German citizens were encouraged to buy German agricultural produce.' 'Peasant farmers got a guaranteed market and a guaranteed price.' 'Hitler passed the Reich Entailed Farm Law which gave peasants state protection for their farms.' 'Banks could not seize their land if they could not repay loans or mortgages.' 'Hitler believed in 'Blood and Soil', that the peasant farmers were the basis of the German master race.'</p> <p>'Peasant farmers' way of life was protected and the farmers appreciated it.'</p> <p>'Farms were inherited by one son, so they were not split up.'</p> <p>'Banks were unwilling to lend money to farmers.'</p> <p>'Farmers were made to feel important.'</p> <p>'Agriculture was subsidised.'</p>	<p>1–4</p> <p>1–4</p> <p>4</p>

Question	Answer	Marks
12(b)	Why were the Nazis a male-dominated organisation?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. ‘The Nazis were a very male-dominated organisation because Hitler held a traditional view of the roles of men and women. All the Nazi leaders were men. It is worth remembering that many women agreed with Hitler that men should take the lead and women should give support. This view was particularly expressed in the rural parts of Germany. The Nazis talked of the ‘traditional balance’ between men and women.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘It followed Hitler’s personal beliefs.’ ‘Hitler had ‘grown up’ with many of the leaders in the 1920s.’ ‘The Nazis followed the traditional view of women’s place in society.’ ‘This view was reinforced at school and in the youth movements.’ ‘Many women accepted that senior party politics was not for them in the 1920s and 1930s.’ ‘It was not unusual in the 1930s to have this view.’ ‘Most European countries’ political parties were male dominated.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘It was part of the Nazis restoring old-fashioned values.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
12(c)	<p>Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘are you surprised’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘It is surprising because schools indoctrinated the young people with Nazi ideas and racial beliefs and instilled a sense of loyalty towards Hitler. The Hitler Youth similarly indoctrinated the young but also gave them exciting activities such as camps, hiking, tracking, military training and domestic training.’</p> <p>OR</p> <p>e.g. ‘It is not surprising because some young people believed in freedom of expression and values that often conflicted with those of the Nazis. For example, members of the ‘Swing’ movement were interested in British and American popular music and dance, including banned jazz music. They also accepted Jews into their groups, which was not allowed in the Hitler Youth.’</p>	10

Question	Answer	Marks
12(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'Children were indoctrinated at school in Nazi beliefs.' 'They were taught to be loyal to Hitler.' 'Many willingly joined the Hitler Youth.' 'The Hitler Youth indoctrinated the young in Nazi beliefs.' 'The Hitler Youth had many exciting activities.' 'Many youngsters did not believe in Nazi beliefs.' 'Members of the 'Swing' movement preferred British and American cultural activities.' 'The Edelweiss Pirates mocked the Nazis and attacked members of the Hitler Youth.' 'They produced anti-Nazi propaganda during the war.' 'They did not like strict regimentation and gender segregation of the Hitler Youth.'	Level 1 General answer lacking specific contextual knowledge e.g. 'Some groups resented Nazi control of their lives.' Level 0 No evidence submitted or response does not address the question	2–3

Question	Answer	Marks
13(a) Describe Kerensky's reaction to the Kornilov Putsch.	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Kerensky dismissed Kornilov as Commander-in-Chief.' 'Kerensky demanded the arrest of Kornilov.' 'He panicked.' 'He was unsure of the support of his army generals.' 'Kerensky called upon the soviets and people of Petrograd to repulse Kornilov's troops.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>	4

Question	Answer	Marks
13(b)	<p>Why was the Petrograd Soviet a threat to the Provisional Government?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'To defeat Kornilov, Kerensky had asked for the help of the Petrograd Soviet to enlist a large enough force to stop him. Kerensky had provided arms for the Soviet which distributed them among the 25 000 volunteers. When Kornilov was defeated, the Soviet did not return the weapons and, therefore, the Petrograd Soviet was a serious threat to the Government because its members were already armed.'</p> <p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The Soviet helped rule Russia in a system of 'dual power'.' 'There were often contradicting voices for people to listen to.' 'It had control of the railways, power supplies and factories.' 'The Soviet could cause paralysis of industry.' 'A network of soviets spread across the country based on the Petrograd model.' 'The Petrograd Soviet welcomed Lenin back to Finland Station.' 'It issued Order No 1 which only allowed orders in the Army to be carried out if they did not conflict with the orders of the Soviet.' 'This Order meant soldiers could disobey their officers.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'The influence of the Petrograd Soviet spread across the country.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6

Question	Answer	Marks
13(c)	<p>'The Provisional Government was overthrown because it failed to pass reforms.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The Provisional Government did not approve of peasants and returning soldiers seizing land from the nobility and wealthy landlords. The Government wanted to do it within the framework of the law, but it failed to control the peasants or please them over the issue of land. This made the politicians appear to be failing to understand the poor or to be willing to meet their needs.'</p> <p>OR</p> <p>e.g. 'The fall of the Tsar can be attributed to problems that stemmed from the war the Government in effect allowed these problems to continue. The Kerensky Offensive failed and two million soldiers had run away and many had killed their officers. There was a demand to leave the war from the soldiers and the people at home, who were suffering from food and fuel shortages.'</p>	10

Question	Answer	Marks
13(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Provisional Government decided to continue with the war.' 'Offensives at the front failed and there was mass desertion.' 'The Petrograd Soviet undermined the Provisional Government.' 'The Soviet had control over the railways, power supplies, factories and the troops.' 'The Government failed to stop the seizure of land.' 'It did not re-distribute the land to the peasants successfully.'</p> <p>'Food shortages and high prices continued.'</p> <p>'The Government continued with grain seizures to feed the troops at the front.'</p> <p>'People at home demanded an end to the war because of the numerous shortages.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>1</p> <p>e.g. 'The Provisional Government could not deliver the basics to live in peace.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>

Question	Answer	Marks
14(a) What part did GOSPLAN play in Soviet modernisation?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'GOSPLAN was the state economic planning organisation.' 'Initially, it had an advisory role.'</p> <p>'It set overall targets for an industry.'</p> <p>'It concentrated its efforts on heavy industries such as coal and iron.'</p> <p>'It planned and invested in vital industries.'</p> <p>'Each region of the USSR was told its targets.'</p> <p>'The region set targets for each mine or factory.'</p> <p>'Individuals were set targets.'</p> <p>'GOSPLAN was responsible for the administration of the Five Year Plans.'</p>	1–4
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(b)	Why was Stalin determined to modernise the economy of the Soviet Union quickly?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. ‘Stalin wanted to rival the economies of the USA and other capitalist countries. When Stalin took power, much of Russia’s industrial equipment had to be imported. Stalin wanted to make the USSR self-sufficient so that it could make everything it needed for itself. Stalin also wanted to improve standards of living in Russia so that people would value Communist rule.’	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. ‘To increase the USSR’s military strength.’ ‘It needed industries to produce weapons and other equipment for war.’ ‘Stalin wanted to make the USSR self-sufficient.’ ‘He wanted to improve his peoples’ standard of living.’ ‘Stalin wanted to increase food supplies.’ ‘Stalin needed to reorganise farming methods.’ ‘Stalin wanted to sell grain abroad to buy industrial equipment.’ ‘Stalin wanted to create a true Communist society.’ ‘Stalin wanted to prove to be a great leader by bringing about great changes.’ ‘Stalin believed the USSR was 50 to 100 years behind the advanced countries.’	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. ‘Stalin believed that Russia would be crushed if the economy did not improve.’	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
14(c)	<p>'In modernising the Soviet economy, Stalin's plans for industry were more successful than his plans for agriculture.'</p> <p>How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'By 1940 Russia produced 20% of the world's manufacturing output. Since 1928, coal and steel output had increased five times while oil production doubled. This was achieved through the planning of GOSPLAN through Five Year Plans, which concentrated on heavy industry, the chemical industry, communications and defence. Russia began to resemble the industrialised nations of Europe and the USA.'</p> <p>OR</p> <p>e.g. 'Stalin's agricultural policy was based around collectivisation which meant creating state farms. Each household had one acre of land, which proved to be productive, and the state farms produced 1.7 million tons of grain for export in 1933. In 1933, 5 million died in a famine and 10 million were deported or imprisoned for opposing the plans.'</p>	10

Question	Answer	Marks
14(c) Level 2 Identifies AND/OR describes One mark for each point.	<p>e.g. 'GOSPLAN set targets in key parts of industry.'</p> <p>'The First Five Year Plan concentrated on heavy industry.'</p> <p>'Electricity production trebled and coal and iron production doubled.'</p> <p>'The Second Five Year Plan saw the chemical industry grow.'</p> <p>'The Third Five Year Plan concentrated on defence and rearments.'</p> <p>'By 1940, the USSR was only second to the USA in industrial output.'</p> <p>'There were very few consumer goods produced.'</p> <p>'Collectivisation brought state farms.'</p> <p>'This was opposed by the kulaks, who were deported, killed or imprisoned.'</p> <p>'Most kulaks had burned their crops and killed their animals.'</p> <p>'Grain was produced for export.'</p> <p>'There were famines in which millions died.'</p> <p>'Only the individual household plots were really productive.'</p>	2–3

Level 1 General answer lacking specific contextual knowledge

e.g. 'The human cost in both areas was not a success.'

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

1

0

Question	Answer	Marks
15(a)	<p>In what ways did the economic boom impact on the American people?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Many Americans had the benefit of electricity.' 'Many could afford domestic electrical goods.' 'Vacuum cleaners, fridges and washing machines were becoming common.' 'This enabled women to go out to work.' 'Millions of Americans owned motor cars.' 'Millions owned radios and went to the cinema.' 'Customers could buy goods through hire purchase agreements.' 'Farmers and agricultural labourers did not share the prosperity.' 'There was still much unemployment and low wages.' 'Black and Native Americans did not benefit from the economic boom.' 'New immigrants only had low paid jobs.' 'Improved living standards.' 'Jobs were created.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
15(b)	Why was the First World War beneficial to the developing American economy of the 1920s?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. 'As a result of the war, when the USA lent money to the Allies and sold arms and foodstuffs to Britain and France, the American industry and agriculture was given a real boost which continued into the 1920s.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'The US lent money to Britain and France.' 'The US sold weapons to the Allies.'	
	'Money made from selling weapons to the Allies was invested in industry.'	
	'The US took Europe's markets around the world.'	
	'The US outstripped Germany in the supply of chemical products.'	
	'Explosives manufacture led to by-products such as plastics.'	
	'The USA only joined the war for a short time and this did not drain the US economy.'	
	'Expanding trade markets boosted the economy of the 1920s.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'The War acted as a stimulus to many industries.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
15(c)	<p>'The boom made the US economy stronger and more secure.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'The boom was based mainly on new industries. As these industries boomed the number of jobs increased. Wages for many Americans rose as did a feeling of confidence. Increased wealth meant people could afford the consumer goods. The steel industry prospered because of the boom in the construction and car industries. The US economy seemed strong.'</p> <p>OR</p> <p>e.g. 'The boom was built up on consumer spending on new products such as cars, fridges, washing machines and radios. Once those who could afford them had bought them, demand fell especially as exports were poor because of tariff retaliation. This led to a fall in shares and a collapse of the economy with the Wall Street Crash leading to Depression.'</p>	10

Question	Answer	Marks
15(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'The US economy became strong because of consumer demand.' 'New products were invented or developed which were attractive to consumers.' 'The assembly-line production in the car industry led to a huge demand.' 'The automobile industry boosted numerous associated industries.' 'The US was confident about its economy, it did not worry about exports.' 'When demand was saturated, production began to fall in the consumer industries.' 'Export markets were poor because of foreign tariffs on US goods.' 'Europe could not afford US goods because of the aftermath of the war.' 'As demand fell, shares were sold on the stock market.' 'This led to the Wall Street Crash as shares lost their value.' 'The economy was no longer strong and secure as Depression set in.'	Level 1 General answer lacking specific contextual knowledge e.g. 'For most of the 1920s the US economy gained in wealth.'	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
16(a) In what ways was Hoover's credibility damaged by the Bonus Marchers?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'The Bonus Marchers were ex-First World War servicemen who had been promised a bonus payment of \$500.' 'This was not payable until 1945.' '25 000 destitute veterans marched on Washington in 1932 to claim their bonus.' 'They gathered in camps around the city.' 'Hoover refused to meet them and considered them as a revolutionary threat.' 'Congress voted against paying the bonus early but the veterans remained.' 'Hoover decided the veterans had to be evicted.' 'He asked General MacArthur and the Army to clear the camps.' 'Tanks, machine guns and tear gas were used and the tents and shelters were burnt.' 'Two veterans were killed and nearly a thousand were injured.' 'Hoover failed to keep control of MacArthur's actions.' 'Hoover publicly thanked God that the USA still knew how to deal with a mob.' 'The Bonus Army was defeated but Hoover became even more unpopular.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
16(b)	<p>Why did the Wall Street stock market crash have serious consequences for the American economy?</p> <p>Level 4 Explains TWO reasons</p> <p>Level 3 Explains ONE reason</p> <p>(Four marks for an explanation, five marks for full explanation)</p> <p>e.g. 'After the first series of business and banking failures, the whole economy had to adjust to a reduction in trade and demand for American goods. Businesses had to reduce their operations by sacking workers and reducing the wages of those who remained. It became a vicious cycle as these actions took even more money out of the economy and further reduced the demand for goods.'</p> <p>Level 2 Identifies AND / OR describes reasons</p> <p>(One mark for each identification/description)</p> <p>e.g. 'The crash in share prices caused a lack in confidence.' 'Many Americans were forced into bankruptcy.' 'There were many bank closures.' 'There was a fall in demand for goods at home.' 'Other countries cut back on buying American goods.' 'Businesses cut back production.' 'This created unemployment.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was a general reduction in trade.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	6
		0

Question	Answer	Marks
16(c)	<p>'Hoover did not deserve to be regarded as the "do nothing" President.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Hoover did bring in measures to combat the Depression. He made tax cuts to inject more purchasing power into the economy and provided money to finance a building programme to create more jobs. He encouraged employers to make voluntary agreements with their employees to maintain wages and production. He set up the Federal Farm Board to buy surplus produce in an attempt to stabilise prices.'</p> <p>OR</p> <p>e.g. 'Hoover created an image of being heartless and uncaring by believing that government should stay out of business matters. He believed in 'rugged individualism', the idea that people should work hard for themselves and not expect government help.'</p>	10

Question	Answer	Marks
16(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Hoover offered little until it was too late.' 'His tax cuts of \$130 million were too little and too late.' 'He did not believe in state handouts.' 'He thought it was up to the individual to get work.' 'Hoover supported limited welfare provision.' 'His job creation included the Hoover Dam in Colorado.' 'He set up the Reconstruction Finance Corporation to provide loans to businesses.' 'The loans amounted to over \$1500 million.' 'He increased tariffs by the Hawley-Smoot Act to protect American produced goods.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Hoover did more than 'nothing'.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
17(a)	<p>What benefits did changes in agriculture bring to the peasants before 1957?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Under the Agrarian Reform Law, land was taken from the landlords.' 'The land was redistributed amongst the peasants.' 'Grain production rose to a record high by 1952.'</p> <p>'In 1953, cooperative farms were introduced to produce improved efficiency.'</p> <p>'A village combined to buy machinery and bulk supplies of seed and fertiliser.'</p> <p>'Families legally still retained their land.'</p> <p>'Peasants grew more food and ate better.'</p> <p>'In 1955, collectives were formed to improve efficiency further.'</p> <p>'Apart from a small plot of land, peasants had their land taken over by the state collective.'</p> <p>'Peasants received a wage for their work on the collective.'</p> <p>'Their own small plots were very productive.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	0

Question	Answer	Marks
17(b) Why did Mao want to change Chinese industry?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason		4–5
(Four marks for an explanation, five marks for full explanation)		
e.g. ‘Chinese industrial output had been stagnant for generations. Mao wanted to boost industrial production by reorganising industry under state control and planning so that China could rival the Western industrial countries in output and be able to turn China into a great military power.’		
Level 2 Identifies AND / OR describes reasons		2–3
(One mark for each identification/description)		
e.g. ‘Mao realised China was backward compared to the Western industrial countries.’ ‘He wanted to make China a world leader in industrial production.’ ‘Mao did not want to import machinery and industrial goods.’ ‘The country needed an infrastructure.’ ‘Industry had been family run for generations.’ ‘Mao wanted an industrial country to develop its military capability.’ ‘Mao wanted communist ideology as part of the industrial ethos.’ ‘Mao realised China’s population was increasing and needed consumer goods.’		
Level 1 General answer lacking specific contextual knowledge		1
e.g. ‘Mao wanted China to be a modern industrial country.’		
Level 0 No evidence submitted or response does not address the question		0

Question	Answer	Marks
17(c)	<p>'Mao was successful in developing China's industry between 1953 and 1961.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'When Mao took over China, industrial production was down 50% on the best pre-war figure and there was rapid inflation. In 1953, the First Five Year Plan was introduced concentrating on heavy industry such as coal, iron, steel and oil. Inflation was brought under strict control and output increased dramatically, such as steel 400%, coal 200% and iron 300%.'</p> <p>OR</p> <p>e.g. 'In 1958, Mao announced the 'Great Leap Forward', a bold economic plan to quickly develop China's economy. The centrepiece of the plan was the development of communes. Some 600 000 'backyard furnaces' were set up to produce iron and steel in the commune. It was a total failure as the iron and steel was brittle and worthless.'</p>	10

Question	Answer	Marks
17(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'Output increased under the First Five Year Plan.'</p> <p>'Inflation was brought under control.'</p> <p>'Soviet advisers helped to organise the Chinese economy.'</p> <p>'There was rapid development of infrastructure such as railways.'</p> <p>'The 'Great Leap Forward' concentrated on the development of the commune.'</p> <p>'The 'backyard furnaces' failed to produce good quality iron and steel.'</p> <p>'Coal was diverted from the railways for the furnaces.'</p> <p>'Farmers were taken off the land to produce industrial goods.'</p> <p>'As a result, there was less agricultural production which led to famines.'</p> <p>'The 'Great Leap Forward' was a failure and Mao resigned as head of state in 1959.'</p> <p>'The communes were quickly dismantled and private ownership re-introduced.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'Early success was followed by disaster.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>

Question	Answer	Marks
18(a) What were the outcomes of Mao's visit to the USSR in 1950?	<p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'China and the USSR signed the Sino-Soviet Treaty of Friendship and Alliance.'</p> <p>'The USSR loaned China a \$300 million low-interest loan.'</p> <p>'The loan was spread over five years.'</p> <p>'There was a 30 year military alliance between the two countries.'</p> <p>'The trip to Moscow for Mao was a disaster.'</p> <p>'Mao felt he was treated as a minor dignitary.'</p> <p>'Mao felt he was not treated as an equal by Stalin.'</p> <p>'It took many days before he met Stalin.'</p> <p>'The lack of generosity of the Russians staggered the Chinese delegation.'</p> <p>'Mao achieved relatively little for a two month stay in Moscow.'</p>	4

Question	Answer	Marks
18(b)	Why did Stalin's death lead to a worsening in relations between China and the USSR?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation) e.g. 'Khrushchev favoured good relations between communist and capitalist nations, which directly challenged Mao's own policy of only working with communist states. The final blow for Mao came as the USSR pursued better relations with the USA and ignored China's pleas for help in a dispute with India.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Mao was irritated by Khrushchev's post-Stalin policies.' 'Khrushchev condemned Stalin for ruling as a dictator, much like Mao was.' 'Khrushchev thought China was a peasant-led economy unlike USSR's worker-based economy.' 'Khrushchev wanted good relations between capitalist and communist countries.' 'Khrushchev wanted to improve relations with the USA.' 'Mao got no help from the USSR over border problems with India.' 'Russia refused to help China develop an atomic bomb.' 'Khrushchev withdrew all Russian experts from China with many projects unfinished.' 'There were border disputes between China and the USSR.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Mao's and Khrushchev's views of communism were different.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
18(c)	<p>Was Mao successful in establishing Communist China as a superpower? Explain your answer.</p> <p>Level 5 Explains with evaluation of ‘was Mao successful’</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. ‘China was a powerful nation compared to its weakness of 1945. Its population of 100 million was more than four times that of either the USA or the USSR. China was the dominant Asian nation, a nuclear power, and had been admitted to the UN and was an important nation in discussions with the USA and the USSR.’</p> <p>OR</p> <p>e.g. ‘China was an important power in the world but not yet a superpower. Industrially and militarily it lagged behind the USA and the USSR and did not yet have influence over many other states. It was after Mao that China’s economy developed rapidly and there were many technological advances.’</p>	10

Question	Answer	Marks
18(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'China had a huge population.' 'China had been admitted to the United Nations.' 'China had tested its first hydrogen bomb.' 'China was capable of producing nuclear weapons.' 'China had defeated India and controlled Tibet.' 'China was an ally to Korea and had aided Vietnam.' 'China was behind the USA and the USSR militarily.' 'China was still behind the USA and the USSR in economic activity.' 'China had problems feeding its population.' 'It lacked control over its near neighbours, especially Taiwan.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'China was on the road to being a superpower under Mao.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
19(a)	<p>What was the impact of the migrant labour system?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Many black men left their Homelands to work in the mines and factories.' 'Their contract meant they had to stay in a segregated compound.' 'It was a criminal offence to break the contract.' 'When the contract ended, they had to return to their Homeland.' 'Wages were low and conditions in the compound were basic.' 'They were subject to harsh work, harsh discipline and long hours.' 'Men might not see their wives and children for many months.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
19(b)	Why had the Native Urban Areas Act (1923) increased segregation by 1940?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. 'The Native Urban Areas Act led to most South African towns having starkly contrasting residential sectors. Typically, whites would live in spacious, leafy paved suburbs with detached houses equipped with every available amenity. In contrast, black Africans lived in mud or corrugated-iron houses on tiny plots of land.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'White neighbourhoods had the best housing and amenities.' 'They were often guarded communities to keep the blacks out.' 'Black communities were well away from white communities.' 'Black houses were built of poor quality materials.' 'Black houses had outside earth closets and occasional standpipes for water.' 'Roads and paths were usually dust tracks.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'Black and white residential communities were well apart.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
19(c)	<p>'The main reason the National Party won the 1948 election was that voters thought it would deal more effectively with the race issue.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Nationalist Party policy towards the position of the non-whites was outlined in the Sauer Report. It advocated total segregation or apartheid. The Afrikaner community had originally set up the Nationalist Party and now it expected it to apply the policy of apartheid. This had considerable support from the white population.'</p> <p>OR</p> <p>e.g. 'By 1948, the leader of the United Party, Jan Smuts was 78 and widely regarded as out of touch. He was also regarded with suspicion for supporting the ideas of equal human rights and liberty in the Charter of the United Nations drawn up after the war.'</p>	10

Question	Answer	Marks
19(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'The United Party suggested that complete segregation between black people and white people was impossible.' 'The United Party wanted to support the United Nations Charter on human rights.' 'Jan Smuts was considered too old to lead the country.' 'Many white people were shocked by black boycotts, strikes and passive resistance.' 'There were increasing numbers of black squatter camps around the major cities.' 'The Nationalist Party thought total segregation was possible.' 'The Dutch Reformed Church supported Afrikaners to rule over non-whites.' 'Dr.Malan suggested it was possible to reverse the more liberal policies towards race of the previous government.'	Level 1 General answer lacking specific contextual knowledge e.g. 'The War meant black people outnumbered white people in and around the towns and cities.' Level 0 No evidence submitted or response does not address the question	2–3

Question	Answer	Marks
20(a)	<p>In what ways was apartheid weakening by the early 1980s?</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'P.W. Botha's reforms, such as the repeal of the pass laws, weakened apartheid.' 'The non-enforcement of the Group Areas Act weakened apartheid.' 'ANC attacks on government buildings and power installations were effective.' 'The ending of white rule in Zimbabwe gave the ANC bases from which to attack.' 'Increasingly, city centre streets, restaurants, shops and sporting venues became targets.' 'The government was unable to re-establish control over black townships.' 'Firms, such as Barclays, Esso, IBM and Pepsi Cola, decided to leave South Africa.'</p> <p>'The ending of the Cold War meant that South Africa was no longer a useful anti-communist ally to the West.'</p> <p>'Increasing violence, a struggling economy and a lack of international friends meant South Africa's apartheid was not sustainable.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4

Question	Answer	Marks
20(b)	Why were the pass laws reformed in the mid-1980s?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation)	
	e.g. 'By the mid 1980s, the government finally realised that it could not hope to prevent the movement of black people from the Homelands to the urban areas. This was because the Homelands were incapable of sustaining their populations and Africans were forced to leave if they wanted to survive. As a result, in 1986 the government repealed the pass laws.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description)	
	e.g. 'The Homelands were too small for the black population.' 'Africans had to leave the Homelands for work.' 'Industry needed more skilled black workers.' 'Skilled workers would not be produced if they had to keep returning to their Homelands.' 'The authorities were finding it difficult to stop and check passes of so many workers.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'The system was at breaking point.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
20(c)	<p>'Actions by government security forces were the greatest problem faced by those working towards ending apartheid.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'De Klerk had a problem maintaining control over his own security forces. On a number of occasions, they took the law into their own hands and carried out arrests without warrants, killings, the use of torture, beatings, using electric shock treatment, kidnappings and other atrocities. As a result, this led to violence from many black communities because of this illegal treatment.'</p> <p>OR</p> <p>e.g. 'Mandela's main problem concerned Chief Buthelezi, Prime Minister of KwaZulu and head of Inkatha. Buthelezi was a Zulu nationalist and hoped to make KwaZulu an independent state. This was at odds with Mandela's ambitions for a unified South Africa. Friction between the ANC and Inkatha often led to violence testing the fragile relationship between Mandela and de Klerk.'</p>	10

Question	Answer	Marks
20(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The security services used illegal methods, such as torture and murder.'</p> <p>'Mandela thought the security forces used a 'Third Force' to stir up trouble between Inkatha and the ANC.'</p> <p>'De Klerk had to convince many white people that apartheid had to come to an end.'</p> <p>'Many of the ANC did not want talks with de Klerk.'</p> <p>'Many of the ANC wanted to gain 'freedom' by the armed struggle.'</p> <p>'Buthelezi wanted an independent state for Zulus.'</p> <p>'There was fighting between the ANC and Inkatha.'</p> <p>Level 1 General answer lacking specific contextual knowledge</p> <p>e.g. 'There was fighting due to tribal rivalries.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	2–3

Question	Answer	Marks
21(a)	<p>Describe the actions of Haganah in relation to British plans for Palestine.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Before and during the Second World War, the British Army trained the Haganah.' 'Haganah gained fighting experience and weapons.' 'In 1945, the Zionist Conference ordered the Haganah to co-operate with the Irgun and Stern gangs.' 'Members of the Haganah were less active than the other two groups especially towards assassinations.' 'Many members of Haganah were reluctant to fight the British because of their previous co-operation.' 'British military bases, railways, trains and bridges in Palestine became targets.' 'The Haganah did all they could to obstruct the British and to assist illegal immigration.' 'Many members preferred the more passive methods of opposition to the British.'</p> <p>Level 0 No evidence submitted or response does not address the question</p>	4 1–4 0

Question	Answer	Marks
21(b) Why did the USA support the United Nations' proposal for Palestine?		6
Level 4 Explains TWO reasons		6
Level 3 Explains ONE reason		4–5
(Four marks for an explanation, five marks for full explanation)		
e.g. 'The United Nations Special Committee on Palestine spent months considering evidence about the future of Arabs and Jews in Palestine. Its proposal of a two state solution was supported by President Truman because, although he realised the Arabs had been luke-warm about the Committee, he respected the thoroughness the Committee had shown in coming to their decision and the Arabs had a chance to put their point of view.'		
Level 2 Identifies AND / OR describes reasons		2–3
(One mark for each identification/description)		
e.g. 'President Truman respected the United Nations' decision.' 'Truman thought that was what the UN was set up to do.' 'Truman realised there were many American Jews supporting the UN proposal.' 'Truman wanted to see more Jewish immigrants into Palestine.' 'Truman thought the two state solution had a chance of success as the USSR also supported it.' 'Truman thought the two state solution would bring long term peace.'		
Level 1 General answer lacking specific contextual knowledge	1	
e.g. 'President Truman thought this was the sensible solution to a difficult problem.'		
Level 0 No evidence submitted or response does not address the question	0	

Question	Answer	Marks
21(c)	<p>'Israel won the war of 1948–49 because of its greater military leadership and strength.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Israeli forces were very well organised and led. The Haganah, using its experiences of fighting for the British during the Second World War, was transformed into a more structured army consisting of six field brigades. Israeli forces were also well equipped having stockpiled weapons from their wartime raids and securing heavy artillery and tanks from Czechoslovakia.'</p> <p>OR</p> <p>e.g. 'Arab military forces were inexperienced and poorly led. The Arab forces were outnumbered having 23 000 men at the start of the war compared to Israel's 30 000. Some Arab states were very half-hearted in their support of the Arab cause. Syria and Lebanon did little fighting and provided only a small number of troops.'</p>	10

Question	Answer	Marks
21(c)	<p>Level 2 Identifies AND/OR describes</p> <p>One mark for each point.</p> <p>e.g. 'The Israelis had experience of fighting in World War II.'</p> <p>'The Israelis had developed guerrilla tactics against the British.'</p> <p>'Israel had total air superiority.'</p> <p>'Israel had better equipment to fight.'</p> <p>'Israel had superior quality military leadership.'</p> <p>'Arab forces were poorly led and inexperienced.'</p> <p>'The Arabs did not have enough soldiers in the field of conflict.'</p> <p>'Some Arab nations contributed very little to the fighting.'</p> <p>'King Abdullah of Transjordan was not trusted by other Arab leaders.'</p> <p>'The Israeli people were fighting for their existence.'</p> <p>'Israel was supported by the USA.'</p> <p>'Israel received financial support from Europe and the USA.'</p>	<p>Level 1 General answer lacking specific contextual knowledge</p> <p>1</p> <p>e.g. 'The Jews were fighting for a homeland.'</p> <p>Level 0 No evidence submitted or response does not address the question</p> <p>0</p>

Question	Answer	Marks
22(a)	<p>Describe the activities of Hamas between 1996 and 2006.</p> <p>Level 1 One mark for each relevant point; additional mark for supporting detail</p> <p>e.g. 'Hamas embarked on a campaign of suicide bombings.'</p> <p>'The Israeli occupied part of Jerusalem became a particular target.'</p> <p>'There were a series of suicide bombings on crowded buses in Israeli towns.'</p> <p>'Hamas ran schools and hospitals to gain the support of Palestinians.'</p> <p>'Hamas was involved in many charitable works.'</p> <p>'It funded soup kitchens, libraries, women's organisations and sports clubs.'</p> <p>'Hamas used short-range Qassam rockets against Israeli border towns.'</p> <p>'They used long-range rockets to hit Tel Aviv and Haifa.'</p> <p>'Hamas stood in the 2006 Palestinian parliament elections.'</p> <p>'Hamas won the majority of seats in the elections.'</p> <p>'The Hamas majority in the Palestinian parliament refused to recognise the state of Israel.'</p>	<p>1–4</p> <p>4</p>

Question	Answer	Marks
22(b)	Why have differences between the Israeli Likud and Labor parties affected the peace process?	6
	Level 4 Explains TWO reasons	6
	Level 3 Explains ONE reason	4–5
	(Four marks for an explanation, five marks for full explanation) e.g. 'There are members of the Labor Party who feel Palestine should be a state and that Israeli settlements on occupied land should be handed back to the Palestinians. They believe that Israelis should leave Hebron to help the peace process. Likud believe in expanding the Israeli settlements and do not recognise the right of Palestinians to an independent state.'	
	Level 2 Identifies AND / OR describes reasons	2–3
	(One mark for each identification/description) e.g. 'Likud have pursued the goal of creating a 'Greater Israel'. 'Likud deny the claims of the Palestinians to the West Bank.' 'Likud will not recognise Palestinian rights to an independent state.' 'Likud believes in expanding the settlements in the Occupied Territories.' 'Labor believes in the resolution of the Arab-Israeli conflict to preserve Israeli security.' 'Labor believes that there should be no more Israeli building in the Occupied Territories.'	
	Level 1 General answer lacking specific contextual knowledge	1
	e.g. 'There are fundamental differences between the two parties for the future.'	
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
22(c)	<p>'Hezbollah is responsible for the failure to secure peace in Palestine.' How far do you agree with this statement? Explain your answer.</p> <p>Level 5 Explains with evaluation of 'how far'</p> <p>As Level 4 plus evaluation.</p> <p>Level 4 Explanation of both sides</p> <p>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.</p> <p>Level 3 One-sided explanation OR one explanation of both sides 5–6 marks</p> <p>More detailed explanation of one issue to be given two marks.</p> <p>e.g. 'Hezbollah continues to be a physical threat to Israel. Hezbollah has 150 000 rockets stationed on the Israeli-Lebanon border. Some of these rockets have the capability of reaching Eilat. Many of these rockets have been stored beneath schools, hospitals and civilian homes. Hezbollah has even used drones to penetrate Israeli defence systems.'</p> <p>OR</p> <p>e.g. 'The Likud Party does not believe that Palestinians should have an independent state. It does not recognise Hamas, the party which holds power in the Palestinian parliament and believes it is a terrorist group. Likud refuses to vacate the Israeli settlements in the Occupied Territories and, in fact, continues to build new settlements which annoy the Palestinians.'</p>	10

Question	Answer	Marks
22(c) Level 2 Identifies AND/OR describes One mark for each point. e.g. 'Hezbollah does not recognise the state of Israel.' 'Hezbollah launch missile attacks on Israeli towns.' 'Hezbollah have a strong military presence within Lebanon.' 'Hamas refuses to recognise the state of Israel.' 'Hamas represent the Palestinian people.' 'The Likud Party will not stop building settlements in the Occupied Territories.' 'Likud will not recognise the right of the Palestinians to an independent state.' 'The USA needs to exert more pressure on Israel to negotiate.' 'The USA could withdraw aid from Israel if they refuse to negotiate.' 'Israel needs to abide by UN resolutions.' 'The UN needs to force Israel to abide by its resolutions.'	Level 1 General answer lacking specific contextual knowledge e.g. 'The leaders do not have the will to bring about peace.'	1
	Level 0 No evidence submitted or response does not address the question	0

HISTORY

Paper 1

0470/12

February/March 2018

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **three** questions.

Section A (Core Content)

Answer any **two** questions.

Section B (Depth Studies)

Answer any **one** question.

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **10** printed pages, **2** blank pages and **1** Insert.

SECTION A: CORE CONTENT

Answer any **two** questions from this Section.

- 1 Progress towards the unification of Italy before 1858 was slow.
 - (a) Describe events leading to the Plombières meeting of 1858. [4]
 - (b) Why was the Plombières Agreement important? [6]
 - (c) 'Garibaldi deserves to be seen as the creator of the Kingdom of Italy.' How far do you agree with this statement? Explain your answer. [10]
- 2 After 1850 Germany made steady progress towards unification.
 - (a) What actions were taken between 1859 and 1862 to increase the strength of the Prussian army? [4]
 - (b) Why did Frederick William IV accept the Treaty of Olmütz? [6]
 - (c) 'The most important outcome of the Treaty of Prague (1866) was that Schleswig-Holstein became Prussian.' How far do you agree with this statement? Explain your answer. [10]
- 3 Slavery was a controversial issue for American people after 1820.
 - (a) What issues arose when Missouri applied to be admitted to the Union? [4]
 - (b) Why was the publication of the novel 'Uncle Tom's Cabin' significant? [6]
 - (c) How successful was John Brown in aiding the abolitionist cause? Explain your answer. [10]
- 4 Tension between the Great Powers in Europe increased between 1890 and 1914.
 - (a) What was the impact of the introduction of the German 'Weltpolitik' policy in 1890? [4]
 - (b) Why was Italy a member of the Triple Alliance? [6]
 - (c) 'Instability in the Balkans was to blame for the First World War.' How far do you agree with this statement? Explain your answer. [10]

- 5 The Treaty of Versailles was a result of compromises.
- (a) In what ways did the Treaty of Versailles restrict Germany's ability to fight a war in the future? [4]
- (b) Why was Lloyd George unhappy with Wilson's Fourteen Points? [6]
- (c) 'The German reaction to the Treaty of Versailles was not justified.' How far do you agree with this statement? Explain your answer. [10]
- 6 The League of Nations was set up to keep the peace.
- (a) What was the role of the Permanent Court of Justice? [4]
- (b) Why did the League not include all countries in its membership? [6]
- (c) 'The League of Nations failed in its peacekeeping role.' How far do you agree with this statement? Explain your answer. [10]
- 7 The USA had varying degrees of success with its policy of containment.
- (a) What happened at the United Nations Security Council meetings in June and July 1950? [4]
- (b) Why was the USA concerned about North Korea's invasion of South Korea? [6]
- (c) How far was the US policy of containment between 1950 and 1975 a failure? Explain your answer. [10]
- 8 Saddam Hussein established a totalitarian regime in Iraq.
- (a) Describe events leading to Saddam Hussein becoming President of Iraq. [4]
- (b) Why did Saddam Hussein repress the Iraqi people? [6]
- (c) 'The main reason for the First Gulf War was Saddam's need to restore his reputation with his own people following the Iran–Iraq War.' How far do you agree with this statement? Explain your answer. [10]

SECTION B: DEPTH STUDIES

Answer any **one** question from this Section.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–18

- 9** The British Expeditionary Force played an important part in the early months of the war.
- (a) What happened to the British Expeditionary Force during the first month of the war (August 1914)? [4]
- (b) Why were the Allied forces able to remove the immediate threat to Paris by 19 September 1914? [6]
- (c) Which was more responsible for extending the war beyond the end of 1914: the First Battle of Ypres or Belgian resistance to the Schlieffen Plan? Explain your answer. [10]
- 10** The Western Front was a significant theatre of war.
- (a) What was the ‘Western Front’? [4]
- (b) Why was trench warfare made more difficult by the weather? [6]
- (c) ‘The most important achievement of the Battle of the Somme for the Allies was that it saved the French army from destruction.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY B: GERMANY, 1918–45

11 The Weimar Republic had to deal with many issues.

- (a) What were the roles of (i) the Chancellor and (ii) the President under the Weimar Constitution? [4]
- (b) Why was Ebert able to defeat left and right-wing threats to the Weimar Republic in 1919–20? [6]
- (c) ‘After 1923 the Weimar Republic was a disaster for Germany.’ How far do you agree with this statement? Explain your answer. [10]

12 People living in Nazi Germany had different experiences.

- (a) In what ways was agriculture affected by Nazi rule? [4]
- (b) Why were the Nazis a male-dominated organisation? [6]
- (c) Are you surprised that not all young people in Germany supported the Nazi regime? Explain your answer. [10]

DEPTH STUDY C: RUSSIA, 1905–41

- 13** The Provisional Government was in power for eight months.
- (a) Describe Kerensky's reaction to the Kornilov Putsch. [4]
- (b) Why was the Petrograd Soviet a threat to the Provisional Government? [6]
- (c) 'The Provisional Government was overthrown because it failed to pass reforms.' How far do you agree with this statement? Explain your answer. [10]
- 14** Once in power Stalin was determined to modernise the Soviet Union.
- (a) What part did GOSPLAN play in Soviet modernisation? [4]
- (b) Why was Stalin determined to modernise the economy of the Soviet Union quickly? [6]
- (c) 'In modernising the Soviet economy, Stalin's plans for industry were more successful than his plans for agriculture.' How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY D: THE USA, 1919–41

15 In the 1920s American citizens enjoyed greater prosperity.

- (a) In what ways did the economic boom impact on the American people? [4]
- (b) Why was the First War World beneficial to the developing American economy of the 1920s? [6]
- (c) ‘The boom made the US economy stronger and more secure.’ How far do you agree with this statement? Explain your answer. [10]

16 The Wall Street Crash affected most people living in America.

- (a) In what ways was Hoover’s credibility damaged by the Bonus Marchers? [4]
- (b) Why did the Wall Street stock market crash have serious consequences for the American economy? [6]
- (c) ‘Hoover did not deserve to be regarded as the “do-nothing” President.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 17** Mao changed China's industry and agriculture before 1961.
- (a) What benefits did changes in agriculture bring to the peasants before 1957? [4]
- (b) Why did Mao want to change Chinese industry? [6]
- (c) 'Mao was successful in developing China's industry between 1953 and 1961.' How far do you agree with this statement? Explain your answer. [10]
- 18** Communist China's relations with world powers were not always harmonious.
- (a) What were the outcomes of Mao's visit to the USSR in 1950? [4]
- (b) Why did Stalin's death lead to a worsening in relations between China and the USSR? [6]
- (c) Was Mao successful in establishing Communist China as a superpower? Explain your answer. [10]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 19** Before 1948 the foundations for apartheid were already in place.
- (a) What was the impact of the migrant labour system? [4]
- (b) Why had the Native Urban Areas Act (1923) increased segregation by 1940? [6]
- (c) ‘The main reason the National Party won the 1948 election was that voters thought it would deal more effectively with the race issue.’ How far do you agree with this statement? Explain your answer. [10]
- 20** Dismantling the apartheid system took some time.
- (a) In what ways was apartheid weakening by the early 1980s? [4]
- (b) Why were the pass laws reformed in the mid-1980s? [6]
- (c) ‘Actions by government security forces were the greatest problem faced by those working towards ending apartheid.’ How far do you agree with this statement? Explain your answer. [10]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

21 After 1945 tension was high in Palestine.

- (a) Describe the actions of Haganah in relation to British plans for Palestine. [4]
- (b) Why did the USA support the United Nations' proposal for Palestine? [6]
- (c) 'Israel won the war of 1948–49 because of its greater military leadership and strength.' How far do you agree with this statement? Explain your answer. [10]

22 Threats to any lasting peace in the Middle East still exist.

- (a) Describe the activities of Hamas between 1996 and 2006. [4]
- (b) Why have differences between the Israeli Likud and Labor parties affected the peace process? [6]
- (c) 'Hezbollah is responsible for the failure to secure peace in Palestine.' How far do you agree with this statement? Explain your answer. [10]

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HISTORY

0470/22

Paper 2

March 2018

MARK SCHEME

Maximum Mark: 50

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.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2018 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of 15 printed pages.

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.

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.

19th Century topic

Question	Answer	Marks
1	Study Sources A and B. How far do these two sources agree? Explain your answer using details of the sources.	7
Level 5	Compares big messages	7
	1848 was crucial in Germany's history in both sources but in A although liberalism was killed, the idea of a nation state had been born; B – 1848 was a complete failure and led to a state that was based on force with no room for liberalism.	
Level 4	Agreement and disagreement of detail or sub-messages	5–6
Level 3	Agreement or disagreement of detail or sub-messages	3–4
Level 2	Identifies information that is in one source but not in the other or states that the sources are about the same subject or compares the provenance of the sources	2
Level 1	Writes about the sources but makes no valid comparison	1
Level 0	No evidence submitted or response does not address the question	0

Question	Answer	Marks
2	Study Source C. What is the cartoonist's message? Explain your answer using details of the source and your knowledge.	7
	Level 5 Cartoonist's point of view	7
	Level 4 Interprets big message of the cartoon	5–6
	Level 3 Interprets sub-message of the cartoon	3–4
	Level 2 Misinterpretation of the cartoon	2
	Level 1 Surface description of the cartoon	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	Study Sources D and E. Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the sources and evaluates both	8
	Level 5 Compares the sources and evaluates one of them	7
	Level 4 Evaluates D but no valid use of Source E	6
	Level 3 Answers based on agreements/disagreements e.g. D is confident that Prussia (Frederick William) will lead a united Germany but E shows Frederick William rejected this	4–5
	Level 2 Answers based on undeveloped provenance or identifies what is surprising but no explanation or analyses the source appropriately but fails to state whether surprised or not	2–3
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
4	Study Source F. Why did the Prussian government issue this statement in January 1849? Explain your answer using details of the source and your knowledge.	8
	Level 6 Explains purpose in context of 1849	8
	Level 5 Explains the purpose of the source (must include intended impact on audience)	6–7
	Level 4 Explains the big message	5
	Level 3 Explains context only – fails to explain message or purpose of source or Level 3 Explains a valid sub-message	3–4
	Level 2 Misreadings of the source or interprets source or describes the context – but not used as a reason for publication	2
	Level 1 Surface descriptions of the source	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
5	Study Sources G and H. How similar are these two sources as evidence about events in Germany in 1848–1849? Explain your answer using details of the sources and your knowledge.	8
	Level 7 As for Level 6 but qualifies answer	8
	Level 6 Compares big messages – compares the points of view	7
	Level 5 Compares valid sub-messages	5–6
	Level 4 Interprets big message of one or both sources – no valid comparison	4
	Level 3 Interprets valid sub-message of one or both sources – no valid comparison	3
	Level 2 Answers based on use of undeveloped provenance	2
	Level 1 Surface comparisons	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	Study all the sources. How far do these sources provide convincing evidence that the 1848 revolutions in Germany achieved nothing? Use the sources to explain your answer.	12
Level 3	Uses sources to support and reject the statement	7–10
	Award up to 2 bonus marks for evaluation of sources (no more than 1 per source).	
	Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement.	
	Use a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement.	
	✓ – B, C, E, G, H ✗ – A, D, F	
Level 2	Uses sources to support or reject the statement	4–6
Level 1	No valid source use	1–3
Level 0	No evidence submitted or response does not address the question	0

20th Century topic

Question	Answer	Marks
1	Study Sources A and B. How far did Blum and Chamberlain agree? Explain your answer using details of the sources.	7
	Level 5 Compares big messages This must be about the international situation – Blum thinks that a victory for the Fascists will be a disaster for international peace, Chamberlain does not think the result in Spain matters as long as everyone else keeps out – this will keep international peace.	7
	Level 4 Agreement and disagreement of detail or of sub-messages Level 3 Agreement or disagreement of detail or sub-messages Agreements include: they both want peace, they both agree European peace is in danger, they both support non-intervention, both say intervention has taken place. Disagreements include: Blum supports Spanish government but Chamberlain sits on the fence; Blum thinks that non-intervention has not worked but Chamberlain thinks it might; Blum is hostile to Germany while Chamberlain is sympathetic; Blum says that intervention would be desirable while Chamberlain thinks it is not required	5–6
	Level 2 Identifies information that is in one source but not in the other or states that the sources are about the same subject or compares the provenance of the sources Level 1 Writes about the sources but makes no valid comparison Level 0 No evidence submitted or response does not address the question	2 1 0

Question	Answer	Marks
2	Study Source C. Are you surprised by this source? Explain your answer using details of the source and your knowledge.	7
	Level 7 Not surprised because the Non-Intervention Committee was a charade and explains how what he is saying illustrates this	
	Level 6 Not surprised because of the purpose of the Soviets in C – must have valid explanation. Likely to be that the Soviets are justifying the fact that they are intervening	6
	Level 5 Not surprised by claims in C supported by valid reasoning	5
	Level 4 Surprised by claims in C supported by valid reasoning – could be based on knowledge or other sources	4
	Level 3 Assertions based on everyday empathy	3
	Level 2 Valid analysis of source but fails to state whether surprised or not or identifies what they are or are not surprised about but no valid reasoning	2
	Level 1 Writes about source but fails to address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
3	<p>Study Source D. Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge.</p> <p>Level 6 Explains purpose in context of 1937 (the intervention of Germany, Italy or the Soviet Union) 8</p> <p>Level 5 Explains the purpose – to persuade the British public that the government's policy of non-intervention is wrong (must include intended impact on audience) 7</p> <p>Level 4 Explains the big message – to criticise Britain's non-involvement – used as a reason for publishing 6</p> <p>Level 3 Explains context only – fails to explain message or purpose of publishing 4–5</p> <p>OR</p> <p>Level 3 Explains a valid sub-message – used as a reason for publishing</p> <p>Level 2 Interprets source or describes the context – but not used as a reason for publishing 2–3</p> <p>Level 1 Surface descriptions of the source 1</p> <p>Level 0 No evidence submitted or response does not address the question 0</p>	8

Question	Answer	Marks
4 Study Sources E and F. Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge.	<p>Level 6 Evaluates one source to show E does not prove F to be wrong Note: Answers based on E proving F wrong cannot get beyond Level 3.</p> <p>Level 5 Evaluates F but no valid use of E</p> <p>Level 4 Answers based on valid comparisons of content to show E does not prove F wrong</p> <p>Level 3 Any answers that argue that E proves F wrong on basis of difference in content (including cross-references to support E)</p> <p>Level 2 Answers based on undeveloped provenance or asserts that E does/does not prove F to be wrong</p> <p>Level 1 Writes about the sources but does not address the question</p> <p>Level 0 No evidence submitted or response does not address the question</p>	8

Question	Answer	Marks
5	Study Sources G and H. How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge.	8
	Level 6 Compares the big messages with qualification	8
	Level 5 Compares the big message – they agree non-intervention was a mistake or was not working	7
	Level 4 Answers based on agreements/disagreements of sub-messages	5–6
	Level 3 Valid interpretation of one or both sources but no valid comparison	3–4
	Level 2 Answers based on comparison of undeveloped provenance	2
	Level 1 Writes about the sources but does not address the question	1
	Level 0 No evidence submitted or response does not address the question	0

Question	Answer	Marks
6	<p>Study all the sources. How far do these sources provide convincing evidence that people understood the danger posed by Hitler's intervention in Spain? Use the sources to explain your answer.</p> <p>Level 3 Uses sources to support and reject the statement Award up to 2 bonus marks for evaluation of sources (no more than 1 per source). Source use must be reference to a source by letter, by provenance or by direct quote. There must be examples from source content. There must be an explanation of how this supports/does not support the statement. Use a ✓ in the margin for each source use in support of the statement and a ✗ for each source use rejecting the statement. ✓ – A, C, D (for cartoonist's view), F, G, H (cartoonist's view) ✗ – B, D (Eden only), E, F, H (Britain only)</p> <p>Level 2 Uses sources to support or reject the statement</p> <p>Level 1 No valid source use</p> <p>Level 0 No evidence submitted or response does not address the question</p>	12 7–10 4–6 1–3 0



Cambridge International Examinations

Cambridge International General Certificate of Secondary Education

HISTORY

Paper 2

0470/22

February/March 2018

2 hours

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

This paper has two options.

Choose **one** option, and answer **all** of the questions on that topic.

Option A: 19th Century topic [p2–p7]

Option B: 20th Century topic [p8–p13]

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

Option A: 19th Century topic

DID THE 1848 REVOLUTIONS IN GERMANY ACHIEVE ANYTHING?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In 1847–48 there were uprisings in a number of German states including Prussia, Austria and Bavaria. Across Germany princes promised to grant constitutions. In March 1848 politicians from all over Germany met at Frankfurt and arranged elections to a National Assembly. By March 1849 this assembly, known as the Frankfurt Parliament, had drawn up a constitution for Germany. In April it offered the position of constitutional monarch of Germany to Frederick William IV of Prussia. He disdainfully rejected it on the grounds that the Parliament had no right to offer it to him. By this time both the Austrian and Prussian monarchies had recovered and crushed the revolutions. In the summer of 1849 what was left of the Frankfurt Parliament was dispersed by troops.

Some historians believe the revolutions achieved nothing. In fact, some argue that the progress of German liberalism was set back by decades. Others argue that the established order had been given a sharp shock and that the ideas supported by the revolutionaries lived on. Some argue that the way forward had been established – a united Germany under Prussian, rather than Austrian, leadership.

SOURCE A

The outstanding achievement of the German people in the nineteenth century was the creation of the nation-state, and 1848 was a milestone on the road. It is the story of a courageous experiment with high ideals. In March 1848 the pent-up dissatisfaction of Berlin broke into open revolt. The March Days buried the doctrine of the Divine Right of Kings and encouraged reformers all over Germany to act. Frederick William IV capitulated at the first challenge. The supreme achievement of the Year of Revolution was the Frankfurt Parliament. Its members agreed to summon a National Assembly elected by universal suffrage. A new spirit was revealed when Germany witnessed a major political initiative by private citizens without seeking permission from their Hohenzollern masters.

However, the triumph of reaction in Austria and Prussia sealed the fate of the Frankfurt Parliament. It was now little more than a debating society, for at any moment it might be dissolved. Neither Prussia nor Austria felt the slightest obligation to preserve its life. Frederick William's refusal of the offer of the Imperial crown was the final end of the Frankfurt Parliament. Its members melted away, with only the radicals remaining. The revolution never had a chance because the real power was on the other side.

German liberalism received a blow from the failure of the German revolution from which it never recovered. However, the desire for a nation-state survived in the hearts and minds of millions.

From a history book published in 1948.

SOURCE B

1848 was the decisive year of German history. It anticipated Germany's future. The failure of the revolution discredited liberal ideas. After it, nothing remained but the idea of Force, and this stood at the helm of German history from then on. The refusal of Frankfurt to go with the masses, the failure to offer a programme of social reform, was a decisive moment in the failure of the German liberals. If they had allied with the masses they might have succeeded. There was another, and even more important, cause of failure. The Frankfurt Parliament had come into being when the armed power of Austria and Prussia collapsed. Its prestige declined as Austrian and Prussian armed power revived. Germany had to hitch itself to one of them and so the Frankfurt Parliament excluded Austria from Germany and offered the Imperial Crown to Frederick William IV of Prussia. Thus even at the moment of its failure, the Frankfurt Parliament predicted the future of Germany: Prussia would dominate Germany. With Frederick William's refusal of the Crown, the Frankfurt Assembly was over. The moderate men went home. Only the radical minority was left. When they tried to put into effect a revolutionary programme they were chased by the Prussian army out of existence. The German revolution had been defeated, and liberal Germany was never to be renewed.

From a history book published in 1946.

SOURCE C

A cartoon published in Germany, March 1848. King Frederick William IV is saying to the revolutionaries, 'You up ahead! Hurry to me because I want to lead the movement.'

SOURCE D

We cannot conceal the fact that the whole German question is a simple alternative between Prussia and Austria. In these states German life has its positive and negative extremes: in the former, all the interests are national and reformatory, in the latter, all are dynastic and destructive. The German question is not a constitutional question, but a question of power; and the Prussian monarchy is now wholly German, while that of Austria cannot be. We need a powerful ruling house. Austria's power meant lack of power for us, whereas Prussia desires German unity in order to supply the deficiencies of her own power. Already Prussia is Germany in its early stages. It will merge with Germany.

From a speech in the Frankfurt Parliament by Johann Gustav Droysen, a leading member of the Parliament. He was one of the first to withdraw from the Parliament after Frederick William rejected the German crown.

SOURCE E

About the crown which the Parliament has for sale. Every German nobleman is a hundred times too good to accept such a crown moulded out of the dirt and dregs of revolution, disloyalty and treason. If accepted, it demands from me enormous sacrifices and burdens me with heavy duties. The German National Assembly has counted on me in all things, which were calculated to establish the unity, power and glory of Germany. I feel honoured by their confidence but I should not justify that confidence if I, violating sacred rights, were without the voluntary agreement of the crowned princes and free states of our Fatherland, to make a decision which must be of decisive importance to them and to the states which they rule.

Frederick William's response in April 1849 to the offer of the German crown, made to him by a deputation from the Frankfurt Parliament.

SOURCE F

The royal government views with great satisfaction the confirmation from Austria that, like us, it considers the German federation as continuing to exist and wishes to come to some understanding with the National Assembly. This understanding must not stand in the way of German efforts to present to the world a united political body nor of a merging of commercial interests. Prussia is not striving to extend its power and has no desire to share in the running of the federal authority except in so far as is appropriate to the importance of its power. Prussia supports the independence of the individual states and is of the opinion that the creation of a new German imperial house is not necessary for achieving a real unification of Germany.

A statement from the Prussian government to Prussian diplomats in the other German states, January 1849.

SOURCE G

A German cartoon, 1848. It shows Germany in 1848.

SOURCE H

A drawing, from the time, of the Württemberg army and the last members of the Frankfurt Parliament in Stuttgart in June 1849.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1 Study Sources A and B.

How far do these two sources agree? Explain your answer using details of the sources. [7]

- 2 Study Source C.

What is the cartoonist's message? Explain your answer using details of the source and your knowledge. [7]

- 3 Study Sources D and E.

Does Source D make Source E surprising? Explain your answer using details of the sources and your knowledge. [8]

- 4 Study Source F.

Why did the Prussian government issue this statement in January 1849? Explain your answer using details of the source and your knowledge. [8]

- 5 Study Sources G and H.

How similar are these two sources as evidence about events in Germany in 1848–49? Explain your answer using details of the sources and your knowledge. [8]

- 6 Study **all** the sources.

How far do these sources provide convincing evidence that the 1848 revolutions in Germany achieved nothing? Use the sources to explain your answer. [12]

Option B: 20th Century topic

WERE PEOPLE AWARE OF WHAT HITLER WAS TRYING TO ACHIEVE IN SPAIN?

Study the Background Information and the sources carefully, and then answer **all** the questions.

Background Information

In 1936 the Spanish Civil War began between the Republican government and the Nationalists consisting of fascists, monarchists and conservatives. The USA announced it would remain neutral. At first France sent arms to the Republicans, but under pressure from Britain called for European countries not to intervene. A Non-Intervention Committee was set up and 27 countries signed the Non-Intervention Agreement in August 1936 including Germany, Britain, France, Italy and the Soviet Union.

Despite this, Italy, Germany and the Soviet Union did intervene – as early as July 1936 Hitler was sending planes. He was keen for Spain to become fascist as this would help encircle France and strengthen the German position in Europe. To hide Germany's involvement, he sent troops, planes, tanks and munitions through Portugal. He also claimed that any Germans fighting in Spain were volunteers and nothing to do with the German government.

Were people aware of the possible dangerous consequences of Germany's involvement in Spain?

SOURCE A

Our foreign policy has been inspired by two simple principles: the determination to place France's interests above all others, and the conviction that France has no greater aim than that of peace. I shall not accuse anyone of trying to push us directly or indirectly toward war. Everyone in France wants peace. Everyone understands that war cannot be contained within national borders, and that a people can only protect itself from it by helping to protect all others from it.

As far as we are concerned, there is only one legal government in Spain, or, to put it better, only one government. I recognise that France's direct interest includes and calls for the presence of a friendly government on Spanish soil, and one that is free of certain other European influences. I have no hesitation in agreeing that the establishment in Spain of a military dictatorship too closely bound by links of support to Germany and Italy would represent not only an attack on the cause of international democracy, but a source of anxiety for French security and a threat to peace. I deplore that such an obvious truth was not understood from the start by all of French and international public opinion. I do not deny the personal friendship tying me to the Spanish Socialists and Republicans despite the bitter disappointment they feel about me.

All of us were hoping that the Non-Intervention Pact would be signed more promptly; that we were counting on the other governments keeping their commitments. The policy of non-interference has not produced all we expected of it. But is that a reason to condemn it?

If we must prevent the rebellion on Spanish soil from succeeding, it is not enough to denounce the Non-Intervention Agreement or to re-establish the arms trade between France and Spain. This would not be adequate. To assure the success of Republican legality in Spain we would have to take a much greater step.

*From a speech in the French House of Representatives by Léon Blum,
Prime Minister of France, December 1936.*

SOURCE B

Our policy has been consistently directed to one aim – to maintain the peace of Europe by confining the war to Spain. Although it is true that intervention has been going on and is going on, in spite of the Non-Intervention Agreement, it is also true that we have succeeded in achieving the aim of our policy, and we shall continue that aim and policy as long as we feel there is reasonable hope of avoiding a spread of the conflict.

I do not believe that it is fantastic to think that we can continue this policy successfully, even to the end. The situation is serious, but it is not hopeless. Although it may be true that various countries or various governments desire to see one side or the other side in Spain winning, there is not a country or a government that wants to see a European war. Let us keep cool heads. Neither say nor do anything to cause a disaster which everybody really wishes to avoid.

When I think of the experience of German officers and the loss of life on the *Deutschland*, and the natural feelings of indignation and resentment that must have been aroused by such incidents, I must say that I think the German government, in wisely withdrawing their ships and then declaring the incident closed, has shown a degree of restraint which we ought to be able to recognise.

I make an earnest appeal to those who hold responsible positions both in this country and abroad to weigh their words very carefully before they utter them on this matter, bearing in mind the consequences that may flow from some thoughtless phrase. By exercising caution and patience we may yet be able to save the peace of Europe.

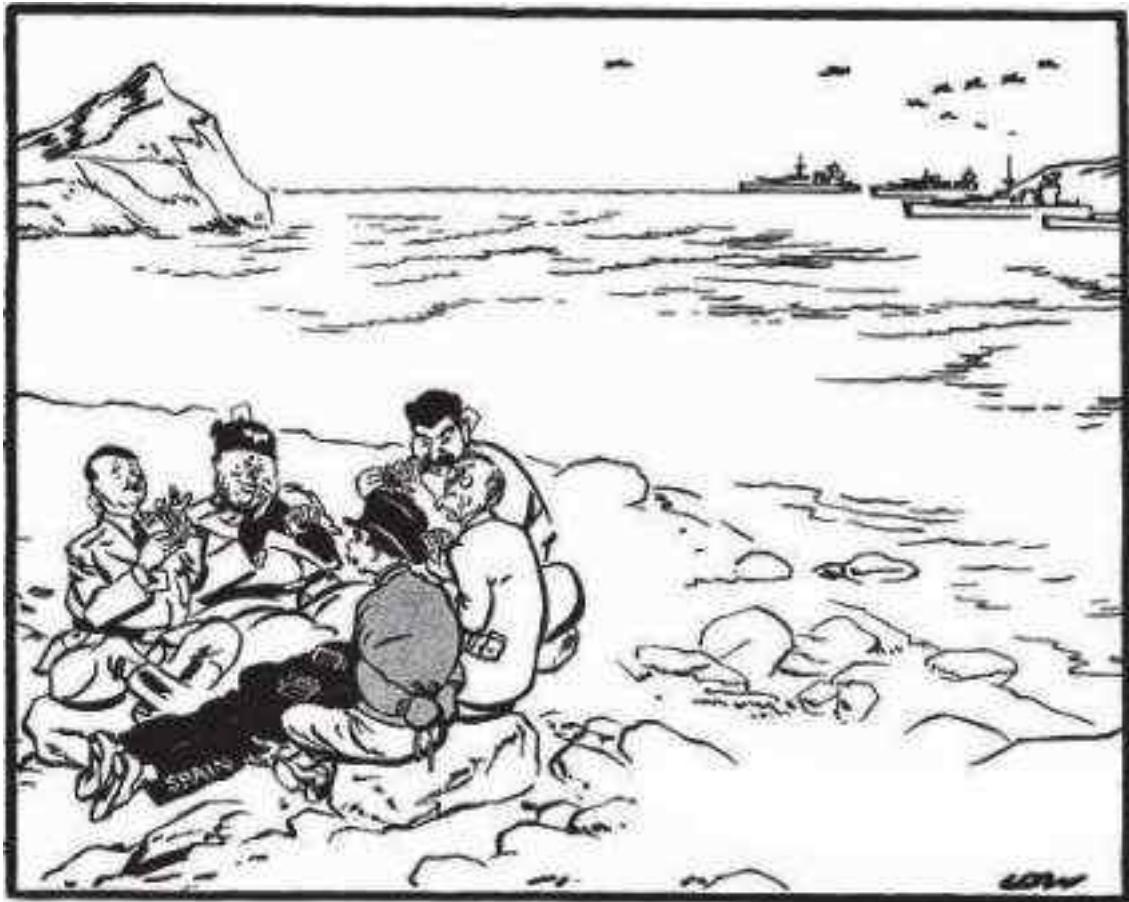
From a speech in the House of Commons by British Prime Minister Neville Chamberlain, February 1938. The Deutschland was a German battleship that was attacked off the Spanish coast in 1936 by Republican planes. Germany claimed it had been on a non-intervention patrol.

SOURCE C

If the Spanish government succeeds in suppressing the rebellion it will not only keep one more country in the camp of peace but will influence the whole situation in Europe by inspiring new confidence in the strength of democracy and in the possibility of the peaceful settlement of international questions. In this event the danger of war would be lessened.

Violations of the Non-Intervention Agreement by certain governments have made it an empty, torn scrap of paper. If success goes to the rebel generals, supported in contravention of the Non-Intervention Agreement by fascist powers, then the whole outlook in Europe will be blackened. It would be such an encouragement to all the forces of aggression, hatred and destruction in Europe that war would engulf our part of the world in the very near future.

The Soviet Ambassador to Britain speaking at a meeting of the Non-Intervention Committee, October 1936.

SOURCE D

A British cartoon published in January 1937. On the left are Hitler, Mussolini, Stalin, Blum and Eden (a leading member of the British government) playing cards. 'Trustful Tony' (Eden) is saying, 'Just to discourage cheating, I'll wear a strait-jacket and let you chaps play my cards.' In the top left is the rock of Gibraltar.

SOURCE E

It is clear that the German government does not want any more trouble in connection with the Spanish Civil War. It seems to believe that further support of the rebels will injure Franco-German and, above all, Anglo-German relations. Much as Germany desires a rebel victory and concerned as it is over what it believes to be the spread of so-called 'Bolshevism' in Europe, it prefers, for the moment at least, not to take any risks where no vital interests of its own are involved.

Interference with the internal affairs of other countries is a conscious instrument of German foreign policy, and is for that very reason used only when it is safe to do so, or, if any risks are taken, only when the end in view is regarded as being of vital interest to Germany. It is therefore unlikely that Germany will put any further obstacles in the way of an agreement for non-intervention.

It is therefore possible that the international crisis produced by the Spanish Civil War is coming to an end.

From an English newspaper, August 1936.

SOURCE F

One has to repeat it and repeat it again. It is a lie that the fight is going on between Communism and Fascism. The Spanish government is not attacking private property or the Church. The government is doing just the same as President Roosevelt strives to do: free the country from the power of economic Royalists. The Spanish government has an international right to defend itself against a clique of rebels who called German Nazis and Italian Fascists to fight the war against Spanish people for them. To say it frankly, the democracies have let Spain down.

I have talked to prisoners – Nazi and Italian pilots who have killed dozens of children, dozens of women. They all pretended to have come voluntarily to Franco's aid, even officers of the regular German army – presumably as deserters! One prisoner, a lieutenant in the German army, said to me, 'We in the German army consider the war in Spain to be a preparation for a preventative war against France.' May this be a warning to all concerned!

I ask you in America, witnesses of a war which is fought not only for Spain, but for all democracy: Have we the right to be deaf and blind? Have we not the responsibility to help them?

An American journalist broadcasting from Madrid to the USA, October 1938.

SOURCE G

An American cartoon published in 1938.

SOURCE H

An Australian cartoon published in June 1938. The man represents Britain.

Now answer **all** the following questions. You may use any of the sources to help you answer the questions, in addition to those sources which you are told to use. In answering the questions you should use your knowledge of the topic to help you interpret and evaluate the sources.

- 1** Study Sources A and B.

How far did Blum and Chamberlain agree? Explain your answer using details of the sources. [7]

- 2** Study Source C.

Are you surprised by this source? Explain your answer using details of the source and your knowledge. [7]

- 3** Study Source D.

Why was this cartoon published at this time? Explain your answer using details of the source and your knowledge. [8]

- 4** Study Sources E and F.

Does Source E prove Source F to be wrong? Explain your answer using details of the sources and your knowledge. [8]

- 5** Study Sources G and H.

How similar are the messages of these two cartoons? Explain your answer using details of the sources and your knowledge. [8]

- 6** Study **all** the sources.

How far do these sources provide convincing evidence that people understood the danger posed by Hitler's intervention in Spain? Use the sources to explain your answer. [12]

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HISTORY

0470/42

Paper 4 Alternative to Coursework

March 2018

MARK SCHEME

Maximum Mark: 40

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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Cambridge International is publishing the mark schemes for the March 2018 series for most Cambridge IGCSE®, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of 18 printed pages.

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.

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.

Assessment Objectives 1 and 2**Level 5**

[33–40]

Candidates:

- Select and deploy a range of relevant and accurate contextual knowledge to effectively support their answers.
- Select, organise and deploy effectively and relevantly a wide range of information to support their conclusions.
- Demonstrate a good understanding of the key features, reasons, results and changes of societies, events, people and situations relevant to the question. They demonstrate an awareness of the importance of the broad context and of interrelationships of the issues of the question.
- Produce well-developed, well-reasoned and well-supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 4

[25–32]

Candidates:

- Deploy mostly relevant and accurate contextual knowledge to support parts of their answers.
- Select a range of relevant information which is generally well-organised and deployed appropriately.
- Demonstrate a reasonable understanding of the significance of the key features, reasons, results and changes of societies, events, people and situations relevant to the question with awareness of the broad context. They have some understanding of interrelationships of the issues in the question.
- Can produce developed, reasoned and supported conclusions.
- Write with precision and succinctness, showing structure, balance and focus.

Level 3

[17–24]

Candidates:

- Demonstrate and select some relevant contextual knowledge and deploy it appropriately to support parts of their answers.
- Select and organise mostly relevant information, much of it deployed appropriately with a structured approach, either chronological or thematic.
- Demonstrate some understanding of the key features, reasons, results and changes of the societies, events, people and situations relevant to the question with some awareness of the broad context.
- Produce structured descriptions and explanations.
- Support conclusions although they are not always well-substantiated.
- Write with some precision and succinctness.

Level 2

[9–16]

Candidates:

- Demonstrate some, but limited contextual knowledge.
- Select and organise some relevant information. This is only deployed relevantly on a few occasions.
- Identify and describe key features, reasons, results and changes of the societies, events, people and situations relevant to the question, but with little awareness of the broad context. There is some structure in the descriptions.
- Attempt conclusions but these are asserted, undeveloped and unsupported.
- Present work that lacks precision and succinctness.
- Present a recognisable essay structure, but the question is only partially addressed.

Level 1

[1–8]

Candidates:

- Demonstrate little relevant contextual knowledge.
- Demonstrate limited ability to select and organise information.
- Describe a few key features, reasons, results, and changes of societies, events, people and situations relevant to the question. The work contains some relevant material but this is not deployed appropriately, and there are no effective links or comparisons.
- Write relatively little or it is of some length but the content is not focused on the task.
- Answer showing little understanding of the question.

Level 0

[0]

Candidates:

Submit no evidence or do not address the question.

Information Suggestions

The information listed below attempts to indicate some of the detail and issues that candidates may wish to address in their answers. This list does not claim to be exclusive or exhaustive. Marks should be awarded on the quality of detail used and quality of argument deployed as defined in the generic mark scheme.

Question	Answer	Marks
Depth Study A: The First World War, 1914–1918		
1	<p>How important was Belgian resistance in 1914 to the outcome of the war? Explain your answer.</p> <p>YES Belgian Army fought invading German Army from the protection of their forts; Germans had to halt and bombard with artillery; Belgian resistance won them many friends and sympathy from Allies; Britain honoured Treaty of London and declared war on Germany; resistance bought the French and British time to mobilise; slowed the German advance and thus the Schlieffen Plan failed to achieve its strict military targets; allowed Russian mobilisation to have greater effect, etc.</p> <p>NO Belgian resistance was easily crushed due to small army; more important – entry of BEF and their impact at the Battle of the Marne; Russian mobilisation was quicker than the expected 6 weeks which led to a war on two fronts; new weapons were more important – machine gun, artillery etc.; trench warfare led to a static war and stalemate on the Western Front; war at sea; Battle of Verdun and the Somme; US entry into the war; British Blockade, etc.</p>	40

Question	Answer	Marks
2	<p>How significant were the Allies' improved military tactics as a cause of German defeat in 1918? Explain your answer.</p> <p>YES Use of new weapons in battles such as the tank led to combined arms tactics to be developed after the Somme – used successfully in Cambrai, 1917; tanks used to lower German morale and boost Allied morale; creeping barrage developed to protect infantry advancing across no-man's-land; aircraft used more successfully by 1918 and slowed up advance during Ludendorff Offensive; used successfully at sea to observe convoys and attack shipping; failures at the Somme led to generals allowing field commanders to make tactics as opposed to following a grand plan, etc.</p> <p>NO More significant – British Blockade starved Germany out of the war; food and fuel shortages helped lead to the Kiel Mutiny and spark German Revolution in October 1918; US entry into the war – 50 000 a month by early 1918; fresh troops overwhelmed tired German troops and allowed Allies to use veteran soldiers on important campaigns; Allies had greater resources compared to Germany; Germany was forced to equip and support weaker Allies like Austria, etc.</p>	40

Question	Answer	Marks
Depth Study B: Germany, 1918–1945		
3	<p>How important was President Ebert in ensuring the Weimar Republic had not collapsed by the time of his death in 1925? Explain your answer.</p> <p>YES Ebert formed the first Weimar Government in 1919; during Spartacist Uprising, he made a deal with the freikorps to crush the rebellion; freikorps also used to crush other left-wing uprisings in Bavaria and the Ruhr; Ebert used the workers in Berlin to bring the Kapp Putsch to a halt and regain control of Germany; Ebert used Article 48 over 150 times to ensure reforms were passed; Ebert kept support of workers and nationalists during the Ruhr occupation in 1923 by supporting passive resistance; Ebert appointed Stresemann Chancellor in 1923, etc.</p> <p>NO Ebert never had a majority in the Reichstag, so relied on coalition governments; Ebert had very slight loyalty from Reichswehr – they refused to fire on freikorps during Kapp Putsch; Ebert's policy of printing more money led to hyperinflation in 1923; blamed by nationalists for signing Treaty of Versailles; 'November Criminal'; more important – the freikorps crushed left-wing rebellions; workers stopped the Kapp Putsch Stresemann from 1923–29 solved many problems – Dawes Plan, Locarno Pacts, ended hyperinflation and Ruhr occupation; President Hindenburg brought widespread support from many Germans after 1925, etc.</p>	40

Question	Answer	Marks
4	<p>How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer.</p> <p>YES SA aided Hitler during the Munich Putsch in 1923; protected Nazi meetings and attacked communists; after 1925, the SA were used more for rallies, marches and propaganda purposes; SA membership grew to over 100 000 by 1928; Hitler used the SA to demonstrate discipline and order during the chaos of the Depression; SA intimidated opponents; effectively led by Rohm; SA used to cause disruption on the streets to entice middle-class to support the Nazis; made many fear a communist uprising was imminent; SA gave the unemployed purpose through membership, etc.</p> <p>NO SA was viewed as violent and extremist by many in the middle-class; some committed criminal acts; Rohm unpopular with Army and traditional elites including Hindenburg; SA sometimes seen as too radical and socialist by other Nazi members and conservatives; more significant – Depression led to mass unemployment – 6 million by 1932; extremists more attractive to many; fear of communism; negative cohesion; Goebbels propaganda machine attracted voters from different classes; Nazi promises; Hitler's leadership qualities; political manoeuvring by von Papen and Hindenburg, etc.</p>	40

Question	Answer	Marks
Depth Study C: Russia, 1905–1941		
5	<p>How important was the Russo-Japanese War as a cause of the 1905 Revolution? Explain your answer.</p> <p>YES In 1904 Russia went to war against Japan – many including the Tsar thought this would be an easy victory; defeats on land and at sea; in 1905 the Russian fleet was sunk by a smaller nation; caused a drop in morale amongst troops and population; many blamed the Tsar and his government; many peasants were in the army which caused food shortages at home; led to miserable living and working conditions for peasants and workers in the cities, etc.</p> <p>NO More important – fast, dramatic reform – 6% economic growth annually, but workers and peasants did not share in the wage rises; poor living and working conditions; no trade union representation; workers and middle classes demanded representation; autocracy still in place – growing opposition from liberals and socialists; peasant rebellions over land issue; liberal prime minister supported concessions; Bloody Sunday sparked revolution – Father Gapon and 200 000 protestors were fired on by Winter Palace guard with as many as 4000 casualties, etc.</p>	40

Question	Answer	Marks
6	<p>How significant was Lenin to Bolshevik success in November 1917? Explain your answer.</p> <p>YES Lenin was the undisputed leader of the Bolshevik Party after April 1917 and his return from exile; united party; committed to revolution using committed revolutionaries; April Theses promised Peace, Bread and Land; ‘all power to the Soviets’; Lenin was an intellectual who adapted Marxism to Russia’s situation – Marxism-Leninism; gained support from urban workers, sailors and some soldiers; appealed to poor peasants by encouraging them to seize land; Lenin’s role in the seizure of power was crucial in terms of timing, etc.</p> <p>NO Lenin was in exile for many years; more significant – failures of Provisional Government in dealing with Russia’s problems: continuation of war, failed Summer Offensive, land issue not solved etc.; Kornilov Affair – armed the Red Guard and Bolsheviks were viewed as heroes of the revolution; Petrograd Soviet seen as representative government by many workers, soldiers and sailors, mutiny of sailors and soldiers; Trotsky’s role as Chairman of the Petrograd Soviet and head of the PRC – organised the seizure of power; Bolshevik majorities in Petrograd, Moscow and most other industrial towns; increased Bolshevik membership, etc.</p>	40

Question	Answer	Marks
Depth Study D: The USA, 1919–1941		
7	<p>How important was the introduction of Prohibition as a factor in changing US society in the 1920s? Explain your answer.</p> <p>YES Prohibition was not popular in many urban areas of the USA; bootlegging made vast sums of money; rise of gangsterism – Capone made around \$60 million a year; illegal speakeasies were popular in towns and cities – more speakeasies than saloons in 1919 by 1925; illegal distilleries sprang up in many cities – over 280 000 seized by 1929; moonshine led to deaths and blindness; “rum-runners”; corruption of officials – bribery of local authorities, etc.</p> <p>NO Alcohol consumption actually declined by about 30% in the early 1920s; some effective policing by Prohibition Agents; more important – popularity of motor car brought freedom of movement to many; led to growth in cafes, motels, new suburbs; advertising changed fashions and led to consumer society; entertainment industry flourished – cinema and Hollywood stars; radio; new music such as Jazz (Black American performers); women’s freedom – flappers, right to vote from 1920; bars, nightclubs and cabarets, etc.</p>	40

Question	Answer	Marks
8	<p>How significant was his election campaign as a reason for Roosevelt becoming President in 1933? Explain your answer.</p> <p>YES Roosevelt campaigned on a promise to help those affected by the Depression; he was not radical but believed in active government as a last resort to help normal people; planned to use public money to create jobs; used his experience as governor of New York; met and spoke with union leaders and businesses; went on a grand tour of the USA to drum up support attacking Hoover; promised a New Deal and the three Rs (Relief, Recovery, and Reform); excellent public speaker – 16 major speeches in 1932, etc.</p> <p>NO More significant – Hoover seen as the ‘do-nothing’ President; until 1932, he refused to accept there was a major problem; he left himself open to bitter criticism – “prosperity is just around the corner”; Hoover’s reforms and intervention were too little too late; tariffs strangled international trade further; Hoover was associated with the Depression – Hoovervilles and Hoover blankets; believed in rugged individualism and denied government help; blocked Garner-Wagner Bill in 1932 which would have provided \$2.1 billion to create jobs; Hoover’s reaction to the Bonus Marchers, etc.</p>	40

Question	Answer	Marks
Depth Study E: China, c.1930–c.1990		
9	<p>How important was the support of the peasantry in Communist victory in the Chinese Civil War? Explain your answer.</p> <p>YES Peasants formed the backbone of the Communist Party; during the Second World War and Civil War, peasants saw the Communists as a patriotic party compared to the KMT as they fought the Japanese, unlike the KMT forces; Yenan Settlement increased peasant support and spread Maoist dogma; Maoism focused on the peasants as opposed to the industrial workers; Communists built up good relations with Chinese villages and many were used as bases for guerrilla warfare; Communist propaganda was effective in the countryside – increased peasant membership, etc.</p> <p>NO More important – the leadership of Mao; Mao was seen as the focus point of an ideology which focused on peasant support – Maoism; weak and corrupt KMT leadership under Chiang Kai-shek; KMT misused American funds in the Second World War – many deserted and joined the Communists; effective guerrilla warfare tactics by Communist Party – key city of Shanghai captured in 1949 and KMT forced to flee, etc.</p>	40

Question	Answer	Marks
10	<p>How significant was the Cultural Revolution in maintaining Mao's position in the Communist Party? Explain your answer.</p> <p>YES Cultural Revolution re-imposed Mao's leadership and dictatorship over China after the failure of the Great Leap Forward; attempted to reverse some revisionist policies of Liu Shaoqi and reconnect people with communist ideas; Mao used young people, especially students to restart the revolution; Mao's Little Red Book used to spread Maoism; Red Guard supported by Mao to hunt out non-conformists and revisionists; led to violence, rape, murders and beatings; property seized; people forcibly re-educated; closure of colleges and universities; traditional art and culture wiped out and only socialist culture was endorsed; children encouraged to question their parents, etc.</p> <p>NO More significant – Land Reforms in the 1950s introduced collective farms, cooperatives and then communes; reorganised peasants based on socialist ideas; Maoist propaganda in the communes; social reforms – new access to healthcare and education; 90% literacy rate by the 1960s; free primary education for all; Five Year Plans – led to massive increase in industrial output for coal, iron, steel and oil; growth of railways and urban areas; women's lives improved – new laws made divorce easier, banned foot binding and gave women opportunities in the Party; use of terror – People's Liberation Army arrested revisionists and counter-revolutionaries; Hundred Flowers Campaign exposed Mao's enemies, etc.</p>	40

Question	Answer	Marks
Depth Study F: South Africa, c.1940–c.1994		
11	<p>How important were peaceful protests in the development of opposition to apartheid? Explain your answer.</p> <p>YES ANC used Defiance Campaign in 1952 to oppose apartheid on public services – given full media coverage at home and internationally and led to international condemnation by some nations; Freedom Charter, 1955 promoted democracy and equality before the law; 1960 PAC began a national campaign against the Pass Laws – mainly peaceful operations; women campaigned alongside men in demonstrations – occupied government buildings in 1956 in Pretoria; protests after Sharpeville in 1960; Black Sash saw white middle class women joining in with black women opposing Pass Laws; Steve Biko and Black Consciousness Movement advocated peaceful and moderate opposition to apartheid, etc.</p> <p>NO More important – ANC Youth League used more active methods of protest including boycotts and violent demonstration – led by Mandela and Sisulu; Programme of Action in 1949–50 led to riots and civil disobedience; ANC and PAC both formed militant wings – MK and Poqo; led to violent resistance including sabotage and terrorism; riots in Soweto in 1976 led to widespread violence and protest in the 1980s, etc.</p>	40

Question	Answer	Marks
12	<p>How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer.</p> <p>YES The 1976 Soweto riots created uneasy tension towards white minority rule in the 1980s; increased rents and electricity charges in 1984 led to outbreaks of violence – ANC called for the community to make apartheid unworkable; collaborators of apartheid were targeted; attacks on government buildings and assassinations led to a State of Emergency in 1985; 1986–88 ANC launched terror campaign in cinemas, restaurants and shops; state of almost civil war by 1989 which led to foreign investors and companies pulling out of South Africa leading to pressure on the government to change, etc.</p> <p>NO More significant – work of ANC and PAC; release of Mandela; Botha's other reforms caused more calls for an end to minority rule – constitutional reform led to petty apartheid; Pass Laws reformed in the mid-1980s allowing blacks and whites to live in the same area in parts of South Africa; Education Reforms – increased spending on black schools; work of other leaders – Tambo, Tutu, Slovo, Buthelezi and de Klerk; Steve Biko and Black Consciousness movement, etc.</p>	40

Question	Answer	Marks
Depth Study G: Israelis and Palestinians since 1945		
13	<p>How important were the actions of Jewish paramilitary groups, 1945–49, in bringing about the creation of the state of Israel? Explain your answer.</p> <p>YES The Haganah had fought for the Allies during WWII and gained useful experience as well as access to weaponry in the 1948–49 war; later it attacked military targets and key elements of the infrastructure, leading to a British withdrawal from Palestine; Irgun were more radical Zionists – led by Begin, it declared war on the British mandate in 1944 – responsible for King David Hotel attack killing 92 people including 28 British; the attack led to a split in the resistance movements but also helped cause the British to hand over the Palestinian problem to the UN; the Lehi, led by Stern was responsible for assassinations and terrorist actions against the British, etc.</p> <p>NO More important – the role of Britain – Eden opposed to partition; Britain refused to allow Jewish Holocaust survivors to enter Palestine in defiance of Ben Gurion and the Americans; Bevin handed over Palestine problem to UN in 1947; UN more significant – UNSCOP report to the UN in 1947 recommended Partition Plan, Britain refused access to Palestine which helped cause 1948–9 war; US supported Jewish homeland; gave financial support to IDF in the war; Arabs rejected UN plans to partition Palestine; formed Arab League; disorganised during the war which helped lead to defeat against IDF, etc.</p>	40

Question	Answer	Marks
14	<p>How significant were the Israeli armed forces in bringing about Israel's victories in the wars of 1956, 1967 and 1973? Explain your answer.</p> <p>YES 1956 – Israeli government had secret meetings with British and French to invade Egypt by invading Sinai; used paratroopers to attack; showed the Arab nations it was able to inflict heavy damage on its neighbours; 1967 – Israeli pre-emptive strike against Egypt, Syria and Jordanian airfields; wanted to stop PLO raids; strategy developed by Defence Minister Moshe Dayan – used air superiority to destroy Arab air forces before they left the ground; overran the West Bank, pushed the Egyptians back to the Suez Canal and captured the Golan Heights; Israel tripled its size in six days; was most powerful nation in the region; 1973 – Israel managed to launch a determined and effective counter-attack within three days of the surprise attack by Egypt and Syria; within two days they had recaptured the Golan Heights using air superiority; Israel managed to get US backing, etc.</p> <p>NO 1956 – British and French more significant – supported Israeli attack with Anglo-French invasion; British bombed Cairo; British and French paratroopers landed west of Port Said; 1967 – Israel had been modernising its armed forces with financial and military support from the USA, aircraft from France and tanks from Britain; King of Jordan not fully committed to war; Nasser did not want to plunge Egypt into war either, but forced to by Syria – urged to by USSR; 1973 – USSR technology better for defence than offence; poor tactics from Syria and Egypt – underestimated Israeli military might and importance of US backing, which sent tanks; President Nixon refused to negotiate a ceasefire until Israel had recaptured all lost territory, etc.</p>	40

HISTORY

0470/42

Paper 4 Alternative to Coursework

February/March 2018

1 hour

No Additional Materials are required.



READ THESE INSTRUCTIONS FIRST

An answer booklet is provided inside this question paper. You should follow the instructions on the front cover of the answer booklet. If you need additional answer paper ask the invigilator for a continuation booklet.

Answer **one** question from your chosen Depth Study.

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 1/Level 2 Certificate.

This document consists of **3** printed pages, **1** blank page and **1** Insert.

Answer **one** question from your chosen Depth Study.

DEPTH STUDY A: THE FIRST WORLD WAR, 1914–1918

- 1 How important was Belgian resistance in 1914 to the outcome of the war? Explain your answer. [40]
- 2 How significant were the Allies' improved military tactics as a cause of German defeat in 1918? Explain your answer. [40]

DEPTH STUDY B: GERMANY, 1918–1945

- 3 How important was President Ebert in ensuring the Weimar Republic had not collapsed by the time of his death in 1925? Explain your answer. [40]
- 4 How significant was the role of the SA in bringing Hitler to power in January 1933? Explain your answer. [40]

DEPTH STUDY C: RUSSIA, 1905–1941

- 5 How important was the Russo-Japanese War as a cause of the 1905 Revolution? Explain your answer. [40]
- 6 How significant was Lenin to Bolshevik success in November 1917? Explain your answer. [40]

DEPTH STUDY D: THE USA, 1919–1941

- 7 How important was the introduction of Prohibition as a factor in changing US society in the 1920s? Explain your answer. [40]
- 8 How significant was his election campaign as a reason for Roosevelt becoming President in 1933? Explain your answer. [40]

DEPTH STUDY E: CHINA, c.1930–c.1990

- 9 How important was the support of the peasantry in Communist victory in the Chinese Civil War? Explain your answer. [40]
- 10 How significant was the Cultural Revolution in maintaining Mao's position in the Communist Party? Explain your answer. [40]

DEPTH STUDY F: SOUTH AFRICA, c.1940–c.1994

- 11 How important were peaceful protests in the development of opposition to apartheid? Explain your answer. [40]
- 12 How significant was increased violence during the 1980s in bringing about the end of white minority rule? Explain your answer. [40]

DEPTH STUDY G: ISRAELIS AND PALESTINIANS SINCE 1945

- 13 How important were the actions of Jewish paramilitary groups, 1945–49, in bringing about the creation of the state of Israel? Explain your answer. [40]
- 14 How significant were the Israeli armed forces in bringing about Israel's victories in the wars of 1956, 1967 and 1973? Explain your answer. [40]

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